



Project Initiation Document

Project Name: HE Peer Connector: A Pilot Project

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Document Version: One

Document Distribution:

<i>Name</i>	<i>Location</i>	<i>Responsibility</i>	<i>Action/Information</i>
Debbie Lambert	LLN	Manager of the LLN	For information
Anna Place	KC	Project Manager	
Geoffrey Elliot	UW	Members of the	To approve the proposal
Chris Morecroft	WCT	Steering Group	
Ian Peake	HCT		
Mike Rookes	OU		
Gail Rothnie	UoB		
Donna Obrey	LLN	Project Officer for the LLN	To track and monitor project

1 Background

The first year of the HND Urban and Electronic Music has been very successful, all students are intending to progress to the second year and are keen to promote and raise aspirations of higher level study in level 3 students. The HND students see this opportunity as a way of participating more fully in college life and giving something back. The student music mentors will be full time HND Urban and Electronic Music (UEM) students who would be in contact with their appointed FE music student mentee for an agreed number of hours per year with the purpose of developing the mentees interest in HE study and skills through the delivery of music workshops using Apple Mac computers. This interaction will be documented via Podcast and uploaded on to the College VLE and the Wider Horizons site in order to share best practice.

The impact of a similar scheme in schools found that on average, 82% of students agreed that the activity had made them feel more positive about staying on in education to get further qualifications . 73% of students agreed that taking part in the activity had encouraged them to find out more about studying at HE level.

Experience to date from Aimhigher and other widening participation activity shows that there is much to be gained from interventions where HE students work intensively with learners at post-16. Learners who have spent time in exchanges like this have reported that they have benefited from the experience in terms of their personal development and general confidence about their current studies and future learning pathways. HE students involved in similar schemes are perceived as good and impartial role models by learners and as an important additional resource by the institution.

2 Objectives of the Project

- to develop and pilot a system of HE music student peer 'connector' support with FE L3 Music students.
- to develop a scheme which encourages access to the HND course/HE study, from disadvantaged students who would not normally consider HE and female music students, in particular who are under represented.

3 Project Approach

The project will be led by Kidderminster College but will be in collaboration with Aimhigher Associates based at UW.

4 Scope:

A Key Products from the project

- Development of innovative and collaborative HE Peer Connector Scheme.
- Evaluative report on success of project.
- Recommendations for use in other institutions.
- Sharing of good practice content in the form of documentary Podcast.
- Development of peer connector chatboard

B Out of Scope

- Piloting of the scheme with students based full time at UW campus.
- Accreditation of HE skill development for FE learners
- Refurbishment costs of room identified for Peer Connector pilot

5 Constraints

- Staff availability and time
- Student study commitments

6 Initial Project Case

The funding will be used to enable release of teaching duties for key staff to develop the HE Peer Connector pilot and provide IMAC's to support this initiative.

7 Benefits of the Project

To Student:

- Increased student awareness of HE opportunities.
- Meet, mix with, learn from and share information and experience with HE Music Student Peer 'Connectors'
- Development of Music Production/Apple Mac Skills at HE level.
- Enhanced overall experience
- Structured training for the student Peer Connectors

To Kidderminster College:

- Increased applications from females and non- traditional learners
- Enhanced student experience
- Good practice material

To UW and HWLLN

- Continue to develop collaborative working with Partner institutions.
- Encourage student numbers on Vocational Courses, in particular from females.
- Good practice materials to share across partners.

8 Key Assumptions

- Support and approval from HWLLN
- Availability of key staff to support the project
- Student availability to support the project
- Purchase of Apple Macs (current computers are fully utilised)

9 Costs (This should include the commitment of the organisation to pay 20% of the costs)

£3,000

NB It is likely that revenue costs will be less than detailed following an initial discussion with Aimhigher Associates, for example, the £1000 for Peer Connector training would be provided free of charge using standard materials produced by HEFCE. Similarly the development costs are likely to be reduced by approximately £1000 by working in partnership with Aimhigher Associates who have previous experience of developing a similar scheme.

10 Project Timescale

- Complete the pilot project by mid January 2010
- Roll out the project with HND UEM Students and FE L3 Music students from September 2010.

11 How will the project be evaluated?

There will be regular meetings of the project team to monitor progress. This will include analysis of the number of music workshops which take place, together with feedback from mentors and mentees at focus group meetings. Quantitative measurement of online use of resources on VLE (podcasts and chatboard) through moodle tracking will inform and shape future resource generation.

Agree plans with Aimhigher Associates to assess and improve in order to ensure the scheme delivers maximum impact.

A report will be produced at the end of the project and circulated to members of the LLN which will include:

- Feedback from project team
- Student evaluation
- Qualitative data on student progression
- Good practice

12 How will the project be sustained?

If the project is successful, the college will roll out the scheme in October 2010. The initial purchase of Apple Macs will support the Peer Connector base room and hardware replacement plan will match with Kidderminster College ICT Strategy. The college will provide and fund future staffing support which will be less intensive once the scheme has established and embedded. HE and FE students to continue to shape and expand the scheme and facilities to potentially include learners based full time at UW.

**13 Which aims, outcomes and/or targets will the project achieve for the HWLLN?
Please also state which funding criteria this project meets and how.**

Improved access and more students with vocational qualifications entering HE:

- Provides a bridge between HE and FE students which includes skill development
- E learning and web presence provides opportunities for students to study flexibly and facilities for student discussions

Joint working between partner institutions:

- Exploring links with Aimhigher Associates

14 Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Staff availability	L	M	Alternative staff available
Student involvement	L	H	Student participation already ascertained to enhance their experience
Technical problems	M	H	One member of staff Apple technician trained. Teaching staff experienced generators of podcasts and chatboards.
Outputs and milestones not achieved	L	H	Regular checks to monitor outputs and milestones. Any under performance swiftly identified and appropriate corrective action taken.

15 Project Team

Anna Place (Head of School of Lifelong Learning)
 Paul Garnault (Creative Industries Section Manager)
 Damien Wilkes (Course Leader HND Urban and Electronic Music and lecturer on National Certificate Music Technology DJ)
 Kate Ockenden (Lecturer HND Urban and Electronic Music and National Diploma Music)
 Jay Garrett (Lecturer HND Urban and Electronic Music and National Diploma Music Technology)
 Victoria Ditton (Student Services Manager)
 ICT Team member (to be identified)
 Catherine Smith (Aimhigher Associates)