



Project Document Cover Sheet

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Project Acronym	Coeducate		
Project Title	Coeducate		
Start Date	September 2008	End Date	June 2012
Lead Institution	University of Bolton		
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Partner Institutions	None		
Project Web URL	http://coeducate.bolton.ac.uk/		
Programme Name (and number)			
Programme Manager	Sarah Knight		

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Interim Reporting Template

Project Name: Coeducate, University of Bolton

Report compiled by: Stephen Powell

With contributions from: Bill Olivier

Reporting period: October 09 – April 10

Section One: Summary

The Codeucate project has refined the initial proposal with three key areas of activity being identified; curriculum design tool development and associated process change; capacity and capability raising amongst staff engaged in course design; ongoing systematic inquiry into curriculum design to identify changing priorities and requirements of the University of Bolton (UoB).

Over the reporting period, we have made progress in each of the areas identified and we anticipate more concrete outputs as further evaluate the outcomes of the interventions designed and taken by the project. Our working document specifying the requirements for process change including the supporting actions required will guide this work. It is a key priority for us to ensure that investment of effort is focussed not just on technological interventions but also on supporting process re-engineering and staff development which the document seeks to amplify.

It is clear from our experience over the past six months that the environment in which Higher Education Institutions (HEI) are operating in is changing significantly. In particular for the UoB the changing HEFCE funding methodology is impacting upon strategic decisions being made.

The UoB, like many other HEI, is undertaking an institution wide academic review starting in September 2010. One idea that the Coeducate project is seeking to develop is a business model based on open learning, this is a radical proposal but illustrates the extent to which we are questioning our current business models.

The availability of the open source '[Archi](#)' tool has proved to be a significant development in our modelling activities as it removes the entry cost of tools designed for Archimate modelling. We will continue to invest effort in this area with the aim of encouraging the necessary conversations between different parts and levels within the university.

Section Two: Activities and Progress

Project Objectives	Supporting activities
1. Understanding the curriculum development problem at UoB	Running of staff module 'Planning and Developing Open Learning Courses' Archimate modelling.
2. Identify tools and processes for course development & curriculum design across the UoB & with stakeholders	Focus groups involving approximately 25 staff using Idealised Design (Russell Ackoff) methodology have been used to refine ideas about the problem being addressed. Identification of Jisc projects that have outputs that could be used or adapted.
3. Implementation of new tools and processes across the UoB	Initial design ideas have been produced and shared with staff to refine user requirements before tool development phase. Development of a new Module Database & integration with Moodle
4. Raise awareness & build capacity of staff to critically examine and develop work-based curricula across the UoB	Continued presentations at different forums including teaching on the UoB PGCHE course has enabled the 'Curriculum Design Problem' at Bolton to be critically engaged with.

5. Support staff to embed inquiry-based approaches & negotiated learning in work-based programmes offered by the UoB	Continued use of the IDIBL framework to support the development & piloting of new courses.
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Indicative project outcomes:	Progress
1. Rich picture of the curriculum development process at UoB & outlining possible strategic interventions	Modelling activities have made significant progress with the adoption of the Jisc funded Open Source 'Archi' tool for the Archimate enterprise architecture modelling language. The significance of this is that it has reduced the entry costs enabling a wider group of people to engage with the modelling activities.
2. Amended and improved technical systems to support curriculum development	Work integrating the student data management system and Moodle is completed. This will allow for new curriculum development tools to interoperate with existing systems and workflows. Preparatory work to develop and integrate a new module database with Moodle and is well underway. This will allow for support to be offered to staff developing new modules.
3. Simplified and streamlined curriculum development processes	Process changes that course development tools will require have been identified. In the majority of cases these are relatively minor, however the proposal that we implement a new stage before the current validation process will require a significant change in practice.
4. Increased capacity for development of curriculum relevant to purchaser needs including delivery, teaching and assessment approaches	Continued presentations at different forums including teaching on the UoB PGCHE course has enabled the 'Curriculum Design Problem' at Bolton to be critically discussed. Six sessions of the level 7 module 'Planning and Developing Open Learning Courses' have been completed with 8 staff and this has provided practitioners with focussed time to consider curriculum design.
5. Increased employer understanding of and engagement with Higher Education in the development of work-based programmes of learning	The proposal that XCRI be used to expose learning outcome descriptions at the module level to offer a richer description for potential employers has lead to a separately funded Jisc mini project.
6. New courses that enable new groups of students to access Higher Education	Three programmes have been developed using the IDIBL framework and two have recruited students and are running a pilot group.
7. Use of inquiry-based and negotiated learning approaches across the UoB work-based learning portfolio	New programmes that have taken ideas from the IDIBL framework have been developed.

Completed work packages

1: Review of current processes and practice

Milestone: Report on baseline data, incorporating models of existing processes

2: Understanding the initial issue or challenge and identifying the changes desired by the end of the project

Milestone: Working document specifying requirements for process change and supporting actions (online Google doc)

Current work packages

	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
WORKPACKAGE 3: Planning and implementing innovations in curriculum design processes in order to realise the desired changes.					
12. Integrated course development system: this will integrate a number of different technological platforms at the UoB as well as incorporate other tools to help academics plan and validate programmes collaboratively including with employers.	April 2010	Dec 2011	New technological and process models. Report on lessons learned from integration of technological platforms.	Dec 2010	WO
13. A number of discoverable and interoperable learning technology tools (widgets) that would enhance course design.	Apr 2010	Dec 2011	A selection of W3C widgets that can be played using the Wookie Server, exact number dependent upon 'granularity' of widget functionality.	Dec 2010	WO
14. Open learning course on "Planning and Developing Distance Learning Courses", level 7, 20 credits	Mar 2010	June 2010	Materials for online handbook (see point 15 below). Evaluation of approach.	Dec 2010	SP
15. Curriculum development online handbook / resources as an outcome of	July 2010	July 2011	Following the first iteration of the open learning	Dec 2010	SP

course above and other activities.			module, some initial resources will be available and included in the UoB Moodle space for course design being developed.		
WORKPACKAGE 4: Piloting and evaluation of the new processes					
Objective:					
16. Pilot cohort for Masters in Learning with Technology	Sept 2008	June 2010	Research paper on the IDIBL curriculum development initiative.	Dec 2010.	SP
17. Validate suite of courses around the theme of Regeneration and Sustainable Communities	Sept 2008	Nov 2008	Validated courses.	Complete	SP
18. Pilot cohort for Regeneration and Sustainable Communities	Feb 2009	July 2011	Research paper on the IDIBL curriculum development initiative.	Dec 2010	SP

Note: William Olivier has replaced Oleg Liber as project director

Section Three: Risks, Issues and Opportunities

Risks



Live issue: the original Project Director who was a member of the Senior Management Team has retired and as a result the ability of the project to influence and connect across the institution has been effected.

Mitigation: the new project director becomes familiar with the project and builds internal relationships across the university supported by project manager and research unit colleagues.

New risk / opportunity: The sector-wide deterioration in HEI's financial position and new Hecfce funding methodology offers both risks and opportunities as institutions respond through portfolio, organisational and curriculum reviews. In particular, the reduced funding for

full-time undergraduates makes the finding of part-time and non Hefce funded students a priority for the institution.



New opportunities

Two new projects closely connected to Coeducate have been won. The first is a Jisc funded mini project for XCRI development to "generate and test an XCRI feed against the information the University generates and holds on learning modules". The second is a Work-with-IT Pilot project - with the Higher Education Academy piloting the use of resources developed with a SEDA project to develop the use of ICT in Higher Education.

Section Four: Outputs and Deliverables

We anticipate integration of the University Moodle platform with other curriculum design technologies such as the module database, student management system, and technology to support validation processes. In addition, work around XCRI that is informed by the project should make a richer feed available that describes modules and their learning outcomes.

Anticipated outputs:

1. report on baseline data, incorporating models of existing processes
2. working document specifying requirements for process change and supporting actions
3. description of technology and process underpinning an integrated course development system including lessons learned from integration of technological platforms.
4. evaluation of W3C widgets to support programme development that can be played using the Wookie Server
5. research paper evaluating the IDIBL curriculum framework innovation
6. models and examples of curriculum approaches with particular emphasis on employer engagement

Section Five: Evaluation

Using the realistic evaluation approach described in previous documentation, the project team have established a summary of the evaluation strategy based on the three key programme elements, see Table 1. To recap, the main aim of realistic evaluation is to identify the underlying mechanisms that are at work and that lead to the result or outcome rather than simply focus on a before and after measurement. This view implies that 'it is not actual programmes which work but the reasoning and opportunities of the people experiencing the programmes which make them work' (Pawson and Tilley, 1993: 2).

Design matrix for Coeducate project realistic evaluation

Programme elements	Term of anticipated impact	Unit of analysis	Research strategy	Theory-development	Opportunity for experimental control	Techniques	Result
1.IDIBL framework for work-focussed learning	Long term	Community	Participatory action research	High	None	Quantitative/qualitative	Theory formation & development
2.Open Learning Module	Medium	Individual	Participatory action research	Medium	None	Qualitative	Theory formation &

							development
3. Programme design tools involving process change	Medium	Community	Participatory action research	Medium	None	Quantitative/qualitative	Theory formation & development

Through a process of engaging with project stakeholders and encouraging them to theorise about their experience, context mechanism statements which be developed with the end summary describing context, new mechanism and outcome pattern.

Data collection activities in the next six months

Programme elements	Activity	Timing
1. IDIBL framework for work-focussed learning	Interviews of staff using IDIBL framework	June / July
2. Open Learning Module	Interview of staff on 'Planning and Developing Open Learning Courses'	July, 2010
3. Programme design tools involving process change	User group testing of tools developed / identified	September 2010 - December 2010
4. Programme design tools involving process change	Survey on curriculum design and affective issues related to new technology implementation	June 2010

Section Six: Outcomes and Lessons Learned



New approaches and initiatives are difficult to implement because the processes and practices that are embedded and built around full-time undergraduates and this actively impairs change.

Section Seven: Communication and Dissemination Activities

- CRA patchwork assessment seminar 4th June, 2010 (IDIBL approach to assessment)
- Jisc, E-learning experts meeting 17th March
- Ongoing posts on project blog <http://coeducate.bolton.ac.uk/>
- Camel events @ Leeds Metropolitan University, 30th Nov-1st Dec & University of Bolton 29th April
- Bill Oliver, Keynote Presentation at the Technology Enhance Learning Strategy conference in Bolton, 23rd June 2010.

It is difficult to know how effective the above communication methods, however we do anticipate turning more of our findings into academic research papers for presentations at conferences such as the [Society for Research into Higher Education](#) and [CAL10](#) in the belief that it is this mechanism that will most influence practice beyond the Jisc community.

Section Eight: Collaboration and Support

Support from the CETIS service has proved valuable on specific issues such as exploring XCRI at cluster events.

Recorded illuminate sessions have proved to be a valuable resource as attending scheduled events synchronously often proves difficult.

Cluster events have continued to prove valuable based on the simple formula of getting together to share experiences and ideas on a regular basis. Facilitation of these events through the use of a critical friend enhances the process and provides a valuable feedback channel to the Jisc programme team.

Projects in Jisc and other programmes outside of the Curriculum Design are addressing similar issues and developing potentially useful outputs such as curriculum design tools, for example: Lifelong Learning & Workforce Development Programme, Co-genT project; 'Learning Design Support Environment for teachers and lectures' (ESRC/EPSC). Knowing who is doing what and connecting projects together would be a potentially valuable area of work for the support project to put some resource into as it may reduce duplication of effort and at least help to share good ideas.

Section Nine: Financial Statement

Total Grant ██████████ **Duration of project** **45 months**
Reporting Period **1st November 2009 - 30th April 2010**

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
Staff	██████████	██████████	██████████	
Travel & Subsistence	██████████	██████████	██████████	
Equipment	██████████	██████████	██████████	
Dissemination activities	██████████	██████████	██████████	
Evaluation activities	██████████	██████████	██████████	
Other (please specify)	██████████	██████████	██████████	

Reference

1. Pawson, R., and Tilley, N. (1993), 'OXO, Tide, Brand X and New Improved Evaluation'. Paper presented at the British Sociological Association Annual Conference.