



Project Information			
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Partner Institutions			
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Interim Reporting Template

Project Name: T-SPARC Project at Birmingham City University

Report compiled by: Paul Bartholomew

With contributions from: Oliver Jenkins, Rebecca Freeman and Hannah Newland

Reporting period: November 2010 – May 2011

Section One: Summary

This reporting period has been a busy and exciting time for the project team. In parallel with us beginning to bring technologies to support our new approval processes online, we have been designing a new Master's of Education programme – using our available technology to support the design and subsequent approval of this provision. This activity has offered a completely new insight into the work in hand and is proving to be a highly formative experience.

We continue to offer inputs and support into other institutional agendas and are being rewarded by new and exciting applications of technology in areas we might not have predicted. The value the project team brings to other institutional initiatives bolsters sustainability and relevance of the project within the University.

The project team have also been very successful in engaging with the wider sector and have contributed to a number of national presentations and workshops.

Following the University's QAA Institutional Audit of November 2010, the report has now been published. The audit team had confidence in both the academic standards and the learning opportunities afforded students. The audit team also identified five features of good practice including the following four:

- The comprehensive staff development opportunities at all levels that are utilised by academic and support staff to enhance their professional knowledge and skills;
- The impact of the Redesign of the Learning Experience as a mechanism for systematic enhancement that engages staff and students;
- The close and sustained partnership between the University and its students that enhances the learning experience;
- The promotion of innovation in learning and teaching achieved by the Student Academic Partners Scheme.

Members of the T-SPARC project team were heavily involved in or led on each of these four areas of identified good practice. In relation to T-SPARC, the Redesign of the Learning Experience (RoLEx) initiative mentioned above is the overarching framework in which the T-SPARC project resides.

Section Two: Activities and Progress

Learning community:

The Student Academic Partners (SAP) scheme employs student partners to work in partnership with academic staff to develop or evaluate learning and teaching. This year the scheme has built upon the successful cross-University pilot last year to recruit a further 50

projects to run in 2010/11. Members of the T-SPARC team continue to be engaged in the facilitation of the scheme this year.

The SAP scheme has generated considerable national interest from the NUS, HEA, SEDA and the QAA and has been awarded the THES award in the 'outstanding support for students' category. T-SPARC team members continue to facilitate presentations and workshops at a number of high profile events in order to promote the scheme and the philosophy of collaborative working. The contribution this activity makes in promoting a culture of engaging students more fully into university 'business' including curriculum design is invaluable and is well aligned with the overarching values that underpin the T-SPARC project.

During February and March the Centre for the Enhancement for Learning and Teaching (CELT) including T-SPARC project team members facilitated four events that brought together programme teams and their students to focus on the redesign of curricula with specific reference to enhancing employability and redesigning assessment and feedback.

Development of MS SharePoint architecture

Members of the T-SPARC team have been continuing to work closely with members of our Corporate ICT department in the ongoing design and development of the automated MS SharePoint workflows to support course design and approval processes.

Several meetings have been convened with members of CICT, our appointed CICT project manager is in the process of designing a project plan to ensure a timely delivery date of the product. The date for the production of the preliminary test version is 27th May 2011.

After the design of the first series of workflow diagrams detailing new processes, it emerged that there was an additional layer of information that our SharePoint developers would require to be able to complete the software development work: the functional design workflows and the document life cycle workflows. After a period of review and discussion, this work has now been completed.

After a review of University infrastructure and technical capacity, with input from our CICT department and SharePoint contractor, it was decided to change the development platform for the automated workflows from SharePoint 2007 to SharePoint 2010. It was felt that this updated software offers a range of technical advances and addition levels of customisability over its predecessor and will allow us to sustain development into the future.

In conjunction with our CICT department a SharePoint contractor has been appointed to assist with the design and development of the automated workflows. The contractor is funded 50% by the T-SPARC project and 50% by our Corporate ICT department. Initially the contractor was been working alongside members of the CICT team to set up the new SharePoint 2010 environment; we have recently moved into the development of the T-SPARC automated workflows for course design and approval.

Under the guidance of our Corporate ICT department, the project team have moved from a rigid PRINCE2 framework, to developing the automated SharePoint workflow architecture using a [Scrum](#) framework. This is an agile technique used in software development. This development approach allows for an iterative design of the product where functionality and

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specification can emerge from stakeholder consultation and user testing. We are finding that it fits in extremely well with our stakeholder focussed approach and are already reaping the benefits of the flexible framework which allows the team to engage with stakeholders and feedback to developers at regular intervals.

Update on technology supported design and approval pilots:

Three programmes were identified as candidates to pilot the new (and embryonic) technology supported design and approval processes. Updates on the pilots are as follows:

- Development of the Radiotherapy MSc is in hiatus pending a review of projected demand for the programme and ramifications for its business model. The breadth of modular provision will be reviewed and it is hoped that the course team will reengage with the T-SPARC project and continue as a design and approval pilot following their review.
- The Graduate Diploma Psychology team have made a good deal of use of technology to engage students in the design of the programme and have produced a number of multimedia artefacts that will be shared as part of programme approval. The demands of meeting deadlines in relation to professional body accreditation has meant that the team have a need to approve their programme before the technology supported infrastructure to support the new approval processes is fully in place. The team will proceed to approve their programme via the extant processes, albeit having benefited from a technology supported/enhanced design process.
- The new MEd being developed by CELT is currently the only course engaged in piloting both technology supported design and technology supported approval. The T-SPARC Project Manager is also the MEd programme development lead, this is affording an excellent opportunity to shape the development of the new technology supported processes with live programme design and approval activity. At the time of writing the following technology-supported design and approval activities have taken place:
 - Initial programme team design event. The half-day event was filmed and the footage broken up into 86 clips and organised into 13 thematic folders:
 - Negotiated study module
 - Assessment module
 - Design module
 - Dissertation
 - Employability module
 - Innovation module
 - Learning technology module
 - MEd market
 - Overall structure and philosophy
 - PGCert
 - Research module
 - Student engagement
 - The T-SPARC process

Additionally, the PGCert folder hosts 10 sub folders:

- Assessment
- Competence issues
- Indicative content
- Market and structure
- Module 1
- Module 2
- NMC requirements
- Pass/Fail or graded
- Philosophy of the PGCert
- SEDA accredited front end

These clips have been hosted on SharePoint and members of the course team encouraged to comment on them via discussion boards paired to each theme.

- The programme team undertook a half-day design exercise for the (nested) PG Cert. This activity generated sets of post-it notes on themed sheets. These were photographed, augmented with a brief accompanying written narrative and shared via SharePoint. Again, programme team members have the opportunity to discuss the artefacts.
- A survey set up on SharePoint has collated a series of keywords from a range of course team members. They were asked to enter keywords/phrases that they think represent the indicative content of an academic staff development MEd course, the responses have since been compiled and turned into a Wordle style diagram in an attempt to represent the emergent focus of the programme design.
- As part of a taught session on curriculum design, current PGCert students were invited to re-write the module template. The responses were again collated and Wordle documents generated to represent the responses. Topics included:
 - Relationship with Programme Philosophy and Aims
 - Indicative content
 - Learning outcomes
 - Study mode / delivery method(s)
 - Assessment

As part of the approval process, the programme has been allocated a Lead Academic Assessor (analogous to the Approval Chair in the extant processes) and an external (the first of two to be appointed). Approval of the programme is in its early stages but the Lead Academic Assessor has reviewed samples of the material made available on SharePoint

and has begun to ask questions of the team. At the time of writing the team is in the process of supplying answers and will 'point' to various multimedia artefacts as appropriate in the answers they give. Early reflections on this process remind us that face-to-face meetings are tremendously important and that technology supported design and approval should in no way limit the use of such meetings. Rather, it is the evidence of such meetings that will contribute to a body of online 'evidence' in relation to design work.

Video Production & SAP Media Project

The video diary projects that are running in collaboration with the Disability Team with funding from the SAP scheme are progressing. The fourth set of instructional prompt sheets have been deployed to the students recently. Of the original 15 students taking part in the project, 10 are still fully engaged. Video data is collated on an ongoing basis with SAPs beginning analysis of footage and thematic analysis at the end of May 2011.

Work on the student handbook

A member of the course team was seconded from CELT (Centre for the Enhancement of Learning and Teaching) to Academic Registry in March 2010 to work specifically on changes to the Student Handbook. During this time they conducted research into what materials and guidance students are currently given on arrival to the University, how that compares with other universities and how we can make things better at Birmingham City University.

Following a wide consultation process with staff and students it was decided that there should be two levels to the information that students receive. University level: the generic information that all students need to know; and then the course level information, which would also include Faculty or School level information. It was agreed that it would be appropriate to house the University level information on the University website and students would be issued with a 'Course Guide' during induction.

The Course Guide has been designed and is being piloted on 6 courses across 2 faculties. Initial feedback has been positive from both staff and students. The Course Guide will go to the University's Senate on 11th May 2011 and if approved, will be rolled out University-wide for the 2011/2012 academic year.

Student Academic Partners scheme: overview and examples of activity

This year has seen an increase in the number of student academic partner projects utilising technology to support aspects of course design and delivery including:

- Developing Health & Wellbeing Practitioners of the future: a student is using flip cameras and the Voxur unit to talk to students and employers about how the Health and Wellbeing programme can develop in the future.
- Students evaluating the use of e-portfolios in supporting teaching, learning and employability in the context of a one year postgraduate teacher education programme from the student perspective
- From the Horse's Mouth: BA Art & Design Interview Bank - a project in which students are using flip cameras to record interviews with professionals working in Art and Design in order to provide BA students with advice about how to gain access to the profession
- Students' Perspective of how Virtual Paediatric Intensive Care Unit (VPICU) prepares students for Placement on Paediatric Intensive Care Unit. An evaluation of the Virtual Paediatric Intensive Care Unit to inform the use of the Virtual Ward to prepare

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students prior to placement. This work involve the use of a Voxur unit for the collection of data.

These projects will be evaluated as part of the SAP evaluation during Summer 2011.

RoLEx Workshops

Overall, 22 programme teams were represented at the RoLEx workshop run in the first quarter of 2011 with a total of 71 members of academic staff and 88 students in attendance. Like the SAP scheme, this activity contributes to the development of a culture in which students are active and valued participants in curriculum design. This sort of collaborative working will, we hope, cascade into the new design and approval processes we are developing.

Section Three: Risks, Issues and Opportunities

Emergent issues in this reporting period:

- Following an internal review of University infrastructure and technical capacity, additional support has been provided in the form of a contractor to add additional expertise and to bolster capacity for software design and development work. This arrangement allows us to mitigate a risk may be that we design a system that we are unable to maintain and administer should we have issues with it in the future. The project team are ensuring that part of the contractor's role has been to train existing members of the team in the design and development of SharePoint 2010 architecture.
- The University is currently using Microsoft SharePoint 2007 as its primary document management system. After conversations internally with Corporate ICT, and also externally with software development consultants and contractors, the institutional decision to upgrade the University document management system to Microsoft SharePoint 2010 was taken.
- The team have continued to develop process maps and to work with CICT and have received ongoing reassurances that SharePoint can support the processes that are being designed. The team have progressed contact with University of Southern Queensland (USQ) and on May 4th 2011 at 08:00 GMT, members of the T-SPARC team and the project SharePoint contractor had a Skype video-meeting with USQ's Dr Michael Sankey (Director - Learning and Teaching Support) and Peter Dobson (Head SharePoint developer). The meeting was very fruitful and led to some design decision being made in relation to our own work.
- The length of the piloting phase for the trial of T-SPARC technologies has been extended a further 12 months to run now until July 2012. In addition to affording more time to develop and test the processes we are building, this piloting phase will now additionally include programme review as well programme approval. Programme review represents the bulk of programme design activity and inclusion of review processes into the pilot phase of the project represents significant progress in relation to achieving the overall project aims.

Section Four: Outputs and Deliverables

- The decision was taken by the T-SPARC team to transfer the T-SPARC Baseline review onto the project website (<http://blogs.test.bcu.ac.uk/tsparc/t-sparc-baseline-review/>). This has made the review easier to locate.

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- The Wimba Create document we produced as a HTML version of our approval process document (as ratified by Senate), annotated with links to the artefacts that were generated from the data we collected during our engagement events is also now hosted on the T-SPARC project website (<http://blogs.test.bcu.ac.uk/tsparc/stakeholder-feedback/>) making it more stakeholder facing and easier to locate.
- Photographs of the annotated workflow diagrams (developed at the stakeholder engagement events last summer) that are helping to inform the design of the SharePoint architecture have been uploaded to Flickr and can be found here <http://www.flickr.com/photos/tsparc/sets/72157626073718264/>
- Work on the technology-specific 'how to guide' has continued, mainly in the form of the collection of feedback from users on the use of the Voxur units and Flip cameras. This feedback has led to the development of a range of materials that help to demonstrate to users and course teams how to use the recording equipment and is giving the project team a greater understanding of how the equipment is being used in real contexts. It will allow us to tailor the guidance to the needs of different stakeholder groups. Originally we felt it would be appropriate to host this document on the project website, however it is now envisaged that this will form part of a 'Rough Guide to Curriculum Design', with the ability to share it as a standalone artefact online and via the course teams SharePoint sites.
- Members of the project team have worked to update the T-SPARC Design Studio page with project artefacts and links to relevant project blog postings and files (<http://jiscdesignstudio.pbworks.com/w/page/36560187/T-SPARC+Project>). This process is ongoing.
- The University has appointed a Senior Lecturer for employer engagement in curriculum design to work within the Centre for the Enhancement of Learning and Teaching - reporting to the T-SPARC Project Manager. This has provided an opportunity for the T-SPARC stakeholder engagement model to be repurposed in the service of an employer engagement agenda. The adaptation of the model is in the final stages of development and will be shared with the wider academic community in due course.
- Continuing work on the SharePoint automated workflows, a series of additional workflow diagrams, user matrices, and stage matrices have been produced to detail technical functionality of SharePoint. These are listed below in chronological order of creation:
 - Detailed business process map – desired functionality of the new workflows.
 - User matrix - to define user level permissions.
 - User matrix - to define group level permissions.
 - Using the main process map, a series of additional stage specific documents were produced. These have been termed the 'Business Functionality' maps
 - A 'Document Life Cycle' process map has been developed to identify and define the different stages a document will pass through during the process and the automatic triggers or manual actions that will reassign documentation

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different statuses during the process (which can be manually inputted or system driven).

- Following a progress meeting with the Project Manager, some of the stages were redefined. Some of the approval points during the process that were termed '*hard*' approval points that need approval before the process can continue, were converted to '*soft*' approval points where approval can be conveyed over a longer period of time during an iterative course design process where approvers are in conversation with course teams and other stakeholders.

The notes and conversations between the project team during this meeting has led to the development of a 'stage-matrix'. This details 4 main categories of stage in the design and approval process and their subcomponents that are identified as stages that need [soft or hard] approval conveying for them in some form. It then adds detail to each of the stages defining:

- the notifications to be sent out
- emails
- assigned tasks
- opportunities for discussion
- who will convey approval
- whether it is hard or soft approval
- outcome of stage

The stages identified in the stage-matrix have also been converted into the individual scrums that we will be working on using the scrum project management methodology. Project members have been able to update these scrums following the daily / stage meetings where appropriate.

This has led to the development of a new updated process map that is being developed with the SharePoint contractor on an iterative basis using daily scrum meetings via Skype combined with PRINCE2 style stage monitoring meetings at the end of each stage.

Interestingly, this iterative design process has led to the development of a very usable set of documentation that can convey development aims to a range of stakeholders. The identified stages (scrums) in the stage-matrix tie in exactly with the stages in the new main workflow diagram, which in turn correlate to the individual business functionality process maps for each stage. These are all underpinned by the user-matrix, and the document life cycle document that identify users specific permission levels throughout the process, and assign documentation different statuses.

It is envisaged that the working prototype will be developed and user testing begun by 27th May 2011.

- The work the Project Support Officer has been undertaking in collaboration with members of staff from the disability team with funding from the Student Academic Partners scheme is ongoing. The analysis of the footage from the Disability Welcome Day has been completed by the projects SAPs. This has led to the design and production of a Welcome Day video to encourage more students with disabilities to take part in the special pre-induction event that is offered. This video is an emergent but exciting output of the project.

Once the remainder of the footage from the Flip camera diary projects has been collected, collated and analysed, the data will help to inform areas of curriculum design from students with disabilities points of view. Currently topics that students participating in the video diary project are being asked include:

- **Concessions** – have you used any of your allocated concessions, i.e. extra time for assignments and exams? If so do you feel they have benefited you?
 - **Assessment results** – have you received your assignment and exam marks? Are you pleased with your marks? Do you have any retakes?
 - **DSA, Disabled Students Allowance** – have you applied for DSA or are you in receipt of DSA? Have you had an assessment of needs? Have you received equipment and 1 to 1 support via DSA? Express how you feel about your journey through the DSA system. Did you find this process easy or challenging?
 - **Mentor** – would you like to have had a mentor when you first started University? This person would be a current student not necessarily on the same course. They would support, advice and guide you as required. Would you like to be a mentor for a new student who has a disability?
 - **Library** - Have you used any of the electronic journal databases that are offered by the library? If so did you find the system straightforward to use or did you encounter difficulties? Have you used the enhanced services offered to you i.e. extended loans, book retrieval service, reduced printing charge etc. Have you found it easy to gain your reduced printing credits?
 - **Your feelings, moods and emotions.** Please express how you are feeling at this present time, for example are you anxious about forth coming exams and assignments? Do you feel you are up to date with your course work? Are you excited / relieved that you have nearly completed the academic year?
 - **Top Tips** – from your experience, do you have any top tips you would like to share with new students who join us and have a disability?
- A number of activities surrounding student induction have been taking place, and a number of observations have been made:
 - The macro induction process has been documented.
 - The processes of how individual departments communicate and integrate with course teams and eventually students have been mapped.
 - In consultation with central service and support service departments, it has emerged that their approach to induction is largely uncoordinated, where sessions are delivered in isolation from each other.
 - There is no central repository of the documentation that should be supplied to students, no central guide detailing what sessions should be made available students, or at what points during the student journey.

The project is looking at engaging with a range of stakeholders and producing an induction 'menu' that will detail all of the support that is currently available from central / support services, appropriate times to deliver specific sessions, optional sessions, and the demographics of students that may benefit from them etc.

It is envisaged that these induction activities will be integrated into the curriculum through integrated design, and advice offered to course teams on appropriate times to offer support. Certain support services such as our Academic Skills Centre have expressed an interest in working alongside course teams to develop sessions that address specific areas of the

curriculum. The plan is to engage with all support service departments and offer course teams a wider range of support, not just in the form of one-off sessions, but in the development of courses including guidance as to how support sessions can be integrated into the curriculum.

Section Five: Evaluation

The evaluation of the project will primarily focus on the evaluation of technology-supported design including curriculum representation and approval by the pilot projects. This has initially been undertaken through engagement with the individuals and teams piloting technology. Evaluation of the uptake and use of the T-SPARC media equipment (usually in curriculum design related activities) has been steady. When using equipment for whatever purpose, one of the caveats for use is that we ask pilot teams / individuals to evaluate their experiences of the units during and after usage. This has taken several forms including video feedback (which we liked due to the focus and push of the T-SPARC project itself), though to and written reports from end users. These activities are consistent with our wider narrative approach and produces, as a by-product, a set of highly engaging and shareable artefacts that raise the profile of the project and enhance our ability to secure buy-in from our stakeholders.

Once we have a working version of the automated approval workflow, the system will be tested with real data and narrative accounts relating to usability and performance will be collected. These user views will inform iterative design of the system.

Parameters for evaluation will emerge from our stakeholders but anticipated indicative examples include:

- System accessibility to all stakeholders
- Usability of screen layouts
- Non-duplication of data entry
- Appropriate and timely initiation of automated emails
- Effective and accurate generation of documents from web forms
- Utility and usage of links to curriculum design support
- Effectiveness of version control

During December 2010, a Project Officer travelled to the University of Greenwich to demonstrate the use of a Voxur unit to the UG-Flex project, and to loan the unit to our Cluster B colleague for around 9 weeks. While on loan to the UG-Flex project the VOXUR was demonstrated and trialled at an e-centre meeting and by at least six members of staff on an ad hoc basis. The most concerted period of use was in January 2011 when it was used to collect feedback from students on assessment and feedback and over 270 clips of video feedback were collected.

An evaluation report was compiled by the UG-Flex project, which we have found extremely useful. The format of the report may now form the basis of future evaluation prompt sheets that we circulate to users.

Feedback internally has been relatively slow in coming back to us, although this may be down to the fact that most projects have been using the cameras over a long period of time and may feel more comfortable evaluating usage at the end of their projects. Feedback so far has been received from 6 individuals with feedback from a further 12 projects expected before the end of this academic year (around July / August).

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Section Six: Outcomes and Lessons Learned

Whilst developing the process maps and process matrices for the SharePoint workflows that will support the design and approval process, we have organically transitioned from using PRINCE2 project management methodology into using a scrum project management methodology. This transition has arisen as a result of:

- An emergent product specification
- An iterative design process
- The need to be able to tweak and change stages of the process during development (requirements churn)
- The need for daily briefing meetings to monitor progress with the development team (daily scrums)

Section Seven: Communication and Dissemination Activities

We continue to use the following tools for ongoing dissemination of the project:

- A WordPress Blog - <http://blogs.test.bcu.ac.uk/tsparc/>
- Twitter - http://twitter.com/TSPARC_BCU
- YouTube - <http://www.youtube.com/user/TSPARC>
- Circle - <http://www.circlespace.net/>
- The Design Studio (<http://jiscdesignstudio.pbworks.com/w/page/36560187/T-SPARC+Project>)

Twitter continues to be our primary channel for disseminating project activity and updates to the project blog. The project Twitter account has around 30% more followers since the last reporting period and now stands at around 106.

Traffic to the project blog has increased dramatically in recent months, it is believed this is attributable to a series of blog topics that may have been specific interest to project stakeholders, and also to the posts being re-Tweeted by members of JISC. Topics for this reporting period have been:

- [T-SPARC Technology Usage & Uptake](#)
- [Is Meaningful Engagement Without Risk?](#)
- [VOXUR, Uni of Greenwich, T-SPARC Pilots and an example VOXUR clip from one of our pilot teams!](#)
- [Flip Camera Project is Showcased in BCU Student Services Newsletter!](#)
- [An Award for the Student Academic Partners Project](#)

Internally, project activity continues to be disseminated through, among other activities, interaction with staff studying on staff development courses. A significant number of individuals have, as a consequence, used T-SPARC technologies to help facilitate their project activities. Some of the projects relate to curriculum design, others are less well aligned. However, anytime an individual uses some of the technology we offer/support, we ask that they furnish us with an account of their experiences.

This open approach is allowing for some wonderful and unexpected uses of technology to emerge. By way of one example, a colleague from the Faculty of Health has used a Voxur unit to record interview questions from service users (in this case, people with learning disabilities) and those questions are used as part of the process for interviewing prospective students. Service users then review the prospective student responses and have an input into student selection. Additionally, the video artefacts produced by students who proceed onto the course will be used as part of a reflective exercise – later in the course those students will revisit their pre-course video responses and reflect on the degree to which they have developed since embarking on the course. There is already interest in using this approach on other courses across the University.

Section Eight: Collaboration and Support

- Members of the T-SPARC team attended the JISC '11 annual conference in Liverpool. The Project Manager with CELT's Student Consultant contributed to a session on technology-supported approaches to programme design and approval and student engagement.
- A review phone call with Helen Beetham during January 2011 was beneficial to the project team and identified a number of resources/artefacts for further development. They have since been uploaded to the Design Studio.
- The T-SPARC Project Officer ran a demonstration of a Voxur unit to staff from the UG-Flex Project at the University of Greenwich in December 2010. The unit was then loaned to the project team for around 10 weeks for them to collect video feedback from students on assessment and feedback. Over 270 clips of video feedback were collected.
- Two members of the team attended the Cluster B City CAMEL meeting in early February 2011 and as before found the contact with other members in Cluster B a valuable and rewarding experience. The development of the relationships with other Cluster members has benefited the project and has led to collaborations such as the Voxur tech-demo with Greenwich detailed above.
- In a meeting with critical friend, Stephen Brown prior to the submission of the previous (Nov 2010) report, it was suggested that the team should generate a video presentation detailing the T-SPARC project to be placed on the project's *YouTube* channel. Although the Project manager recorded such a video whilst giving a T-SPARC project briefing to a new member of the CICT team, it was considered that the video probably isn't particularly well suited for wider sharing and we feel a dedicated recording would be more effective.
- The Project Manager has been involved in two Elluminate sessions; one outlining the T-SPARC project and one as a collaborative endeavour with Inspire Research, the Open University and Kingston College. This second session focussed on the use of video in our respective projects.
- The Project Manager is involved in a collaboration with Peter Chatterton, Peter Bullen, Rebecca Galley (Open University), Maria Papaefthimiou (University of Reading), Mark Russell (University of Hertfordshire), Catherine O'Donnell (University of Ulster) and Marion Manton (University of Oxford) in relation to a workshop at the 2011 International Blended Learning Conference on "Sustaining and embedding innovations to achieve institutional enhancement in learning and teaching".

The team continue to feel well supported by the programme manager; her continuing support, understanding and flexibility are of great value to the project team.

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Section Nine: Financial Statement

Total Grant	£399,227.64	Duration of project	45 Months
Reporting Period	October 2010 – April 2011		

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
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