

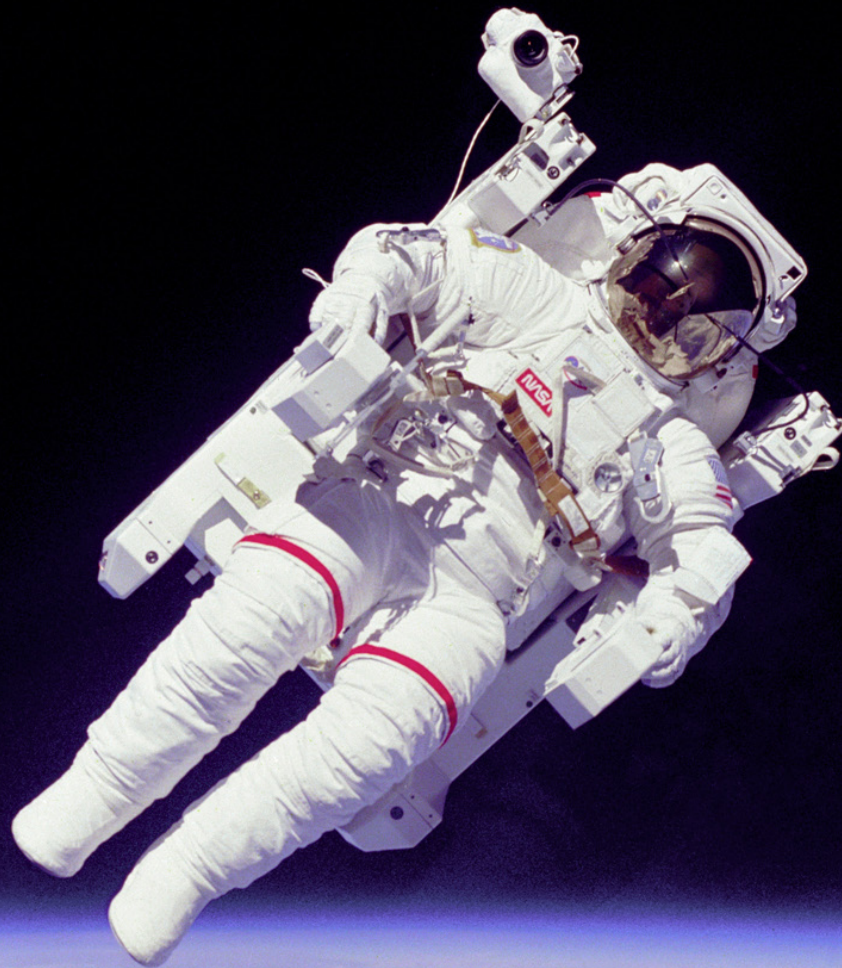
institutional innovation

JISC

synthesis of programme outcomes

Support and Synthesis Benefits Realisation team

November 2009



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programme websites

<http://inin.jisc-ssbr.net/>

<http://www.jisc.ac.uk/whatwedo/programmes/institutionalinnovation.aspx>

PLEASE NOTE: In the pdf version of this document, live hyperlinks are in red

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COVER PHOTO: "Backpacking" - On 11 February 1984, Bruce McCandless II ventured further away from the confines and safety of his ship than any previous astronaut. This space first was made possible by the Manned Manuevering Unit or MMU, a nitrogen jet propelled backpack. McCandless flew untethered to a distance of 320 feet away from the Space Shuttle Orbiter, Challenger. Photo: NASA/courtesy of nasaimages.org

introduction

An approach to understanding institutional innovation in higher education

George Roberts

The process of synthesis for the JISC Institutional Innovation Programme (here referred to as InIn) is now well underway and this document represents a review of the projects' work along with case studies to highlight the research, activities and potential outcomes and outputs. This is a work in progress, and draws on previous postings on [synthesis](#).

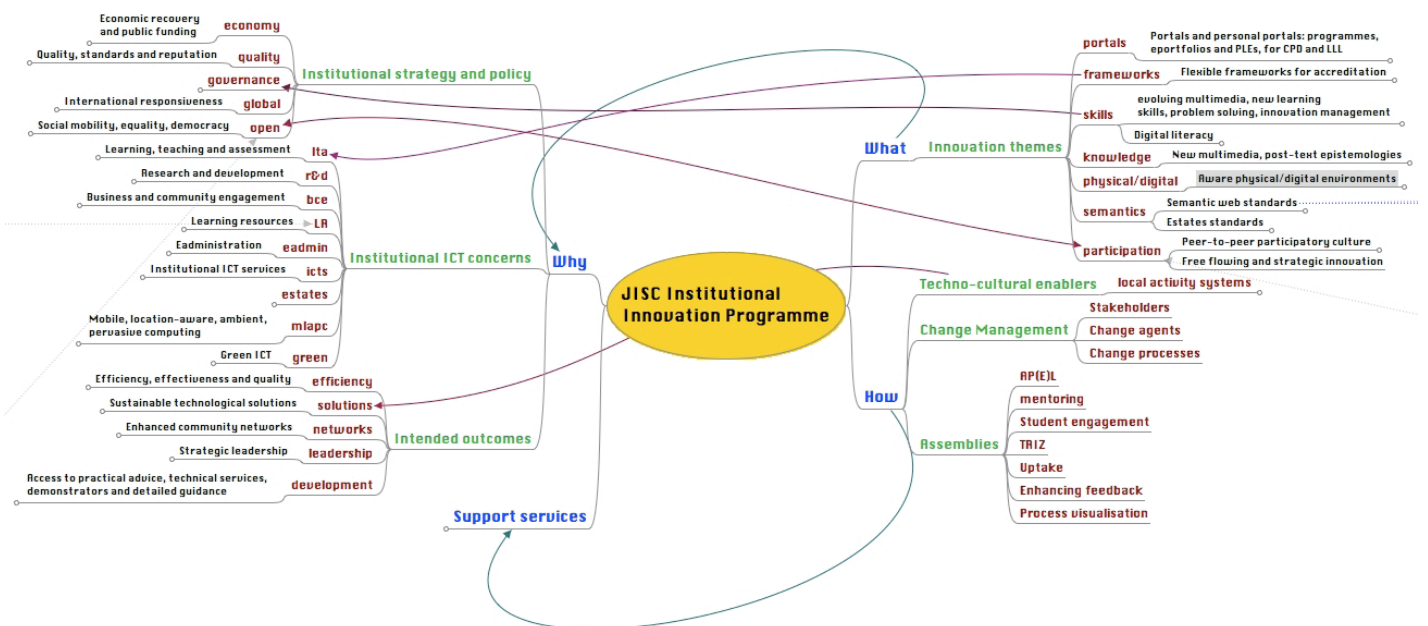
Summary

This section is in three broad parts. The first part addresses the question, "why?" Why change? Underlying conditions place pressure on institutions from many directions and institutions respond in various ways. The second part addresses the question, "what?" What is changing in higher education? What are the broad themes

that can help us see the underlying shifts not only in practice but also in the shape and purpose of higher education institutions. And finally the third part looks briefly at the question, "how?" How are we effecting – bringing about – change in higher education institutions?

In addition, this report will attempt to explain the thinking behind the new database: <http://ssbrdb.jiscclab.net/> and the mindmap visualisation, from which the database and this report derive.

The report is possible because of the great work that is being done by the 40+ projects in the programme and the efforts of the support team in trying to get behind the day-to-day to understand the real drivers for change, and the real consequences of changing. Thank you all.



Part 1: WHY

The question of the reasons for change are complex. We address these at three levels, which might be called “political”, “pragmatic” and “programmatically”:

- Political – institutional strategy and policy
- Pragmatic – institutional ICT concerns
- Programmatic – intended outcomes of the JISC Institutional Innovation Programme

WHY: Political – institutional strategy and policy

WHY, from the perspective of senior management, government and other similarly positioned stakeholders are projects being funded? These are the external drivers for change: the grand narratives of economic turbulence, globalisation, reputation management and democratisation. Although top-down and external sometimes can seem distant and irrelevant from day to day practice, this “big picture” provides a very important piece of the context within which projects operate.

We take there to be four key drivers for institutional innovation: the “real reasons”, according to some, that projects undertake their work. These drivers emerge from conversations between JISC programme managers and members of institutional senior management teams, and there appears to be some consensus emerging around these as being the principal planks of institutional policies.

Economic recovery and public funding

Institutions are in receipt of public funds for teaching and research. There are two big pressures that arise from this. They are related. First, in the light of the economic downturn there are increased pressures on institutions, for example, to make 10% year on year savings. Cost saving and/or revenue raising will always be there in the background. But, second, is the related political

discourse about the further marketisation of education. This is a complex political arena where student fees meet target culture and the so-called employer/demand-led funding models that are becoming so prevalent in the lifelong learning and skills sectors.

Although one of the key factors shaping the public discourses surrounding higher education, it is not yet apparent that the projects in the Institutional Innovation Programme are principally driven by this concern for economic recovery and public funding.

Quality, standards and reputation

This is a broad area of institutional concern and most projects within the Institutional Innovation Programme have at least part of their attention focused here. Maintaining quality standards and reputation is related, in part, to the question of being in receipt of public money. But it also concerns such things as the environment, league tables, student satisfaction, and even the question of a professionalised workforce. At the very local level, professional reputations may be at stake. Most projects in the programme see themselves as addressing quality issues in one way or another.

International responsiveness

Often expressed as international competitiveness, many institutions, and the whole enterprise of higher education in the UK, are shaped in part by a competitive team-UK approach to understanding international relations. However globalisation is far more complex than the winner/loser sports metaphor allows. There are issues of working abroad for British students and studying in the UK for people from overseas. But international responsiveness also includes questions of immigration policy and open borders: student advisers are being asked to play a monitoring role on behalf of the British borders authority, for example, where interim course results and formative assessment are standing as proxy for attendance. The internationalised university has also to respond to issues raised by the market-based assumptions of GATS, Kyoto, as well as

considering international emergency management and resilience not only in the curriculum but in the institution's own planning.

Social mobility, equality, democracy

Finally, the social mission of universities includes human capital development element to increase participation in higher education.

WHY: Pragmatic – institutional ICT concerns

WHY, perhaps more pragmatically, are projects engaged in their work. These are the local, ground-level drivers of innovation: the petits recits set against the grand narratives of global, economic drivers; regardless of the big picture, for example, there will be 10,000 undergraduates enrolled at our institution, expecting to be taught and logging into the VLE next week.

Learning, teaching and assessment

- Design, pedagogies, delivery, assessment, evaluation, feedback, mentoring

Research and development

- Distributed collaboration, large data sets, visualisation, eresearch

Business and community engagement

- Local and regional agendas given equal weight to national and international agendas

Learning resources

- Repositories, databases, electronic libraries, IP, pre/post-print access, citation, reference management, social bookmarking, personal learning resources

E-administration

- Records, work-flows, architectures, registration, examination management, certification, transcripts, lifelong learning records

Institutional ICT services

- Data storage, access, use, representation, link to the physical network, transmission, signalling, operating systems, protocols

Estates

- Buildings and grounds, facilities, transport services, HVAC, physical resource management, energy management

Mobile, location-aware, ambient, pervasive computing (MLAPC)

- Mobile, Location-aware, Ambient, Pervasive Computing services (MLAPC) are entering the mainstream and increasingly students and staff are using mobile devices to access information, education and leisure services
- Access to a wide variety of data on a smart mobile device (such as iPhone, Android, Blackberry etc)

Green ICT

- Environmental footprint mitigation: energy requirement, cooling, space use

WHY: “Programmatic” – intended outcomes of the JISC Institutional Innovation Programme

WHY, programatically is the JISC funding projects? These are, categorically, the outcomes that are sought for projects, expressed in the call and by which the programme's effect might be understood and evaluated

Efficiency, effectiveness and quality

- Efficiency gains, effectiveness and quality; useable and used; it works, it impacts on resource use and is felt to be valuable

Sustainable technological solutions

- Sustainable technological solutions; aligned with physical/natural world, holistic, large systems thinking; guidelines, how-tos, technical specifications (QOS, WAN, rss, etc)

Enhanced community networks

- Enhanced community networks: pre-formal and formal (what Dutton, 2007 calls “pro-social” networks); regular meetings of groups of people at conferences, assemblies, seminars, community and professional associations, working groups, committees; business groups, professional institutes; processes, institutional change processes; developing community in particular ways to facilitate change management. Expectation management

Strategic leadership

- Strategic leadership: best practice exemplars, models, guides, sustained innovation

Technical development services

- Access to practical advice, technical services, demonstrators and detailed guidance; information, workshops, case studies, consultancy, skills provision

Part 2: What

Innovation themes

WHAT is changing? What is really new? What are the consequences of responding to the strategic, pragmatic and programmatic drivers of change? There are new and unexpected re-aggregations of institutions, of practices, of epistemologies, of the built environment, and there are new kinds of learners.

Portals and personal learning environments

- Portals and personal portals
- Views into novel multi-institutional or disaggregated institutional programmes
- eportfolios and PLEs, for CPD and LLL
- New ways in to reconfigurable clusters, networks, disciplines or communities of participation involving multiple individual and institutional relationships: people, universities, colleges, schools, employers, regulatory bodies

Flexible frameworks for accreditation

- Frameworks marry employer and employee needs with recognition of achievement leading to an HE level course and the possibility of a degree or post graduate qualification
- Providing a consistent framework for credit across an institution might lead the way for a more regional/national framework
- Part of flexible frameworks for accreditation includes the whole APL spectrum: APL, APEL, APCL, APPL, etc

New learning skills and digital literacy

- Evolving multimedia, new learning skills, problem solving, innovation management
- Digital literacy: Literacy debate may go beyond skills into knowledge and semantics but needs to be grounded in skills: how to do things like learn and teach. Note particularly the rise of participatory multimedia and its importance to cultural sense-making reflected in podcasting, lecture capture and audio-video feedback

New knowledge: post-text epistemology

- New multimedia, post-text epistemologies impact on validation, assessment, marking criteria, professional regulation, membership of formal associations
- Discipline underpinned not by text but by multimedia and hyper-media linked representations and a connected (digital) commons; epistemological chaos

Physical/digital convergence

- Aware physical/digital environments
- Reconfigurable spaces for learning, stability/mutability of the physical estate
- Sustainability, reusability, personalisation of space: education commons, access grid, quality of service, VOIP, distributed collaborative space, cones of silence
- Learning landscapes

Formal semantics and standards

- Web standards: rdf, micro-formats, identity, profiles, ontologies, metadata, dbWiki, tags, key words, controlled vocabularies, rss, opml, doi, etc.
- AND physical building standards and regs (plumbing, heating, lighting, energy management)

Widening participation

The social capital reciprocal and response to the policy driver of “Social mobility, equality, democracy”:

- New kinds of learners
- Access, openness, progression, retention, mentoring, CPD, communities of...
- professional standards, graduate attributes, licences to practice, professional indemnity
- Creative Commons
- Peer-to-peer participatory culture
- Free flowing and strategic innovation

Part 3: How

Techno-cultural enablers

HOW, at the micro level, are projects doing what they are doing? What are the specific tools, standards, processes, being used? This will be a long and incoherent list. Coherence is found at the level of innovation themes. This captures the diversity of the programme. PHP or Java? Google Apps or Microsoft SharePoint?

We will be delving into the “How” through individual project case studies.

managing and embedding change

Isobel Falconer

Managing and embedding change seems to be emerging as a significant concern of many projects. They are taking a variety of approaches on continua from the top-down to the bottom-up and from the internally- to externally-facing. Thus, for example, the ASSET project which aims to evaluate Web 2.0 technologies to provide an innovative resource (including audio and video) for engaging students and staff with feedback, stresses the importance of alignment with institutional strategy and of working at a strategic level with the senior managers of the institution. In contrast, The Alternative Guide to UCLan (TAG), which is developing an interactive website platform for projects within UCLan to support students in their transition into higher education, is using assessment and the creation of mini-modules based on TAG, as a vehicle for ensuring that the platform becomes embedded within university systems at the level of practice. Working closely with potential partners, to turn these into real collaborators in taking up new systems and practices is widespread, with Modular e-Administration of Teaching (MEAoT) working with different partners within their institution to tailor the Modular e-Assessment of Teaching system to individual department needs, working on the assumption that familiarity with the system in each department will encourage its support by the local computer officers, ensuring sustainability. More outward facing, e-Assessment in Higher Education (EASiHE) and Enhancing Lectures Through Automated Capture (ELTAC) are working with a range of partners outside their home institutions to

embed video feedback for assessment, and lecture recording.

Ensuring sustainability

The increasing level of capacity and experience of such projects in working with external partners has led to tentative suggestions among some projects of forming an ongoing advisory or consultancy service that would be paid for and hence self-financing. Such proposals would help ensure sustainability, but there are governance issues to be discussed and resolved if projects continue in this way beyond the end of their JISC funding; stakeholders in the consultancy might be involved in governance.

Such suggestions are emerging particularly around a cluster of audio and video projects. While some projects, such as Steeple, in this area are taking a mainly technical approach to facilitating podcasting, others, like ELTAC, are much more concerned about the social; their experience extends beyond the technical to considering the legal implications and IPR issues surrounding lecture capture, issues that are shared also by the ASSET and EASiHE projects.

A cluster of a different form that is emerging is among those projects who are thinking of developing toolkits as a way of making it easier for potential users to take up their systems and realise the benefits of their projects, sometimes in collaboration with projects from other programmes. Institutional Data Management for Personalisation and Syndication (ID-MAPS), for example, is talking to the identity management toolkit (access and identity management programme) and dynamic learning maps (e-learning programme) projects.

In a similar vein, ELTAC is augmenting their utility/resource model with exemplars that explore some of the practical and management issues they have found surrounding lecture capture in other institutions, showing some of the complexity of pedagogical, legal, staff development and policy issues.

Reduction and Re-use of Energy in Institutional Data Centres (RARE-IDC) have been visiting a number of data centres and considering a variety of 'green' options and are developing considerable expertise in what needs to be considered when reducing energy usage in cooling data centres, which may form the basis of a toolkit for other institutions.

Engaging stakeholders

While a variety of ways of engaging with stakeholders and potential collaborators are being tried, as described above, engaging with end users remains a fundamental concern of all the projects. The end user of many of these systems is students; both TAG and Promoting Student Web 2.0 Contributions with Lightweight Enterprise RSS (TWOLER) have been imaginative in how they do this, running competitions as well as the more usual focus groups, and embedding the platform in new mini-modules. Models and working demonstrations can help potential users grasp innovative products and processes that may seem rather abstract if just described. MEAoT have prepared a java-based demo to help the departments they are working with understand the capabilities and potential uses of their system. Engaging with users in such ways has led to significant improvements and enhancements of the products and processes being developed.

case study

building the research information infrastructure (BRII)

University of Oxford <http://brii.ouls.ox.ac.uk/>

Efficient sharing of research management information
using semantic web technologies

Project summary

BRII are using data mirrored from sources around the University of Oxford in conjunction with semantic web technologies to provide a single source of discovery for what research is being undertaken and who is involved. Essentially the BRII project is a 'mashup' or data aggregation of already available but disparate sources of data. Currently this information needs to be manually sought across the multiple research projects, departments and colleges that make up the University, for example there are 10-15 instances of cancer research deployed at the moment. A significant point is that this data is predominantly research activity data as opposed to research findings. As the Research Excellence Framework is driving research management, BRII can be used as an aid for the new Research Information Management Sub-Committee of the University Research Committee.

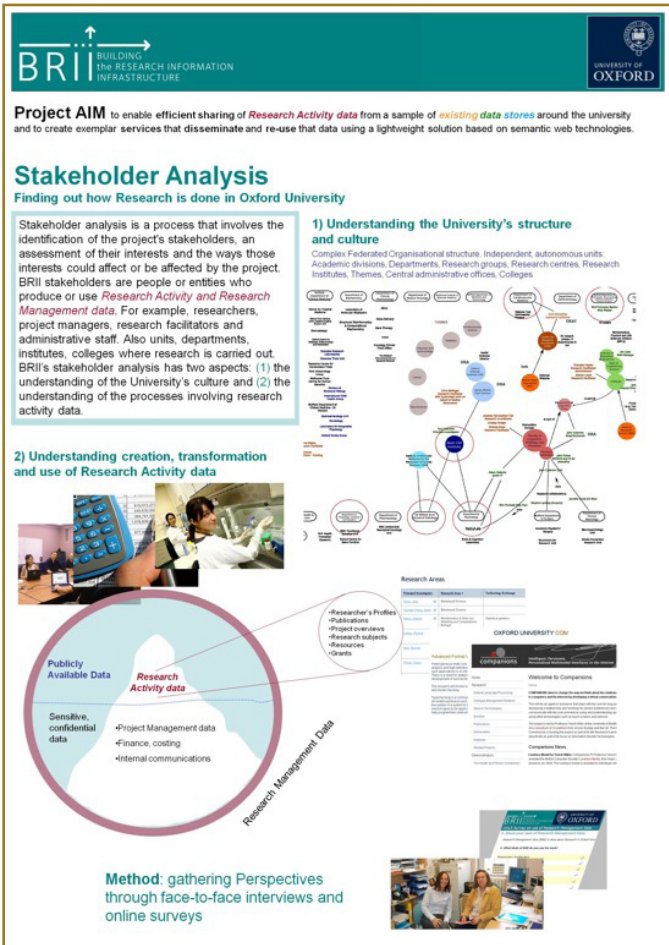
A University of Oxford Blue Pages is under current development, which will provide the research data using a web front end. A second round of usability/ accessibility testing and analysis is under way. This is being developed as an example of a web-based application that re-uses the data. BRII recognise that an increased visibility of current research aids in the ability to get funding for ongoing and future projects. Presently an academic research funding ontology, a way of describing funders, does not exist. Also, from a management perspective, using BRII can give a clear idea of whether or not researchers are remaining competitive within their own particular field.

As the BRII project mirrors the data from within various departments of the University, an interesting consequence is that departmental data seems to become more accurate. This may well be due to their involvement in BRII and the likelihood of wider dissemination of the data.

Outputs

The BRII project outputs could be used by other institutions to set up their own version of the single source of research activity. This could also be used as a data sharing network across multiple institutions. The project has potential outside of the academic environment as well, for example, BRII are working with Cancer Research UK in an effort to build a thematic website for current research in this area.

Difficulty in dissemination of findings through conferences and such like was highlighted as a likely shared problem with other projects within this JISC programme. The 18 month lifecycle of the project in tandem with conferences often requiring a full paper to be submitted up to 6 months before the actual event makes adequate submission somewhat difficult.



Project AIM to enable efficient sharing of *Research Activity data* from a sample of *existing data stores* around the university and to create exemplar services that disseminate and re-use that data using a lightweight solution based on semantic web technologies.

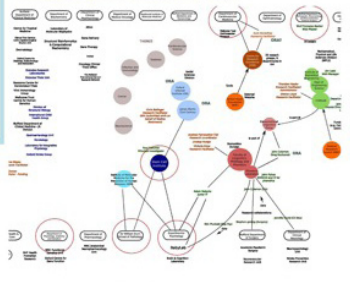
Stakeholder Analysis

Finding out how Research is done in Oxford University

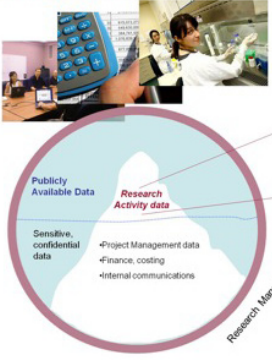
Stakeholder analysis is a process that involves the identification of the project's stakeholders, an assessment of their interests and the ways those interests could affect or be affected by the project. BRII stakeholders are people or entities who produce or use *Research Activity and Research Management data*. For example, researchers, project managers, research facilitators and administrative staff. Also units, departments, institutes, colleges where research is carried out. BRII's stakeholder analysis has two aspects: (1) the understanding of the University's culture and (2) the understanding of the processes involving research activity data.

1) Understanding the University's structure and culture

Complex Federated Organisational structure. Independent, autonomous units: Academic divisions, Departments, Research groups, Research centres, Research Institutes, Themes, Central administrative offices, Colleges.



2) Understanding creation, transformation and use of Research Activity data



Research areas

- Researcher's Profiles
 - Publications
 - Project overviews
 - Research subjects
 - Resources
 - Outputs
- Project Management data
 - Finance, costing
 - Internal communications

Publicly Available Data

Sensitive, confidential data

Research Management Data

Method: gathering Perspectives through face-to-face interviews and online surveys

case study

mining course management systems (MCMS)

Thames Valley University <http://samsa.tvu.ac.uk/mcms/>

Using data mining to investigate student patterns related to student retention and drop out rate

Project summary

MCMS are using data mining processes and pattern recognition algorithms with a web application front-end as a potentially useful intervention tool and set of processes/technologies to predict/highlight 'at risk' students.

The web application has two distinct sections, one for use by students and the other for staff giving an effective overview of student/staff use of resources such as library and VLE usage. The web application provides a Higher Education Achievement Report view for the development of the learner. In addition, it identifies learning outcomes and has potential to be used as an incentive/addition to personal development documentation, which can aid employability, and in this way supports all learners not just those at risk. As an intervention tool, the web application will need to be used in conjunction with appropriate staff intervention actions.

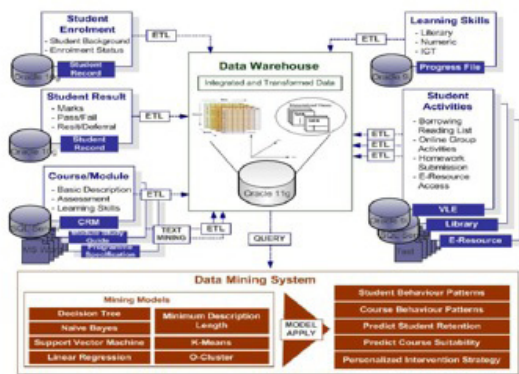
Management can use the staff side of the web application to consider quality issues internal to the institution such as VLE-use by module coordinators. In this way the web application can also provide a briefing for senior managers and practitioners with regards to module and course review as well as in supporting exam board decisions. Further, senior management with regards to what the institution is doing to address a variety of QAA issues can use the briefing information provided by the web application.

Currently the user portals presenting the data to learners and staff are at a proof of concept stage demonstrating that the technologies and processes do in fact work. However the project team feel that a fair deal more work will be required before the system can be in a fully useable form.

Project Motivation and Objectives

- ❑ **Motivation**
Student retention is one of the most important issues for university. It is an indicator of academic performance and enrolment management.
- ❑ **Objectives**
Use data mining and natural language processing technologies to evaluate course suitability, monitor student academic behaviour with an efficient intervention plan implementation.

System Architecture



- ❑ **Data Sources**
9 different data sources which includes student administration system, virtual learning system, library system, course specification and etc.
- ❑ **Data Mining Process**
Transfer data to fit the data mining models first. Apply feature importance and associate rules to find the correlation among data features. Then classify data and extract human friendly rules and patterns. Regression is then applied to predict future behaviours.

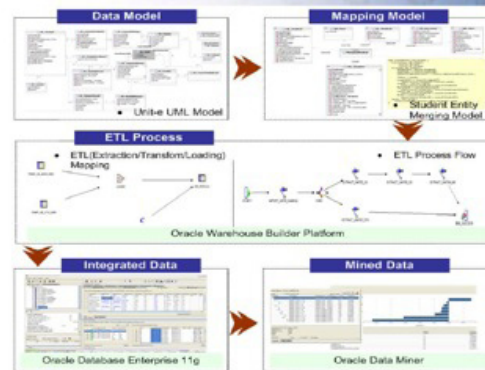
Data Mining Early Results

Student Retention is related to Current Student Academic Performance (AVGMARK), what Course he/she is studying (COURSEAWARD), Which year he/she is (CURRENTSTUDYLEVEL), as well as Student Entry Certificate Level (ENTRYCERTIFICATE).

Example Rule with 83 % Confidence:

AVGMARK <= 25.329 AND
COURSEAWARD is in { Associate BSc CMI CPPD International UG } AND
CURRENTSTUDYLEVEL = 4 AND
ENTRYCERTIFICATE <3.6 → Student Withdraw

Implementation



- ❑ **Implementation Approach**
Apply Model-driven Data Warehousing approach which enables robust data model design and high maintenance.
- ❑ **Development Platform**
Oracle 11g Enterprise including Data Warehouse and Data Mining Engine.

Text Mining: VisualText is applied to textual data sources.

Issues

The project has highlighted the difficulties surrounding issues with the legal ownership of data such as data protection as well as the ownership of data by third party vendors such as that provided by electronic pass barriers. These issues, it was felt, may be more straightforward to resolve if recognised and actioned before implementation of the system by other institutions. Another point highlighted was the potential cultural/political barriers within their own, or any other, institution that may hold up full roll out.

Outputs

The project team envision their technical models for integration of data, data mining process and pattern recognition algorithms as available outputs from this project for wider dissemination, as well as the web application and all of the relevant supporting documentation.

case study

e-assessment in higher education (EASiHE)

University of Southampton
<http://www.soton.ac.uk/easihe/>

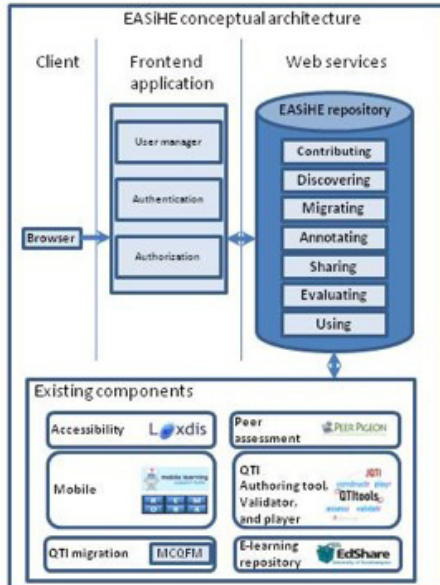
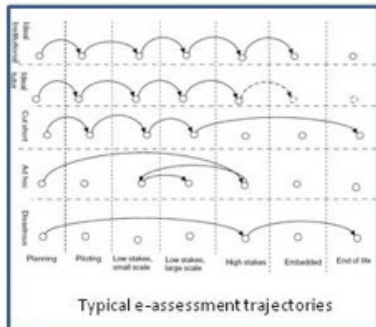
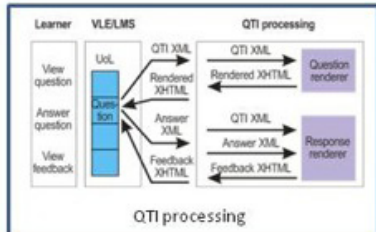
Project summary

The EASiHE project is developing a solution for formative e-Assessment, by integrating services currently available within the JISC eFramework. Examples of these services include QTI Player, Peer Pigeon, LexDis, QTI Migration Tool and EdShare. A joint School of Electronics and Computer Science and iSolutions (university IS department) project, the team is working closely with six schools across the university and has also just started

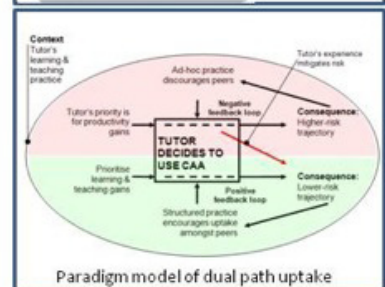
a benefits realisation sub-project to extend their work to Bournemouth and Poole College.

Work so far has received very positive feedback from initial lecturer and student evaluations, University senior management via their steering panel, and from the wider community as the results are disseminated. The aim is to ensure that these results are of both immediate and long-term benefit to the University of Southampton, as well as the national and international HE community.

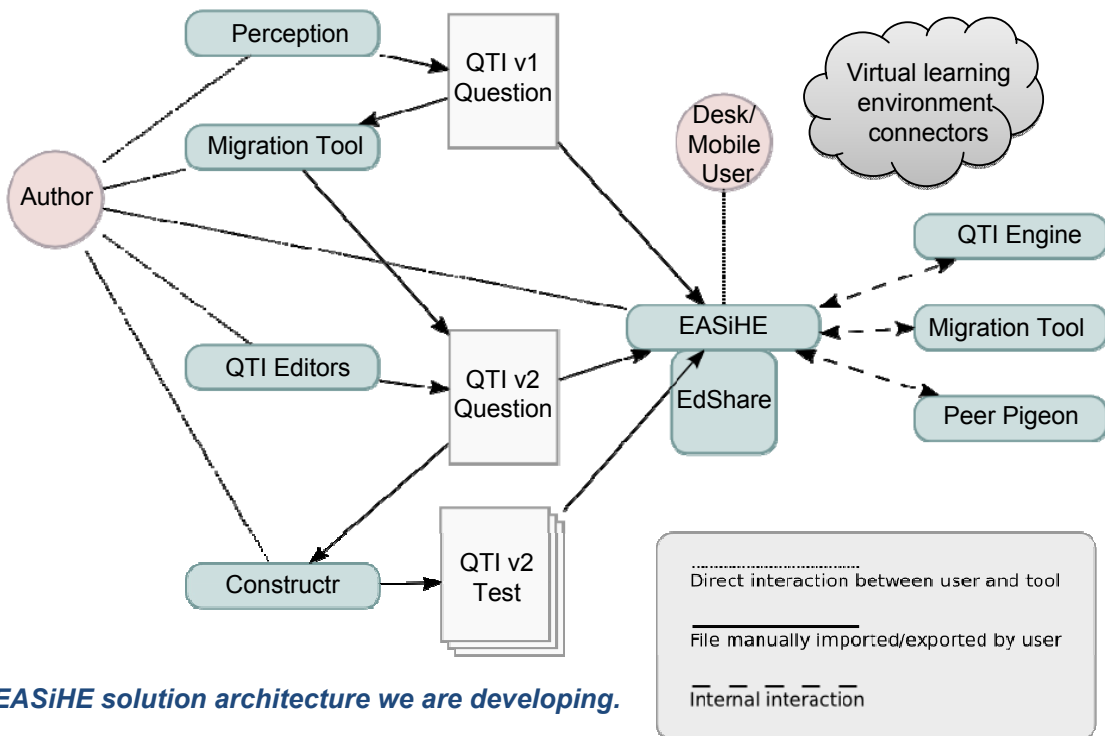
{Gary Wills, Lester Gilbert, Bill Warburton, Onjira Sitthisak, Bart Nagel, Susan Walters, Pei Zhang}



Screenshot for a mobile application



User involvement: Engineering Sciences, Health Sciences, Medicine, Civil engineering, Modern Language centre, Electronics and Computer Science



The EASiHE solution architecture we are developing.

case study

the alternative guide (TAG)

University of Central Lancashire
<http://www.taguclan.org.uk>

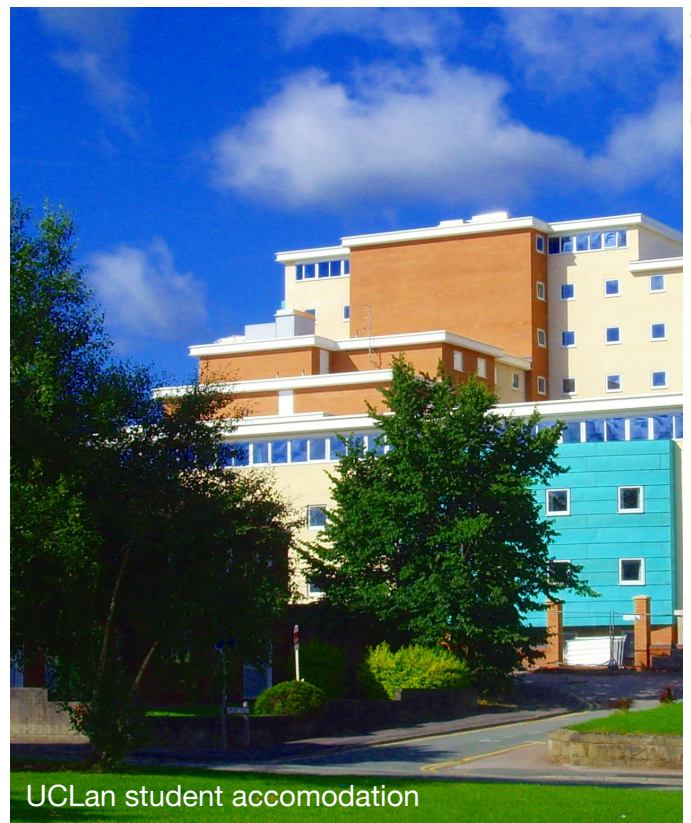
Supporting students in their transition into higher education through a dynamic interactive website

Project summary

TAG was developed in response to research, such as that referenced in the report by the Comptroller and Auditor General in 2007 which looked at retention and withdrawal in HE. The report highlighted the reasons for withdrawal as being personal, wrong choice of course, lack of integration, dissatisfaction with course/institution, lack of preparedness, financial reasons and the taking up of a more attractive opportunity.

Literature shows many students are coming from backgrounds where they have no peers or family members with experience of HE to draw on and the students' expectations of university do not match the reality. Arguably students who go to university with misguided expectations are likely to withdraw or struggle with the course. Cook *et al* (2006) suggest that for each student who withdraws, there must be more who are having difficulties, yet are just managing to remain at university. The TAG Team aim to explore the impact on retention by creating an open access,

interactive, web-based platform of support for students during their transition period. TAG enables potential students to develop realistic expectations of HE in order to try to address some of the issues that can cause students to withdraw prior to arrival.



© TONY MORRALL

Manage life

How to juggle life with uni! Here potential students will find students' experiences of living in halls, managing their finances, cooking, food shopping, and managing their time to fit it all in!

Learn to learn

The basic skills to get students started in HE! Developing the basic academic skills students need to study in HE such as understanding plagiarism, academic writing, getting the most out of lecturers, etc.

Making friends

Exactly what it says on the tin - how to meet people like you and make friends! Advising students on how to meet others with similar interests, from clubs and societies to religious beliefs. TAG shows students how to meet people and what to do with them once they have met friends.

Find the way

Get to know your way around campus, the admission process, the administration of your course and get on the road to a career. This section helps students get to know the campus and the city before they arrive, as well as giving them useful information about the admin of their course. It also encourages them to start thinking about how to make the most of their time at university and start thinking about developing their employability.

Get involved

Tell us what you think, boost your employability, and earn extra credit! Students producing content for TAG enables TAG to provide potential students with information from their peers, which we feel they will be more included to believe and be influenced by. Students can produce content through extra curricular activities or by using TAG as a client for assessment. Work on TAG does not have to result in the production of content. Students are encouraged to use TAG in anyway to boost their employability and are welcome to come and experience the behind the scenes work of TAG.

The Alternative Guide to UCLan TAG

Manage Life.

- Before you arrive
- Managing your money
- Living here
- Being a student
- Managing your social life
- Health
- Life @ UCLan as a...
- Safety
- Go green

Learn to Learn.

Helping you develop the basic skills to get your started at UCLan

The way you approach work changes when you get to university. If you have just left school or have been out of education for a period of time you may find some aspects of university a little difficult.

There are a huge range of assignment types that you might be set depending on your course from a short essay to a live project. In this section you will find a few basic skills that will help you get started and when you get to university you can concentrate on learning your subject!

Find out more about...

- Learning at a university level
- First port of call for study support

Making Friends.

Making friends is made easier at university because most people will be new to the university and might not know anyone. However, although you can meet people in your halls or on your course it can be difficult to meet people with the same interests as you. This section will help you figure out how to get to know people and what do you with your friends once you have them.

Find out more about...

- First steps
- How to meet like minded people
- Now I've got friends what do I do with them?
- Managing your social life
- Friends and drinking
- Flying start
- Students union
- Help from other students

Find the Way.

This section is to help you figure out how to get around Preston, the campus, the course, and start thinking about your career. Yes, it's very early days but first year is when you have the most time to start doing something about your employability.

Find out more about...

- Video campus tour!
- Extenuating circumstances
- First steps to your future
- First steps to life after uni
- Employability through your AHSS
- Volunteering
- Potential placements for teachers
- Thinking of starting your own business?

Get involved!

There are lots of ways you can get involved with TAG!

If you are a potential student, parent, current student, staff member or any other user of TAG, why not tell us what you think of TAG and participate in the evaluation?

If you are a current student, why not use TAG to boost your CV by producing content? We are looking for all types of media from all types of student!

If you are a member of staff, why not use TAG as a client for assessment? It will give your students the opportunity to develop experience of working on a live project with a client!

Take a look around the "Get involved" section for more information.

Find out more about...

- Freshers' competition
- Categories
- What do you think of TAG?

lifelong learning and work force development (LLLWFD)

The 13 lifelong learning and work force development projects (LLLWFD) began work in April 2009. Their first task was to produce a baseline report which looked at the existing situation for their chosen project subject within their own institutions and nationally. Emerging

themes from the reports which can be mapped across the Phase 2 and 3 projects of the JISC programme include portals (and e-portfolios), frameworks (and AP(e)L, accreditation and mentoring) and physical/ digital environments.

LLLWFD projects

Table 1 Key to LLLWFD projects

Title	Lead institution	Project description
CCLiP	University of Liverpool	Culture Campus Liverpool Portal
Co-genT	University of Gloucestershire	Co-generative Toolkit
CPD-Eng	University of Hull	Personalised systems supporting IPD and CPD within a professional framework
ePPSME	University of Wolverhampton	e-Portfolio based Pedagogy for SMEs
iWoBLE	University of Westminster	Interactive Work-based Learning Environments
HELLO	Leicester College	Higher Education Lifelong Learning Opportunities
MUSKET	University of Middlesex	Middlesex University Skills and Education Planning Tool
PINEAPPLE	University of Plymouth	Partnership Investigations into Accredited Prior/ Previous Learning
SAMSON	University of Nottingham	Shared Architecture for eEmployer, Student and Organisational Networking
SMART	New Buckinghamshire University	Supporting Mentors and Resource Transformation
TELWFD	University of Wales in Cardiff (UWIC)	Technology Enhanced Learning to Support Welsh Centre for Workforce Development
TELSTAR	University of Central Lancashire (UCLAN)	Technology Enabled Learning Support for Training and Accreditation Recognition
WELL	University of Bradford	Workforce Engagement in Lifelong Learning

For lifelong and work-based learners to benefit optimally from educational and skills training, provisions by institutions require flexible and seamless integration of numerous processes. From institutions, in addition to connections, partnerships and communication with relevant work sectors, these include course provision, accreditation of current and prior learning (APL), evidence evaluation, support and mentoring. Learners require information and processes that expose them to available courses, means of presenting evidence of prior learning (e.g. via portfolios) as well as flexible, seamless paths for furthering their learning across institutions and work sectors, time frames and durations with appropriate support (e.g. from mentors) to negotiate aspects of all of the above. A common

thread across the LLLWFD projects that are all aimed at institutional innovation to improve related systems and processes is that of introducing, expanding or enhancing the related systems and processes through use of technology as well as online support.

The LLLWFD projects highlight many of the issues surrounding widening participation to work-based learners, access to relevant information for those employers wanting to provide relevant CPD and individuals who wish to access university-level CPD individually.

The list of techno-enablers at the start of these projects is particularly interesting.

Table 2 Techno-cultural enablers

Tool/system	Projects
XCRI – ‘a JISC-funded, UK-oriented project to establish a specification to support the eXchange of Course-Related Information.’ (from http://www.xcri.org/)	CCLip, Co-genT
IDM (Identity management)	iWoBLE, CPD-Eng
E-PORTFOLIOS	
Pebblepad – ‘is much more than an eportfolio. It is a Personal Learning System being used in learning contexts...’ (from http://www.pebblepad.co.uk/)	Co-genT, CPD-Eng, ePPSME, SAMSON, WELL, TELSTAR (UCLAN)
iWebfolio – ‘is an advanced electronic portfolio management system that helps individuals and institutions archive, organize, reflect and present information contained in documents, graphics, presentations, web projects, audio and video, or any other digital media. (from http://www.iwebfolio.com/)	SAMSON
Mahara – ‘is an open source e-portfolio system with a flexible display framework.’ (from http://mahara.org/)	HELLO, SAMSON
Desire2Learn ePortfolio – ‘...guides the learning path of our clients and places their learners in the driver’s seat.’ (from http://www.desire2learn.com/ePortfolio/)	SAMSON
Blackboard/WebCT e-Portfolio – e-Portfolio add-on for the Blackboard virtual learning environment. http://www.blackboard.com/	iWoBLE, SAMSON, TELSTAR (UCLan)
LEAP2A – ‘a new, and more lightweight ePortfolio interoperability standard...’ (from http://www.nottingham.ac.uk/eportfolio/leap2a/index.shtml)	Co-genT, CPD-Eng, SAMSON
ELLI – ‘Effective Lifelong Learning Inventory’ (from http://www.ellionline.co.uk/)	Co-genT
CPD Noticeboard – ‘a new portal for viewing the Professional Development courses offered by the four universities in the Liverpool City region.’ (from http://www.cpdnoticeboard.ac.uk/site/)	CCLIP
E-APEL – JISC e-Accreditation of Prior Experiential Learning project (University of Derby) (http://bit.ly/64vr2w)	
VLE/CONTENT MANAGEMENT	
Sakai – eBridge. open source virtual learning environment used by University of Hull	CPD-Eng
Moodle – ‘Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.’ (from http://moodle.org/)	CPD-Eng partners, HELLO
Blackboard – commercial virtual learning environment (http://www.blackboard.com/)	iWoBLE, TELWFD
OPUS - Open Source Content Management System (http://opus.cx/opus3.html)	SAMSON
uPortal Open Source System – ‘is the leading open source enterprise portal framework built by and for the higher education community.’ (from http://www.jasig.org/uportal)	SAMSON – who may move to SharePoint (‘SharePoint is an integrated suite of server capabilities that can help improve organizational effectiveness by providing comprehensive content management and enterprise search, accelerating shared business processes, and facilitating information-sharing across boundaries for better business insight.’ From http://sharepoint.microsoft.com/Pages/Default.aspx)
Google Docs – ‘Create and edit web-based documents, spreadsheets, and presentations. Store documents online and access them from any computer.’ (from http://bit.ly/3Jcb)	

case study

higher education lifelong learning opportunities (HELLO)

Leicester College
<http://hello.lec.ac.uk/>

Physical and digital learning spaces

Project summary

The HELLO Project has two key elements:

- 1 To develop existing resources and assessment materials across 40% of the HE provision in the College in light of the success of the Moodle developments made during the JISC WoLF Project (Workbased Learners in Further Education).
- 2 To introduce an institutional social network site (using Mahara open source software) to:
 - encourage HE students across the organisation to build their own networks and groups and to encourage communication between courses.
 - provide links with other HE Institutions for students contemplating continuing their HE studies.
 - allow employers to access the social network to enable them to promote their organisations, join relevant groups and advertise work placements.
 - allow industry experts to access the social network to enable them to offer advice and guidance and to participate in forums and FAQs.

The Higher Education Lifelong Learning Opportunities or "HELLO" Project

The HELLO Project is a JISC funded project in the Lifelong Learning and Workforce Development strand.

Leicester College has over 60 HE courses delivered across a variety of Curriculum Areas. Learners are full-time, part-time, work based and distance.

The HELLO project has two elements to it:

Element One: Development of a student led network to enable them to collaborate and forge friendships and social groups, replacing lost physical social space. Within the network, there will be participation from employers and industry experts, who, we hope will get involved with discussions, advertise work placements and provide industry updates. Links will be made with other HE Institutions to offer advice on appropriate courses post Foundation Degree.

Element Two: Development of course level resources, in light of successes from the WoLF Project. Including use of an E-Tutorial, block texting services, online formative and summative feedback and forum discussions.

Email the Project Manager at hello@lec.ac.uk

Project Manager's Twitter Feeds

Lucy Stone
lucystone

#bbcqt failure in education is the fault of the family? Was he just saying a single parent's kids are less likely to achieve?
18 minutes ago

#bbcqt oh dear Phil your droaning voice and drivel makes me want to throw the control at the TV
23 minutes ago

I think this is just brilliant
<http://www.youtube.com/w...>
14 hours ago

On the home run now with creating HELLO Project course communities....only three to go!
yesterday

Join the conversation

ELESIG

I'm a member of:

Issues

Leicester College has 68 HE courses delivered in 8 different curriculum areas and the physical space in the college has been reduced by 19% as part of receiving an LSC grant for an accommodation project with the closure of one main campus. The need to support this cohort of learners and to enable clear lines of communication between staff, students and employer makes the use of digital spaces an important development for this group of learners. The college currently uses Moodle as its VLE. The use of Mahara as the social network site will be implemented for the HE in FE students participating in the HELLO project by late 2009.

Outputs

- 1 A transferable model for effective use of technology-enhanced learning to support, assess, motivate and encourage learners. Enhanced curriculum delivery to support work based and other HE learners in FE, meeting their diverse needs and changing requirements. Improved understanding by staff and employers of effective ways to communicate, support, motivate and encourage learners.
- 2 Guidelines for design of flexible, learner-centred support networks - an approach to support and effective use of technology-enhanced learning.

Community Site.

A Place for HE students studying with Leicester College to stay up to date with the latest HE news releases, Events notifications, Social discussion and course related discussion.

case study

Liverpool culture campus portal (CCLiP)

University of Liverpool, in partnership with Liverpool John Moores University, Liverpool Hope University, Liverpool Arts Regeneration Campaign, Liverpool City of Learning

<http://www.liv.ac.uk/cll/cclip/>

Portals

Project summary

Local employers and individuals working in the cultural and creative industries sector have expressed a clear need for a central online access point for the offerings of the respective partners. This project seeks to offer an enhanced and expanded service of information about CPD provision from HE and local cultural organisations to the creative/cultural industries.

CCLiP will:

- improve the automated collection of information from the institutions and cultural organisations involved by means of the use of a common standard (XCRI) for describing the provision offered.
- identify and address inter- and intra-institutional barriers to the production and sharing of such standards-based information, to ensure long-term sustainability of both the service and the partnership.
- extend the provision offered into a different sector (cultural and creative industries) which also encompasses offerings from other relevant organisations.
- develop improved capacity to gather information about CPD requirements from users.

Issues

Implementing XCRI across a variety of HEIs in Liverpool to ensure up to date information is available.

XCRI is a JISC-funded, UK-oriented project to establish a specification to support the eXchange of Course-Related Information. A key activity for XCRI is the development of an XML specification, the XCRI Course Advertising Profile (or XCRI-CAP for short). Learning providers can publish their course information in the standard XCRI-CAP format, so that it can be collected easily by organisations with course search services such as UCAS. Opening up the offerings of learning

providers creates new possibilities for value-added services and information channels for universities, colleges, and training providers from <http://www.xcri.org/>

Outputs

- 1 A fully operational and tested website (the Culture Campus Liverpool Portal) receiving and holding information about regional CPD provision in XCRI-compatible format for the cultural/creative sector from all project partners and returning user information to project partners.
- 2 Accompanying technical documentation.



UNIVERSITY OF LIVERPOOL

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CENTRE FOR LIFELONG LEARNING

Website Courses

Culture Campus Liverpool Portal

About Us
CCLiP Blog
Documents

Partners

Liverpool John Moores University
Liverpool City of Learning
Liverpool Hope University
Cultural organisations:
working with LARC and SMAC

Culture Campus Liverpool Portal (CCLiP)

Technologies to meet the needs of learners in the workplace.

The Culture Campus Liverpool Portal (CCLiP) project is funded by the Joint Information Systems Committee (JISC) developing and implementing the use of appropriate technologies and processes to enable HE-level learning services that meet the needs of learners in the workplace, and of their employers.

JISC

JISC supports UK further & higher education and research by providing leadership in the use of Information and Communications Technology in support of learning, teaching, research and administration. JISC receives funding from all the UK further and higher education funding councils.

This project seeks to offer an enhanced and expanded service of information about CPD provision from HE and local cultural organisations to the creative/cultural industries - the Culture Campus Liverpool Portal (CCLiP). It will build on lessons learned from the development of the CPD Noticeboard - an online system based on the technology developed by the JISC project 'The Learning Matrix'. This displays courses, events and training opportunities in one place for the benefit of local employers, their employees, mentors and other independent learners such as the self-employed and job-seekers wishing to update their skills.



benefits realisation

The Benefits Realisation strand of the Institutional Innovation Programme is playing an important role in encouraging and supporting the take-up of project outcomes by other institutions. Several projects are already undertaking activities to produce guidance materials and case studies, build capacity through workshops and dissemination events, linking to existing communities and providing support to other interested institutions. When projects find opportunities to extend these activities and widen their engagement with the sector, the additional funding from the benefits realisation strand can assist. For further information please see <http://br.inin.jisc-ssbr.net/>. The deadline for receiving Benefits Realisation project ideas within the Institutional Innovation programme will be June 2010, however the money will be allocated on a first come basis so please submit your ideas sooner rather than later.

The following case studies are examples of four projects and the approaches they have taken to engage in Benefits Realisation activities. All these projects provide an opportunity for institutions to engage with the next phase around Building Capacity (see <http://br.inin.jisc-ssbr.net/2009/09/18/project-fed-activities/>). Please feel free to adapt and adopt the approaches taken by these projects.

Paul Bailey

case study

EdShare support community

University of Southampton

<http://www.edshare.soton.ac.uk/>

A resource for collaboration and sharing of materials used in teaching and learning

Project summary

The JISC-funded Institutional exemplar project EdSpace built the EdShare resource (www.edshare.soton.ac.uk) for the collaboration and sharing of materials used in teaching and learning and is based on the successful EPrints software. EdShare enables the entire University community to make a wide variety of resources visible to colleagues and students across the University and the world. Working with institutions, the project is demonstrating value for money and optimisation of investment through more efficient and effective organisation,

management and sharing for reuse of education resources.

To support the increased uptake of the work of the EdSpace Project, the project team has been working with two projects funded in the JISC Information Environment Programme: the Open University Department of Languages, developing LORO – Languages Open Resources Online (<http://www.open.ac.uk/education-and-languages/loro>) for their community of language teachers; and the University of Worcester – the Worcester Learning Box Repository Project WLBR (<http://wlbrproject.wordpress.com/>).

The project has developed an understanding of the needs of institutions in presenting a ‘wrapped’ version of EdShare supported by documentation for use by technical staff at other institutions, comprising the delivery of specific requirements for installation for these two projects and providing remote support.

They are also helping to develop a phased strategy of deployment; the institutions are working to populate their shares and to integrate functionality and workflow locally to ensure effective working. The experience from this will be transferable to the take-up of any education repository or shared learning resource within an institution by working with senior managers and practitioners.



As part of engaging and supporting the emergent community for 'HE educational resources exchange', a community called CHERE has been created and one such event was hosted by the EdShare project in September 2009. A web presence is being developed at <http://chere.ecs.soton.ac.uk/>

The project is also supporting a regional presentation of shared resources across Hampshire to support transition to HE from schools and colleges. The intended benefit of this work is both to support staff and students in FE colleges and schools in accessing resources based at the University as well as in providing proof of concept of a tailored and embedded installation of the software.

An event to discuss web shared resources such as EdSpace or SlideShare, was held on 4 November 2009. The report can be seen here: <http://br.inin.jisc-ssbr.net/2009/11/19/edshare-workshop/>. A further event to share issues around Intellectual Property is being planned for the future.

Benefits Realisation approach

This project approach has been to engage with an existing support service within the institution that is able to provide sustainable technical support for the repository software. Piggy backing onto a JISC circular for repository projects, they promoted the EdShare software and then offered support and a community to the successful projects. They have then used two successful projects to test and develop resources to support take-up. Projects may wish to consider using this approach aligned with current or future JISC programmes or the Phase 2 Building Capabilities programme.

case study

streamlining enterprise-Level podcasting (Steeple)

University of Cambridge

http://www.steeple.org.uk/wiki/Steeple_Benefits_Realisation

Project summary

The vision of the Steeple project is to streamline enterprise-level podcasting and support a viable community around scalable, enterprise-level solutions, in the areas of automated video/audio workflows (including processing and delivery).

Following several successful dissemination events and rapid developments in podcasting with the HE sector the project has successfully gained community interest from several institutions. The project had already produced an online podcasting booklet to support institutions <http://www.steeple.org.uk/wiki/Introduction>, which provides an ideal opportunity for a benefits realisation project. See http://www.steeple.org.uk/wiki/Steeple_Benefits_Realisation.

The idea is to support a community of institutions in the effective institution-wide use of audio and video podcasting, starting with ten interested institutions, shown here at http://www.steeple.org.uk/wiki/Steeple:Community_Portal.

Steeple is also linking up with several other projects including the lecture capture project (ELTAC) at Coventry University. The existing web resource will be further developed through the partners to create additional support resources and provide further examples of institutional approaches to podcasting.

A series of hands-on workshops and online webinars are being scheduled to support institutions and provide support for the tools that will make take-up easier. The project will also look at long-term sustainability.



Participants at the Steeple assembly, October 2008

An assembly was run in October along with a workshop in November in Nottingham to support institutions.

The benefits realisation phase has only just started, however the interest already shown suggests this will be a significant focus for the programme activities. Ideas for a phase 2 building capacity project have already been discussed along with the opportunity to build and sustain the community further, widening the benefits to the sector.

Benefits Realisation approach

The project approach is one of providing targeted community support during the funded phase, leading to a sustained service to maintain the outcomes beyond the funding. This approach was possible due to the successful communications activities of the project raising interests from several institutions. Through participatory engagement and a “hands-on” approach the understanding of the varied institutional needs continues to be refined, so that the project can deliver specifically tailored community support, overcoming institutional barriers and enabling change. There are particular challenges in supporting a community and also providing a service which others can use. This approach could be combined with the consultancy model where institutions are charged for support and assistance, or the consultancy fee is covered by existing funding.

case study

location independent working (LIW)

Coventry University

<http://cuba.coventry.ac.uk/liwsupport/>

Exploring the benefits, opportunities and issues surrounding the implementation of location independent working in universities

Project summary

The LIW project has been to refine and package materials, present these via a website (the Knowledge Exchange), then undertake consultancy with up to ten institutions to support take-up of location independent working. They are also developing ten case studies to illustrate different issues around LIW, including how much support institutions feel they need to get this established.

Benefits Realisation approach

The project approach has been to provide a web resource of materials and provide a consultancy model to support take-up in interested institutions. The consultancy approach aims to work with projects where the team has already received significant interest from other institutions as a result of previous project activity.

LIW contacted all institutions which had expressed an interest (roughly a dozen) to offer them consultancy and thirty institutions sent representatives to a two-day dissemination event. The project has not gone beyond that circle as yet. The team is working on case studies arising from this consultancy work, covering both the positive and negative responses to LIW. What has been surprising is that the free consultancy has not been taken up in certain quarters so far.

THE LIW KNOWLEDGE EXCHANGE

[HOME](#)[LIW PRESENTATIONS](#)[LIW REPORTS](#)[THE LIW KNOWLEDGE EXCHANGE](#)[KEEPING IN TOUCH](#)[ACCESSING RESOURCES](#)

One positive contact has been with Manchester Metropolitan Business School, where they are planning a new building but also looking at LIW for staff, as space will be more limited in the new building than at present. As an example of how the approach is being taken up, three major pilots have started within Coventry University – in the Business School, Health, and IT Services – funded by the University, and other departments are now looking at this as well.

Some early conclusions to be drawn from the project include the effect on learning and teaching; location independent working can enhance teaching within a blended learning approach. Examples include more active support of students on placements or in professional practice, the use of Skype and synchronous conferencing tools in project supervision, and giving oral feedback on assessed work. These activities are often easier to undertake from home, and staff have reported being motivated to use them when they are properly supported.

case study

low carbon ICT

University of Oxford.

<http://projects.oucs.ox.ac.uk/lowcarbonict/>

Improving awareness of monitoring and wake-up on LAN technologies to reduce power consumption

Project Summary

The project initially developed a technology to remotely switch on or off computers and then demonstrated the effectiveness and potential cost savings in energy consumption for an institution. The project is now seeking to improve awareness of monitoring and wake-up on LAN technologies to reduce power consumption (and therefore green house gas emissions and costs) by desktop computers.

Progress to date

The primary goal has been to demonstrate that software developed at Oxford can be adopted and used widely at Liverpool University. The project team at Oxford has been working with Liverpool University to help set up the wake-up on LAN software. It only required a couple of telephone calls and a few emails over a two month period for Liverpool to have a beta service ready. The software has now been proven to work in another institution successfully which has fed back into the supporting documentation and user interface for the software

The system has been designed so that it can be 'Shibbolised' easily, that is that it can be integrated with a national authentication service, with the aim of making it possible for a national service provider such as JANET to host the software.

Since there is no single technical silver bullet to reduce the energy consumed by idle desktop computers, the team are promoting a broad set of guidelines. The five steps to green desktop computing (<http://www.oucs.ox.ac.uk/greenit/desktop.xml>) help institutions to feel confident they can tackle this issue in a robust manner, and in so doing, help others do the same.



The team has also developed a monitoring tool that can be installed on a network in any building and used to inform the institution how many computers are switched on at any one time. This information can be used to build a case for change and demonstrate potential cost savings. The institution may then choose to set targets and implement a change culture, asking staff to switch off computers or other electrical appliances, installing wake-up on LAN or implementing one of several commercial solutions available.

The project has already produced several case studies which illustrate the different approaches that can be taken.

The next stage is to work in collaboration with relevant bodies such as JISC and UCISA to make sure there is a clear and consistent message sent to HE and FE organisations, namely that desktop computers should be powered down when they are idle. By aligning the project activities with JISC GreenICT activities, the project aims to achieve wide scale take-up across the sector.

Benefits Realisation approach

The approach involved identifying an institution that was willing and able to test out take-up of the application. This allows the guidance documents and any software to be refined and tested. It has then been possible to engage JISC Services and Communications activities to promote the project and support take-up across the sector.