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Challenge 1
Information and Communication Technologies



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1 Executive Summary

This deliverable reports on external training activity for the TAS³ project during the 11-month period from January-November 2011. The document is intended for reviewers and project team members and covers training activities involving those who are not consortium project partners: internal training by and for partners is the subject of a separate report, D11.8. Furthermore, there is a significant overlap between this area of activity and dissemination, which is also part of WP11, reported in deliverables D11.3 and D11.4.

The timelines set during initial planning for the project envisaged that during this final year we would conduct significant amounts of formal, organised training for external pilot partners in use of TAS³ technology. Training was intended to focus on topics such as legal issues, trust and trust perception, users and usability and supporting delivery of pilots, to meet the specific needs of particular pilot participants, as well as evaluation of end user perceptions.

In the end, however, for WP11 activity beyond demonstrator partners, it has been appropriate for the emphasis to be more on dissemination activities which have encompassed a degree of training, rather than dedicated training in use of TAS³ as such, as the processes required to set up a TAS³ network are complex and require setting up compliance procedures, intake procedures and a detailed technical audit before Service Providers can be joined in an active Circle of Trust. Rather than carry out formal training sessions, we have therefore focused on development of a suite of documentation, in the form of a 'TAS³ toolkit' with accompanying material such as the two project videos. The project description of the TAS³ end-to-end process (see Appendix) and the internal deliverable H2.2 on user centricity form part of this suite of materials. Further materials include the project statement on user-centrality which began life as internal deliverable H2.2, and the integration manual with reference documentation for components from deliverable D12.4.

2 Introduction

Training in TAS³ is part of the Integration, Exploitation and Training workpackage (WP11). Specific objectives in the project Description of Work were:

- To organise training sessions for technical partners at the beginning of the project and then iteratively as the need arises and is identified, to accommodate feedback from and support needed for each pilot phase
- Training materials will be re-used as the basis for training for external and associated partners and the wider TAS³ community.

The key tasks were:

- T11.10 Develop training material and presentations in collaboration with subject matter experts from within the project team. Project staff will be encouraged to develop skills to develop their own training materials for reuse within the project LMS environment
- T11.11 Video recording of internal face-to-face training sessions
- T11.12 Use an LMS platform (i.e. online training environment) for storing and re-using learning objects and delivering training via multiple channels.
- T11.13 Organise face-to-face training sessions and workshops at key points in the project, including before pilot phases.

'Training' is directed towards very specific audiences, which differentiates it from dissemination; however we appreciate that a proportion of dissemination activity (in particular conference workshops) carried out for the project crosses this boundary and can be seen as fulfilling both objectives. This is especially true at the current stage of the project, where raising awareness of project work and achievements is an essential precursor for more specific training activity, especially when working with external partners.

The overall objective of training activities is for all parties involved to reach informed consent on all three levels of the project's success:

- Technical partner expertise
- Pilot partner insight and awareness
- End-user take-up

Training activities involving external partners is concerned with the second two of these levels: the first is more the focus of internal training, covered in deliverable D11.8. For external parties, this activity will be considered successful if those taking part have a coherent view of the aims and objectives of TAS³ and its expected outcomes, and, in some cases, have achieved an understanding of the TAS³ philosophy, architecture, modules, workflow and integration issues.

3 Activities

The timelines set during initial planning for the project envisaged that during this final year we would conduct significant amounts of formal, organised training for external pilot partners in use of TAS³ technology.

The main focus of project demonstrator work during the Year 2 was the production of a full set of demonstrators for the March Review, proving the architecture and integrating a suite of TAS³ modules developed by different partners. These drew upon domain knowledge and experience of the WP09 team, much of which was gained through consultation with potential pilot organisations: however these integration trials were largely experimental in nature and did not involve external partners directly in hands-on use of the system.

The second set of demonstrators for the Year 3 Review in March 2011 built on this and were developed to include a mixture of both further integration trials and initial piloting involving external partners, this latter activity being exemplified by the Dutch employability demonstrator. This scenario involves the Tripod consortium in the Netherlands, which is a partnership between three separate national organisations: Kenteq (offering employability services and training), UWV (national employment vacancy service provider) and Paragin (an ePortfolio service provider). Initial informal training and workshop activities have taken place on a variety of topics with all three organisations. With management staff these have focused on awareness raising, developing an understanding of the reasons for using TAS³, the benefits and what it involves and how it could be used to support their business processes; with technical staff this has involved training to support technical implementation, including Single Sign On and use of TAS³ auditing technology. Most of this training has been conducted face-to-face, via a mixture of formal meetings and individual one-to-one support for both managers and technical staff. Project staff at Kenteq have built on this further by holding a series of public workshops involving hands-on experience with the demonstrator technology: the results of this are reported in more detail in deliverable D9.2.

In addition, the UK employability demonstrator has conducted informal training with World of Skills (UK student placement provider organisation) staff as preparation for piloting. As with the Tripod consortium, this has consisted largely of awareness raising, including assistance in analysis of current systems and working methods. Other technical staff within the University Information Services division have also been introduced to TAS³ technology with a view to implementing auditing and policy functionality into further project work, including the Sharing Higher Education Data project (SHED)¹ working with students and employers from higher and further education in the East Midlands.

As mentioned above, for WP11 activity beyond demonstrator partners, it has been appropriate for the emphasis to be more on dissemination activities which have encompassed a degree of training, rather than dedicated training in use of TAS³ as such, as the processes required to set up a TAS³ network are complex and require setting up compliance procedures, intake procedures and a detailed technical audit before Service Providers can be joined in an active Circle of Trust. These are more

¹ <http://www.jisc.ac.uk/whatwedo/programmes/elearning/lting/shed.aspx>

complex than can be explained in a single session and require some time to carry out. Rather than carry out formal training sessions, we have therefore focused on development of a suite of documentation, in the form of a 'TAS³ toolkit' with accompanying material such as the two project videos. The project description of the TAS³ end-to-end process (see Appendix) and the internal deliverable H2.2 on user centricity form part of this suite of materials. Further materials include the project statement on user-centricity which began life as internal deliverable H2.2, and the integration manual with reference documentation for components from deliverable D12.4.

As a follow-up to the awareness-raising video for general audiences that can be used as introductory material for training sessions² created in Year 3, the project has made a second video outlining the innovations in the different areas of the project and showing how they articulate within the architecture.

Some partners have carried out external training activity in specialist areas in the context of other work. This has tended to have a particular focus on legal and governance issues, on trust or on security. Elements of TAS³ have been included in the teaching in at least two partner institutions:

During the academic year 2010-11, 13 students studying for advanced MSc degrees at the University of Kent took the module Trust, Security and Privacy Management led by David Chadwick. This module involved a 21-hour practical class, spread over seven weeks, in which the students had to build an online raffle service. Only authorised students were able to participate in the raffle, which used the TAS³ Authorisation Server to determine if the student was allowed to take part. Part of the authorisation involved delegating access to each other using the TAS³ Delegation Service to delegate access from an authorised participant to an unauthorised one.

In May 2011, KIT held a tutorial for computer science undergraduate students (>100 participants) on security and business-process-related topics. In particular, participants learned the basics of business process management systems, business process modelling with a focus on BPMN and security issues for business processes. They were then introduced in detail to the security modelling language for business processes models developed in TAS³. Students had to solve exercises on modelling security constraints using this TAS³ language, and an evaluation of their performance showed that participants were able to understand security aspects for business processes and to use the TAS³ annotation language correctly.

² <http://www.youtube.com/watch?v=eLYB5pVYIVk>

4 Appendices

4.1 TAS3 handbook

The TAS3 handbook is available online: see the project website at www.tas3.eu for the exact URL.

4.2 Getting from End to End

The project has published a document explaining how TAS³ makes an end-to-end experience possible. This is covered partly by the final revisions of deliverables D6.1 and D6.2, and the Epilogue document available on the project website www.tas3.eu

4.3 Project videos

All project videos are available via the public website, www.tas3.eu

5 Amendment History

Ver	Date	Author	Description/Comments
0.1	31.10.11	SEW	First draft
0.2	9.11.11	SEW	Second draft incorporating reviewer's comments
1.0	15.11.11	SEW	End2End appendix text removed, to be included in a different document