

		<b>JISC</b> Capital Programme	
<b>Name of Initiative:</b>		Reuse of Learning Content	
<b>Name of Lead Institution:</b>		Heythrop College, University of London	
<b>Name of Proposed Project:</b>		Technology-Enhanced Modules for Research Methods and Statistics in Psychology	
<b>Name(s) of Project Partner(s):</b>		n/a	
<b>Full Contact Details for Primary Contact:</b>			
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<b>Length of Project:</b>	Twelve months		
<b>Project Start Date:</b>	1 Mar 2008	<b>Project End Date:</b>	28 Feb 2009
<b>Total Funding Requested from JISC:</b>		£25,000.00	
<b>Funding Broken Down over Financial Years (Aug-July):</b>			
<b>Aug07 – July08</b>		<b>Aug08 – July09</b>	
£10,417.00		£14,583.00	
<b>Total Institutional Contributions:</b>		£27,075.97	
<b>Outline Project Description</b>			
To produce two 15-credit technology-enhanced modules in Research Methods & Statistics, using a minimum 50% reused and repurposed content from sources external to the institution, including materials produced by previous JISC funded projects. The modules are approved to run in the academic year 2008/2009 with a cohort of students, and the project will be carefully documented, with results being disseminated to stakeholders, and materials being shared widely through repositories, . All project staff are available for the period of the project.			
<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

## **BID: Technology-Enhanced Modules for Research Methods & Statistics in Psychology**

### **I. Overview**

1. In response to this call for bids, the following proposal aims to create two 15-credit technology-enhanced modules in Research Methods & Statistics in Psychology, using a minimum 50% reused and repurposed content from sources external to the institution, including materials produced by previous JISC funded projects. The primary aim of the project is to explore and document the process of producing modules with reused and repurposed content sourced externally, and the primary product of the project is the module materials themselves. There is a substantial body of freely available material available for teaching both statistical concepts and research methods in psychology. This material is of a variety of types including textual, graphical, interactive applets and audio/visual material, and represents key concepts, explanations and illustrative examples.
2. A unique contribution of this project will be to select the most appropriate of these resources, and draw them together in order to support coherent modules to be trialled at Heythrop College, University of London and released to the wider academic community. The modules are approved to run in the academic year 2008/2009 with a cohort of students, and the project will be carefully documented, with results being disseminated to stakeholders, and materials being shared widely through repositories such as JORUM. The project staff have wide experience of developing e-learning projects, including significant experience with previous JISC funded projects such as UKDA, X4L and ESDS Qualidata.
3. The modules to be produced are innovative in a number of ways, including particularly the use of MiMeG as a means of exploring multimedia datasets, the use of the UK Data Archive in teaching, and not just research, and the use of an external virtual online laboratory providing data to be processed locally by the learning objects within the module itself. This project is also hoped to provide a foundation for a further innovative step by providing one half of an integrated approach to introducing psychology at undergraduate level which integrates research methods and psychological theory and content through connected learning objects in different courses.
4. Beyond the direct benefits to a range of institutions provided by the course materials themselves, this project will also inform both Heythrop College and others through careful documentation. The pedagogical, technical and political difficulties of seeking to reuse, repurpose and freely share course materials is a valuable aspect of the project for the project team and host institution.

### Strong Institutional Support & Routes for Informing Institutional Strategy & Policy

5. Heythrop College, University of London, is the oldest college to be part of the federal University of London, and has a long history of teaching psychology at postgraduate level. At this time, the college is developing both its undergraduate psychology provision, and also its e-learning provision, and this project stands to harness these developments to produce materials of benefit to a wider community, whilst drawing in external materials to further develop Heythrop teaching. A letter is attached from the Heythrop College Vice-Principal and Director of Academic Development expressing **institutional support for the project**. A further measure of support is evidenced by the college allowing the College Quality Assurance Co-ordinator to be a member of the project team. Her presence, and that of other strategic team members will enable significant influence on strategy.
6. Heythrop College will be revising its **institutional teaching and learning strategy** during the lifetime of this project. This strategy informs **staff development activities**, and it is expected that this project will produce a proposal for staff development. Members of this team are part of the task group revising this strategy, and will seek to integrate what is learned from this project.
7. Heythrop College is currently developing a **strategy for e-learning**. This will function either as part of the institutional teaching and learning strategy, or as an independent document. Activity within this project will have major consequences for this strategy, including a thorough evaluation of the extent to which repurposing of external materials will be a goal for e-learning development, and the extent to which internally generated materials should be made available, as a matter of course, for use by others external to the institution. Working through this cultural issue with respect to sharing internally produced materials will be one project outcome, and will be fully documented in the project report.
8. This project feeds into a **pilot e-learning project** that is running within the institution. The project is intended to provide an example of best practice, and to enhance the capacity, knowledge and skills around the use of ICT to support learning and teaching. The project director and technical advisor are both a part of the e-learning trial, and will ensure that the results of this project are made available and communicated to other staff to enhance their own development in e-learning.

### **II. Aims and Objectives**

9. The project has a number of aims and objectives. These are:
- To develop, deliver, quality assure and make available a technology-enhanced course, “**Introductory Research Methods and Statistics for Psychology**” (already approved) that will achieve an improved quality of student learning of the subject and also an enhanced knowledge, capacity and skill around the use of ICT in supporting learning and teaching within the institution.
  - To **exceed the 50% guideline** for repurposed external content, negotiating use with content providers during the lifetime of the project in order to encourage open sharing of resources. To include ~25% institutional content which will itself be repurposed for e-learning, and 15% new content.
  - To draw together an extensive and diverse collection **of external content** from different sources (including JISC funded programmes and projects). Content will be in various formats, for reuse, and repurposing as necessary, and will include both interactive multimedia and text. (See draft list of proposed sources and types of material in section VI, below.)
  - To ensure that new, reused and repurposed materials conform to open standards wherever possible, in sympathy with the **e-framework agenda**. For example, video materials will be repurposed or produced as AVI files, and externally available virtual psychology experiments will be explored as possible web services. A commitment to open standards will be expressed in both textual and multimedia materials (E.g. HTML, XML, AVI, MPEG).<sup>1</sup>
  - To make the course openly available to other HEIs through the use of appropriate **digital repositories** including, but not limited to JORUM (using RELOAD to prepare and package the data), and APA ‘online psychology laboratory’<sup>2</sup>
  - To explore course design with the **Pedagogic Planner Tool** and to reflect on the experiences of previous projects both through reports and direct experiences of team members.
  - To comply with Heythrop **QA processes**, and report on compliance.
  - To **enhance the** Heythrop Strategy for Assessment, Teaching & Learning which will be under review during the lifetime of the project, and to contribute to the Heythrop Strategy for E-Learning and VLE integration which will be under construction during that period.
  - To **reflect** on the process of external repurposing of appropriate materials, and on course design for e-learning through ongoing logs and reports in order to inform future e-learning developments and facilitate JISC in providing guidance to the sector on the reuse of e-learning content.

### III. Deliverables

- The project will produce a **final evaluation report** analysing the process of acquiring, reusing and repurposing materials for use in these modules, and including an evaluation of learner’s experiences of using these materials.
- Details of the course that has been designed will be fed back to JISC, along with **a copy of both the learning design and the course itself**.
- The **modules will be released for use in Moodle**, being made available to the wider community both through external repositories such as JORUM, and also through a commitment to making the material available from the project server for at least three years.
- An **ongoing reflective log** will be published as a weblog, and made available alongside the final report and case studies.

### IV. Module Outline (Description of Module)

#### Introduction

- The modules to be redeveloped are “**Introductory Research Methods and Statistics for Psychology I & II**”, which are located within the discipline of psychology (C800), and touch specifically on research methods (C831), quantitative approaches (C832), and qualitative approaches (C833).
- The likely cohort for this course will be undergraduate students studying psychology for a BA or BSc qualification. Some variant of these modules is included at all UK HEIs teaching undergraduate

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<sup>1</sup> Note that where no appropriate open standard is available to achieve pedagogic goals, proprietary software formats may be used in tandem with open formats. If this is the case, only formats that can be used using freely available viewers on multiple platforms will be explored.

<sup>2</sup> <http://opl.apa.org/Submissions.aspx>

psychology degrees, and thus the development of good quality technology-enhanced course materials has the potential to provide a highly transferrable and often reused resource for a very large cohort.

### Aims, Outcomes, Content and Materials

16. **Module Aim:** These modules build on one another in order to enable students to design and execute simple research projects in psychology, and to understand published research papers in psychology. They seek to engage students in the research process, as well as to help students learn about the research process. The use of both interactive and multimedia resources within the module is therefore an important aspect of the project.
17. **Learning Outcomes:** By the end of the module, students will be able to demonstrate knowledge of the reasons for engaging in psychological research, the methods commonly used, and the interpretation of statistical findings. Students will demonstrate practical understanding of the use of both quantitative and qualitative research methods, and a facility with software tools for data analysis.
18. **Module Content:** The modules each consist of 5 topics, as follows:
  - Module 1: Research Methods & Statistics for Psychology I: Methods & Principles (15 Credits)*
    - (a) Aims, Objectives and Methods
    - (b) How to design experiments
    - (c) How to design surveys
    - (d) Describing and summarising data
    - (e) How to be confident that results are not due to chance
  - Module 2: Research Methods & Statistics for Psychology II: Statistics & Alternatives (15 credits)*
    - (a) Comparing the performance of different groups of participants
    - (b) Relating scores on different measures
    - (c) Working with more than two groups
    - (d) Working with different kinds of data
    - (e) Research without numbers: Qualitative methods
19. **Module Materials:** The module will use a range of materials, largely repurposed from sources external to the college, with appropriate revision and integration. Both textual and audio/visual materials will be used, along with interactive components. The maximum possible use will be made of the unique possibilities opened up by electronic delivery to enhance the student experience and interaction. A commitment to open standards will be expressed through repurposing and creating materials using a range of open standards and open source tools. For example, whilst both flash and **reload** will be explored, materials produced with **reload** tools will be strongly preferred.
20. The module will include externally sourced online experiments and demonstrations to involve students in practical experiences of method use, drawing together and repurposing materials currently available from other sites.
21. **Level:** These are level 1 and level 1/2 undergraduate modules, each with a value of 15 credits.
22. **Module Design:** The proposed modules are being redesigned from scratch for this project, providing the opportunity to use pedagogical planning tools for course design, such that the course is designed from the to ensure that learning outcomes are met.

### **V. Heythrop College Quality Assurance Procedures for the Approval of New Modules and the Ongoing Monitoring of Provision**

23. The proposed module would be subject to the following quality assurance procedures, which are the same in principle for a single module or a whole programme, although the scale of activities will be appropriate for the size of the development.
  - (a) Initial approval of the proposed development by the Academic Standards Committee, to ensure that support and resources are in place or being arranged.
  - (b) Module development process assisted by the Quality and Research Coordinator and other staff, including, where appropriate, external advice.
  - (c) Approval event, with external participation. The panel may set conditions and or recommendations and the Academic Standards Committee and the Academic Board will consider the report of the event before final approval is granted, subject to the meeting of any conditions.
  - (d) An external examiner will be appointed to the module, either from our existing pool of examiners or a new examiner with particular expertise in e learning.

- (e) As this proposal is of a pedagogic nature, the module leader will be asked to make regular reports to the Academic Standards Committee on the impact of the activities on student learning.
  - (f) If the proposal is successful in obtaining funding it will be added to the institutional Learning, Teaching and Assessment Strategy Action Plan, one theme of which is facilitating the further development of e learning and technology within the taught curriculum.
  - (g) The module leader will also be asked to provide staff development to cascade the benefits of this development.
  - (h) Student evaluation will be sought at the end of the module.
  - (i) Annually the module leader will be required to make a report which will be considered on behalf of the Academic Standards Committee. Any good practice will be highlighted and may result in further staff development activities.
  - (j) The module will be subject to a periodic review after five years.
24. Heythrop College's quality assurance handbook is available on the College website, although the procedures described in it are currently being revised, to focus on an enhancement led approach to quality and standards.

#### VI. Outline Indication of External Materials to be Used

25. A wide range of resources from previous JISC funded projects and other sources would be reused and repurposed appropriately. Whilst a **full survey of available material will be an early task in the project**, nevertheless, there are good reasons for including the following:
- (a) **X4L Project, 'Investigating Crime':**<sup>3</sup> This exchange for learning project includes helpful materials relating to descriptive statistics and research methods, including diagrams (such as the role of theory and operationalising variables) and example data sets prepared for SPSS (the most commonly used statistical data analysis package in higher education, and the main tool for this course). A member of the project team was involved project originally, and we would like to take forward this previous JISC funded research by repurposing it for the current project.
  - (b) **UK Data Archive: Shyness & Children's Vocabulary Scores:** This data set stored in the UK data archive from a study of shyness and children's vocabulary is derived from published psychological research and lends itself to analysis using the techniques taught in these modules. There are significant benefits of working with real life data sources as a complement to artificial examples created for teaching purposes. These include demonstrating the real world significance of skills being acquired, and combining teaching of methods with subject content.
  - (c) **Mimeg** - A key innovation of this project will be to explore the use of MiMeG<sup>4</sup> (Mixed media grid, part of NCESS) to incorporate the analysis of video datasets in the teaching of research methods in psychology. This is an emerging method within psychological research which is typically not addressed in research methods classes, and is hence innovative.
  - (d) **Statistical examples and materials from David Howell:**<sup>5</sup> Howell is an experienced instructor in psychological research methods who has published textbooks in the area which have been widely adopted. By making available case studies and examples on his site which are reusable with acknowledgement, his material may be repurposed for this course. His examples are carefully constructed to illustrate particular statistical points whilst drawing on the subject matter of psychology, and in so doing present excellent opportunities for appropriate learning. Nevertheless, repurposing these resources will involve integrating them into the body of the course, some editing and conversion into common (open) format for the course.
  - (e) **Figuring Figures: John Malberg:** Malberg has been involved in previous JISC-funded projects, working with members of the current project team. It is likely that we will have permission to repurpose some of his materials within these modules.
  - (f) **APA Online Psychology Laboratory (OPL)**<sup>6</sup> . The APA make available a range of online studies for classroom use, which collect and combine data provided by all users into accessible, large data sets for later analysis. The ability to incorporate involvement in experimental data collection into the course provides benefits to student learning, including an experience of participation and an ability to reflect on issues of experimental validity. The project will explore

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<sup>3</sup> <http://x4l.data-archive.ac.uk/>

<sup>4</sup> <http://www.ncess.ac.uk/research/video/mimeg/>

<sup>5</sup> <http://www.uvm.edu/~dhowell/StatPages/StatHomePage.html>

<sup>6</sup> <http://opl.apa.org>

repurposing these experiments and embedding them within a local VLE, as well as exploring means of interaction with OPL, potentially using the site as a web service, providing data for the local course, in sympathy with the e-framework.

- (g) **GASP (Globally accessible statistical procedures).**<sup>7</sup> - GASP make available a range of materials, including online interactive demonstrations of statistical methods and ideas (for example, exploring data distributions with histograms). Such interactivity helps students to experience and visualise important points. Efforts will be made to repurpose these materials in the most beneficial way, either by supplying data to remote JAVA applets, or incorporating applets locally.
- (h) **Hyperstat:**<sup>8</sup> **A Range of Materials:** A range of further interactive demonstrations and examples are part of Rice's Virtual Lab in Statistics. The project will seek to establish examples and explanations from Hyperstat that may be useful to incorporate, and will explore the possibilities of using creative commons licensing for aspects of this.
- (i) **Qualidata Online** - The use of qualitative materials from the JISC funded project, qualidata online will be explored. A member of the project team has worked on this project previously, and we are therefore in a good position to make the most of these resources.
- (j) **OpenLearn - The Diana Interview:** As part of an exploration of qualitative research methods, this project will repurpose and integrate aspects of a discourse analysis of an interview with Diana, Princess of Wales. The developed material will be resubmitted to OpenLearn. Further exploration of other open courseware which may be repurposed will be carried out during the lifetime of the project. Other sources of interest include MIT open courseware, which is available under a creative commons license.

## VII. Assurance of Feedback After the Funded Period

- 26. The project team will provide all required feedback on the project which is due after the end of the funded period.

## VIII. Assurance of Participation in Peer Review

- 27. The project team will welcome peer review, considering feedback in full, and making appropriate changes. The team will see the opportunity to review another project as a positive part of the project, as an opportunity to learn from others as well as help them reflect on what they are doing.

## IX. Dissemination

- 28. Information about project process and deliverables will be made available to stakeholder groups both during and after the funded lifetime of the project. An internal process involving contribution to relevant committees and general communications will function at Heythrop. An external process involving appropriate dissemination opportunities through JISC and Heythrop websites, and through HEA subject groups will also function through the lifetime of the project and beyond as appropriate.

## X. Exit & Continuation Strategy

- 29. Whilst not demanded by this programme, it is desirable to have an appropriate continuation strategy that ensures the ongoing maintenance, development and promotion of the resource. The expectation is that the ongoing maintenance and support of the course materials would be undertaken by the project director in continuing to teach the course beyond the lifetime of the project.
- 30. A further goal beyond the lifetime of this project would be to integrate these materials with other teaching in psychology. It is not unusual for a psychology lecturer to be teaching both methods and classic studies and concepts within psychology itself. The integration of research methods and introductory psychology courses through materials that illustrate both key psychological topics, and key methods would provide an educational experience that is highly integrated. It is expected that this work will develop beyond the lifetime of the project, and will involve not only conceptual connections between the courses, but also access to related learning objects in different courses.
- 31. In this sense the current project will become something innovative, by allowing different courses to remain distinct, and yet be mutually supportive in a way that is far deeper than has been done to date.

## XI. FOI Withheld Information Form (See over)

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<sup>7</sup> <http://statman.stat.sc.edu/rsrch/gasp/>

<sup>8</sup> <http://davidmlane.com/hyperstat/index.html>

### 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
<b>XIII - Budget (Fec)</b>	It would materially damage the commercial interests of the institution.	Commercially Sensitive

**XII. Budget (FEC)**

Directly Incurred Staff	August 07– July 08	August 08– July 09	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Non-Staff</b>	<b>August 07– July 08</b>	<b>August 08– July 09</b>	<b>TOTAL £</b>
Travel and expenses	£200.00	£200.00	£300.00
Hardware/Software			
[REDACTED]			
[REDACTED]			
[REDACTED]	£3,500.00	£0.00	£3,500
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£3,700.00</b>	<b>£200.00</b>	<b>£3,900</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£10,744.23</b>	<b>£10,061.92</b>	<b>£20,806.15</b>
<b>Directly Allocated</b>	<b>August 07– July 08</b>	<b>August 08– July 09</b>	<b>TOTAL £</b>
[REDACTED]			
[REDACTED]			
[REDACTED]			
[REDACTED]			
[REDACTED]			
<b>Estates Costs</b>	<b>£0.00</b>	<b>£0.00</b>	<b>£0</b>
<b>Directly Allocated Total (D)</b>	<b>£10,423.27</b>	<b>£10,423.27</b>	<b>£20,846.54</b>
<b>Indirect Costs (E) 34500 &amp; 6200 (0.2561)</b>	<b>£4,343.03</b>	<b>£6,080.25</b>	<b>£10,423.28</b>
<b>Total Project Cost (C+D+E)</b>	<b>£25,510.53</b>	<b>£26,565.44</b>	<b>£52,075.97</b>
<b>Amount Requested from JISC</b>	<b>£10,417.00</b>	<b>£14,583.00</b>	<b>£25,000</b>
<b>Institutional Contributions</b>	<b>£15,093.53</b>	<b>£11,982.44</b>	<b>£27,075.97</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC: 48.01%</b>	<b>PARTNERS: 51.99%</b>	<b>TOTAL: 100.00%</b>

**XIII. Workplan Summary**

32. The work packages fall into several distinct categories: co-ordination/project management; Resource discovery and assessment; Integration of applets and external data sources with course materials; repurposing and development of learning and teaching materials for 2 psychology research methods modules for HE; First run of module as case study; Dissemination, evaluation and documentation. This section summarises each work package in terms of the person months, objectives and a summary of the deliverables.

03/08	04/08	05/08	06/08	07/08	08/08	09/08	10/08	11/08	12/08	01/09	02/09
Resource discovery & Assessment											
Module planning with plan tool											
Server setup	Integration of applets and external data sources with course materials										
	Repurposing and development of learning and teaching materials										
						First run of project & reflective development of materials.					
Establish QA					QA review				QA review		
										Preparation of final documentation	
Production of weblog and documentation to support final report & case study...											
Initial dissemination activities									Final dissemination Activities		

WP1 - Co-ordination / Project Management

33. Objective: To manage and support the project; Deliverables: A project which delivers in budget and on time; A project plan; Regular meetings; Co-ordination and oversight of the end of award report; Co-ordination of QA processes; Production of exit strategy for project; Liaison with JISC and content providers.

WP2 - Resource discovery and assessment

34. Objective: To discover and assess the fullest possible range materials to be reused or repurposed for pedagogically sound reasons in the course. Deliverables: Contacts & links to suitable materials; log of all materials assessed.

WP3 - Integration of applets and external data sources with course materials

35. Objective: To repurpose software and external data sources such that they are functional within the project environment. Deliverables: Functional applets for use as teaching resources and access to appropriate data from the course.

WP4 - Repurposing and Development of Learning and Teaching Materials for Two Psychology Research methods Modules for HE

36. Objective: To design the modules and take materials selected for pedagogically sound reasons to be repurposed. Repurposing may involve conversion into appropriate formats, editing as necessary, and potentially presenting the material in new ways (e.g. through producing related audio or video content). Deliverables: Module plans, produced with the pedagogic planner tool, a range of materials (to be specified) to explain, enhance and illustrate the course topics and to best achieve the desired learning outcomes.

WP5 - First run of module, and case study

37. Objective: To teach these subjects to a cohort of students using and evaluating the learning materials repurposed, reused and produced for this course; Deliverables: A log of the success of each session and associated activities, with particular focus on the use of electronic resources; Report of a case study of an individual student's experience.

WP6 - Dissemination, Evaluation & Documentation

38. Objective: Dissemination, Evaluation and Documentation. Deliverables: A copy of the course available through JORUM, public access to project server, and other repositories. Presentation to Heythrop academic staff on project process and outcomes, information to other subject teachers provided through HEA networks.

Months**XIV. Experience of the Project Team**

39. **Director:** Dr Jon Loose is a lecturer in psychology at Heythrop College, University of London. He has managed web development teams at the University of Exeter, and has led a variety of technical projects supporting both teaching and research in the discipline, including e-learning, VLE development and computer modeling in psychology. He has developed courses in Research Methods and Statistics - courses to be revamped and replaced by the results of this project.
40. **Researcher:** Dr Christina Gaitanou: Christina has recently received a PhD in psychology and is competent and enthusiastic in both psychological research methods and the development of e-learning. She is currently involved in psychology teaching at Heythrop College and is ideally suited to being the main researcher on this project.
41. **Technical Developer:** Mr Nadeem Ahmad (Project Developer) is an experienced web and multimedia developer and has been involved in the creation of online services for e-learning. He has worked in a variety of JISC funded centers, e.g. UKDA, ESDS Qualidata, and has experience of working on JISC projects, e.g. X4L, QUADS. He is an advocate of open standards and has detailed knowledge of a range of areas relating to e-learning in the social sciences.
42. **QA Manager:** Ms Kathryn Powell (QA Manager) is an experience administrator within HE, and the manager of all QA processes at Heythrop College. As such, she is not only able to provide formal QA information, guidelines and assessment, but also project management experience and other input to the project as a whole.

**XV. Risk Assessment**

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	2	1	3	All staff with the necessary skills are named on this bid and have made themselves available. All but the researcher guarantee availability for the lifetime of the project, If the researcher is available for only six months, a replacement can be found, or the director will use the funds to buy out other teaching and will take on the role.
Organisational	1	3	3	Institutional support is assured, and membership of team members on key committees ensures the effective influence of the project experience and deliverables.
Technical	1	1	1	Loss of data through hardware failure or user error. This will be managed through backup strategy.
External suppliers	2	3	6	There are no specialist suppliers required for project equipment, and so this is not a risk. However, permission to reuse and repurpose materials for this project may not be forthcoming. In this sense, there may be issues with suppliers. The project will work with support from JISC collections to avoid such issues. The project is also sourcing material from a range of sources in order to reduce the risk of loss of any one source.
Legal	1	2	2	The project team will work with JISC Collections to ensure that there are no IPR issues which could lead to legal problems.



# HEYTHROP COLLEGE

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29<sup>th</sup> November, 2007

JISC Capital Programme  
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To whom it may concern:

I am writing to express the full support of Heythrop College, University of London, for the project entitled, "Technology-Enhanced Modules for Research Methods and Statistics in Psychology" for which a bid for JISC funds is being made. The nature and content of this project will contribute to our college wide e-learning trial and to the college strategy for learning, teaching and assessment, as well as in other ways. We hope, too, that the teaching materials produced within this project will have a wider impact through sharing of resources with other institutions.

Yours sincerely,

Brendan Callaghan, SJ  
Director of Academic Development



*University of London*

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