

<p>Cover Sheet for Proposals <i>(All sections must be completed)</i></p>					
<p>Name of Initiative: Reuse of learning content</p>					
<p>Name of Lead Institution: University of Bolton</p>					
<p>Name of Proposed Project: REGEN-1</p>					
<p>Name(s) of Project Partner(s): University of Bolton, Greater Manchester Strategic Alliance</p>					
<p>Full Contact Details for Primary Contact:</p> <p>Name: Dr Margaret-Mary L Nelson Position: Reader in the Built Environment Email: M.Nelson@bolton.ac.uk Address: University of Bolton, Deane Road, Bolton, BL3 5AB</p> <p>Tel: 01204 900600 Fax: 01204 399074</p>					
<p>Length of Project: 12 months</p>					
<p>Project Start Date: 1st March 2008</p>					
<p>Total Funding Requested from JISC: £24,997</p>					
<p>Funding Broken Down over Financial Years (April-March):</p> <table border="1"> <thead> <tr> <th>April 07 – March08</th> <th>April 08 – March 09</th> </tr> </thead> <tbody> <tr> <td>£3,805</td> <td>£46,149</td> </tr> </tbody> </table>		April 07 – March08	April 08 – March 09	£3,805	£46,149
April 07 – March08	April 08 – March 09				
£3,805	£46,149				
<p>Total Institutional Contributions: £ 25,000</p>					
<p>Outline Project Description The Project will re-use and re-purpose learning content from External and internal sources to develop and pilot a 10 credit level 4 module work-based learning “Working in Groups” for Multi-professional teams working in the field of Regional Regeneration. A key aim of the project is to develop good practice that will be deployed extensively by HE providers throughout Greater Manchester working collaboratively to provide Work-based and Work-related Learning to meet the needs of eight key sectors. To this end an additional £25,000 of funding has been made available from the budget of the Greater Manchester Strategic Alliance to support the take-up of project results.</p>					

I have looked at the example FOI form at Appendix A and no FOI exemption is requested for this project	
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (x)	

REGEN-1: Effective Group-working in Multi-professional Teams that Support Regional Regeneration.

A proposal for a project under of the JISC Capital Programme (Re-use of Learning Content) led by the University of Bolton and partnered by the Greater Manchester Strategic Alliance

1. Introduction.

- 1.1. The re-use and repurposing of resources to be executed by the University of Bolton within the proposed project also represents an important component of the University's contribution to the objectives of The Greater Manchester Strategic Alliance (GMSA).
- 1.2. GMSA, as its name suggests, is a partnership between universities, colleges, work-based leading providers and other stakeholders working collaboratively to deliver flexible, innovative and demand-led work-related Higher Education in Greater Manchester. It also manages the lifelong learning network for the sub-region and serves as a focus for wider collaboration across the North West and beyond.
- 1.3. The re-use and sharing of content between members is seen as one element within a coherent regional technology-enhanced learning infrastructure that will allow learners easily to identify and access their most relevant next lifelong learning input via the most relevant provider within a coherent PDP-driven credit accumulation process. The outputs of the proposed project, from the early QA and pedagogic planning stages, are seen as relevant and transferable to other contexts. In order to leverage this added value GMSA is prepared to match the contribution requested from JISC from its own budget and to share its experience of the evolution of this aspect of its strategy within the Case Study. The proposal title, REGEN-1, is indicative of the intention of stimulating a series of complementary projects.
- 1.4. One of GMSA's overarching projects is ModCAT which will deploy online tools allowing users access to bite-sized flexible learning options from any partner institution. The modules can be used individually to address immediate work-related learning priorities and/or to assemble a coherent selection of modules that represents an individualised curriculum directed toward the achievement of a recognised higher education qualification.
- 1.5. The delivery of the GMSA strategy is supported by eight Sector Development Groups, whose functions include specifying the module collections appropriate to the needs of their respective sectors and assembling content, to be made available to all relevant delivery partners, drawing on existing learning resources developed by the various partner institutions. The proposed project, though located within an area of the work of one of these sector groups (Regeneration), with which the University of Bolton is heavily involved, is seen very much as a demonstrator intended to impact directly on the population of ModCAT across all eight sectors.
- 1.6. The chosen theme for the module (Working in Groups), to be delivered within the proposed project, is typical of those where generic principles and a generic knowledge base often exist. However, if these are to be effectively applied in the workplace then some contextualisation of the content to the learners' own professional area may be required. This contextualisation approach to re-use and repurposing adopted within the proposed project is thus seen as widely replicable within both GMSA and the wider JISC community.

- 1.7 The JISC-supported SPLICE project, led by Bolton with GMSA as a partner is seeking to uncover the pedagogical, technological and organisational challenges in encouraging learners to be self-regulating Equip learners with a Personal Learning Environment to help them coordinate their studies It is an action-research project which orients itself around transforming the practices of teachers, learners and industrial practitioners. PDP and e-portfolio support for work-based learning is being addressed via the JISC- supported project SOLVS.
- 1.8 The re-use and repurposing of content for the population of ModCAT is thus a key element in a cohesive strategy for the collaborative delivery of technology-enhanced work-related and work-based learning throughout Greater Manchester.
- 1.9. The opportunity to apply more widely the experience gained from the work on the module for which JISC funding is requested will be begin at the pedagogic planning stage and continue throughout the life of the project. To ensure realisation of this added value (which will also form part of the Case Study and other project deliverables) the GMSA will match the requested funding with an additional £25,000 from its own resources.

2. Aims and Objectives

- 2.1. The development for collaborative delivery of a 10 credit module at level 4(HE level 1) by the re-use and re-purposing of content from sources external to the University of Bolton and GMSA. All copyright and technical standards issues in relation to such content would be addressed so that it can be shared freely among both GMSA partners and the wider JISC community
- 2.2. The development and testing of a model that can be more generally applied to the re-use and repurposing of content from both external and internal sources as granular learning objects that support the integration of work-related learning and its practical implementation.
- 2.3. The initiation of the wider take-up of the above model across all eight GMSA Sector Development Groups for the purposes of accelerating the cost-effective and pedagogically-effective population of ModCAT.

3. The benefits of REGEN-1

- 3.1 REGEN-1 although primarily executed by the University of Bolton provides an opportunity via the Steering Group, the Regeneration Sector Development Group and the Take-up activity for several HEIs to gain first hand experience of content re-use.
- 3.2 Core members of all eight Sector Development Groups are poised to more become actively engaged in the re-use and repurposing of content to support a technology-enhanced mode of delivery for work-based learning. REGEN-1 is thus intended further to stimulate this interest among all GMSA partner institutions across the Greater Manchester Region
- 3.3 REGEN-1 will provide an implementation model and help to embed effective processes for the content sharing and re-use into the GMSA partner HEIs.
- 3.4 REGEN-1 will support the independent learning strategies identified by the JISC LXP Student Experiences of Technology project by providing more HE-level learning resources directly for the target professional group, indirectly for the wider GMSA client base and more widely still through its dissemination activity
- 3.5 REGEN-1 will add quality-assured resources to JORUM.

- 3.6 REGEN-1 will assist the GMSA in planning its long-term strategy for work-based learning and will help to inform policy in GMSA partner institutions.
- 3.7 REGEN-1 will demonstrate provision that aims to help cohorts of learners at dispersed work locations to gain increased flexibility while retaining as much as possible of the group dynamic associated with face to face delivery.
- 3.8 REGEN-1 will demonstrate and report on a joint validation process intended to simplify the sharing and re-use of modules between a number of HEIs
- 3.9 The REGEN-1 Case Study will transfer benefits that accrue to the University of Bolton and, via GMSA to H/FE institutions throughout Greater Manchester, to the wider JISC Community.

4 Quality Assurance

- 4.1 All materials produced by the project will have been through normal university QA procedures as part of the content development process. All resources published by the project will however also be subject to a checklist process by a designated quality officer before being signed off. This checklist will cover technical aspects (correct tagging, adherence to accessibility guidelines, etc) and also editorial aspects (no references to other courses modules, progression routes etc that apply to the local cohort).
- 4.2 Should the evaluation of the pilot lead to any amendment of content this will be undertaken and the checklist re-visited prior to use with further cohorts. Prior to uploading to JORUM any GMSA-related editorial aspects (eg references to other modules, etc) will be removed.
- 4.3 The proposed module is derived directly from one already validated for face to face delivery. The completion of the necessary QA procedures by Month 5 of the project should therefore be readily achievable
- 4.4. The reuse by GMSA partner institutions of content originated and acquired by other members of the Alliance is an essential element of its strategy. To this end a QA strategy is being developed that will ensure that ModCAT modules can, as appropriate, be delivered by partners other than the originator. This mutual recognition will also simplify the process of accumulating credit through different member institutions.

Within the proposed project the module to be piloted will also be subject to this process and the QA exercise will form part of the Case Study and the reflective log. It should be noted that this exercise is additional to the initial QA process undertaken at the University of Bolton. It would in no way delay or inhibit the latter and therefore would not jeopardise the initiation of pilot delivery.

The Head of Quality Assurance and Enhancement at the University of Bolton leads the group working on QA issues on behalf of GMSA. The process of internal validation at Bolton and the subsequent joint validation for use of the module by other GMSA HE providers is of direct relevance to this area of work and will thus influence the on-going activity of this group.

5. Module Description

- 5.1. The ModCAT group at GMSA, in developing a strategy for the reuse and re-purposing of content for the collaborative delivery of work-based and work-related learning by a multiplicity of institutions has frequently encountered instances where content that draws upon a generic body of theory and principles also needs some contextualisation to suit learners' own sectoral and professional focus.
- 5.2 The theme of Leadership the Management is an archetypal example, hence the choice of the 10 credit module at Level 4/HE level 1 "Working in Groups" (JACS code N210 Management techniques) contextualised to the needs of Multi-professional teams working in the field of regional regeneration as an exemplar.
- 5.3 One of the reasons for the selection of this module is the pedagogic challenge that it represents. Currently, when delivered in face-to-face mode, harnessing the group dynamic of the group of learners and reflecting on its effectiveness, particularly in the context of working together collaboratively is seen as key to the pedagogic effectiveness of the module and also helps to address the "soft skills" issues related to this particular topic. Reflecting together on a variety of experiences of working in teams, role-plays, case studies and simulations of real work situations are also important. Reporting back to the group on how the principles of team participation and team leadership are being applied and demonstrated in the participants' own workplaces make an additional contribution to the translation of theory into practice.

Since the group dynamic as it applies to the learning process is so closely related to the theme of the module, participants' reflections on, and formative evaluation of, the learning experience in the pilot group should be particularly illuminating.

Learners engaged in the current face-to-face delivery of the module would significantly influence the development of the flexible learning version. The Pedagogic design process would draw on the prototype D4L tools. It is also expected that the approach adopted by Weller (2004)¹, (which categorised learning objects according to their pedagogic purpose) would help to inform the design phase and the dialogue with students.

Given that the participants on this module are typically geographically close to the University of Bolton it is expected that a Blended Learning model may be likely to meet their needs. Individual and collaborative online learning tasks supporting work-based learning and its practical application, together with 2-3 workshop sessions reinforcing the group dynamic for online collaboration and providing an opportunity for synchronous collaborative activity related to the sharing of experience would appear to be a likely solution

The pilot group would be of focus group size and, if necessary, delivery would be adapted in response to their feedback.

- 5.4. There is a challenge as to how tools that might be useful in a face to face delivery situation can be applied to online delivery. Resources deposited on JORUM by the Faculty of Business and Law at Staffordshire University, which include interactive components, address similar learning needs but are focused at level 3 rather than level four 4 and therefore need re-purposing to suit the learning needs addressed by the proposed project. The re-purposing for online delivery of interactive components currently used in face to face delivery of the proposed module is also expected to serve as a useful exemplar.

¹Weller M. (2004) "Learning objects and the e-learning cost dilemma" Open Learning 19.3 pps 293-302

- 5.5. The second pedagogical issue to be addressed by the pilot relates to how pedagogic effectiveness may be enhanced when a generic body of theory and principles are adapted so that they very specifically reflect a particular vocational or professional context. A second external set of resources have been made available to the University of Bolton for re-use by the Commonwealth Universities Association. These resources embraced, addition to the proposed theme a much wider range of management principles and practice and are set very firmly in a specific context, that of women in, or aspiring to, management positions in Higher Education.

Examination of these resources in relation to this proposal has confirmed that they serve as an excellent example of the contextualisation of content. Being located within the very profession in which those delivering the proposed project are employed means that the lessons that can be learned about the principles of contextualisation are particularly transparent. Additionally, the GMSA partners involved in the Regeneration Strategic Development Group and other stakeholders have access to a wide range of graphical and audio-visual resources relating to regional regeneration issues. The status of these learning objects in relation to copyright clearances etc for re-use and repurposing would be a task for the project in consultation with the JISC support project but the project team are confident that the target of 50% external content would be met comfortably.

- 5.6. The University of Bolton are also currently engaged in the creation of granular content for work-integrated learning with a Leadership and Management theme but with issues relating to team building and team working addressed at level 5. These are less closely linked to a specific professional context but provide a potential progression route for learners who engage with the pilot activity in the proposed project. The adaptation of the level 4 module to the specific professional context of the target group for the proposed project will thus also demonstrate how generic content at the higher level could be repurposed to the needs of specific professional groups. This group are familiar with institutional content that can be re-used within the project.
- 5.7 This existing team would work with subject matter experts to provide the expertise necessary for assembling the content and would also have access to the experience being gained within the JISC-supported POCKET project, in which Bolton is a partner. This project is concerned with the re-purposing of content into a more granular format suitable for access via the OU "Openlearn" platform and will thus draw on the relevant expertise of the OU. The work on POCKET at Bolton involves the enhancement of existing content through the incorporation of additional Flash-based interactive elements and it is expected that a similar approach would benefit REGEN-1.
- 5.7 It is expected that the evolution of ModCAT will be influenced from the early design stages of the proposed project. For example, in addition to the QA strategy development above the lessons learned from the Pedagogic planning process will inform the plans for reuse and re purposing of content more widely within the ModCAT initiative. To this end quarterly reports received by the Steering Group will indicate opportunities for take-up of the results of the project within its lifetime. These reports will draw upon the reflective log maintained by the project manager.
- 5.8 For this reason a proportion of the budget has been reserved to stimulate take-up activities and this will be allocated by means of service level agreements on the basis of the recommendations of the steering group. Other GMSA partner HEIs are expected to participate in the take-up activity. To ensure that these take-up measures do not deflect funding from the core activity of the pilot additional financial resources to support this task project have been made available within the funding contribution made available by GMSA. This proportion of the budget is intended to kick start a process expected to gather momentum via partner institutions' and GMSA resources.

6. Deliverables

- 6.1. A 10 credit level 4 work-based learning module “Working in Groups- Regional Regeneration”, developed by means of the re-use and repurposing of content from external sources, contextualised to meet the needs of multi- professional groups working in the field of regional regeneration and piloted for online /blended delivery with at least ten students. A pathway for credit accumulation and progression relevant to the target group identified and mapped. The above module content will be made available via the VLEs of at least two GMSA partner institutions and via JORUM to the wider JISC community.
- 6.2. Internal dissemination of the emerging results of the proposed project by means of four bulletins circulated to partner institutions for consideration via the eight GMSA sector development groups in order to stimulate take up of findings and to support a strategy for content re-use and development. External dissemination via at least one academic paper and at least one conference presentation plus the feedback of required information to JISC after the funded period of the project
- 6.3. Examples of the take-up of results as they emerge from the proposed project. These are to be defined by the Steering Group in response to results and emerging needs but are expected to include;
 - Sharing of the module content with at least one other University working with the same target group of learners.
 - Application of a joint validation process by Universities within the Sector Development group for Regeneration for work-based/work related learning modules. This exercise to encompass the pilot module and at least one other module relevant to multi-professional groups active in the field of regional regeneration.
 - Application of the Pedagogic planning process and the content re-use model to at least two other modules within the ModCAT module catalogue.
 - A review of learning resources available externally and resources available within GMSA partner institutions active in support of the regional regeneration agenda that could be re-used/re-purposed and shared. Initiation of an action plan to apply the lessons being learned within the pilot project to the re-use of the content identified through this exercise.
- 6.4 A Case Study report set out in accordance with the JISC template encompassing all the above and including a full description of the project, evaluation of its results (including analysis of learners’ and stakeholder’s experiences) and future plans

7. Dissemination and Evaluation

A full dissemination plan will be prepared as part of the project plan at the start of the project. However, certain specific dissemination intentions are identified in the deliverables list (6.2above) and within the Work Plan below.

Evaluation of the impact of REGEN-1 will form a significant part of the project. A detailed evaluation plan will be established early in the project with a view to assessing:

- Learning effectiveness
- The value of the Pedagogic Planning process and its wider applicability
- The lessons learned that will influence the re-use and repurposing of content more widely within the ModCAT initiative

The University of Salford, another GMSA partner working collaboratively in meeting the needs of the same multi-professional groups engaged in regional regeneration activities who are the target group of the proposed module, will contribute to the evaluation of the content. The Take-up strand of the project will be responsible for assessing the wider impact potential.

8. Budget

Directly Incurred Staff	Note	March 08	April 08 – March 09	TOTAL £
Total Directly Incurred Staff (A)		2,057	23,830	25,887
Non-Staff				
Training, travel and expenses		100	1,000	1,100
Hardware/software			800	800
Dissemination			1,500	1,500
Total Directly Incurred Non-Staff (B)		100	3,300	3,400
Directly Incurred Total (A+B=C)		2,157	27,130	29,287
Directly Allocated				
Staff				
Estates				
Other				
Directly Allocated Total (D)				
Indirect Costs (E)		1,646	19,064	20,710
Total Project Cost (C+D+E)		3,803	46,194	49,997
JISC Contribution		2,083	22,914	24,997
Institutional Contributions	1	1,720	23,280	25,000
Percentage Contributions over the life of the project			JISC	Total
			50%	100%

Notes:

1) This is a conservative estimate of the value to the project of the partner's investment in the project since there is significant non-costed investment of GMSA resource devoted to the ModCAT initiative which will serve to support the proposed project b

9. Work Plan

<i>Date</i>	<i>Action</i>	<i>Description</i>	<i>Output</i>
March 2008	Prepare detailed project plan with dissemination and evaluation plans	A plan will be prepared in accordance with JISC's Project Management Guidelines. See following sections for more detail on dissemination and evaluation.	Project plan; evaluation plan; dissemination plan
March/April 2008	Prepare Pedagogic plan	Access D4L prototype tools, conduct learner needs analysis	Pedagogic Plan
March/April 2008	Conduct needs and technical analysis	The requirements of the project will be defined, including standards to be followed, and the systems required to support them identified.	Requirements document
April-June 2008	Prepare content and subject to QA process	Review/ match external content to current module objectives Start re-editing of existing content, tagging and conversion to XML and repurpose /augment as required	Content approved for use by learners
May 2008	Steering Group meetings (quarterly)	The Steering Group will include representatives of all stakeholders and will be responsible for oversight, policy and high level planning and for results take-up via GMSA partner	Oversight and planning Take-up measure
May 2008	Project Website	Launch project Website	Project Website
May 2008	Internal Bulletin (quarterly)	Take up support (First issue pedagogic planning and module design then interim findings)	Bulletin
June/Oct 2008	Joint QA Procedure	Content and model approved by Bolton is subjected to ModCAT joint validation procedure	Module available for delivery by other GMSA partner Universities Use of procedure demonstrated
May/August	Recruit learners	Publicise module drawing on contacts with existing sector stakeholder organisations.	Cohort of learners for pilot
September	Module Delivery	Initiate delivery to pilot cohort	Pilot module
September	Commence formative evaluation	Upload content once (continues to February 2009)	Project content on JORUM
January 2009	Complete delivery of the pilot	Summative evaluation	Evaluation Report
January/February 2009	Prepare Case Study	The work and results of the project plus lessons learned are prepared for dissemination using the JISC Case Study Template	Case Study
February 2009		Present project and Take-up activity to GMSA community and invite expressions of interest to replicate the process with other ModCAT modules	Workshop
February 2009	Upload of content to JORUM	Upload content once	Project content on JORUM
February 2009	Case Study finalised	Case study completed and submitted to JISC	Case Study
March 2009	Dissemination is continued post-funding	Conference presentation(s) and Article(s) for publication are prepared. JISC requests for additional information are responded	Conference presentation(s) Published Article(s)
March 2009	Take up activity is continued post-funding	Models processes and lessons learned applied to population of ModCAT	Addition content for flexible/work-base delivery

10. Risk Assessment

<i>Risk</i>	<i>Probability</i>	<i>Impact</i>	<i>Action to mitigate</i>
Lack of skilled staff (including staff leaving)	Low	High	The project is based at University with a number of relevant subject matter experts and staff experienced in content development so that cover can be provided from existing staff if needed
Failure to manage project effectively	Low	High	The Steering Group provides an additional layer of project management expertise. An experienced project manager will be seconded to the project from elsewhere in the University should difficulties be encountered
External Content for Re-use problematic in respect of topic coverage or IPR issues	Low	High	Core resources are available via JORUM. If identified resources give incomplete coverage other Universities in GMSA supportive of the project and interested in its outcomes have relevant content that could be re-purposed
QA processes cause problematic delay	Low	High	The project represents a new mode of delivery and a more specific target audience but is based on an existing module. The need for effective but streamlined QA in such circumstances is an issue recognised early in the regional ModCAT programme and the group which addressed it is led by the University of Bolton. In extremis target group could access content within the context of the existing module
Technical difficulties encountered	Low	Medium	The project is not technically complex and would draw on existing processes and expertise. Very high level expertise is available within the University from teams working on other JISC/CETIS projects
Scope of project too ambitious	Low	Low	The wider ambitions of the project lie in its impact through the take up and application of results. Any delay or difficulty in maximising regional impact would not detract from the core aim of successful re-use
Project outcomes focussed primarily on needs of lead institution and would not have wider applicability	Low	Low	Via GMSA and steering group a range of types of HEI represented. Other Universities addressing same and similar target audience are expected to upload content to own VLEs and commence use within the life of the project

11. Fit with e-Framework

An existing JISC supported project (IoNW2) is developing an interoperability network reaching out to GMSA partner HE/FEIs and composed of nodes associated with each institution networked over VPN into a hub-satellite configuration. The functionality provided by the ioNetwork is designed to allow the sharing of information about courses and learners between institutions. The proposed new project will benefit from the work in progress on IoNW2 which is developing a competency representation approach within the eFramework (XCRI). The synergy and coherence between the proposed project and other JISC-supported projects in which the partners are already engaged (SOLVS, SPLICE and POCKET) have been identified above.

12. Project Organisation and Key Personnel

The project will be supervised by a Steering Group which will meet every three months. The Group will be a sub-group of the Strategic Development Group for Regeneration with responsibility for the population of ModCAT for the sector. Dr Margaret-Mary Nelson, Reader in the Built Environment at the University of Bolton will provide the link between the Steering Group and the Bolton project team and will oversee the work of Researcher 1, a relevant subject matter expert who will function as the Project Manager.

The work of Researcher 2 on the content re-use and re-purposing will be overseen by Mike Lomas, Head of Learning, Retention and Professional Practice at Bolton who also has responsibility for the team undertaking the development of content for work-based learning in Leadership and Management that will offer a progression route for participants in the pilot module. Researchers 1 and 2 will be allocated to the project through internal redeployment within the University of Bolton. This will ensure a prompt start to the project.

Researcher 3 will undertake the work on Take-up that is intended to maximise the impact of the project under the auspices of Pam Irwin who has responsibility for ModCAT and Employer Engagement at GMSA and thus provides the link between the Steering Group and the Sector Development Groups for the other seven sectors

Another Steering Group member Julia Lucas, Director of Salford Centre for Regeneration at Salford University will have oversight of the evaluation and Paul Birkett Head of Quality Assurance and Enhancement at Bolton who leads on QA for GMSA will have oversight of the QA strand.

Advice on matters related to standards, interoperability and the e-Framework will be available via Mark Johnson and Prof. Oleg Liber of The Institute for Educational Cybernetics at the University of Bolton who also provide a direct link with other work of JISC/CETIS

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
No Exemptions are requested		

Our ref:
JISC/HEFCE

JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD



November 30, 2007

Dear Sir/Madam,

Re: JISC Circular 04/07; Call for projects, Re-use of learning content, Theme; e-learning
STATEMENT OF INSTITUTIONAL SUPPORT

Please find attached the proposal REGEN-1 submitted in response to the above call for proposals by the University of Bolton in collaboration with the Greater Manchester Strategic Alliance (GMSA). The project, which would create an on-line module, "Working in Groups" to support work-based learning for multi-professional teams involved in regional regeneration, would represent an innovative additional expression of the University's commitment to widening participation and to working in collaboration with other providers in pursuit of this goal. The proposed project will also be part of our contribution to the GMSA ModCAT initiative which aims at making accessible to learners a wide range of flexible learning modules for the support of work-related and work-based learning across eight key sectors. Collaboration with other H/FEIs and other agencies, together with access to external content via JORUM, via employer engagement and other sources, is expected to provide us with significant future opportunities for the re-use of learning content. The experience gained from the proposed project would thus significantly inform future developments.

I am therefore pleased to confirm the University's support for this proposal, our willingness to contribute to the peer review of one other project and to participate in evaluation feedback after completion of the project..

Yours Faithfully

A handwritten signature in black ink that reads "Mike Lomas". The signature is written in a cursive, flowing style.

Mike Lomas
Head of Collaborative Partnerships and Employer Engagement

Our ref: CW/SEC1

JISC Executive
JISC/HEFCE
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

November 30, 2007

Dear Sir/Madam,

Re: JISC Circular 04/07; Call for projects, Re-use of learning content, Theme; e-learning

STATEMENT OF INSTITUTIONAL SUPPORT

Please find attached the proposal REGEN-1 submitted in response to the above call for proposals by the University of Bolton in collaboration with ourselves. Inter-institutional collaboration for the purpose of widening participation is central to the rationale for the Greater Manchester Strategic Alliance (GMSA) and the provision of a wide range of flexible learning modules for the support of work-related and work-based learning via the ModCAT initiative is key to this strategy.

The reuse of learning content from within our large regional network, or acquired through industry links, through HEIs outside the region and via JORUM, is expected to make an invaluable contribution to the population of the ModCAT catalogue. Sharing experience and adopting some consistency of approach will benefit the pursuit of this goal. We can therefore already envisage opportunities to apply more widely among our partner HE providers the experience gained within the proposed project by the University of Bolton. We expect such opportunities to arise from relatively early within the life of the project and, to this end, are willing to contribute an additional £25,000 to the project from our own resources to kick-start the take up of results, and help maximise the impact of the proposed project.

I am therefore pleased to confirm the GMSA's support for this proposal, and our willingness to participate in evaluation feedback after completion of the project.

Yours faithfully


Cath Walsh
Director
GMSA


**greater
manchester**
strategic alliance
promoting higher education for lifelong learning