



## Project Document Cover Sheet

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Project Information			
<b>Project Acronym</b>	<i>ESCAPE</i>		
<b>Project Title</b>	<i>Effecting Sustainable Change in Assessment Practice and Experience</i>		
<b>Start Date</b>	September 2009	<b>End Date</b>	October 2010
<b>Lead Institution</b>	<i>University of Hertfordshire</i>		
<b>Project Director</b>	<i>Mark Russell</i>		
<b>Project Manager &amp; contact details</b>	Dominic Bygate Email :D.Bygate@herts.ac.uk Address: The Blended Learning Unit Titan Court University of Hertfordshire College Lane Hatfield Hertfordshire AL10 9AB		
<b>Partner Institutions</b>	Higher Education Academy (HEA) Subject Centres of: <ul style="list-style-type: none"> <li>• Business, Management Accountancy and Finance (BMAF)</li> <li>• Biosciences</li> </ul> Inspire Research (the JISC Curriculum Delivery Programme External Evaluators)		
<b>Project Web URL</b>	<a href="http://www.herts.ac.uk/about-us/learning-and-teaching/blended-learning-institute/projects/blu-national-projects/escape-project.cfm">http://www.herts.ac.uk/about-us/learning-and-teaching/blended-learning-institute/projects/blu-national-projects/escape-project.cfm</a>		
<b>Programme Name (and number)</b>			
<b>Programme Manager</b>	Lisa Gray		

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<b>Author(s) &amp; project role</b>	Dominic Bygate, Project Manager

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	Mark Russell , Project Director		
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1.0	31/03/2010	Submitted report – awaiting comments from the JISC

## **Interim Reporting Template**

**Project Name:** *ESCAPE Project University of Hertfordshire*

**Report compiled by:** *Dominic Bygate*

**With contributions from:** *Mark Russell*

**Reporting period:** *September 2009 – February 2010*

### **Section One: Summary**

*Provide an overview of the project to date, highlighting key developments, deliverables/outputs and achievements for the reporting period. This section may be used to inform the Programme and Support team, and may also provide the basis for an update to inform the sector about the project. We suggest you write this section last to highlight what, on reflection, are the key points from the other sections.*

### **Background**

The Effecting Sustainable Change in Assessment Practice and Experience (ESCAPE) project is working in partnership with the Business School (BS) and the School of Life Sciences (LS) at the University of Hertfordshire. The project involves the re-engineering of nine modules across the two schools from an assessment for learning perspective. The project uses a range of curriculum development activities and change management processes to investigate, formulate, pilot and embed the use of a range of blended learning solutions in order to achieve pedagogical change. The objective being to improve the effectiveness and efficiency of assessment practices.

As with similar projects, this project provides an opportunity to (re-)surface good practice in teaching, learning and assessment. Hence modules not directly tied to the ESCAPE project will also benefit from the 'good-practice' discussions, and consequent ripple effects.

### **Overview to date**

We have continued to work with the ESCAPE module teams to develop and now pilot the assessment for learning activities. Of the nine modules we are working with, four are single modules delivered over semester A. These modules have now completed their first delivery of the new re-engineered assessments. Four modules are double modules that are delivered in both semester A and B and one module is a single module starting in semester B.

We have captured the staff and student experience of the delivery of the re-engineered assessments with the modules that have completed this pilot stage. This has been achieved through a student assessment feedback questionnaire and through interviews and meetings held with the module teams. In particular we have captured the students' engagement with their learning and the use of feedback on the re-engineered modules. Additionally we have evaluated the resource efficiency and educational effectiveness of the new assessment landscape. We are continuing to work with these teams to further develop the assessment for learning approach to their curriculum delivery, ensuring that successful changes are embedded.

We are working closely with the five modules that are being delivered over semester B in helping them to continue to develop and deliver their re-engineered assessments.

We have been active in dissemination of our findings both internally through workshops and seminars and externally through presentations and workshops at conferences, and JISC organised events and through journal articles. In addition we have continued to publicise our work through our weekly ESCAPE blog.

## Section Two: Activities and Progress

### Project Objectives:

#### **Developing and implementing appropriate ICT supported assessment activity.**

We have continued to work with the module teams to support the design and implementation of their assessment for learning activities. We have been involved through both formal and informal contact, offering technical/ICT and pedagogical support and the provision of resources where appropriate. Examples of the type of ICT supported assessment activities designed and implemented include:

- Use of internet groups within the University's VLE to develop online reading groups as a formative assessment task.
- Using a wiki as a vehicle for collaboration in group assignments.
- Training staff in the use of tablet PCs for online marking of electronically submitted work.
- Exploring how best to create and use video to support laboratory work through demonstrations of practical techniques.
- The use of the Weekly Assessed Tutorial Sheets (WATS) system to support the teaching of mathematical techniques with integration of automated feedback that is integrated into the personal tutorial system.
- Use of EVS with large classes as a teaching technique for both formative and summative assessments.
- Use of electronic submission of coursework in order to cope with large numbers of assessments in a module.
- Use of electronic submission to enhance and make more efficient an existing peer assessment activity

#### **Evaluating the impact of the assessment interventions**

We have captured the staff and student experience of the delivery of the re-engineered assessments in the four modules that have completed the pilot stage. This has been done through a student assessment feedback questionnaire and through interviews held with the module teams. Through both mechanisms (questionnaire – students, interviews – staff) we have particularly sought to capture the students' engagement with their learning, the use of feedback on the re-engineered modules and the student and staff experience of the assessment interventions. We are evaluating the resource efficiency and educational effectiveness of the new assessment landscape.

#### **Investigate, develop and engage in ways of embedding and sustaining the successful changes in assessment practices across the two schools.**

Drawing on our experiences this year, and our evaluations of the impact of the assessment interventions, we are exploring sustainability with the module teams, ensuring that successful changes are embedded. We are highlighting the importance of reflective practice as a basis for their own development and to help them influence curriculum design/delivery across their School. Developing individuals will help to ensure they continue their good work while influencing curriculum design/delivery across the school will help propagate widely good practice in assessment for learning. To support the propagation of good assessment practice we have created opportunities for staff members to discuss and disseminate their experience of the assessment interventions and the impact

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on their teaching and their students learning. Additionally we are planning to engage with other related modules in the two Schools.

### **Disseminating findings to the Institution and the wider community**

Our dissemination activities are described in section six

### **Project Outcomes:**

#### **Transformative change in the Student Learning Experience in two academic Schools (Life Science & Business) at the University of Hertfordshire**

We are starting to see evidence of transformative change with staff and the modules we are working with. One of our ESCAPE partners has indicated that this project has “*made them rethink entirely their understanding of assessment*”. Another ESCAPE partner has started to use ICT tools (wikis and blogs) to support a more collaborative approach to assessment, a deviation from the more traditional individual and disparate, assessment activity. The assessment activity now provides more formative assessment opportunities.

We are seeing evidence of collateral effects of the project where practice on other modules has been influenced by the work of the ESCAPE project.

#### **Emergence of two “agents for change teams” within each school that have experience of applying assessment for learning and curriculum and realignment and techniques on a modular basis. It is anticipated that these individuals and teams having had the exposure to the techniques and will have a crucial role in sustaining and evolving the transformative change within their schools**

We are working closely with the School of Life Sciences and the Business School to support and help a number of modules go through a similar ESCAPE re-engineering process over the coming academic year. This process will be lead by staff from within the Schools that have experience of working closely with the ESCAPE team. They are familiar with the process of curriculum realignment along assessment for learning lines through having worked closely with the ESCAPE team over the last 18 months.

#### **Sustainable enhancements in students’ assessment and feedback experiences**

This is manifesting itself in a number of ways:

- Module teams have worked to ensure that the re-engineered assessment activities encourage students to take responsibility for their own learning and that the students engage more fully with the assessment process. This has resulted in the increased use of both individual and group feedback. There is evidence from interviews with the module teams that student engagement with the assessment process has increased where the modules have introduced an assessment for learning approach. It is evidenced through:
  - Low stakes regular assessment activities carried out in lectures has led to an increase in attendance over what occurred previously.
  - Students completing more than the required minimum number of assessments in order to increase their opportunities for formative assessment.
  - Most students submitting an optional draft assessment, and engaging with the subsequent feedback, prior to final submission.
  - Students working effectively and consistently together within virtual groups across a two semester module to complete multiple assignment tasks.
  
- The increase of student participation in their learning was achieved through increases in the number of opportunities for student participation in assessment for learning through strategies such as :

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- Use of EVS in lectures to increase student participation.
  - The use of EVS as a vehicle for formal formative and summative assessment.
  - Increased use of submission of draft assignments for comment and feedback.
  - Use of WATS system to increase mathematical competency through weekly submitted tutorial sheets.
  - Use of online groups to facilitate transparency and ease of working in group working.
- The encouragement and fostering of an environment and process that will enable all relevant stakeholders to question the existing assumptions, expectations and practices in order to bring about a sustainable change in assessment ethos and practice. We have used an Appreciative Inquiry approach with teams which has allowed us to:
    - Get teams engaged quickly
    - Focuses teams on their practice
    - Empower individuals and teams to make a difference
    - Reinforce that ownership of change is with module teams

Appreciative Inquiry is a method of evaluation that focuses on positive aspects of organisational activity.

### Review of Workpackages

<b>Workpackage</b>	<b>Progress</b>
1a: Set up project team & project support framework	This has been completed with the establishment of a project team and Steering Group. We have also engaged the support of senior managers and Heads of School.
1b: Draw up project & evaluation plan	This has been written and submitted to JISC to the appropriate deadline
2: Review curriculum delivery in the School of Life Sciences for four modules	We have carried out a comprehensive audit of the curriculum delivery in the School involving a desktop study of module and programme documentation and an extensive programme of interviews with key stakeholders. In addition the student voice was captured through the student Assessment Experience Questionnaire
3: Design of modified curriculum in School of Life Sciences	We have worked with module teams from the school to reengineer the module curriculum along assessment for learning lines. The process took place at a two day workshop held in July where module teams came together to map their current assessment activity against good practice in assessment for learning. The ESCAPE team supported the module teams to develop an assessment for learning approach for their module through the provision of pedagogical advice, technical help and appropriate resources.
4: Review curriculum delivery in Business School for four modules	See 2. above

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5: Design of modified curriculum in Business School	See 4. above
6: Report of baseline study findings including modelling assessment practices in the schools	The baseline study was used to inform the module teams of the current assessment landscape in their respective school and was used to explore what the drivers of assessment and learning were. The results of the baseline study have been presented to internal and external audiences.
7: Apply and embed changes in curriculum delivery in the Business School and Life Sciences for semester A modules	Four modules have piloted the revised assessment for learning approach in semester A. One module has been moved to semester B and will pilot starting February 2010.
8: Apply and embed changes in curriculum delivery in the Business School and Life Sciences for semester AB modules	Four double modules running over semester A&B are piloting an assessment for learning approach
9: Evaluation of curriculum changes in Business and Life Science for semester A and AB modules	We are in the process of evaluating the four semester A modules that have completed the pilot phase. This is being done through: <ul style="list-style-type: none"> <li>• Module team interviews</li> <li>• Attendance at a half day event review to capture reflection on changes made.</li> <li>• Student Assessment Experience Questionnaire</li> <li>• Review of module documentation</li> <li>• Review of module statistics where appropriate</li> </ul>
10: Sustainability activities - Business School	<ul style="list-style-type: none"> <li>• We have run or contributed to a number of workshops on the theme of assessment and learning highlighting the ESCAPE project themes</li> <li>• We have sought to work with members of staff beyond those on the ESCAPE modules who have approached us with an assessment for learning agenda</li> <li>• We are developing the expertise of staff members</li> </ul>
11. Sustainability activities - School of Life Sciences	See 10.
12. Production of module implementation case studies	We have produced case studies as a working document that will incorporate: <ul style="list-style-type: none"> <li>• Module description pre-ESCAPE</li> <li>• Details of changes made as consequence of ESCAPE</li> <li>• Module description post-ESCAPE</li> <li>• An evaluation re-engineered module</li> <li>• The student experience pre- and post-ESCAPE</li> </ul>
13. Production and dissemination of report detailing the changes in the curriculum delivery methods as a result of the project	Completion October 2010
14. Production of evaluation report with particular reference to benefits of using Specific ICT - and identification of any recommended changes in institution processes/structures	Completion October 2010

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15.ESCAPE workshops sharing and dissemination of emerging findings	We have run a number of workshops and seminars on the theme of assessment for learning which incorporate themes and contributions from the ESCAPE project.
16.Production of a resource pack (ESCAPE toolkit) with details of the project process and activities, including insights into critical success factors and guidance for implementation elsewhere	<p>We will produce an assessment for learning toolkit. The toolkit will help individuals/module and programme teams evaluate their current assessment practice and offers methods and ideas and guidance. The toolkit comprises three main components;</p> <ul style="list-style-type: none"> <li>• A self diagnostic questionnaire</li> <li>• A descriptor showing the likely features and consequences resulting from the diagnosis</li> <li>• A range of examples helping staff to respond to any issues raise by the diagnostic (hints and tips, case studies, references to relevant research literature)</li> </ul>
17.An evaluation of the project	Completion October 2010
18: Institution and sector wide dissemination	We have disseminated emerging findings both internally and sector wide. See section six for specific examples

### Section Three: Outputs and Deliverables

We are expecting the following outputs for the project:

- A report detailing the findings of the baseline study carried out for the two schools that we are working with. The report will detail the assessment practices within the schools from both the holistic perspective and the perspective of the 9 modules that we are working with. The report will consider the culture, practices and drivers (external and internal) that influence the assessment landscape.
- A series of case studies that are built around the nine ESCAPE modules. The case studies have been compiled from a review of the module and school documentation and from a series of interviews with module teams, school managers and support staff. The case studies are working documents and will be added to and revised through the life of the project. They are used by the module teams as part of their reengineering activities and detail the transformative changes that have taken place within the module over the course of the project.
- We are looking to produce a report of the vicarious benefits, gains and unintended consequences from modules not specifically tied to the ESCAPE project but which are influenced by it. The report would look at the interconnectedness of the nine modules we are looking at within their schools and seek to map both the potential for influencing other modules and programmes, and to capture the influence the project has actually had on the assessment landscape across the schools
- We will produce a report that details the changes in the curriculum delivery and assessment methods made as a result of the project. It will contain a description of various assessment activities and processes and their relation to learning. It will also detail the learning technologies used to support assessment for learning activities and processes that have been adopted as a consequence of the project.

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- An evaluation report will be produced as part of the project sustainability agenda. The report will include particular reference to; benefits of using specific ICT, transferable activities/ideas, and identification of any recommended changes in institution processes/structures
- We are running a series of ESCAPE workshops sharing our approaches and emerging findings with colleagues from across the university.
- A resource pack – the ESCAPE Toolkit, which details the project processes and activities, including insights into critical success factors and guidance for implementation across other schools.
- A project website acting as a central container for our information / activities
- A project blog describing our ongoing thoughts, activities and progress. The blog is updated on a regular basis and compliments the more traditional end-of-activity evaluation
- A report detailing the Students views of their assessment experience compiled from the student assessment surveys that were carried out as part of the baseline audit and further informed by student assessment surveys carried out after the reengineering process.
- A series of seminars to share findings with teaching staff in other parts of the university
- A set of workshops dealing with good practice in assessment and feedback as part of the CPAD ( staff development) programme, to broaden the influence of the project to new teachers and academic staff new to the university.

### Outputs for this reporting period are:

- The baseline study of the assessment landscape of the partner schools is complete.
- We have produced a series of nine module case studies these are working documents and are updated to reflect current developments on the module from an ESCAPE perspective
- We have collected various videos of staff talking about their ESCAPE activities and experiences.
- We have run various ESCAPE seminars including one seminar led and delivered by our ESCAPE partners
- A series of assessment for learning workshops run by the university Learning and Teaching Institute that have been informed by the work of the ESCAPE team
- We have had an article published in Blended Learning In Practice (BLIP)
- We have presented our work to both internal and external audiences The list below illustrates the range of topics addressed:
  - Efficiency vs. effectiveness
  - Mapping the assessment landscape
  - Capturing the secondary effects of the project
  - The process of re-engineering and consequent effects on the module
  - The use of Appreciative Inquiry
- An emerging finding of the project is a crystallisation of the characteristics of good assessment.
  - Good assessment for learning (The ESCAPE Principles) ...:
    - Engages students with the assessment criteria
    - Supports personalised learning
    - Ensures feedback leads to improvement
    - Focuses on student development

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- Stimulates dialogue
- Considers student and staff effort

These ESCAPE principles are a distillation of the literature relating to good practice in assessment and feedback. For transparency, user-friendliness and ease of use we have specifically limited the number of Principles and used accessible language

It is envisaged that the ESCAPE principles will support the Learning and Teaching Institute's engagement with the wider community on assessment and feedback activities.

### Section Four: Evaluation

#### Evaluation plan

Item #	Evaluation Factor	Method(s)	Measure of Success
1	Current status of assessment practice	Desktop study of Module Documentation	Mapping the current assessment landscape: <i>This has been successfully completed</i>
2	Rationale for current assessment activity	Questionnaire (Staff variant of AEQ+Nicol+Rust), individual discussions, video diaries and production of case studies	Gain insights into the thinking of staff relating to assessment. <i>Completed as part of AI interview and the generation of the module case study</i>

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3	Student view of the learning benefit of the assessment task	Questionnaire (Student variant of AEQ+Nicol+Rust), Focus group and case study production	Baseline data of student assessment experience: Student Assessment Experience Questionnaire carried out and data analysed
4	Staff and Student perceptions of current assessment experience	Comparison of data collected from items #' 2 & 3	Case studies incorporate findings from the survey and rationale for current practices examined in light of student data
5	Status of assessment practice	Desktop study of Module Documentation	Case studies reflect the changes made to the assessment landscape and rationale for changes is described in detail and mapped to tenets of good practice in assessment for learning
6	Rationale for developed assessment activity	Questionnaire (Staff variant of AEQ+Nicol+Rust), individual discussions, video diaries and production of case studies	We have gained insights into the (changed) thinking of staff relating to assessment through working closely with the module team over the course of the project. We have conducted formal interviews and made video recordings to capture the staff reflections on the changes that have been made in light of the ESCAPE project.
7	Student perception	Questionnaire (Student variant of AEQ+Nicol+Rust), Focus group and case study production	We have conducted a student assessment experience questionnaire with students on the four semester A modules that piloted the new assessment for learning approach. We are in the process of analysing the results.
8	Staff and Student perceptions of current assessment experience	Comparison of data collected from above	Descriptions of similarities and differences. We are planning to complete this once all nine modules have finished the pilot stage – May 2010
9	The shift in assessment practice	Comparisons of Pre and post assessment landscape	Descriptions of differences. We are planning to complete this once all nine modules have finished the pilot stage – May 2010

### Section Five: Outcomes and Lessons Learned

Outline of Emerging Outcomes:

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- We have worked with nine module teams on developing an approach to curriculum delivery that allows the teams to reflect on their current practice and to build upon the "best of what is" through an Appreciative Inquiry approach.
- Taking the module teams away for two days allowed teams to interact across institutional boundaries. It was also a chance to demonstrate successful technologies and to feed back
- We have supported the module teams as they have implemented the new assessments and revised teaching strategies. It is often the case that module teams can struggle to embrace technologies that can offer pedagogical solutions to issues such as large class size. One of the key components of the ESCAPE project has been to facilitate module teams to embrace unfamiliar but existing technologies
- We have conducted a survey to capture the student experience of the revised assessment landscape in the reengineered modules.
- We are capturing the secondary and collateral effects of the reengineering process

### Outline of Challenges

- A considerable challenge was holding a two day offsite workshop for module teams at a time all module staff could attend. It was not until late July 2009 that this meeting was able to be scheduled. This workshop was where much of the design work was carried out. We held the meeting offsite and encouraged staff to talk openly and honestly about their modules. We mapped the current module approaches to assessment and curriculum delivery to published principles of good assessment practice as part of a workshop. This allowed us to surface what good assessment looked like and meant that module teams could see how their current practices mapped to these principles.
- As part of the re-engineering process it was important to demonstrate to module teams the alternative approaches to assessment and the supporting use of technology that were available. We facilitated this through demonstrations by current practitioners of suitable pedagogical approaches underpinned by the use of educational technologies. These practitioners had faced similar challenges to those of the ESCAPE modules. The use of current practitioners demonstrating assessment for learning approaches, for example the use of EVS to encourage participation and to measure understanding in a lecture, proved an efficient and effective way of allowing the module teams to become familiar with some of the options open to them. In addition the resulting discussions were usually extremely valuable as they tended to encompass both the pedagogy and the technology underpinning it.
- The reengineering process will take longer than a year in some cases; module teams embrace change at different rates and the process is often an iterative one. We will continue to support these teams over the life of the project as they embark on the second iteration of their reengineering.
- It is important to allow the module team to evolve (and continue to evolve) an assessment diet that works for them – imposed solutions are not sustainable.

## Section Six: Communication and Dissemination Activities

We have been actively involved in dissemination of our project and preliminary findings:

- **Blended Learning in Practice (BLIP) Vol 2 March 2010** e-journal published by the University of Hertfordshire Learning and Teaching Institute. Contains an article detailing the work of the ESCAPE team and explores some of the background to the project. Available at: <https://uhra.herts.ac.uk/dspace/handle/2299/4331>
- **JISC Learning & Teaching Practice Experts Group**. Mark Russell and Dominic Bygate have presented emerging findings at the last two meetings (October 2009 and March 2010) <http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/escapemarch10.ppt>

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- **University of Ulster 8<sup>th</sup> e-Learning Conference, January 2010** – Mark Russell and Dominic Bygate Presented on the background to the ESCAPE project and the use of Appreciative Inquiry approach to reengineering curriculum delivery and assessment
- **The University of Hertfordshire International Blended Learning Conference, Hatfield June 2009**  
As part of his keynote address ESCAPE Project Director Mark Russell discussed the ESCAPE project in general. He also discussed and demonstrated the how the ESCAPE project was tentatively trying to model assessment influences across school. We are also planning to present at the **June 2009 conference**.
- **JISC Assessment and Feedback Workshop, York April 2009**  
Mark Russell presented on the development of how the ESCAPE project was modelling the assessment landscape across a curriculum and demonstrated the dynamic nature of the assessment model. The before and after scenarios were discussed with the model being used to illustrate how a change management project might influence assessment practice across a range of modules and programmes.
- **Project Blog** – a record of the project detailing the progress made news and current activities on the project. There are also more discursive postings dealing with the wider educational landscape that can influence the project. The blog is available at: <http://escape-uh-jisc.blogspot.com/> (to date we have provided over 70 entries to the blog)
- **Design Studio** – We have established an ESCAPE page on the JISC Design Studio <https://jiscdesignstudio.pbworks.com/ESCAPE-Project>
- There are other conference pretentions planned e.g. the JISC conference, EARLI/Northumbria Assessment Conference, ISSoTL conference, Greenwich eLearning Conference,

Additionally we have been invited to talk to colleagues at the University of Glamorgan

Useful strategies for communicating and engaging with stakeholders have been:

- Taking an Appreciative Inquiry approach to working with module teams has allowed us to:
  - draw out the at positive aspects of the teams current practice
  - get teams engaged quickly with the project
  - focus teams on their practice
  - empower individuals and teams to make a difference
  - emphasised that ownership of change is with module teams
  - enhance the potential for sustainable change
- Keeping senior managers within the schools involved with the project from the inception through all stages to completion and then involve them in sustainability and legacy planning
- Identifying and working with key opinion formers and identifying agents for change within schools and using them to support the project through enabling them to informally support module teams where possible
- Targeting resources on a modular level where module teams are empowered to effect change
- Talking to staff about incremental change and recognising the two dimensions of: resource efficiency and educational effectiveness, in our discussions.
- Giving module teams opportunities to reflect on their current practice, both individually and as a group in a structured and supportive environment

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- Creating opportunities for cross fertilisation of ideas between the different module teams and across different schools
- Showcasing good practice and possible blended learning approaches whenever possible
- Mapping current and proposed assessment regime to established principles of good practice
- Using pre-existing initiatives to support the project (e.g. the CABLE project)
- Tailoring the approach taken with teams to account for the individual team and module characteristics.
- Providing guidance and support to teachers on how technology can respond to good educational practice and also to their specific challenges
- Building a strong relationship with the teams we are working with so that open, honest and timely communication facilitates the changes the project seeks to effect.

*Outline any publicity the project received during the reporting period.*

- Over the last year the ESCAPE Project has been featured in a number of articles for the university newspaper, "Horizon".

### Section Seven: Issues, Challenges and Opportunities

Risk Analysis.

<b>Risk</b>	<b>Severity S (1-5)</b>	<b>Probability P (1-5)</b>	<b>Score (P x S)</b>	<b>Action to Prevent/Manage Risk</b>
Lack of engagement of staff with e-assessment and Blended Learning Technologies	2	2	4	Early planning and identification of key individuals plus alternatives. Utilise existing staff networks to ensure effective staff engagement

### Section Eight: Collaboration and Support

We feel well supported by both our critical friend and the JISC programme manager and the wider JISC support / programme team. We have had email and telephone contact with the programme manager, Lisa Gray and we have met informally at a number of JISC events – for example the JISC Experts Group over the reporting period. We have been in contact with our critical friend, Malcolm Ryan, through various CAMEL support activities and Steering Group meetings. In addition we have met with him at various times over the year at JISC organised events, where informal meeting and discussions took place. He has also attended one of our Steering Group meetings.

We have met as a cluster three times (the Universities of Bristol, Exeter, Hertfordshire and Westminster) over the course of the project to date. There is a fourth and final meeting planned for September 2010. The meetings are facilitated by our critical friend Malcolm Ryan, and are held over a two day period. The meetings take place under "Chatham House Rules" and have been an opportunity to discuss issues and concerns that the project team have and to solicit help and advice from the cluster and the critical friend. The informal nature of the meetings and the networking opportunities afforded by them have allowed the cluster to use the meetings as an open and objective forum for sharing experiences and seeking advice and guidance.

**Section Nine: Financial Statement**

*Please remove this section before the report is made public*

<b>Total Grant</b>	Contribution from: JISC	£200,000	<b>Duration of project</b>	Two years
<b>Reporting Period</b>	Expenditure to 28 <sup>th</sup> February 2010			

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
Travel & Subsistence	£6,500	£963	£1789	
Equipment	£6200	£5317	£5699	
Dissemination activities	Nil			This does not include planned external evaluation activities – such as conferences etc., which are covered by the first two budget headings
Evaluation activities	Nil			

**Checklist:**

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Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: [www.jisc.ac.uk/curriculumdelivery](http://www.jisc.ac.uk/curriculumdelivery)

*Done*

- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.

*No Changes*

- Identify and name any areas within this report that you'd like removed before the report is made public (\*see below)

*Please remove section nine*

**\*Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.