


Cover Sheet for Proposals <i>(All sections must be completed)</i>			
Name of Initiative:		Reuse of learning content	
Name of Lead Institution:		Edge Hill University	
Name of Proposed Project:		Re-form	
Name(s) of Project Partner(s):			
Full Contact Details for Primary Contact:			
Name: Alison Mackenzie			
Position: Dean of Learning Services			
Email: Alison.Mackenzie@edgehill.ac.uk			
Address:			
Edge Hill University, St Helen's Road, Ormskirk, Lancashire, L31 4QP			
Tel: 01695 584284			
Fax: 01695 584592			
Length of Project:		1 year	
Project Start Date:		March 2008	
		Project End Date: March 2009	
Total Funding Requested from JISC:		£24537	
Funding Broken Down over Financial Years (Aug-July):			
Aug07 – July08		Aug08 – July09	
£7452		£17085	
Total Institutional Contributions:			
Outline Project Description			
This project aims to redevelop an existing Professional Development week, 15 credit, level 6 module, CPD304: Dyslexia and Specific Learning Difficulties (SpLD) in Higher Education – Support Issues .			
It will involve the repurposing of objects (drawn from Jorum and other credible sector sources) related to themes which are germane to learning support, such as writing, reading and memory, and (providing materials to bridge a current gap) the generation of new multimedia objects which focus on learners' narratives relating to such themes.			
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
None	None	

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. Project outline

This project aims to redevelop an existing Professional Development week, 15 credit, level 6 module, **CPD304: Dyslexia and Specific Learning Difficulties (SpLD) in Higher Education – Support Issues**.

It will involve the repurposing of objects (drawn from Jorum and other credible sector sources) related to themes which are germane to learning support, such as writing, reading and memory, and (providing materials to bridge a current gap) the generation of new multimedia objects which focus on learners' narratives relating to such themes.

2. Institutional context

Edge Hill University is committed to working with partners to ensure widening participation and access to Higher Education (HE). It leads the Greater Merseyside and West Lancashire Lifelong Learning Network (LLN) and manages the national Action on Access project. A rapidly growing range of further education colleges and other partners work in collaboration with the University, and the network of partners now spreads across Lancashire and Merseyside to Manchester, Cheshire, Shropshire and beyond. These constituencies are the source of clearly expressed needs for professional development support in Dyslexia and SpLDs, hence the relevance of this project focus.

The project complements the University's mission to provide a '*high quality inclusive learning experience*' and is in full alignment with key objectives in its Learning and Teaching Strategy which focus on staff development, student support and the potential offered by new technologies.

3. Institutional support

3.1 Central support

Central to Edge Hill's academic and organisational philosophy is a view of itself as a 'learning led' university committed to supporting student learning, the support of learning through advanced scholarship and research, and operating as a learning organisation. This provides an exemplary framework for on-going support of the module beyond its funding period, and is underpinned by full support from the Pro Vice Chancellor (Academic) and the Deans of Learning Services and Teaching and Learning.

The centrality of Learning Services within the University positions us well to design a module that can be delivered and evaluated in a range of contexts, with different cohorts of students and with the prospect at some point of working with external partnerships. The Service has substantial experience of leading on both incremental and transformational institutional changes around e-learning and technology. The successful bid to become a Centre for Excellence in Teaching and Learning (CETL) in 2005 was awarded in recognition of excellence as well as to promote and encourage innovation, research and development in e-learning. This affiliation and support from the University Learning and Teaching Fellows form key aspects of an advisory infrastructure associated with the project.

3.2 Institutional ethos of collaboration

SOLSTICE, Edge Hill's CETL is managed through Learning Services, in close collaboration with the Teaching and Learning Development Unit (TLDU). Working in partnership across the University and with other stakeholders, SOLSTICE seeks to capture the power of new technology to deliver programmes flexibly, using a virtual learning environment alongside other methods of support. Capacity building for transformation is supported by the SOLSTICE Fellowship Scheme which recruits annually from Edge Hill staff demonstrating excellence in learning, teaching and scholarship in the context of a technologically rich learning environment. Fellows act as champions of technology within their Faculty or Service area and provide a rich source of expertise. These individuals are well placed to be able to build on the model of delivery as outlined in this call and use their expertise to embed reusable learning objects within their academic disciplines for delivery to a wide range of students.

Through the above centralised Service for e-learning support, and the relationships that have been nurtured over time with other services and academic areas, the institution has developed a strong ethos of sharing and collaboration internally in relation to e-learning development.

“The ethos of sharing and collaboration across the institution in relation to e-learning, manifest through the working practices of the central LTD and SOLSTICE teams and in the support they provide for academic staff; the longstanding commitment to multi-professional ‘new academic team’ approaches to developing and delivering e-learning; and to the formalising of sharing and collaboration through SOLSTICE events and fora.”¹

SOLSTICE has cemented this collaborative approach through its key feature of ‘new academic teams’, where the knowledge skills and expertise of staff from these areas is brought together to work on developments. Integrated into mainstream curriculum developments this approach provides an assurance of the institution’s support for continuing innovation and commitment to identifying and applying ‘best practice’. Learning Services is regarded as equal partners in the process of curriculum development and in practice are referred to for support and expertise in all areas related to e-learning.

The embedding of e-learning in the University is addressed through reference to its use across all programmes:

“Edge Hill will encourage, develop and support the use of e-learning across all programmes within the institution where such use is judged to be relevant and appropriate. It will ensure that the delivery of programmes by or supported by e-learning is actively considered during the planning, design and validation processes”².

The University’s Teaching and Learning Strategy³ also makes explicit reference in its key Objective 5 to ‘the provision of a focus for research and development into the potential offered by new technologies’. Accompanied by specific actions, this objective requires Faculties to operationalise this strategic aim in relation to their own priorities. This hub and spoke approach to strategic development assists with the development of a coherent, overarching approach to e-learning developments.

3.3 Quality Assurance mechanisms in relation to this project

The module identified for this bid is currently validated until 2009. To deliver it from September 2008, it will proceed through the Faculty of Education’s Board prescribed in the University’s Quality Management Handbook.⁴ The module sits within the suite of programmes delivered within the umbrella of Continuing Professional Development (CPD) and specifically within the Professional Development in Education portfolio. The revamped module, which will be included in the Faculty’s extensive traditional and virtual marketing and recruitment campaigns, is part of a suite of modules leading to the Edge Hill award of the Certificate of Professional Development in Inclusive Learning Support in HE (Dyslexia).

All modules within this programme have a strong professional focus, many of them will recruit from a wide variety of backgrounds, and all have rigorous underpinning evaluation processes which have been complimented by both Ofsted and the QAA. This award of the Certificate of Professional Development can act as a gateway to the Postgraduate Programme. Assessment regulations for this module will follow the guidelines in the Professional Programme Handbook. Assignments will be marked by the course team and a sample marked by a CPD team member with an appropriate background e.g. Special needs. The CPD external examiner for the Professional programme will also receive a sample of assignments from this module. The assignments will then be presented to the Professional Assessment Board for final moderation. As such, there is an extant, robust set of QA processes and this project clearly aligns with our focus on systematic enhancement of the student experience.

Additional support for this bid has also been received from the Programme Leader responsible for CPD who is keen to explore new and innovative approaches to delivery as a model for future developments.

As a consequence of the above, we are confident that a high quality product will result, supporting a positive trajectory towards dissemination beyond the University.

¹ Good practice citation. HEA/JISC Benchmarking Initiative January 2007

² Edge Hill University E-learning strategy 2005: Section 6.1.1 Strategic and Change Management.

³ Edge Hill University Teaching and Learning Strategy 2007.

⁴ Edge Hill University Quality Management Handbook 2007: Chapter 4.

4. Project rationale

4.1 Module rationale

Edge Hill's commitment to widening participation and inclusion has, over the last decade, seen a year on year increase in the numbers of students presenting with Dyslexia and other SpLDs. With Dyslexic students forming the largest proportion of all students with disabilities in HE, there is a constantly growing need for appropriate learning support.

This module has the potential to engage with a wide range of stakeholder groups and address the shortage of dedicated training in this field. Although principally aimed at support staff working within the Higher and Further Education sectors it also has relevance to classroom teachers, teaching assistants and school administrators. To this end, it fulfils some of the key principles behind the Leitch Review⁵ to provide highly skilled workforces with development opportunities, and fully aligns with the QAA's position on systematic enhancement of the quality of the student experience.

4.2 Learning object reuse rationale

The small amount of existing content will itself require repurposing to reflect the enhanced role of technology within the module. Paucity of existing course materials, however, provides opportunities as well as challenges. Rather than reinvent the wheel, we have the opportunity to source guidelines, case studies and material from elsewhere in the sector (e.g. Jorum, X4L) that will enable the team to develop effective practice in the creation, design and use of learning resources and learning activities. Evaluation and deeper reflection on the process of use, reuse and repurposing of learning objects should inform a more intelligent use of content with the potential for its wider use (via repopulation into Jorum) in a variety of applications: pedagogic, level and audience. We hypothesise that the key to enhancing reusability by wider audiences will be through considered meta-tagging. This will ensure that identification of these resources and their differential use is possible in relation to: specific audiences, pedagogic requirements, activities and assessment strategies.

5. Module description

5.1 Module specification

Module code: CPD304 Module title: Dyslexia and Specific Learning Difficulties (SpLD) in Higher Education – Support Issues.

Credit rating: 15; Level: 6; Duration: 10 weeks

JACS code: X342

5.2 Aims and Outcomes

CPD 304 is aimed at existing and new practitioners alike. At the conclusion of the module, participants will be able to:

1. Demonstrate a critical and comprehensive understanding of theories on the causes of SpLDs in adults
2. Critically analyse the literature on definitions of SpLDs, the nature of SpLD in adults, and strategies for learning support
3. Analyse and evaluate the impact and implications of SpLD on learning and teaching in HE
4. Demonstrate understanding of the use of diagnostic assessments and Needs Assessments and the purpose and function of the Disabled Student's Allowance in shaping and guiding learning support.
5. Demonstrate understanding of the role of the dyslexia support tutor and of a student-centred, needs-driven model of learning support
6. Create a 'toolkit' of strategies, approaches and techniques for supporting adults with SpLD in HE
7. Critically reflect on the development of their understanding of support issues for SpLD students in HE

5.3 Indicative topics and content

The following is an indicative list of topics to be addressed in this module:

- Causal Theories, Definitions and 'diagnosis' of dyslexia/SpLD
- The impact and implications of SpLD on learning and teaching in HE
- The emotional impact of the condition on learning
- Use of 'Diagnostic' and Needs Assessment reports to guide support

⁵ http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm

- The role of learning support tutor in a needs-driven learning support model
- Difficulties with, and strategies for supporting students with difficulties in: writing, reading, Meares-Irlen syndrome, lectures, time management and organization, memory, revision and exams, maths, working in groups and presentations, work placements

5.4 Formative and summative assessment

Participants submit a weekly reflective learning journal which is used for formative assessment of the learning outcomes. Journals are read and responded to by the module team, forming the basis of a dialogue through which their learning and understanding will be assessed, challenged and guided. Summative assessment addressing and demonstrating the achievement of the learning outcomes is by completion of a project on a negotiated topic. It is anticipated that distillation of cases from these artefacts will themselves provide repurposeable objects to complement the projects main deliverables.

5.5 Mode of delivery

The module will be delivered in a blend of approximately 60% e-learning to 40% face-to-face learning.

5.6 Role of technology

In the context of this module, delivery in a technology-enhanced form will enable the provision of resources which:

- Support effective learning for the participants on the module
- Model good practice in how a range of (multi-sensory, multi-media resources) can be selected and used to support the learning needs and engagement of diverse student groups, particularly those with dyslexia and SpLD
- Enable participants to explore the benefits and challenges that technology-enhanced materials and systems create for students with dyslexia and SpLD
- Enhance access from temporally and geographically dispersed learners to high grade professional development.

6. Identification of materials, range of materials and tools used

SOLSTICE approaches to e-learning (see sections on 'Institutional Support' and 'Evidence of Innovation') will inform the selection and development of materials for this iteration of the module. At this early stage, a small multi-professional team has reviewed existing module content and attempted, via use of a matrix to identify a ratio of 60% externally sourced content; 25% institutional content; 15% new content.

Analysis of likely sources of external content against the key module themes suggests that the following indicative table suggests a sufficient quantity of appropriate, externally sourced materials suitable either for immediate reuse or that demonstrate potential for repurposing:

Sample module themes	External reuse/repurposing	New content
Learning object development and reuse	Case studies and guidelines X4I http://www.x4i.org/ RLO-CETL http://www.rlo-cetl.ac.uk/	
Definitions of SpLD; Learning styles, emotional aspects	Learning styles Jorum http://www.jorum.ac.uk Merlot http://www.merlot.org Intute http://www.intute.ac.uk	Talking head: dyslexic student on the emotional experience of learning
Writing strategies	Editing, proof reading, adapting PC to be more accessible Jorum http://www.jorum.ac.uk TechDis http://www.techdis.ac.uk/ HEA http://www.heacademy.ac.uk	
Reading and associated difficulties	Reading strategies, Meares-Irlen, note-taking, reading on screen, accessible	Talking head: student perspective and

	documents Jorum http://www.jorum.ac.uk TechDis http://www.techdis.ac.uk/ HEA http://www.heacademy.ac.uk JISC digitised content http://www.jisc.ac.uk/digitisation_home.html	strategies
Lectures and work placements	Note taking JISC audio clips http://www.jisc.ac.uk/digitisation_home.html	Talking head: experience of lectures
Maths and numeracy	Numeric symbols, cognitive styles in maths Jorum http://www.jorum.ac.uk Intute http://www.intute.ac.uk HEA http://www.heacademy.ac.uk	Expert talking head: maths as language, art & science. Dyslexia & maths – achievement and support

This, however, can only be regarded as an indicative list from our initial scoping of the most well-known repositories. We anticipate that further sites and sources will be discovered by the project team. Our analysis of available external content has also revealed a gap in the form of multimedia materials that illuminate either the dyslexic adult learner's experience of HE or expert practitioner strategies in supporting adult dyslexic learners. Our production of new content would focus on these areas.

All materials constituting objects will be produced in reference to interoperability standards with particular cognisance of the imperatives of the JISC/DEST e-Framework for Education and Research. The project component focused on pedagogic tagging of objects aligns with the spirit of its aspirations for 'further specifications and standards' related to repurposing objects.

7. Evidence of innovation

The project will draw on the approaches developed in the University in relation to SOLSTICE. This will utilise a 'new academic team' approach to the project, where the knowledge skills and expertise of academics and researchers, curriculum design experts, learning technologists and learning resource specialists will work together from project conception to provide the 'intelligent dialogue' which will form the basis of the design, selection and development of the module materials. This will focus on the alignment of purpose for learning with the unique and situated characteristics of learners in order to determine how the use of technology should be formed and deployed. This can be simply represented as:

$$P + A = F \text{ (where P = Purpose; A = Audience; F = Form)}$$

In the development of the module materials, both new and reused/repurposed, this feature will be used as a guide for the project team, and will further test this particular aspect of SOLSTICE in relation to reuse and repurposing, to inform both the initiative and the sector.

In addition, the project team will draw on existing guidelines (e.g. X4L) to inform the learning object design, standards, repurposing and reuse, accessibility etc., but will seek to use the guidelines as RLOs, repurposing them to suit the specific requirements of the project and the institution, enabling the project team to develop a deeper understanding of learning object design, repurpose and reuse, and prompting re-articulation of these guidelines for use in the institution and, where relevant, for the sector. This research and reflective component on the process of repurposing objects is a key deliverable of the project.

8. Budget

Directly Incurred Staff	March 08– July 08	August 08– July 09*	TOTAL £ * Est. end date of project Feb 09
Total Directly Incurred Staff (A)	£6652	£14085	£20737
Non-Staff			
	March 08– July 08	August 08– July 09*	TOTAL £
Travel and expenses 10 programme level meetings	£ 800	£ 2000	£2800
Dissemination events	£	£500	£500
Evaluation (internal)	£	£500	£500
Total Directly Incurred Non-Staff (B)	£800	£3000	£3800
Directly Incurred Total (A+B=C) (C)	£ 7452	£17085	£24537
Directly Allocated			
	Mar 08– July 08	August 08– July 09	TOTAL £
Staff	£	£	£
Estates (FEC) (0.65 fte) – space location and desk/IT provision for skills specialist and learning technologist	£1,170.87.	£1,683.48	£
Other	£	£	£
Directly Allocated Total (D)	£1,170.87	1,683.48	£2854.35
Indirect Costs (E) (0.65FTE)	£7,815.15	£11,236.62	£19051.77
Total Project Cost (C+D+E)	£16438.02	£30005.1	£46443.12
Amount Requested from JISC	£7452	£17085	£24537
Institutional Contributions	£8986.02	£12920.1	£21906.12
Percentage Contributions over the life of the project	JISC X %	Partners X %	Total 100%

9. Workplan (indicative)

Actions	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Project: establish technical infrastructure														
Quality Assurance Processes														
Module management (course team/module design)														
Identify module content and IPR issues														
Resource development														
Alpha testing, peer review and modifications														
Recruitment and Administration														
Deliver module														
Module evaluation and review														
Project evaluation and review														
Resource evaluation and review														
Project deliverables: JISC														
Project deliverables: Edge Hill														

10. Project management

Edge Hill's proven track record in successful project management (for example, Comet 1 and 2, HEIF 2 and 3, HEFCE GMP Governance strand, Risk Management, SOLSTICE, HEA/JISC Pathfinder) demonstrates worked out procedures for excellent quality assurance. Our tried and tested approach to project management, self monitoring and evaluation will be managed by a three tier system:

- High level steering group comprising representatives from stakeholder groups to ensure the needs of the whole institution and external partners are met.
- A project management group to comprise key project and module team members (see below)
- Day to day management undertaken by a senior member of the project management group.

External monitoring and evaluation of progress over the life of the project will be achieved through engagement with peer review through the relationship facilitated by JISC. The project group is committed to providing evaluation and constructive feedback for another institution through peer review under the terms of the project.

11. Project Team

John Davey is SOLSTICE Manager, responsible for managing and co-ordinating Edge Hill's HEFCE funded Centre for Excellence in Teaching and Learning (CETL), which focuses on the development of supported online and blended learning, and is a Learning and Teaching Fellow. He has over eight years experience of developing and delivering supported online and blended learning, and has presented regularly at national and European e-learning conferences. He has a particular research interest in the development of learning spaces and the integration of technology into the classroom environment.

Megan Juss is Learning Technology Development Officer, providing support in relation to the strategic implementation of technologies within the Faculty of Education. She has significant experience facilitating the enhancement of supported, blended and wholly online teaching and learning provision for the Professional Development team, including pedagogical support for construction of the learning environment and practical support in the creation of content. Megan has skills in web authoring and the use multimedia tools, and is particularly interested in instructional design and reusable learning structures.

Julie Keen is Specific Learning Difficulties Co-ordinator, leading the strategic development of policy and practice for supporting students and staff with SpLDs across Edge Hill. Included in this role is devising SpLD staff awareness sessions, supporting SpLD learners (over 60), delivering feedback from formal assessments, liaising with internal and external funding bodies during the funding process, supervision of SpLD Advisors, and Inclusive Learning facilitation.

Alison Mackenzie is Dean of Learning Services and Director of SOLSTICE. She is responsible for leading the strategic development of learning services across the institution and plays a pivotal role in encouraging and facilitating new developments in learning and teaching. She has considerable project management expertise and has presented regularly at national and international conferences on a wide range of issues including information literacy, staff development and innovation.

Lindsey Martin is the Research Co-ordinator for SOLSTICE and Learning Services and is a Learning and Teaching Fellow. She is responsible for managing a team of subject librarians and has eight years experience of developing subject collections and utilising learning technologies to facilitate learners' ability to locate, evaluate and apply information. Lindsey has considerable experience of developing supported online and blended learning courses for staff and students. She has presented regularly at national and international e-learning and library and information conferences.

Peter Reed is Co-ordinator for Edge Hill's Pathfinder Project, focusing upon embedding e-learning within the institution and its collaborative partners, and therefore impacting upon organisational change and development. Peter is seconded from a Learning Technologist's role where he supported the Faculty of Health in developing supported online and blended learning courses. He has considerable experience in developing Reusable Learning Objects in Adobe Flash.

Mark Schofield is Dean of Teaching and Learning Development, SOLSTICE Academic Director and Reader in Educational Development. He leads the University's strategy and policy development in teaching, learning and associated research and contributes to teaching and curriculum design in Education, Health, and Teaching and Learning in Clinical Practice programmes. He provides consultancy in education in the school and university sectors. His interests include constructivism and learning, pedagogy, widening participation, critical thinking and complex problem solving and the use of technologies to enrich learning.

Laura Taylor is a Senior Lecturer in the Faculty of Health and a SOLSTICE Fellow. She plays a significant role in the education of pre-registration nursing students, as well as with students making the transition from FE to HE, such as Cadet Nurses and Foundation Degrees students, utilising online developments and learning technologies to enhance the quality of learning and to ensure high standards of learning are maintained. Laura has presented at regional and national e-learning, health and widening participation conferences.

Bettina Woodroffe is a Senior Lecturer in Professional Development in the Faculty of Education. Her specialist areas are in Teaching and Learning development, and practitioner research, both undertaken by teachers engaged in Postgraduate Professional and Masters study. As SOLSTICE Fellow her main focus is in blended learning and fully integrated online provision of level 6 and 7 modular programmes, as well as study skills. Her current research and development focus is on supporting student progression in academic discourse, and implications for (online) interaction and assessment.

12. Risk Assessment

Risk	Probability (1-5)	Severity (1-5)	Score (P×S)	Action to prevent/manage risk
Staffing				
Delay in recruitment	1	5	5	Secondment plan already in place.
Staff turnover	2	3	6	Replace/draw from identified wider pool of staff
Organisational				
Misalignment with QA schedule	2	5	10	Obtain advance notification of schedule
Content				
Lack of suitable resources	1	5	5	Widen scope for locating resources. Preliminary identification already undertaken
Just-in-time availability of resources	1	5	5	Identify suitable alternative resources
Technical				
Complexity	1	4	4	Contain resource development within extant skills base
Interoperability	1	4	4	Work within approved JISC standards and ensure cross browser testing and W3C compliant
Legal				
Rights clearance	1	5	5	Provide sufficient advance notice for rights clearance

13. Outcomes and Deliverables

13.1 Individual and team

- An improved understanding of the potential for reuse at practitioner level.
- Effective practice in creation, design and use of learning objects.
- Reflective log.

13.2 Institutional

- Development and delivery of the module (conforming to the deliverables of the project as specified at section 25 of the JISC Circular 4/07).
- Inform institutional policy via the institution's annual monitoring review process and through the project director reporting back with recommendations for institution-wide practice to the senior academic managers group.
- An improved understanding at senior management level of the strategic implications of the potential for reuse. This is timely in the light of an institutional initiative to implement a baseline entitlement of technology enhanced learning for all students.

13.3 JISC and the wider community

- Information and guidance (from final report, website, case studies, papers etc.) for improved understanding of the potential for, approaches to, and challenges of, reuse at practitioner and institutional level.
- Develop a research-informed framework for the systematic selection of resources for adaptation and reuse: asking series of key questions (e.g. adherence to standards, pedagogy, level, potential for adaptation). This will build upon the work of previous JISC projects' guidelines and case studies.
- Learning materials from the module made available through Jorum.
- Reflective log.

13.4 Dissemination

- Project website.
- Conference paper and case studies.
- Workshops for colleagues within institution or in partner institutions in the region on themes relating to the project.



Edge Hill University

Ref: MF/EMM

28 November 2007

Dear Sirs

JISC Circular 04/07: Re-use of learning content

Edge Hill is a 'learning led University, dedicated to developing individuals as skilled and autonomous learners in challenging and supportive environments' (Edge Hill University Mission Statement).

This call complements and supports not only the University's mission, but also the key aims of the University's HEFCE funded Centre for Excellence in Teaching and Learning (CETL), SOLSTICE, which has at its heart the aim to enhance student learning and the learning environment through supported online and blended learning. SOLSTICE seeks to capture the power of new technology to deliver programmes flexibly, but is learning focused, not technology driven. This approach developed at Edge Hill engages staff from across academic and professional support services to form 'new academic teams' to provide an explicit learner-focused model for curriculum design and development.

I would like to voice my support for this bid in the full knowledge that the skills and expertise resident within the proposed project team will provide an excellent basis for its success.

I am confident that, if funded, we will deliver the proposed project to the highest quality with the accompanying assurance that the outcomes from this activity will inform our future developments and influence institutional policy. Beyond the University, I am confident that through the project we will be able to contribute to sector understanding of the use and re-use of materials, and to the stock of materials in circulation for use in the sector.

I am also happy for the project team to continue to feed information back to JISC beyond the funded period.

Yours faithfully

Mark Flinn
Pro Vice-Chancellor

