

**Cover Sheet for Proposals**



<b>Name of Initiative:</b>		<b>Re-use of Learning Content</b>	
<b>Name of Lead Institution:</b>		University of Chester	
<b>Name of Proposed Project:</b>		Re-useable module: Environment, Poverty and Health	
<b>Name(s) of Project Partner(s):</b>			
<b>Full Contact Details for Primary Contact:</b>			
Name: Carol Comer			
Position: Academic Development Advisor (eLearning)			
Email: <a href="mailto:c.comer@chester.ac.uk">c.comer@chester.ac.uk</a>			
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Tel: 01244 511000			
Fax: 01244 511335			
<b>Length of Project:</b>	12 months		
<b>Project Start Date:</b>	March 2008	<b>Project End Date:</b>	February 2008
<b>Total Funding Requested from JISC:</b>		£25,000	
<b>Funding Broken Down over Financial Years (Aug-July):</b>			
<b>Aug07 – July08</b>		<b>Aug08 – July09</b>	
£14,583		£10,417	
<b>Total Institutional Contributions:</b>		£9,865	
<b>Outline Project Description</b>			
Development of a new Level 3 Module entitled ‘Environment, Poverty and Health’ (EPH) delivered by blended learning and using content from within and without the University of Chester.			
<b>I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)</b>	√ YES	NO	
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)</b>	√ YES	NO	

## **Introduction**

### **Aims of Project**

This project will be focused on the design, validation and delivery of a 20 credit level 6 option module '**Environment, Poverty and Health**' (EPH) that will be offered to students on the parent course – BSc Geography. The module will use course materials produced externally to the University, course materials currently being used at the University and specifically generated course materials. The first run of the module is intended to be September 2008. The aims are to:

- Develop a module which will use repurposed content;
- Provide case study material and evidence which will identify issues addressed and barriers faced in the development and delivery process;
- Ensure that robust quality procedures are adhered to, including work plan monitoring;
- Use a reflective log approach to map and communicate progress;
- Draw out lessons for institutional policy and practice;
- Report on outcomes on completion of the project.

### **1. Module Outline**

This module explores the inter-relationships between EPH in the Developed and Developing World. It utilises a variety of innovative resources and assessment techniques to support and engage the student learning experience. It is a unique opportunity to follow the modern day development agenda set out by the millennium development goals. The first part of the course considers the broad overarching themes of EPH:

- Built and Natural environment
- Absolute and Relative Poverty
- Public Health and Disease

The second part of the module takes themes of such as nutrition, disease, health services, HIV aids, and maternal / child health, and considers how they are fundamentally affected by environment and poverty.

### **Assessment**

1. Learner-generated podcast / digital story-telling focusing on a case study in the developed world. This is accompanied by formative assessment in the form of a plan which will be peer evaluated.
2. This takes the form of a consultancy exercise consisting of group presentation followed by an individual report, poster, and video, focussing on a community health project in the developing world.

### **Innovation**

This module develops collaborative links between academics and institutions. It encourages the sharing of resources to produce a blended learning module which makes use of a variety of technologies to enhance learning. The innovative assessment aims to motivate the learner and embed transferable skills. Key innovations include the application of podcasting and geographical information systems; access to digital newsfilm online; and use of resources that enable independent flexible learning.

## **Teaching methods**

Term 1: This part of the module will consist of introductory lectures followed by group research exploring specific themes in the developed world, centred around Poverty, Environment and Health.

Term 2: This will present a critical overview of health themes in the developing world with a view to preparing students for their consultancy exercise. It will include reference to online resources, screen casts, video archive and reports, and a pilot presentation.

## **2. Description of QA processes**

### **2.1 The QA processes before the module runs**

A module is the standard unit or building block of study at the University of Chester. It is based around a standard unit of 20 credit points, defined in terms of level. A module can only be placed at one level. A module is expected to demonstrate internal academic coherence and focus.

A Module Descriptor is required for each module of study at the University. This is a description of the purpose of the module, the curriculum studied, and the ways in which a student is assessed during or on completion of the study. It must also identify the credits, by volume and level, that are awarded to a successful student. Module descriptors must be written according to a common template and house-style.

Where modifications are proposed to a programme, pathway or course through the addition of a new module, consideration and approval of this module shall be the responsibility of the relevant Faculty Board of Studies (in this case the Board of Studies for the Faculty Social Science). The module shall be presented to this Board of Studies accompanied by a new module and major module modification form that includes: the rationale for the proposal; comments from a relevant external examiner or adviser; and a new module costing model. The new module is considered for approval in terms of the aims and objectives of validation as described in the University Regulations.

Once approved, the Secretary of the Board of Studies shall ensure all appropriate details are communicated to Registry Services and the approved full module descriptor must be published on the University intranet by the Faculty Administrator.

### **2.1 The QA processes after the module runs**

The programme to which this module contributes is subject to annual monitoring (conducted by the Board of Studies for the Faculty of Social Science under the oversight of Academic Quality Support Services). The monitoring reflects on: student performance; internal or external evaluation of the programme; evaluation by current students, former students, employers and/ or other stakeholders; the aims, learning outcomes and assessment; the design and content of the curriculum; the learning and teaching; student support and guidance; and the learning resources for the programme.

The QA process for the assessment of students is supported by the External Examiner who is responsible for a designated batch of identified modules and will take responsibility for moderating the performance of all students presenting themselves for assessment in those modules. Departments request that the External Examiner confirms individual marks in the First class and Fail categories, and sees samples of student assessed work from the top, middle and bottom of the range and at class borderlines, in order to ensure that each student is fairly placed in relation to the rest of the module cohort. The external examiner input is embedded in a formal Subject Assessment Board system, where all module results are considered.

### **3. Outline Indication of sources of external materials to be used**

**External** sources will include :

WHO (World Health Organisation)

UNEP

UNICEF

UNESCO

OXFAM

ODI

ACTION AID

FARM AFRICA

ONLINE SCREENCASTS / PowerPoint FROM 'ODI' AND 'WHO', OF LEADING PRACTITIONERS  
and RESEARCHERS

Newsfilm online

Case studies

NGO Projects e.g. Resolve International

**Proposed Collaborative Institutions [nature of collab not clear to me]**

University of Coventry

University of Central Lancashire

University of Liverpool University of Nottingham

University of Leeds

UCL

**Institutional resources** will be provided by

Department of Geography and Development Studies

e.g. from the programmes of IDS, Geography and Natural Hazard Management

Department of Biological Sciences

e.g. from the programmes of Public health and Nutrition

**New content** will include the use of Geographical Information systems to investigate inter-relationships of Poverty, Environment and Health.

#### 4. The project team

The lead members\* of the Project Team are experienced members of the University's Core Team for E-learning, which has led Chester's involvement in the HEA/JISC funded Benchmarking and Pathfinder Pilot Projects, and also the JISC-funded PLE Project.

The full team is as follows:

**Carol Comer\*** (Primary Contact), Academic Development Adviser (E-learning), Learning and Teaching Institute, with responsibility for coordinating ELCs (Faculty E-learning Co-ordinators); and consultant to the HEA/JISC Benchmarking Project. Carol also delivers a module (blended learning) on Technology Enhanced Learning, Teaching and Assessment (TELTA) as part of an on-going staff development programme. Carol is a core team member of the University's HE Academy eBenchmarking Pilot and Pathfinder projects and is currently project managing a JISC funded project, PADDLE (Piloting a decentralised learning environment).

**Dr Derek France\***, Senior Lecturer, Geography Department, and E-learning Coordinator (ELC), School of Social Science. Derek is a Senior Teaching Fellow of the University. Widely published in the area of pedagogy, Derek is Chair of the RGS Higher Education Research Group and is active at national level in the delivery of workshops for the GEES Subject Centre. He is also the lead academic for the 'podcasting assessment feedback' element of Chester's Pathfinder.

**Gill Miller**, module tutor is Programme Leader for International Development Studies has particular research interests in fair trade and corporate social responsibility. She has published a range of skills-based texts for schools and students on synopticity, fieldwork and economic geography, plus a multiple-choice CD and on-line resources for A level Geography. Recent publications include an Atlas for Wales (OUP 2007) and a DVD of the Economic Geography of Wales (Tinopolis 2007). As Chief Examiner for A-level World Development she is interested in evolving a wide range of learning styles and the use of the most up-to-date resources for International Development. Since March 2007 she has been involved in an e-learning CPD module for teachers.

**Chris Stankus (LTU)**, Learning Technologist attached to the School of Social Science. Chris is part of the University's Learning Technology Team assisting staff in developing sound pedagogic learning materials on the University's online virtual learning environment known as IBIS (Internet Based Information System). Chris will assist the module staff in producing material for on-line delivery.

**Research Assistant (to be appointed).** The research assistant will have a pivotal role in the team, finding and organising module material.

The members of the team therefore have an excellent track record of successfully delivering similar projects to deadline and within budget, and in an environment of strong institutional encouragement and support. They also bring valuable experience of identifying and addressing barriers experienced by academic staff, support staff, and others, in engaging with new challenges in e-learning and e-pedagogy. Indeed, this has been a key element of Chester's work in this area since the commencement of the Benchmarking Pilot Project in 2005.

#### ***Securing impact: influencing organisational policy and practice***

The progress of the project and its Work Plan will be monitored by the University's E-Learning Forum (ELF), which reports to the Learning and Teaching sub-committee of Senate. Both ELF and LTC are chaired by Professor Jethro Newton, Dean of Learning and Teaching who has led and directed Chester's Core Team for Pathfinder and Benchmarking. A member of the University's Executive, Professor Newton also holds responsibility for institutional strategy for learning and teaching and e-learning, and for staff development. As has been the case with both Benchmarking and Pathfinder, this will ensure that outcomes and lessons from the project will inform and feed into central and departmental policy and strategy for technology enhanced learning, and also into the University's programme of staff development activities, and that findings will be acted upon at all levels, including Executive and Faculty Boards of Studies. The principal initial routes for identifying and formulating such action will be through ELF and LTC.

## 5. Risk assessment

<b>Risk</b>	<b>Impact</b>	<b>Actions to Reduce Risk</b>	<b>Actions to Contain Risk</b>
Learners may not engage due to difference in module delivery	Medium	Activities to enhance engagement will be incorporated into delivery	Tutors will ensure non-engaged students are encouraged to contribute
Staff turnover during the project	Medium	Expertise is shared in the core team	Other suitable staff are available should core staff leave during the project
Module selected may be not be delivered due to lack of registrations	Low	Module will be publicised by course team	The module will be seen to fill a gap in the curriculum
Learners may lack technical skills for studying module	Low	Module induction will be designed and delivered	Tutor support will be emphasised during induction
Appropriate staff cannot be recruited	Low	A suitable researcher has been identified, and staff already exist in the University may be used	Workload can be shared in the core team
Module is not validated	Low	Adherence to QA advice	Communication with QA team should reduce risks



#### **7. Evaluation feedback assurance**

As the senior manager with executive oversight of the project and, in approving this proposal for submission to JISC, the Dean of Learning and Teaching endorses the Project Team's undertaking to ensure that the project team members will participate in evaluation feedback, after the funded period of the project. This and other commitments will be secured through the activities of the E-Learning Forum, chaired by the Dean.

#### **8. Peer Review Assurance**

Similarly, assurance is given that the project will work with JISC to participate in the review of one other module from another funded project by reviewing and commenting, in a supportive and constructive manner, upon the course materials assembled by another funded project in a cognate discipline.

9. FEC Budget

Directly Incurred Staff	March 08–September 08 - 7 months	October 08–Feb 09 - 5 months	TOTAL - 12 months £
Post, Grade, No. Hours & % FTE			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Total Directly Incurred Staff (A)</b>	<b>£6,919</b>	<b>£0</b>	<b>£6,919</b>
Non-Staff	March 08–September 08	October 08–Feb 09	TOTAL £
			£0
Travel and expenses for research asst	£500		£500
Travel and expenses for Programme level activities	£100	£300	£400
Hardware/software			£0
Dissemination		£200	£200
Evaluation - fee and expenses for evaluator		£500	£500
Other			£0
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£600</b>	<b>£1,000</b>	<b>£1,600</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£7,519</b>	<b>£1,000</b>	<b>£8,519</b>
Directly Allocated	March 08–September 08	October 08–Feb 09	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Estates	£2,117	£1,512	£3,629
Other	£	£	£0
<b>Directly Allocated Total (D)</b>	<b>£5,166</b>	<b>£3,662</b>	<b>£8,827</b>
<b>Indirect Costs (E)</b>	<b>£ 10,219</b>	<b>£ 7,300</b>	<b>£ 17,519</b>
<b>Total Project Cost (C+D+E)</b>	<b>£22,904</b>	<b>£11,961</b>	<b>£34,865</b>
<b>Amount Requested from JISC</b>	<b>£14,583</b>	<b>£10,417</b>	<b>£25,000</b>
<b>Institutional Contributions</b>	<b>£8,321</b>	<b>£1,544</b>	<b>£9,865</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC 71.70%</b>	<b>Partners 28.30%</b>	<b>Total 100%</b>

**10. 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

30<sup>th</sup> November 2007

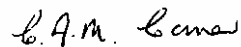
Dear Sir/Madam

**Re: JISC Capital Programme (Call: Re-use of Learning Content)**

I am pleased to endorse the University of Chester's proposal in response to the JISC Call in respect of 'Re-use of Learning Content'. The funding requested is £25k. The proposal, which relates to the Module 'Environment, Poverty and Health', has full institutional support and has been given approval through our procedures for FEC and TRAC. If the proposal is successful, oversight of the project will be exercised by me, as Dean of Learning and Teaching and member of the University Executive.

An electronic copy of the proposal is being sent today. A signed hard copy of this letter and the proposal are being sent by normal post.

Yours sincerely

A handwritten signature in black ink that reads 'J. A. M. Newton'.

pp Professor Jethro Newton  
Dean of Learning and Teaching

Enc.