


Cover Sheet for Proposals <i>(All sections must be completed)</i>			
Name of Initiative:		Reuse of learning content	
Name of Lead Institution:		Leeds Metropolitan University	
Name of Proposed Project:		Making the numbers stack up	
Name(s) of Project Partner(s):		N/A	
Full Contact Details for Primary Contact:			
Name: Steve Jones			
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Length of Project:		12 months	
Project Start Date:		February 2008	
Project End Date:		February 2009	
Total Funding Requested from JISC:		£24921.59	
Funding Broken Down over Financial Years (Aug-July):			
Aug07 – July08		Aug08 – July09	
£12460.80		£12460.79	
Total Institutional Contributions:		£19581.25	
Outline Project Description			
<p>This project uses initial diagnostics to target a series of appropriate re-packaged content towards students taking a module in Applied Technology and Finance in the first weeks of their first year of study. This tackles a number of difficult areas including a diverse set of students from the Hospitality, Leisure Sport and Tourism Subject area for whom this module is regarded with considerable trepidation. Regular diagnostic testing will ensure students are on target and give them an early indication of the level worthiness of their first efforts in H.E. New materials produced will include video case studies embedded into appropriate learning resources that set the students learning in context.</p>			
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)		YES ✓	NO
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)		YES ✓	NO

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

Example:

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
2.4	s.43 Commercial Interests	Contains detailed description of our proposed system design which would damage our commercial interests if disclosed, by making this information available to competitors.

1. Introduction

1. This proposal covers – and exceeds - all of the key targets identified by JISC's briefing.
2. It addresses the majority of the University's strategic aims relating to ICT and Assessment Learning and Teaching.
3. It addresses several key problems facing this and other Universities including resource utilisation, student satisfaction, recruitment and retention.
4. In all cases the potential collaborators and resource suppliers have already been contacted and agreed to participate should the project proceed.
5. The project builds on the extensive previous experience and technical skills of the team members and can therefore begin immediately *and* achieve significant gains quickly and economically.
6. The nature of the project will ensure that the benefits are usable by the widest possible range of courses and be customisable to meet local needs.

2. Problems and opportunities addressed by the project

1. Increasing numbers and a widening range of students' abilities and experience mean that there is a greater need for student monitoring and improved feedback systems in Higher Education.
2. Pressure on resources is common and increasing. It leads to frequent calls for rationalisation of modules, particularly those modules that are considered as 'foundation' or general.
3. An increased range of courses (and of student abilities and expectations) mean that there is a need for more vocationally or course specific materials.
4. These two demands are contradictory and often lead to problems in teaching, learning and assessment.
5. As foundation and supporting modules are 'generalised' they become less contextualised and integrated. Students see them as 'irrelevant' and this reduces engagement and ultimately performance. In turn this may impact negatively on achievement and retention. These problems are especially significant during the initial transition to Higher Education.
6. 'Technical support' modules - such as Financial Management, ICT and Numerical Methods - often fall victim to these contradictory aims.
7. The situation is exacerbated as more courses (at all levels) introduce these 'technical support' modules as part of their curriculum. Business and entrepreneurial skills are incorporated in an increasingly wide range of courses (including those with a creative focus).
8. ICT and, increasingly, business skills are now seen as 'core skills' to be incorporated in all courses at all levels. Basic financial management skills are now seen as a basic 'life-skill.'
9. The changes in employment patterns, growth of the service sector and 'knowledge economy' all mean that graduates of all disciplines are increasingly likely to be self-employed for at least part of their career. Some knowledge of financial matters and appropriate management skills are therefore increasingly important to all courses.
10. The increased uptake of such modules means that the problems of contextualisation and integration need to be addressed urgently.
11. Improvements in contextualisation and integration will lead to increased engagement, understanding and performance. Improvements in these areas will, in turn, improve student satisfaction and retention levels.
12. The purpose of this project is to devise and implement a system that allows real benefits in all these areas for the widest possible range of courses and at minimum cost.

3. The 'base modules' and achieving the goals

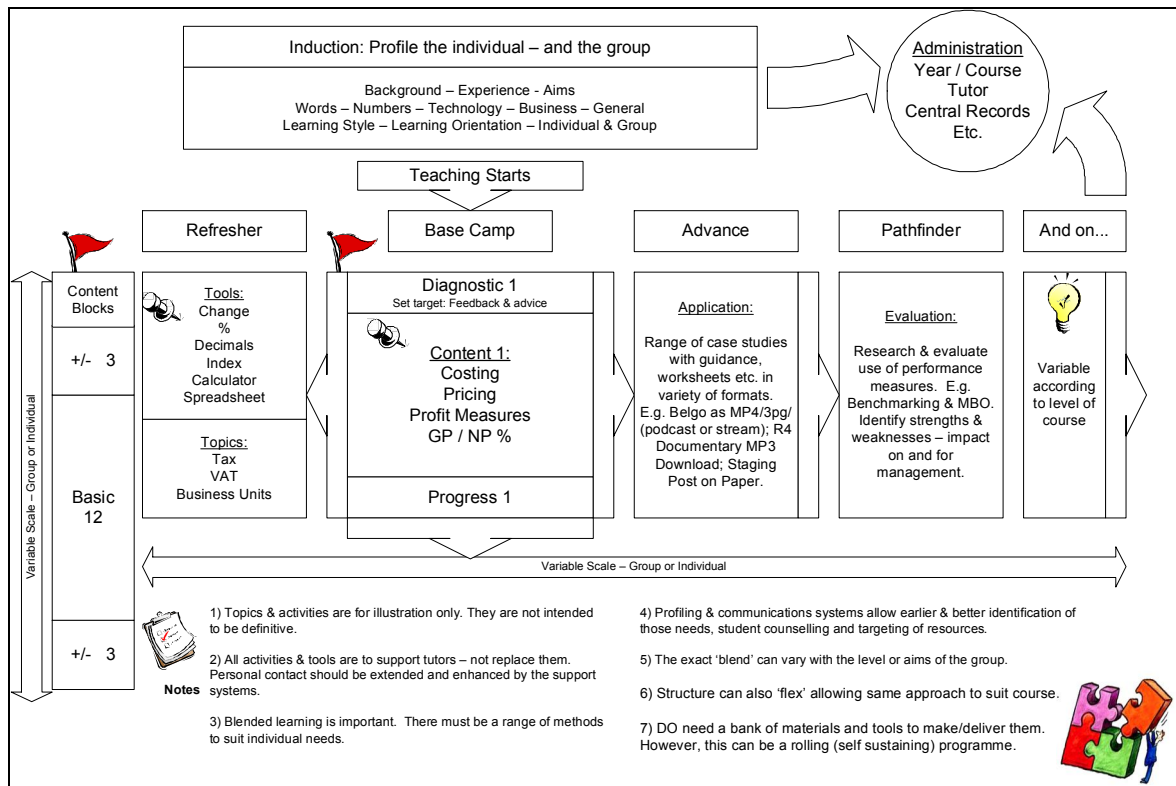
1. The JISC documents call for 'at least' one module. This project would allow the effective redevelopment of at least four initially – with the potential to include several more.
2. The core of the proposal is **KH130037 Applied Technology and Finance**. There are currently three versions of this module delivered in areas in the International Faculty (the undergraduate programmes in Tourism, Events and Entertainment Management. For 2007-2008 this module has more than 450 students).
3. Several similar modules are delivered at level one in the faculty (including **KH130014 Principles of Business Finance** on the Hospitality programmes. For 2007-2008 this module has more than 150 students).

4. It is anticipated that the revised module would become the basis for a 'general business' course on several other undergraduate programmes.
5. There is scope to integrate or even incorporate other general skills modules that are duplicated with minor variations across the Faculty (e.g. **KH130035 Personal and Vocational Skills**).
6. The project draws heavily on materials developed and lessons learned in older modules – notably Information and Technology for Management.
7. At the moment there are several basic problems with these modules, reflecting the issues identified in section 1.
 - i. Inefficiency due to the complexity of the delivery and the duplication of materials.
 - ii. Student dissatisfaction due to the 'general nature' of some of the materials.
 - iii. The range of experience and ability within classes.
8. These problems can be solved by improving flexibility, allowing tutors to devise a common core while releasing specific support, materials and activities that are tailored to individual and course needs – and by improving feedback and reporting systems.
9. To achieve this, the project seeks to create a system to:
 - i. Identify individual and course needs
 - ii. Allow targeted resources and flexible delivery
 - iii. Provide constant feedback on engagement and performance
10. Further improvements can be made by setting 'general' materials in the specific vocational and subject context and by integrating teaching, learning and assessment much more closely across the whole course.
11. In addition the modules chosen provide an excellent vehicle for delivering and assessing many of the core study and business skills - and for providing improved staff/student communication.
12. Basic 'core' skills such as numeracy, using ICT, information gathering etc. are already vital across all courses. The proposed structure would provide a vehicle for integrating these. In addition the team believe that what are traditionally seen as 'business' skills (including financial management and entrepreneurship) are increasingly relevant to all courses. (E.g. graduates of courses as diverse as web design, journalism, media studies or performing arts are likely to be self-employed at some point in their career).
13. The team has extensive experience of developing solutions using electronically delivered and supported modules in these areas and can make rapid and effective improvements across all these areas.
14. Previous projects have achieved significant gains. Previous projects made use of a range of third party software (such as Question Mark Perception and Crystal Reports) to achieve significant improvements in all the areas identified.
15. Improvements in VLE systems mean they can be harnessed to achieve improvements that previously seen as impractical due to resource issues.
16. Improvements in software tools - and the teams' experience - mean that materials and systems can now be developed more quickly and yield 'products' that are:-
 - i. Immediately and directly useful to existing courses
 - ii. Affect improvements on a large scale
 - iii. Capable of customisation to meet individual and local needs.
 - iv. Usable with a wide range of delivery systems.
17. The project will therefore address all the aims of the JISC brief and produce sound practical materials usable by the widest range of students to make the most cost effective improvements in performance.

4. Module Outline

1. The aim is to produce a module structure that is adaptable, and allows flexibility in Assessment, Learning and Teaching. This implies:
2. The module should make full use of integrated communications, data capture and analysis tools to provide constructive feedback for students and staff.
3. There must be a range of supporting materials and tools available to allow a flexible teaching strategy.
4. It is intended to make extensive use of diagnostic assessment and feedback systems to inform module delivery and development.
5. The overall structure is anticipated to allow for variations in needs both on entry and throughout the course.

6. Exercise to provide contextualisation **and** diagnostics take place during induction and between 'stages' of the module.
7. Detailed interactive case studies provide contextualisation of the material throughout.
8. A bank of supporting materials allows tutors to cope with variations of ability, experience and expectation.
9. Regular formative and summative assessment will continue to inform module delivery and provide data for the University reporting systems.
10. The following diagram shows how this is to be achieved.



11. The University's standard Quality Assurance systems are detailed below. It can be seen from the diagram that the proposed structure contains its own additional monitoring mechanisms.
12. In addition, as part of the project administration, further staff/student evaluation sessions will take place. These will include regular staff student liaison meetings and focus groups. Quantitative data will be provided by the regular assessments and can be compared to similar data from previous years.
13. These measures will allow us to assess impacts on both performance and engagement.
14. Consequently the project needs to redevelop existing materials and tools and to create new 'linking' resources and an infrastructure for their administration.

5. Materials, resources and collaborators

1. The aim would be to provide materials and activities that allow the support of a wide range of abilities and experience. These would come from a range of tried and tested organisations from several sectors.
2. The following is intended to provide illustrative examples only – and cites organisations and materials that have already been used and tested extensively.
3. In addition, potential collaborators have already been contacted (see below). These include organisations that have extensive links with Leeds Metropolitan or members of the project team – and that have agreed to collaborate in producing and piloting materials. They include:

- i. Employers. The Faculty has an extensive database of industrial contacts to draw on. These include providers of Supervised Work Placements and Course Advisory Teams. In addition newly contacted potential partners for this project include the Dixons Group and the NHS.
 - ii. Schools and colleges. Several local and regional institutions have expressed an interest in the project and a willingness to provide materials. Again, this would allow rapid development and extensive testing of materials – as well as improving potential recruitment channels.
 - iii. Developers. Members of the project team have links with software and hardware developers who have committed themselves to providing resources and tools to assist with the rapid development of learning objects.
4. The project team has extensive experience in using such 'repurposed' materials and in developing courses based on them using customised 'linking' units and delivery channels. (See CV in appendix C.)

6. Existing Internal Content. (Approximately 35%)

1. The nature of the modules, the experience of the project team and the proposed collaborators combine to provide an extensive bank of existing materials that can be revised and redeveloped.
2. In addition the University has access to a range of directly relevant materials produced by its specialist support and business units. These include:
 - i. Skills for Learning have a vast range of study materials as well as diagnostic tests and skills assessments. (E.g. <http://skillsforlearning.leedsmet.ac.uk/>)
 - ii. VLE Support has produced an extensive range of handouts and supporting materials relating to ICT and the VLE systems. (E.g. http://www.leedsmet.ac.uk/x-stream/index_documents.htm)
 - iii. Faculty initiatives by University Teacher Fellows and researchers include flexible learning and support materials specifically related to this module area. These are directly relevant but need converting to a format that allows sharing in all environments and allow more interactivity. (E.g diagnostic tests for ICT skills assessment currently hosted and delivered via the VLE and used with all students on the target modules.)
3. New materials are currently being developed by computing and media project students which will be incorporated and adapted to improve flexibility of delivery and assessment.

7. Existing External Content. (Approximately 50%)

1. A variety of sources have been investigated and materials identified. Wherever possible it is intended to use only free or at least subsidised materials. These include:
 - i. Commercial and quasi commercial organisations providing free resources (e.g. BizEd, the BBC etc.)
 - ii. Local, National and International agencies providing business advice (e.g. the DTI, Business Link etc.)
2. The project will draw heavily on tools already available through JISC (particularly support materials from the JORUM repository, examples given in appendix B) and direct from the Netskills project (<http://www.netskills.ac.uk/content/sectors/bce/>).
3. The latter will provide valuable materials for both subject support (E.g. Computer Viruses <http://materials.netskills.ac.uk/info/module142.html>) and supporting skills (E.g. searching Using Specialised Sources <http://materials.netskills.ac.uk/info/module159.html>). Further examples are listed in appendix B.

8. New Content and Materials. (Approximately 15%)

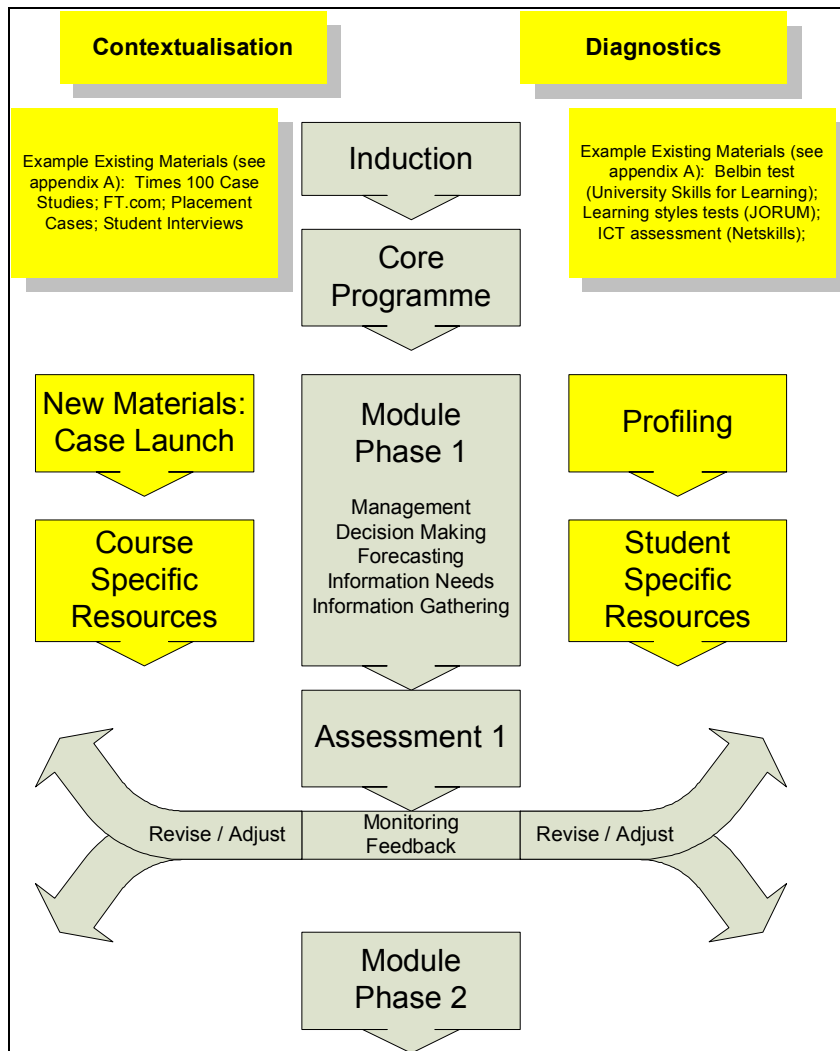
1. The intention is to provide a core spine of material that would be usable by all staff and students – but to add activities, assessments and supporting tools that can be tailored to the needs of courses **and** individual students.
2. The main product would be a series of virtual and interactive case studies tailored to each course or subject group. These would be produced in conjunction with the partner institutions. (E.g.

Wakefield Theatre for Entertainment Management, PC World for Retail Management etc.) These would be supported by the following:

- i. A range of teaching and practice activities for use in class and work based learning.
 - ii. Banks of formative and summative assessment exercises suitable for electronic delivery.
 - iii. Tools for reflection, discussion and community building activities.
 - iv. Student portfolio and recording systems.
3. Case studies would be industry and situation specific. They would make extensive use of real life situations, and incorporate a range of media - including video-taped interviews with stakeholders - to ensure realism and currency.
 4. The project will also create the infrastructure to allow rapid development and revision of materials to ensure currency and to allow the materials to be expanded to include other vocational and skills areas.
 5. One essential product will be a series of 'software shells' to providing easily customisable 'containers' for different courses and/or institutions to incorporate their own activities, objectives or branding into the materials.
 6. In addition, it is intended to devise user friendly systems for selectively and/or conditionally releasing materials, reducing the workload and learning curve for course tutors and administrators.

9. Using the materials

1. Module delivery is to be informed by thorough and regular diagnostic assessment. This will involve a detailed initial assessment of skills, personality and attitude profiling (e.g. learning styles and orientation) and evaluations of subject and industry experience and knowledge.
2. The goals of this process are to allow targeted support, vocational relevance and currency (contextualisation) and flexibility of activities to cope with students' differing abilities, experience and expectations.
3. The following diagram shows how this would work and superimposes example the existing materials (internal or external) and new (project derived) materials to be used



9. A summary of Deliverables

1. The project will deliver tested, viable materials that cover at least the following:
 - i. Detailed Case studies usable by a wide range of courses
 - ii. Interactive and paper based teaching and study materials usable by a wide range and increasing number of courses
 - iii. Diagnostic, formative and summative assessments
 - iv. Software shells to act as customisable containers for other courses to populate with their own materials
2. In addition reports and documentation will be freely available to the wider educational community., including:
 - i. A reflective blog giving details of the project will be kept throughout the project
 - ii. Project websites will be created on both JISC and Leeds Met servers to provide progress reports and invite comment from the educational community
 - iii. Practice guidelines (written and as video podcasts) for practitioners wishing to use digital audio for feedback to students
 - iv. Advice on integration of digital audio feedback into a widely-used virtual learning environment (Blackboard Vista);
 - v. Conference and workshop presentations (e.g. ALT-C, HE Academy, SEDA) (if proposals are accepted);
 - vi. At least one paper submitted to a peer-reviewed journal.
 - vii. A case study identifying key areas success factors for use by JISC members
 - viii. Project report

3. Leeds Met will not claim rights to the intellectual property created during the project. Materials and findings will be freely available for educational use.
4. Leeds Met undertakes to ensure all copyright and license agreements are cleared for any external intellectual property used in the project.

10 Work Plan

1. The **processes and timescale** for the project is represented in the following table
2. It has been assumed the project would start in February if the decision is announced in late January. In practice this can begin earlier.

Action	2/08	3/08	4/08	5/08	6/08	7/08	8/08	9/08	10/08	11/08	12/08	1/09
Recruit software developers												
Finalise module structure & indicative content												
Identify and evaluate materials												
Identify & finalise relationships with partner organisations for cases												
Training for and testing of equipment (video capture etc.)												
Production of draft video cases												
Piloting of draft video cases												
Produce & deploy final module												
Run Module												
Evaluation process												
Produce practice guidelines												
Maintain reflective project blog												
Project reports												

11 Risk Assessment

1. A **risk analysis** produces the following table, which shows no insurmountable obstacles or contingencies fatal to the project.
2. Contingency planning has ensured coverage of all key success factors.

Risk factor	Severity	Likelihood	Mitigating action
Project leader unavailable	High	Low	Learning Technologist to serve as deputy.
Failure to recruit developers	Medium	Low	All team members to be trained and experienced so short term problems minimised. Job shop and specialist course teams to be involved to provide bank of graduate students.
Some team members or developers leave or drop out	Medium	High	As above.
Problems obtaining partner organisations	Medium	Medium	Course teams, Placement and research offices to provide constant updates and alternatives
Difficulties with equipment	Medium	Medium	Learning technologists to assist. Switch to other device(s)
Students not available to give comments	High	Low	Forward planning which involves students. Prizes and incentives Prize to be offered to students. to be offered to students.
Team members lack time to analyse data	Medium	Medium	Analysis done by project leader and learning technologist.
Project leader lacks time to write report	Medium	Low	Share task with Learning technologist.

12. Project Team

1. All the project staff are experienced teachers and supporters of learning, recognised and supported as such by their institution. The project leader is a Teaching Fellow at Leeds Metropolitan University and his assistant is an ex-teaching fellow currently working as Faculty Learning Technologist. Both are extremely experienced in supporting learning electronically and in the design and creation of materials.
2. The core project team consists of the following people:
 - i. Steven Jones (CV attached – appendix C)
 - ii. Malcolm Hawkins
3. These staff will be assisted by the regular module teams with full administrative support from the course support teams.

13. Budget

1. In the table below, the project manager/principal investigator is Steve Jones, deputy project manager/researcher is Malcolm Hawkins:

Directly Incurred Staff	April 07- March 08	April 08- March 09	Total £
Total Directly Incurred Staff (A)	4425.80	13277.41	17703.21
Non-Staff	April 07- March 08	April 08- March 09	Total £
Equipment (Laptop and other digital video camera)	1000.00	0.00	1000.00
Evaluation: Data gathering (questionnaires, focus groups, etc.) & analysis	700.00	700.00	1400.00
Dissemination: Conference expenses (2@£625)	0.00	1250.00	1250.00
Hospitality for focus groups	250.00	250.00	500.00
Travel, inc. to 2 JISC meetings	200.00	300.00	500.00
Consumables/office costs/reprographics	300.00	300.00	600.00
Total Directly Incurred Non-Staff (B)	2450.00	2800.00	5250.00
Directly-Incurred Total (A+B=C) (C)	6875.80	16077.41	22953.21
Directly Allocated	April 07- March 08	April 08- March 09	Total £
Estates (0.56 FTE)	675.73	2027.20	2702.93
Directly Allocated Total (D)	675.73	2027.20	2702.93
Indirect Costs (E) (0.56 FTE)	4711.68	14135.03	18846.70
Total Project Cost (C+D+E)	12263.21	32239.63	44502.84
Amount Requested From JISC	6867.40	18054.19	24921.59
Institutional Contributions	5395.81	14185.44	19581.25
Percentage contributions over the life of the project	JISC 56%	Leeds Met 44%	Total 100%

14. Conclusion

1. The project covers several modules – and so offers great scope for extensive gains in efficiency and effectiveness.
2. It covers many of the JISC/HEFCE strategic aims for E-Learning.
3. It covers many of the institutions' priorities (including focusing on the first year experience, making better use of formative feedback/feed-forward, coaching in context/employability skills, fostering inclusivity and encouraging reflection).
4. It is expandable and extendible.
5. It provides an excellent vehicle for profiling, feedback and monitoring of progress.
6. It provides outcomes to improve student satisfaction ratings in a key area – and so improve recruitment and retention.
7. It offers excellent value for money.

Appendix A - Letter of Support from Institution



leeds metropolitan university

Office of the
Pro-Vice-Chancellor

Old School Board
Calverley Street
Leeds LS1 3ED

Tel: 0113 283 6765
Fax: 0113 283 8542
Web: www.leedsmet.ac.uk

JISC
Northavon House
Coldharbour Lane
BRISTOL
BS16 1QD

29 November 2007

Dear Sirs

JISC Circular 04/07: Capital Programme Call for Projects

Leeds Met is keen to be engaged in the next tranche of JISC-supported activities outlined in Circular 04/07.

We have a high reputation for our practice in assessment, learning and teaching. Our Assessment, Learning and Teaching Strategy 2005-8 contains focused targets intended to re-energise the curriculum to continue to meet our students' needs fully. Amongst our priorities are efforts to foster a supportive learning environment and rebalance practice to improve formative assessment and feedback to students. In all this activity, we seek to make the best use of information and communication technology and are investing substantial funds to this end. Section 1 of our 'Priorities: 2007-8' document identifies seven different action points which emphasise increasing the take-up of technology-enhanced learning and supporting staff to adopt best practice in this area. Together they amount to a significant expansion of our activity and should lead to notably improved experiences for students. JISC funding would allow us to expand further what we are doing.

Leeds Met has a good record of bidding for JISC funds. Our recent successes include two current projects on repositories. In addition, we have several active members of the EMERGE community awaiting the results of their bids under Circular 02/07.

We are submitting a variety of bids relating to modules largely which we wish to 'revamp' or develop and which are/will be delivered by electronic means. In each instance we have identified substantial quantities of external and Leeds Met learning materials which we propose to re-use. Each bid has our full support and in every case you will see that we are contributing in kind to the proposed project.

Cont/

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JISC

I am confident that, if funded, we will carry out the proposed activity conscientiously and effectively, delivering the declared outcomes and ensuring that they are fully embedded in our future developments. We would, of course, also participate in the expected JISC programme-level activity and share project results with the wider HE and FE communities.

I look forward to hearing the result of this application in due course.

Yours faithfully

A handwritten signature in black ink, appearing to be 'Sally Brown', with a long horizontal flourish extending to the right.

Professor Sally Brown
Pro-Vice-Chancellor
Professor of Higher Education Diversity in Learning and Teaching
Leeds Metropolitan University

Appendix B – Example Materials & Their Use

Activities / Profiling / Diagnostic: Styles, personality etc.

Interactive learning styles quiz

Online audio quiz which assesses the user's dominant learning style. Feedback is given based on the responses providing advice on study techniques for visual, auditory and kinaesthetic learning styles.
Technical Format : application/x-shockwave-flash Size of object: 4 mb

Learning and reflection

This is an activity to help students understand the process of learning and to identify their learning style.
The resource includes a presentation about learning styles, an exercise and study notes (in Word).
Technical Format : application/x-javascript Size of object: 6 mb

General and Supporting Skills

Video guide: registering for an Athens account

Step-by-step video guide demonstrating how to set up an Athens account using the West Cheshire College library web page. Takes the user through each stage of the process highlighting where user details have to be entered.

Technical Format : application/x-shockwave-flash Size of object: 935 kb

Research skills and referencing

This activity is designed to guide students in undertaking their first steps in researching and referencing their academic work. This resource is intended for classroom delivery and will require at least a one-hour lecture to cover the materials.

Technical Format : application/x-javascript Size of object: 6 mb

Industry / Context / Sector Studies

Employment in the UK tourism industry

Exercise examining statistical data on the tourism industry. Focuses on commonly used statistical websites including Office of National Statistics (ONS), Star UK and the Economic and Social Data Service.

Technical Format : application/x-shockwave-flash Size of object: 1 mb

Music industry : introduction (level 2)

This Business English exercise on the music industry provides English speaking practice at level 2. The exercise includes some suggested questions and encourages the learner to discuss them with a partner, in a conversational manner.

Technical Format : application/zip Size of object: 19 kb

Financial Management & Planning

Introductory presentation to business finance

A detailed introduction showing the importance of finance to a business

Technical Format : application/zip Size of object: 125 kb

Definitions of costings used in hospitality and catering

A glossary of terms used in hospitality and catering finance. Covers the various costs involved and the levels of profit made.

Technical Format : na Size of object: unknown

Basic Business Assignments, Class Activities & Support

Writing a business plan

This online resource provides information on how to draft an effective business plan for self-employment. It includes activities, hints and online resources.

Technical Format : text/html Size of object: 6 mb

Three different types of e-business plan

Image outlining three different types of website for an online business. These are a simple shop window site, a more complex site and a site facilitating online ordering.

Technical Format : application/zip Size of object: 17 kb

Marketing & Business Planning

Consumer needs and wants

An interactive exercise illustrating consumers' needs and wants. Includes images of a house, car and food which can be categorised in this way using drag and drop.

Technical Format : application/zip Size of object: 86 kb

Environmental scanning quiz (*Possible Introductory exercise - and/or diagnostic*)

Quiz to test knowledge and understanding of PEST analysis.

Technical Format : application/zip Size of object: 28 kb

Project Management

Project planning and control methods

This is a Flash FLA source file which can be used to edit the SWF learning object. It was produced by North West Content Exchange.

Technical Format : application/x-shockwave-flash Size of object: 546 kb

E-Business & ICT

Business to business (B2B)

This is a graphic illustration depicting a business to business (B2B) relationship. It shows two groups of people, each gathered around desktop computers, with two way arrows interlinking the groups.

Technical Format : application/x-director Size of object: 17 kb

E-commerce security

This resource introduces the various key issues businesses need to take into account when building commercial websites, with a particular emphasis on security. Clicking on sub-headings reveals information about each issue.

Technical Format : application/x-shockwave-flash Size of object: 23 kb

External - Non-JISC - Free & Open Source Resources

Case Resources

Times 100 Case studies

http://www.thetimes100.co.uk/company_list.php

Case studies with revision guides, study tips & tests. VERY good cases for professional skills etc.

General Reference Resources

ITS Glossary / Dictionary (Accounts, Business Studies, Economics etc)

<http://www.tuition.com.hk/dictionary>

Very good. Has an alternative – code to embed it into your pages. Ideal for Xstream.

BBC Business News

<http://newsvote.bbc.co.uk/1/hi/business/default.stm>

Great news and reference source. Also extremely useful for topical, case based work and for practicing research skills. Podcasts extremely useful.

FT Com – Newspaper & Information services

<http://www.ft.com/home/uk>

General, diagnostic and 'remedial' sites and resources.

Byte Size – BBC

<http://www.bbc.co.uk/schools/gcsebitesize/business>

Has revision materials – and some self tests. Mainly for 'remedial' maths & business studies.

Curriculum Bits

<http://www.curriculumbits.com>

Great library of interactive materials and tests etc. Is aimed at KS3/4 – but excellent for testing, diagnostics & classroom activity. Not all free! Limited.

Cambridge Students

<http://www.cambridgestudents.org.uk>

Study & exam tips. Good guides. KS4/A level

S-Kool (AS/A2 links & materials)

http://www.s-cool.co.uk/topic_index.asp?subject_id=8

Quick revision – check up & recap notes. Great for remedial work.

Teachers TV

<http://www.teachers.tv/video/3416>

Mainly from teacher's point of view.. Register to download. Free. Most are for 'advice' & samples./ But some are materials (as the video linked here shows).

Business Concepts & Principles

Sites and resources that cover basic business principles and concepts. Includes sites with free /open access teaching resources.

MIT Alfred Sloane Open Courseware

<http://ocw.mit.edu/OcwWeb/web/home/home/index.htm> Good materials – but may be advanced.

Biz Ed

<http://www.bized.co.uk/>

A Web site for students and educators in business studies, economics, accounting, leisure, sport & recreation and travel & tourism.

http://www.bized.co.uk/current/research/2005_06/071105.htm !! Music Business

Very good site with lots of information, guides etc.. Not great on *interactive* – though has useful activities & cases. Tried & tested. Widely used.

Mind Tools

<http://www.mindtools.com/>

Personal skills & business. American. Some areas now subscription. New Age?

Trade, Advisory & Government Bodies with free access materials

Business Link

<http://www.businesslink.gov.uk/bdotg/action/home?domain=www.businesslink.gov.uk&target=http://www.businesslink.gov.uk/>

Byte Start

<http://www.bytestart.co.uk/>

Excellent information, well indexed & up to date. Lots of guides. Not great on interactive and few activities, tests etc.

IRS – Business advice

<http://www.irs.gov/businesses/small/index.html>

Excellent information, well indexed & up to date. Lots of guides. Not great on interactive and few activities, tests etc. **Will** need care in setting up exercises.

Small Business Advice Bureau
<http://www.smallbusiness.co.uk/>

Federation of Small Businesses
<http://www.fsb.org.uk/>

Specific resources for Statistics & Maths

Mean Deviation
<http://www.meandeviation.com/tutorials/stats>

Electronic Stats Book
<http://www.statsoft.com/textbook/stathome.html>

Lancaster University – Stats glossary
http://www.cas.lancs.ac.uk/glossary_v1.1/main.html

INTUTE
<http://www.intute.ac.uk/#>
Index of & links to sites. Gives ratings.

Specific resources for ICT Skills

Netskills
<http://www.netskills.ac.uk/content/sectors/bce>
Excellent resources for subject and skills support. Leeds Met is full member.

Internal Resources - University and Faculty

Skills For Learning
<http://skillsforlearning.leedsmet.ac.uk/>
Extensive tools for self-assessment, diagnostics and skills/personality profiling - as well as materials to support all the key areas of this project. (Numeracy, writing, Information gathering etc.)

Materials already developed for the target modules (**Applied Technology & Finance, Business Finance and Personal & Vocational Skills**) would also be used. These include the on-line diagnostic tests and tutorials developed & used over the last 5 years.

Flexible Learning resources - including workbooks and on-line resources - developed and tested within the faculty will also be used.

JISC 'Collections' Resources **Academic One File**

Academic OneFile is a popular source for peer-reviewed, full-text articles from the world's leading journals and reference sources.

Blackwell Publishing Ltd (BPL)

Blackwell Publishing is a society publisher, partnering with 665 academic, medical and professional societies.

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