



Project Document Cover Sheet

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Workforce Engagement in Lifelong Learning (WELL) Project

Baseline Survey

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Baseline Report

1. Introduction

1.1 Background

The JISC funded WELL (Workforce Engagement in Lifelong Learning) Project serves under the aegis of the Escalate Programme, the University's flagship employer engagement initiative.

The overall aim of the WELL project is to develop, implement and evaluate a model of *flexible* delivery that can be used on any academic programme to encourage greater participation from learners in employment in a range of industries and business sectors, as the University seeks to create cultural change that will move the institution towards greater heterogeneity and more flexible provision, and continue to widen participation through engaging work-based learners. This model will be based on module/unit delivery and assessment and will integrate personal, organisational (of the employer) and institutional technologies that will support personalised learning and also satisfy University accreditation and progression requirements.

The key features of the model will be that it will:

- include support for all the major aspects of module/unit delivery, including: familiarisation and integration with relevant and appropriate technologies; support for academic and social induction; delivery of the main learning materials; communication and collaboration (both staff-student and student-student); formative and summative assessment; use of ePortfolios; APEL for previous learning and experience and for further course(s) of study;
- test the outputs of previous JISC projects; for example the [e-APEL](#) project which has produced a software tool which streamlines the initial stages of application for the accreditation of prior experiential learning (APEL) and the [eTutor](#) project which seeks to create an online learning community through existing web 2.0 technologies;
- deliver learning in a reduced (or extended) time frame to meet the needs of employers and individuals. Traditionally programmes are offered only within semester and administrative structures which may not fit the flexibility needs of employers and their performance appraisal mechanisms;
- prepare learners for further online learning and assessment in the future;
- introduce learners to using ePortfolios for professional and personal development.

The WELL Project will contribute to the wider remit of Escalate to embed a cultural change towards flexible part time provision that gives the learner greater autonomy and the opportunity to learn independent of *time* and *place* restrictions.

1.2 Pilot programmes

Initially two pilots will be conducted with Escalate programmes in the School of Health and the School of Lifelong Education & Development. The pilot will establish the needs of the employer partners and their workforce and, if required, will exploit new technology, *e-learning* and *mobile-learning* approaches. The model will act as an institutional exemplar that can be adapted for use in other Academic Schools across the University.

1.2.1 The School of Health Studies

The School of Health Studies works extensively with the NHS and social care sectors, spending more than £5 million annually on training and developing staff. The Department of Health (2006) states that “[o]nly a small fraction is targeted at staff working in support roles...it is not acceptable that the some of the most dependent people in our communities are cared for by the least well trained” (*Learning for a Change in Healthcare*. NHS Executive, London.)

The same report identifies several key messages: widening participation in learning should become an inherent feature of service development and improvement, a strategic approach would be required to develop and support participation and that sustaining such an approach would provide a considerable challenge. Through the Health, Social Care and Early Years Sector Group of WYLLN, which is led by University of Bradford, we are currently working with the Strategic Health Authority to identify the learning needs of these workers.

The School of Health has been working with the Sector Skills Council (SSC) for the UK health sector (Skills for Health), who lead on the modernisation of education and training across the health sector and now have a position statement and strategy entitled “[Higher Education within the Sector Skills Council for Health](#)” and “[Learning Design Principles](#)” that are key to development of health care award pathways in Higher. These principles highlight a commitment to design and deliver learning opportunities that are developed in response to an analysis of needs in the workplace. The suggestion is to design small packages of learning that build into more comprehensive awards through incremental progression, these should be accessible, inter-disciplinary and provide a flexible framework that allows for multiple ‘step-on step off’ points. There is also acknowledgement of the need to recognise and reward all learning, including *work-based*, *experiential* and *formal* learning. The position paper and strategy identifies several aims that are integral to the attainment of competence based learning provision, including working in partnership with Higher Education Institutions, developing seamless and integrated educational pathways and standardising mechanisms for design that address National Occupational Standards and the Knowledge and Skills Framework. This policy will lead to the development of employer-led provision through the accreditation of existing training and CPD/PPD materials and the embedding of competency frameworks within academic qualifications. It will be important, as part of this process to develop e-learning units that utilise technologies that not only support the learning directly associated with those accredited programmes, but also on-going personal and professional development in the workplace.

1.2.2 The School of Lifelong Education and Development (SLED)

Over the past five years the University's School of Lifelong Education and Development (SLED) has built strong links with the West Yorkshire Fire and Rescue Service. The Foundation Degree in Leadership and Management delivered through SLED was designed to meet their training needs for the development of middle managers. Also from this the MA Integrated Emergency Management was developed for senior managers in the Resilience Community. Both of these courses have been very successful, and the FD is also beginning to recruit from NHS and Local government employees. However, a recent review of training needs by the West Yorkshire Fire and Rescue Service indicates that in order to more closely align the academic programmes with their organisational management development programme (of 18-24 months) and to cater for the large numbers of staff involved, a shorter timeframe with more flexible delivery is required. In addition they are looking for a more flexible post-graduate programme along with the MA Integrated Emergency Management to meet the general needs of their senior managers. So far three possible solutions to this have been identified: *Work-based Learning* (WBL) - currently there are 60 credits of WBL in the Foundation Degree. A greater degree of flexibility would be achieved by increasing this to other parts or whole modules; *Blended Learning* - a combination of the above would allow the foundation degree to be delivered more flexibly over a shorter period of time; *AP(E)L* - the process of accrediting prior experiential learning needs to be made more accessible for candidates i.e. through e-portfolios, where students can provide evidence on line. As part of this development we are seeking to explore and test how the use of technology can support the transition into academic study, though for example AP(E)L and induction, personal development planning throughout and beyond the programme, the integration of different forms of learning, and how might facilitate variations in the pace and place of learning.

The following sections represent an overview of selected projects and initiatives both *internal* and *external* to the University, with their key foci, outcomes and lessons learned (where relevant).

2. Overview of current internal practice¹

2.1 School of Life Sciences (Pharmacy)

MSc Clinical Pharmacy (Community) is delivered entirely through distance learning, with most of its reliance on BlackBoard supported by paper-based materials, and Ning for peer-to-peer contact. Learners are usually employed as full-time pharmacists. Currently there is no direct employer engagement; however, in the past Boots supported and funded their staff. The course is very popular due to its flexible nature. This type of course could be broadened with industry support.

MSc Clinical Pharmacy (Hospital) is mostly distance taught and learners are employed by hospitals who have signed up to the course. Where required, staff from the hospital are acting as honorary lecturers. The findings show concerns that the course's quality of delivery may be compromised by a wholly distance approach.

2.2 School of Health Studies (Rehabilitation Studies)

The Division of Rehabilitation Studies at the University of Bradford with the *Comensus* project at the University of Central Lancashire and Advocacy in Action in Nottingham, developed on-line learning materials in collaboration with service users and carers. This has involved service users and carers sharing their personal experiences of health and social care and using this to build a virtual community, '[Bradton](#)'. The resource focuses on key areas of Rehabilitation, and within these areas learners will find a case study of the service user, a brief background to their condition/situation and video/audio clip of their experiences. This can be used to stimulate discussion and may be used by student groups working on their own or as a tutor-led teaching resource.

The project was funded through Learning, Teaching and Assessment (LTA) funding from the University's Teaching Quality Enhancement Group (TQEG). Currently the resource is being used in Blackboard with level 1 Physiotherapy students at Bradford and Nursing students at UCLAN as part of the evaluation. There is significant scope to expand the resource by developing new case studies in rehabilitation, introducing new areas of learning within the healthcare sector (e.g. Midwifery, Radiography) and adapting the resource to suit other academic disciplines.

2.3 School of Health Studies (Midwifery)

In the Division of Midwifery and Women's Health, ePortfolios have been very popular in supporting student learning in clinical placements, particularly the action plan tool within PebblePad. In spite of its limited mobile platform, students have found PebblePad useful for recording reflections while on placement.

¹ This is not an exhaustive list, and at the time of writing the report, information regarding some projects and initiatives was not available.

2.4 School of Health Studies (ALPS (Assessment & Learning in Practice Settings) Project)

The [ALPS](#) project is a collaborative programme between five HE Institutions that aims to *“ensure that students graduating from courses in health and social care are fully equipped to perform confidently and competently at the start of their professional careers and so improve patient care”*. A fundamental part of the ALPS Project is the creation of generic assessment tools for use in practice settings via mobile devices. The tools will be suitable for use across multiple Health and Social Care Professions and will enable students to gather feedback from Peers and Practice Assessors from their own and any other profession and also, where appropriate, from Service Users and their Carers. The creation, distribution and storing of assessment tools on mobile devices is being supported through the ALPS Mobile Services Platform. The ALPS project in Bradford involved 26 student midwives being assessed on a set of common competencies.

The findings highlight some of the challenges relating to mobile technology and to the professional culture within which the students are learning; a salient example being the issue of ‘using’ a mobile whilst at work. In addition, PebblePad has a limited mobile platform that some students found useful for recording reflections while on their placement; however there were issues around access for some learners.

The potential for increasing student-centred learning was noted and crucially it was identified that significant levels of technical support will be required. This will be different to current support processes because of the ‘mobile’ aspect of this as students will need support at home and in clinical placement. In addition, the relatively short lifespan of technology posed an issue; with newer more sophisticated technology being introduced that effectively outdated the devices in use.

Related projects to this include:

- **Mobile Enabled Disabled Students (MEDS):** The aim of this project is to inform the ongoing work and development of ALPS in relation to the specific needs of disabled students when using mobile technologies for learning and assessment in practice settings. Funded by the ALPS Research Capacity Investment Fund
- **Audio Supported Enhanced Learning (ASEL):** This project aims to develop, implement and evaluate the use of audio within next generation technologies to support, enhance, and personalise the learner experience. It will also capture effective lecturer and learner practices from across the domains of teaching and learning that will help inform future practices across the HE sector. Funded by JISC.

2.5 School of Health Studies (Dementia Studies)

Courses delivered in the Dementia Studies department are all available through distance learning at both undergraduate and post graduate levels. Participants are all mature students and must be working or volunteering in a dementia setting whilst undertaking the courses as assignments are work-based reflections or activities and, overall, the courses are predominantly work-focused to assist the process of students applying theory to practice. Employer engagement and/or support ranges from fully or part supported learners, to wholly self funded learners.

Since the course is distance-based, on-line learning is an important component of the programmes. Various VLEs are used including BlackBoard, Moodle and Ning. Students feedback indicates the latter 2 VLEs are preferred as they are seen to have a more user-friendly interface. Additionally, an external platform may allow for external participants to join in course discussions; for example in developing a community of practitioners, and involving employers. There is limited use of ePortfolios (currently used on 1 M-level module); an initial pilot of the use of PebblePad was not well received and students on the one current module feedback that they have struggled to get to grips with this technology.

Student evaluation revealed that the distance-learning element has promoted an isolated learner experience. Tutors have responded to this with use of social networking e-learning platforms such as Ning and instant messaging software such as Skype. Dementia studies are also involved in the Illuminate pilot and hope to utilize this software in developing opportunities for group learning and support.

This course could be expanded with employer engagement as the curriculum is already work-focused. There is potential for development since the February 2009 National Dementia Strategy document strongly suggests a collaborative approach to courses and promotes dementia education and training as essential for the majority of the health and social care workforce.

2.6 TQEG

The [ELP](#) (Enhancing Learner Progression) Project used and evaluated ePortfolios with 16-19 students applying to University, undergraduate healthcare students and graduate doctors in the NHS. Six [case studies](#) were produced to evaluate the needs of students at different stages of the Student Lifecycle Model and come up with ideas for good pedagogy in the application of e-portfolios for learners entering and progressing through HE. The project also evaluated the technical issue with transferability of ePortfolios between different systems as a student moves through the Student Lifecycle Model. Work-based learners in the NHS participated in the evaluation of ePortfolios for PDP and results showed, among other things, better reflection and communication between tutors and learners. As mentioned previously PebblePad's limited mobile platform was an issue, with it only being accessible via a mobile device that runs through 'Windows Mobile'.

Further funding extended the work of ELP by exploring the use of less formal web 2.0 online support tools (such as social networking) and their impact on learners. The [ELP2](#) project again used a case study approach, with a wider group of learners. The main themes that emerged were that students used web 2.0 tools mainly for personal/social use and may not have the capacity to adjust to using

them in an educational context; that the learners needed to have group working skills for these type of tools to be effective and that there will be varying degrees of participation due to learners preferences. Those who did engage with these technologies gained “*substantial benefits*”.

Findings of ELP and ELP2 contributed to a paper entitled: “[Defining ‘Generation Y’](#): towards a new typology of digital learners” which discusses the educational impact of learners’ digital fluency.

2.7 School of Engineering Design & Technology

This School has received a grant of £100k from the University’s e-strategy board in order to convert some of their existing taught courses to distance and e-learning courses. Currently, BEng is part distance taught and the forthcoming MSc hopes to be fully distance taught.

Delivery is reliant upon video podcasts through Flash on BlackBoard, with presentations viewed with synchronised audio using “Articulate” and SCORM (Sharable Content Objective Reference Model) compliant. This School is also involved in the *Illuminate* pilot, and hopes to incorporate this facility at the earliest opportunity. As an addition, a separate streaming service is provided of the same lectures available on BlackBoard which is used extensively for security reasons. *Ning* is used for its social networking capability.

Learner evaluation surveys have revealed no problems with usage. This was partly pre-empted by introductory familiarisation sessions for all staff and learners. Indeed, overall there has been a positive response. The grant has allowed the School to appoint a Distance & E-learning Development Officer who acts as a facilitator and reference point between TQEG and the School. With regards to work-based learning, the School has worked with employers to train staff using the current suite of courses and modules.

2.8 The School of Social & International Studies (Peace Studies)

The following online courses are currently being developed with the support of funding from the Cadbury Trust and the Southall Trust.:

Peacekeeping and Conflict Resolution

In partnership with the [United Nations Institute for Training and Research](#), New York. This will be an online version of a course currently run through correspondence instruction, details of which may be seen by visiting the UNITAR Programme on Correspondence Instruction in Peacekeeping Operations.

Transforming Civil Conflict

Online course in Transforming Civil Conflict (TCC) which is offered by The [European Network University](#), an initiative of the University of Amsterdam, the Netherlands and the Centre for Conflict Resolution, Department of Peace Studies, Bradford University, UK. This is a four-week online course in international conflict resolution, taught entirely through the Internet.

Master Internacional en Resolucion de conflictos

The Open University of Catalonia in Barcelona has launched an MA in International Conflict Resolution. One of the units of the Masters degree is Peacekeeping and Conflict Resolution, which is

based on material from a course taught on the Bradford degree programme. The course is taught in Spanish and Catalan.

UNITAR Programme of Correspondence Instruction in Peacekeeping Operations

Peacekeeping and International Conflict Resolution: Course authors Professor Tom Woodhouse and Dr Tamara Duffey. The overall aim of this course is to provide the student with a basic understanding of the field of Conflict Resolution and its applications -- theoretically and practically -- to peacekeeping intervention in contemporary international conflicts.

RELAY Programme at the Panos Institute

Panos is a global network of Institutes which works to promote an enabling media and communications environment worldwide. Panos' RELAY programme works with the print and radio media in the South to bring relevant development research to public attention.

2.9 The School of Social & International Studies (Social Sciences & Humanities)

The PGDip/MA in Mental Health Practice has been designed specifically to meet the training needs Approved Mental Health Professionals (AMHP) under mental health legislation. Learners are nominated by their employers and delivery consists of on-campus teaching (150 hours) and a nine-week placement in a mental health setting (full time course). As employers are required to provide AMHPs, this course (as with the Dementia Studies courses) serves as a basis from which a model of flexible delivery can be developed.

Tangentially, a tutor has developed a single, standalone module on "Best Interest Assessment/Deprivation of Liberty Safeguard". This module received a cohort of fifty employer-supported learners, paid for as Best Interest Assessors (BIAs).

2.10 The School of Computing, Informatics, & Media

Currently, there are no part-time and distance taught courses in this department, and no courses that are led by employers.

There have been requests for part-time courses from learners who are employed; however, this is not an interest that is led by their employer. However, one course on "Forensic Computing" was set up with Scotland Yard. This type of relationship could be built on.

2.11 School of Lifelong Education and Development

In 2007 this School piloted a scheme with Link Telecom in which all learners on the "Bradford Foundation Year" were given a mobile phone for communication purposes, along with unlimited usage (within O2 usage). Mobile phones were not used for teaching and learning purposes.

A foundation degree in Educational Policy was designed specifically for the local LSC branch and Education Bradford. This was a part-time course consisting of one day a week on-campus study.

There was only ever one cohort for this course. Perhaps if this course were taught via flexible and blended approaches, it could appeal to all LSC regional Centre's and LEAs nationwide. This would ensure a sustainable level of learners.

WYLLN is currently supporting the packaging and dissemination of the "Effective Learning" module to colleges and schools in the region. This will most probably be via a web-based system. The School's connection with Link Telecom is something that could be explored within a flexible work-based course if required.

2.12 Overall Comments

We can see a number of disparate initiatives throughout the University in relation to using digital technologies in order to develop flexible and blended learning approaches. Innovative practice across the institution occurs in pockets; however, this seems to be more focused on “traditional” learners. The University’s Annual Learning & Teaching Conference shares best practice of examples of innovative learning and teaching. The suitability of such methods of delivery for work-based learners will be considered as part of this project.

The key learning points from above that will need to be considered and addressed as part of the model developed through the WELL project are:

- *Negotiability*: a model must allow negotiability so that a course can be delivered as ‘bite-sized’ modules that may be packaged together into an award at foundation, degree, or post-graduate level.
- *Flexibility*: the modular structure of the course, and its delivery should be determined by the various stakeholders, namely the University, the learner, and the employer
- *Accredited Prior Learning (APL)*: in some organisations there are significant numbers of staff who have few formal qualifications, yet are ‘qualified’ through the experience they have acquired. Similarly they may have undertaken accredited or non-accredited training activities. A model must allow for a streamlined system of accrediting the learner’s prior achievements.

In summary, a number of recurring issues have been noticed. The first of these issues is *access*. With the plethora of mobile and digital tools at learners’ disposal, finding the most appropriate seems relatively easy; however, there are some learners with no access to these technologies suggesting an unequal playing field. In this respect, a key question is whether the University should provide such devices for all course participants, and potentially incorporate the cost into the overall fees for the course. This may ‘level’ the playing field and also solve the potentially difficult issue of incompatible software across different devices. In such a situation a support service would need to be agreed, and ownership of the device would need to be determined. It is suggested in the University’s [e-strategy](#) that every student should have a laptop. If this comes to fruition it may particularly help off-campus learners who may not have one, and who are reliant on such technology for their course. Computer familiarity and anxiety should also be assessed upon induction to a course, as well as how learners are responding to flexible learning. Tools are already available for this (e.g., [COLLES](#) – The Constructivist On-line Learning Environment Survey) and a ‘Computer Familiarity Questionnaire’ (see Appendix 1).

The second is *communication*. In the ELP2 Project there was an administrative delay in registering students onto the SAINT system. This led to learners using *Ning* as an alternative communication platform instead of BlackBoard, for which they had no access. Aside from this, BlackBoard’s messaging service does not allow for RSS Feeds. This is to be noted in case a course requires regular and immediate communication between participants. In addition, *Pebblepad* has a **limited** mobile platform which was a barrier for the students who found it useful to record reflections while on placement. This is something we would like to see developing further and Shane Sutherland at *Pebblelearning* is keen for any feedback/ideas regarding the potential of the mobile version.

The third is *sustainability*. As digital technologies are constantly developing, every initiative must allow for 'emergent planning' and aim to embed a system of support into every course infrastructure, as sustainability wholly depends on uptake. The role of the Distance and E-Learning Development Officer in the School of Engineering Design and Technology involves leading the conversion of selected courses, acting as facilitator for this process, providing technical assistance, and championing the flexible learning 'cause'. Where an employer's involvement is concerned, an uncomplicated system of designing custom degrees from existing or new modules would allow for this, assuming that the choice is broad and the content deep enough. This modular approach would hope to ensure commitment from employers by allowing them choice and freedom in how they design what is ultimately *their* course.

A notable initiative that is conducive to the creation of a flexible model of work-based learning is the single, standalone module on "Best Interest Assessment/Deprivation of Liberty Safeguard". Whilst this module received a cohort of fifty employer-supported learners, paid for as Best Interest Assessors (BIAs), further development of a module 'pack' (with DVDs, course notes, and pod casts, etc.) with tutorial support will allow for this to be rolled out further.

2.13 Broadening the scope

We can see certain existing and established courses that are delivered via distance learning but without employer involvement (e.g. Post Graduate Clinical Pharmacy (Community)), and some courses that have been developed with employers yet delivered on-site (e.g. Foundation Degree in Educational Policy). Appendix 2 outlines the extent to which Escalate's message has been taken up by various Academic Schools so far. This Project aims to dovetail the interests of two strands: to broaden the scope of existing courses, and to create a model for developing future programmes with employers and SMEs. Where a gap in tutors' knowledge exists we can draw upon the various support tools and services offered by JISC including the 'Effective Practice Planner' template mentioned in the [Pheobe](#) planning tool.

3. Overview of current external practice:

UNIVERSITY/ORG	PROJECT NAME	DETAILS
University of Oxford	Developing New Models to Transform the Delivery & Support of Learning for Continuing & Professional Learners at the University of Oxford (Cascade)	<p>Background: This project aims to implement new strategies to create improved curriculum delivery models that allow the Department for Continuing Education at the University of Oxford (OUDCE) to respond more flexibly to stakeholders' needs. Using an iterative design, implementation and evaluation process the project will develop and pilot a series of technology-enabled delivery models and embed the new delivery solutions in the ongoing practices and policies of the University, and make the results of the project available to the wider HE community.</p> <p>Relation to WELL Project: 1. <i>the use of digital technology to create flexible learning models.</i></p>
Newcastle University	Dynamic Learning Maps	<p>Background: Navigable Dynamic Learning Maps will be developed and evaluated to assist students and staff in actively mapping learning by drawing on formal curricular and personalised learning records, supported by easy to use facilities to add and rate resources, and tools to support discussion and reflection. These maps will fuse both 'semantic web' and 'Web 2.0' approaches, building on established technologies and standards to provide 'mash-ups' of resources and curriculum information (managed learning environments) and personal learning records (ePortfolios/blogs).</p> <p>Relation to WELL Project: 1. <i>the use of digital technology to create flexible learning models.</i></p>
Kingston College, Kingston University	KUBE: Kingston Uplift for Business Education	<p>Background: The KUBE project aims to develop and evaluate models of good practice in using technology to transform the teaching, learning and assessment in higher-level business education</p> <p>Relation to WELL Project: 1. <i>how this project extends the role of e-learning through blended curriculum delivery</i></p>
University of Leicester	Delivering University Curricula: Knowledge, Learning and INnovation Gains (DUCKLING)	<p>Background: This project develops advanced delivery, presentation and assessment processes to enhance the work-based learning experience for students studying remotely. The DUCKLING project will demonstrate the practical marriage of sound approaches in delivery together with new technologies</p>

		<p>and work-based pedagogies for learning support, communication and assessment of professional adult learners from commencement to completion of the programme of study.</p> <p>Relation to WELL Project:</p> <ol style="list-style-type: none"> 1. <i>the use of digital technology to create distance learning models.</i>
<p>St George's University of London (SGUL)</p>	<p>Generation 4 (G4)</p>	<p>Background:</p> <p>This project focuses on delivering a Problem-based learning curriculum for an undergraduate medicine course, which is paper-based, linear and inflexible. The aim of this project is to use recently-developed technologies to assist in the creation of a more interactive and integrated model for curriculum delivery in medicine. This will include interactive patient cases which provide students with the opportunity to make realistic decisions and explore the consequences of their actions. The intention is to create a more adaptive, personalised, competency-based style of learning which more closely matches to the role of the practitioner.</p> <p>Relation to WELL Project:</p> <ol style="list-style-type: none"> 1. <i>the use of digital technology to create flexible learning models that reflect work-based competencies</i>
<p>University of Central Lancashire</p>	<p>Technology Enabled Learning Support for Training and Accreditation Recognition (TELSTAR)</p>	<p>Background:</p> <p>This project will provide a technology enabled Learning Framework accessible via a web portal that addresses the needs of work-based learners and their employers. It will include accreditation of learners' prior experience, credit recognition of in-house and learning provider courses and negotiated credit awarded learning units. Learners may mix-and-match a combination of these courses together with standard university modules to gain an HE level qualification from Foundation through to Masters level degrees.</p> <p>Relation to WELL Project:</p> <ol style="list-style-type: none"> 1. <i>how this project considers and accredits APEL</i> 2. <i>how the framework develops across the University.</i>
<p>University of Plymouth</p>	<p>Partnership Investigations into Accredited Prior/Previous (Pineapple)</p>	<p>Background:</p> <p>This project aims to investigate, implement and evaluate methods, technologies and associated interventions and policies that will assist in the embedding and widespread acceptance of APEL.</p> <p>Relation to WELL Project:</p> <ol style="list-style-type: none"> 1. <i>how this project applies an institutional wide structure to APEL</i>

		<p>2. <i>how they consider multiple stakeholder tensions in doing so, including SMEs.</i></p>
<p>University of Gloucestershire</p>	<p>Co-generative Toolkit (Co-genT)</p>	<p>Background: This project will exploit the use of technology to support the co-generation of academic curricula by employers and academics, in particular, by embedding graduate attributes and employment-related skills within an institutional pedagogic framework, the Gloucestershire Shell Framework, for the creation of demand-led continuing professional development (CPD) and degree courses.</p> <p>Relation to WELL Project:</p> <ol style="list-style-type: none"> 1. <i>the methodology for this project</i> 2. <i>the simplicity of the toolkit</i> 3. <i>the demand-led curricula</i> 4. <i>How this can support our Shell framework</i>
<p>University of Bolton</p>	<p>Co-Educate</p>	<p>Background: This project aims to develop a technologically supported approach to programme development that is efficient, agile and responsive to purchaser and learner needs while protecting the rigour and quality of the existing validation mechanisms.</p> <p>Relation to WELL Project: WELL Project will keenly draw from:</p> <ol style="list-style-type: none"> 1. <i>the methodology for this project</i> 2. <i>the stakeholder-led approach</i> 3. <i>cross-institutional buy-in and culture change</i>
<p>Gateshead College</p>	<p>ComPort (Comparative Study of e-Portfolio Implementation in Work-Based Learning)</p>	<p>Background: This project compares and contrasts four different approaches to the use of mobile and other technologies to support HE programmes which have WBL (work-based learning) elements. Four FE Colleges have each identified different target audiences and different technology options with which to put together personal support systems for the work-based elements of their HE programmes.</p> <p>Relation to WELL Project:</p> <ol style="list-style-type: none"> 1. <i>what is discovered in the way of good practice for personalised e-Portfolios for lifelong learners</i> 2. <i>key issues and success factors</i> 3. <i>cross platform e-Portfolios</i>
<p>Loughborough College</p>	<p>E-Portfolios for Work Based Environments</p>	<p>Background: The project developed and piloted an e-portfolio model for use with adults engaged in learning in the workplace who require flexible access to Higher Education and flexible delivery which supports progression within the</p>

		<p>context of lifelong learning. This model will be disseminated to the wider education environment as a solution which institutions can use and adapt for their own purposes.</p> <p>Relation to WELL Project: WELL Project will keenly draw from:</p> <ol style="list-style-type: none"> 1. <i>what is discovered in the way of good practice for personalised and lifelong e-Portfolios</i>
University of Glamorgan	WALES (<i>Work-based Access to Learning through E-Services</i>)	<p>Background: The project evaluates the use of mobile technology and social software in support of on-line learners.</p> <p>Relation to WELL Project: WELL Project will draw from:</p> <ol style="list-style-type: none"> 1. <i>what is discovered in the evaluation of e-learning methods in work-based contexts</i>
Swansea Metropolitan University	eTutor - Education Through Ubiquitous Technologies and On-line Resources	<p>Background: The project explores the possibility of creating an effective on-line learning environment from currently available Web 2.0 services and social networking software, and to use this environment to deliver quality assured learning modules using existing on-line content and resources.</p> <p>Relation to WELL Project: WELL Project will draw from:</p> <ol style="list-style-type: none"> 1. <i>what is discovered in the evaluation of online learning environments and how this can support, where and if appropriate, work-based learning.</i>

3.1 Overall Comments

The WELL Project represents a bold opportunity for cultural change within the University. Nevertheless, we hope that in line with nationwide institutional networking and support, a series of assemblies can be arranged in order to share good practice. Additionally, we may also learn from the work-based learning initiatives of local FE colleges and private businesses in developing a framework for bespoke curricula.

Fortunately, this project is situated within Escalate, which has the support of senior management in developing responsive curricula that will engage employers and the institutional infrastructure to deliver this. The Escalate Programme builds upon the University's core values of 'making knowledge work' and aims to embed employer engagement throughout the institution and refocus its relationship with employers onto the higher level skills and continuing professional development needs of the future workforce. By redefining and renegotiating its employer partnerships, the University plans to position itself as a key influencing and change agent in the District of Bradford and beyond. Escalate will develop curriculum and delivery modules with employers specifically designed to equip today's workforce with the skills necessary for the period up to 2020 and beyond. The WELL Project is establishing links with local employers who aim to become learning

organisations and want their workforce to be part of a higher level skills development programme. The project will link with the University's Ecoversity Strategy, and will facilitate the inclusion of sustainable development principles within programmes as well as contributing to the debate on the design of learning spaces.

Whilst there has been progress in engendering a culture of employer-supported courses (Appendix 2), the WELL Project hopes to contribute to this endeavor by establishing a system that can be used by the sector as an exemplar of a model for module/unit delivery using innovative technologies which offers flexible lifelong learning in the workplace, encourage the use of APEL and PDP, and satisfy the demands of institutional QA and academic standards.

4. Contacts

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5. Appendix 1, Computer Familiarity Questionnaire²

The Computer Familiarity Questionnaire is designed to elicit data related to:

- learners' familiarity with computer usage (Questions 1, 4, 6, 7),
- the comfort with using a computer for various purposes (Question 2),
- their perceived ability to use a computer (Question 3),
- the anxiety felt by the candidates while using a computer (Question 5), and
- their interest in computer usage (Questions 8, 9, 10, 11, 12).

Name _____	Gender _____	Student No. _____
Nationality _____		Institution _____
Please tick (✓) <u>one</u> box only on each line		

Q 1 How often is there a computer available to you to use at these places?					
	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
a) At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) At university/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) In the library/libraries that you use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) At another place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 2 How comfortable:				
	Very comfortable	Comfortable	Somewhat comfortable	Not at all comfortable
a) are you with using a computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) are you with using a computer to write a paper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) would you be taking a test on a computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 3 If you compare yourself with other students, how would you rate your ability to use a computer?				
	Excellent	Good	Fair	Poor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

² Courtesy of Roehampton University.

Q 4 How often do you use a computer:

	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
a) at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) at university/college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) in the library/libraries that you use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) at another place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 5 Tick (✓) one box on each line which best shows how you feel.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I feel comfortable working with a computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I get a sinking feeling when I think of trying to use a computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I think that it takes a long time to finish when I use a computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Computers do not scare me at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Working with a computer makes me nervous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Using a computer is very frustrating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I will do as little work with computers as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Computers are difficult to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IF YOU DO NOT USE A COMPUTER IN ANY SETTING, PLEASE STOP HERE

If you use a computer in any setting, please continue on the next page

Q 6 How often do you use:					
	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
a) the Internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) a computer for electronic communication (e.g. e-mail or "chat rooms")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) the computer to help you study course material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) the computer for programming?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 7 How often do you use each of the following kinds of computer software?					
	Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
a) Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Word processing (e.g. Word ® or Word Perfect®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Spreadsheets (e.g., Lotus 1 2 3 ® or Microsoft Excel®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Drawing, painting or graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Data or text analysis (e.g. SPSS ® or NUD*IST)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 8 How do you feel about using the keyboard (typing)					
	Totally Disagree	Disagree	No feeling	Agree	Totally Agree
f) I can type as fast as I can write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I do not think it is a problem for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I find using the keyboard difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 9 It is very important to me to work with a computer.		
	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Q 10 To play or work with a computer is really fun.		
	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Q 11 I use a computer because I am very interested in this.		
	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Q12 I forget the time, when I am working with the computer.		
	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU

6. Appendix 2, Academic Schools which incorporate employer engagement³

School	Course
EDT	BEng (Top-up)
	FD Engineering Technology
	CPD Braking Road Vehicles
	PG Cert Materials
Health	FD Health & Social Care
	Outpatient Hysteroscopy
	Pg Cert Improving Service Delivery
	FD Leadership for Social Care
	Accreditation of Competency Framework for Rehab
	FD Leadership/Management of Children's Centres
Informatics	MSc Visual Effects for post production
Life Sciences	MSc Community Pharmacy
	MSc/PG Cert/PGDip Clinical Pharmacy (Hospital)
	BSc BioMedical
Management	PG Cert Business and Admin
	BA Financial Planning
	PG Cert Leadership and Management in HE
	In Company degrees
	PG Cert/Dip Applied Management
SSIS	Social Work Practice Consolidation Module
	FD/BA Working with Children YP and Families
	BIA Module (DOLS)
	PG Dip/MA Mental Health Practice
	MA Applied Criminal Justice
	PG Cert/Dip Project Planning and Management
	PG Dip Psychological Therapies
SLED	FD in Leadership and Management
	MA/PG Cert/Dip in Professional Studies
	FD in Public Sector Admin
	MA Integrated Emergency Services Management
	PG Cert Higher Education Practice
	FD Social Enterprise

³ Current at time of version submission

	FD Culture, Sport and Well Being
	Cert Understanding Islam
	FD in Outdoor and Adventurous Activities (Craven)
	BA Hons Service Sector Management (Craven)
	FD in Cruise Industry Management (Craven)
	FD Aviation Management and Operations (Craven)
	Cert School Governorship