

Interim Reporting Template

Project Name	<i>KUBE Kingston Uplift for Business Education</i>
Report compiled by	<i>Phil George</i>
With contributions from	<i>Andrew Williams Ann Ooms David Hillier David Connolly</i>
Reporting period	October 2008 - August 2009

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.

The KUBE Project *Kingston Uplift for Business Education* is exploring how the introduction of technology can reshape the pattern of learning and teaching on higher level Business courses provided by Kingston College in tandem with Kingston University. The delivery of many of the modules on the BA Hons in Business Management and HND in Business and Finance along with the Foundation degree in Business and Professional Administration are being re-structured to exploit the benefits of social networking services, personal learning planning tools, online interactive learning objects, e-portfolio facilities, mobile technology and podcast resources. This blended approach has been driven by the curriculum team, supported by colleagues from College's E-learning Section, in order to create a more engaging, enriching and fulfilling experience for students on the programme and to provide an efficient and effective approach for tutors involved in course delivery.

KUBE is now approaching the end of the first year of the two year programme. Much of the early part of the project was spent gaining information about existing practice and gathering baseline evidence around the structure of the current provision on the three programmes on which the project focuses.: The BA Hons in Business Management, the HND in Business and Finance and the Foundation degree in business and professional administration.

There are four key themes within the project:

1.Module redesign

The process of introducing blended delivery models, new assessment approaches, enhanced learner support and more focused curriculum coordination

2.Tutor controlled interactive learning tools

The process of introducing and embedding learning design tools including Xerte to create engaging and accessible content for learners to use in class and online

3.Student controlled interactive learning tools

Embedding planning, reflection and collaboration tools to promote personalisation. These tools include Personal Learning Planning, Mahara, One Community and iGoogle environments.

4.M-Learning

Integration of hand-held capture and playback devices and podcast technology for formative assessment and feedback.

Section Two: Activities and Progress

Report on activities in support of project objectives for the reporting period.

Briefly explain any changes to the overall approach outlined in the project plan. Note any changes to the project team, aims, objectives, technical approach, workpackages, deliverables, milestones or the Project Steering Group. If appropriate, attach an amended copy of the relevant sections of your project plan (see checklist at end of document).

Whilst the fundamental aims and objectives of the project remain broadly in line with the project plan, there have been a number of changes during the first half of the project.

Briefly these include:

Module redesign

Research which took place during the early stages of the project took a variety of forms, including:

- Analysis of quantitative data about the programmes available within the quality review and audit documents both internal and external.
- Discussions with key members of the HE business management team with overall responsibility for the design and delivery of the Higher Education Business programmes delivered on behalf of Kingston University by Kingston College.
- Interviews and discussion with core members of the HE business teaching team.
- Observation of class based activity, including :Lectures, seminars, group tutorials, workshops and individual tutorials
- Capture (video and audio) of the above for further analysis and discussion.
- Student survey.
- In addition to the above the core teaching team met regularly with the ILT support and development KUBE project team and engaged in a visioning day during which reflection on existing practice provided the basis for exploring alternative blended approaches to the delivery of HE business programmes. Much of this exploration of innovative ideas and teaching and learning tools revolved around a specially developed game entitled Curriculopoly.
- An emerging challenge was how we could change the delivery of this franchised HE programme without a fundamental curriculum redesign (which would not be possible given the nature of the relationship between the institutions, and was not within the scope or terms of reference of the project) By skilfully integrating our planned delivery redesign into the newly semesterised first year degree programme at Kingston University we would be well placed to capitalise on the planned changes with the minimum of disruption to those teaching on the programme.
- The project team agreed that the application of a re-engineered delivery of the HE Business Curriculum across the whole of the 1st Year BABM/HND groups commencing September 2009.could be linked to the launch of the new semester based programmes introduced by KU in September 2009, thus facilitating the change of delivery to address the fundamental changes in structure of the course. It was also agreed that for the smooth transition to take place from core team to wider team we should perhaps play down the KUBE brand. Instead looking to support the perception that fundamental blended redesign is a response to the introduction of revised semesterisation and the recent reviews of the provision. This will have no negative effect on our KUBE reporting or running of the project and has made the introduction of the changes in delivery a more manageable task, as the teaching team can see how the changes in delivery are justified.
- One example of change in delivery practice is the GIP initiative. The Grade improvement programme (GIP) is an initiative developed within HE business as part of KUBE in response to needs of HND and some BABM students for improving language and academic writing skills. GIP targets students with low diagnostic testing results at entry. Previous experience of timetabled face to face support showed low attendance and little interest from learners. The aim of GIP is to make it online, more individualized, self access and applicable. The Xerte tool has been used to develop these support learning units.

- A further example of the early adoption of creating a blended module is the Managing Yourself and Others module. MYO is double weighted and runs throughout first and second semester. The emphasis has been placed on Xerte developed online units based around the 'bones' of the Human Resource Elements. Put simply this means taking the basic required underpinning knowledge or 'bones' of the subject and presenting them as a pre-class activity based in Xerte. Deployment of Xerte learning units should provide scaffolding for the topic in advance of an f2f session. (See Tutor controlled interactive learning tools)

Tutor controlled interactive learning tools

Following the initial research period work started on exploring different technology based tools with the core teaching team in an attempt to identify the most appropriate tools and techniques which may be used to provide a blended approach to business programmes. Initially these tools included:

Podcasting

Video capture

Online quizzes delivered via UMPCs.

Wiki's and discussion forum

One example of redesign is the BIS (Business information systems) module for 1st year semester with the primary focus on online activities including:

Revamped assessment (all assessment is online)

Assessment are based on online activities for example, students create a blog with their reflections on 8 set activities, use a digital drop-box to create an online portfolio of work this could translate in the future into a mahara based activity. Activities are all currently in study space.

During this period the project team became aware of and gained access to a tool called Xerte. This is a development tool designed to create high quality interactive learning units. The key features of Xerte and the JISC Techdis designed templates are:

- Simplicity of use, so that any teacher who can produce a basic PowerPoint presentation can produce a Xerte Learning Unit which may include text images sound video and assessment tools.
- Free of charge, platform agnostic, open source web based. Xerte does not require any software install and needs no special tools.
- Customisable user interface, the end user can define colour, text size and font style, providing a great opportunity to address the needs of diverse learners.
- Highly engaging content which will encourage students to interact with these learning units both in and out of the classroom.

The discovery and adoption of this tool has proved to be a key component of the KUBE project providing the platform for a significant segment of the on-line provision within the blended programme.

During workshops delivered to the wider teaching team in HE business, (who will become involved in delivering the programme during the second year) and during demonstration to the Kingston University school of business the KUBE learning units developed using the Xerte tool were received with great enthusiasm.

A collection of these Xerte Learning units are in preparation for the commencement of the first semester starting in September.

The Xerte web-based toolkit is currently being installed locally on the Kingston college network, which will help facilitate the creation of a searchable web-based repository of learning

resources/planning tools outlined in our project plan.

- The adoption of Xerte as outlined in the previous section meant there was significant activity across a number of teaching and learning areas during May and June on the KUBE project. Following whole team HE Business meetings at the end of April, meetings with module teams then took place. These meetings focused on schemes of work for individual modules in an attempt to identify the most suitable areas to look at providing the blended elements of the program. Here is an example of how this works:
- One module of the BABM Degree Year 1 is based around Managing Yourself. As part of the teaching/learning resources the module leaders have devised a set of learning guidelines around the key topics within the module. These guidelines are named 'The Bones' as they really are the 'bones' of the subject. One problem however is actually getting the students to use these resources at the time required to provide them with the basic understanding needed for classroom based sessions and associated assessments. By applying a technological solution to the bones using the Xerte tool we have created an interactive learning unit which will, we believe engage the learners interest. Using this format as a template we can create additional 'bones based' interactive learning activities.
- A further example of the redesigned Blended delivery model is the Business Accounting outline for Semester 2 the focus for this Xerte supported module is to create:
 - Cohesive blended module
 - Time-tabling approach (when they need to do what)
 - Week-by-week pattern
 - Pre-class materials (readings, podcasts introducing, other activities – 15 minutes worth)
 - lecturer – reinforcement within the lecture
 - Post lecturer: recapitulation and specific tasks
 - For some topics also quizzes (self-assessment quizzes)
 - Additional tasks to make students use different resources
 - Discussion forum as well – monitored by lecturer
 - Peer feedback and lecturer feedback through discussion forum
 - Lecturer will use this information from discussion board to adapt future teaching

A further area we were particularly keen to investigate was the development of a pedagogic planning tool. We have worked on a planning tool based around the KOLB learning cycle, using the model to determine the nature of the 'blend' applied to a learning event. We continue to examine and evaluate this approach as evidence suggests this may be valuable way of planning for teaching and learning.

Student controlled interactive learning tools

During the first half of the project we had valuable discussions with ULCC (University of London Computing Centre) with regard to the Moodle platform we planned to be at the centre of the KUBE project. There are some tantalising new tools that ULCC are working on integrating with moodle, including Mahara, an e-portfolio building tool which is currently undergoing extensive trial in a number of UK institutions having been highly successful in New Zealand and Australia. We are particularly interested in this tool as we see some kind of eportfolio as a key element of not only KUBE but central to all learning programs. Mahara, appears to offer a good balance of features and

is certainly emerging as the most likely tool for us.

During the past six months there has been intensive effort by members of the Learning Information Systems team within the ILT division and we now have a fully operational Moodle, Mahara and an Individual Learning Planning platform installed on KC server. A series of meetings have taken place between members of the ILT and business teaching teams and whilst this installation is still in a fledgling state, it has been agreed that a 'vanilla' version of the ILP will be trialled with BABM HND students starting in September 2009/

The project management team at Kingston have consulted with colleagues at Lewisham college, who have kindly provided access to the Moodle/ILP tools which have been developed as part of their own JISC project (Making the New Diploma a success). This has provided a most useful example of how the ILP can be presented. We anticipate working with Lewisham further down the line in sharing best practice around the ILP use. Our implementation of the ILP will be across first year of BABM/HND and will include approximately 130 students. We envisage a smaller pilot group for Mahara drawn from the Foundation Degree year 1. This will be approximately 35 students on this part time programme, most of the students are in employment and the pattern of attendance is one evening class per week and one Saturday workshop per month. Mahara will be used as a reflective tool and learning log for this group of students.

- With the focus of the project on a new cohort of students The project team felt that a high priority should be the early introduction of online activities to encourage interaction and collaboration at the earliest opportunity. To ensure this will happen the project team have created a Pre -induction social network site in conjunction with Kingston University using the One community Elgg based platform.
- This site will provide an online environment in which the new students can gain exposure to video and podcast introductions to modules and teaching staff, gain access to essential information about the organisations and where to find things. They will also be set short tasks including the completion of a learner voice survey (required) some interactive test your knowledge quizzes on the site content. They will need to post some brief info about themselves to a forum and hopefully exchange information and views with other students BEFORE the induction week. This was not part of the original project plan, however we believe this may prove a most effective way of rolling out the blended approach with learners and is now an essential ingredient of the project. Learner engagement is clearly a key factor and the creation of this environment is a constructive attempt to build positive relationships between students and staff at the earliest possible opportunity.
- We envisage a smaller pilot group for using **Mahara** the e-Portfolio and student reflection suite of tools, drawn from the Foundation Degree year 1. This will be approximately 35 students on this part time programme, most of the students are in employment and the pattern of attendance is one evening class per week and one Saturday workshop per month. Mahara will be used as a reflective tool and learning log for this group of students and will take its focus from the Personal Development Planning module which is now a key strand of the programme.

- We will also investigate how Mahara might be used to support FD students This group of students will also assess the use of **Google docs** in collaborative and project work. The work with Google docs links to a JISC project we have recently become part of entitled APTSTAIRS. Project Manager Sarah Sherman

- The APTSTAIRS project is testing new collaborative technologies to create a common space

where users (students, teachers, administrators and researchers) with different skills can work online together. The project is focusing on the use of Google Docs and other online document creation tools to ensure uptake and adoption across the six partners in the Bloomsbury Colleges consortium.'

(APTSTAIRS website <http://sites.google.com/a/jiscapt.net/project-plan/Home>)

August 28th 2009

Section Three: Outputs and Deliverables

What outputs are you expecting to arise from the project? Specify the audiences your expected outputs will be for. (Note: you should have received a mapping tool to help you specify these). This should include a short paragraph summarizing expected technical outputs/system integrations etc.

What outputs, if any, have you produced in this reporting period? Include any outputs, including interim and work in progress, that you have shared with other projects e.g. via the Circle site or workshops. Are there any other outputs you would like to share at this time? Please describe, provide URLs or attached documents etc

Section Three: Outputs and Deliverables

The specific outputs that will be provided by the KUBE project include:

- **Case studies:** accounts of the application of different technologies at various points on the learner journey for HE Business students will provide an objective analysis of the costs and benefits of technology-enhanced approaches in curriculum delivery. These will focus on induction and orientation; teaching (including the peer observation system); learning and assessment. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community*)The KUBE project will be represented at the JISC online conference during 24th-26th November under the 'Finding the Way' theme.
- **Curriculum delivery models:** Present and Future methods for pedagogic planning and scheme of work construction along with annotated models of existing practice identified during baseline survey effective blended delivery will be released to the sector as resources to promote analysis and planning in relation to e-supported curriculum delivery. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community*)
- **Emerging Learning design guidelines:** Resulting from the exploration of curriculum delivery models experience of factors involved in effective learning design. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community*)
- **FAQs and guidelines:** responses to common issues and guidelines about the adoption and integration of different technologies will be created in order to assist with the practical elements of using ICT in curriculum delivery. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community*)
- **Interactive learning resources:** the mobile learning objects and study skills materials, including podcast resources, will be released amongst the outputs for the KUBE project. (*Internal audience: HE business cross reference to other faculties plus senior management,*

quality improvement etc. External audience : Kingston University Jisc community)

- **Teacher observation toolkit:** the self-assessment and peer observation system along with video exemplars of good practice, developed to share good practice amongst the curriculum staff in the HE Business area will provide a valuable framework for establishment of similar initiatives in other curriculum areas across the sector
Learner response analysis: feedback from qualitative and quantitative surveys of student interaction with ICT-based methods for curriculum delivery will support analysis and evaluation of impact. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)*)
- **Summary and report:** the summary and report will explore the strengths, weaknesses, opportunities and threats of ICT-based curriculum delivery approaches in the HE Business area and make recommendations for the wider adoption of similar methods across the sector. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)*)

What outputs, if any, have you produced in this reporting period? Include any outputs, including interim and work in progress, that you have shared with other projects e.g. via the Circle site or workshops. Are there any other outputs you would like to share at this time? Please describe, provide URLs or attached documents etc

The first half of the KUBE project has dealt specifically with baselining and preparation for the implementation of the redesigned blended delivery during the second half of the project starting in September 09. There has therefore been no agenda for formal outputs until this phase of the project gets underway. The Kube team have worked with other members of the cluster group our critical friend and the wider Jisc community during the last 10 months in sharing experiences and good practice. Informal workshops have taken place within the organisation and with Kingston University.

A workshop to demonstrate how the blended learning delivery will work on KUBE was delivered at the School of business at Kingston University and attended by module leaders and representatives from the partner franchise colleges delivering the BABM/HND programmes.

Outputs from the KUBE project have also informed workshops provided for LSIS eCPD presentation and will feature in December 2009 Moodle Wonderland programme.

Section Four: Outcomes and Lessons Learned

What key messages have arisen from your baselining process that might be of interest to the wider sector? Please tell us:

- *What you now consider to be the key problem(s) or challenge(s) in curriculum delivery within your department(s) / institution?*
- *How your project will enhance curriculum delivery and/or address the problem(s) within your department(s) / institution in light of your baseline activities?*
- *What measures you will use to assess the impact of enhanced curriculum delivery on the range of stakeholders in your department(s) / institution, and what sources of data will be used to evidence the changes? What evidence have you collected so far?*

Outline any emerging outcomes or lessons that have been learned during this reporting period that could be passed on to other projects Please identify those that could be passed on to other projects, and those that are

confidential and require further discussion as to how they could be used to help others. Also outline any new ideas or opportunities that have emerged.

Key points from baselining:

One of the key areas which the KUBE project set out to address was one of student attendance. Historically this has been a real problem on the BABM/ HND programmes with many students failing to attend classes throughout the duration of the programme. The teaching team at Kingston College have found this a most frustrating and difficult challenge, greatly exacerbated by the notion that there is no 'attendance requirement' set by Kingston University and therefore the students can not be compelled to attend despite the fact that there is clear evidence of a link between a lack of attendance and poor performance across the modules. This condition has been referred to as 'Empty class syndrome' by managers of the programme. A major objective for KUBE is to examine non traditional ways in which students may be engaged which may help to mollify the situation.

In order for this process to begin the students need to be questioned about many factors which may impact on their motivation to learn and the circumstances which may lead to lack of attendance. Therein lies the problem, in our baselining process we set out to question students in class and on line but the positive respondents are not the problem, they are the ones physically attending lectures and tutorials and monitoring the vle and emails from tutors. The students we needed to reach were doing none of these things on a regular basis.

After e-mail and posting to the VLE produced no positive results, we considered telephoning the students but felt this would not really produce helpful research results around teaching and learning processes.

One action resulting from this was the decision to set up the Pre-induction online environment for students commencing studies in September 2009 (target group for KUBE project) Students will be directed towards this site when receiving confirmation of their place on the BABM/HND programme (and thus engaged in the enrolment process). The students will then be required to complete a baseline survey around their anticipated learning experience. We also felt that establishing rapport with the group from an early stage will prove useful in the future. Additionally we intend to draw our longitudinal study focus group from this on-line environment.

The learner voice survey produced a response rate of over 65% from the first year BABM/HND programme and provided a valuable insight into the online activities currently adopted by the students.

During the early stages of the project it became clear that we would face several significant challenges in attempting to change the way the programme was delivered.

Overcoming resistance to change is a complex task at best. The bigger problem for us was the realisation that we would face resistance based on the perception that the mode of delivery was dictated by the core institution, Kingston University supply all the learning materials, provide the learning platform (Blackboard Study space) and dictate the summative assessments. Hence, teaching staff on the programme felt they had little latitude to make changes in delivery and certainly not the wide reaching changes we were proposing.

Aligning the project proposals with the restructure of the modules and semesterisation planned by Kingston University would provide an opportunity to reassure the teaching team that fundamental changes could be made to the way the programmes were delivered. The project management team set up briefing meetings for the HE business teaching teams which set-out the proposed methods and explained the rational for change.

As mentioned earlier in the report, seizing this opportunity to use the Universities mandatory processes as an agent for change is considered to be a key milestone of the KUBE project.

A further benefit has been the interest generated within the University, particularly with the module

leaders.

Section Five: Communications and Dissemination Activities

Provide details of any activities or events which have involved liaison or collaboration outside the project consortium, including key project stakeholders. Attach or provide URLs for any appropriate dissemination or presentation materials.

Outline any publicity the project received during the reporting period.

No scheduled formal communication or dissemination activities were due to take place during the first half of the project. However as indicated earlier.

The first half of the KUBE project dealt specifically with baselining and preparation for the implementation of the redesigned blended delivery during the second half of the project starting in September 09. There has therefore been no agenda for formal communication or dissemination activities until this phase of the project gets underway. The KUBE team have worked with other members of the cluster group our critical friend and the wider Jisc community during the last 10 months in sharing experiences and good practice. Informal workshops have taken place within the organisation and with Kingston University.

A workshop to demonstrate how the blended learning delivery will work on KUBE was delivered at the School of business at Kingston University and attended by module leaders and representatives from the partner franchise colleges delivering the BABM/HND programmes.

Outputs from the KUBE project have also informed workshops provided for LSIS eCPD presentation and will feature in December 2009 Moodle Wonderland programme.

The KUBE project will form be featured in the 'Finding the way' theme of the JISC online conference during the week of 23rd November.

Section Six: Evaluation

Provide brief details of progress to date in terms of the development and implementation of the project evaluation plan, including what you feel has worked, what has not, and any aspects you have changed.

Please outline the key evaluation activities you will undertake in the next 6 month period. Please tell us briefly, the rationale/purpose for activity, planned method, participants, and timing.

As discussed earlier in this report.

- Analysis of quantitative data about the programmes available within the quality review and audit documents both internal and external.
- Discussions with key members of the HE business management team with overall responsibility for the design and delivery of the Higher Education Business programmes delivered on behalf of Kingston University by Kingston College.
- Interviews and discussion with core members of the HE business teaching team.
- Observation of class based activity, including :Lectures, seminars, group tutorials, workshops and individual tutorials
- Capture (video and audio) of the above for further analysis and discussion.
- Student survey. (December 2008 A student questionnaire has been administered and completed by 30 students. This questionnaire was to collect baseline data and collect information from students

about their experiences and their levels of satisfaction with various components of the programme. This data will be used as pre data and will be compared to post data to measure project impact. June 2008. A focus group interview was conducted with students representing each programme. Students were asked question about their experiences and were given the opportunity to provide ideas for improvement.)

- In addition to the above the core teaching team met regularly with the ILT support and development KUBE project team and engaged in a visioning day during which reflection on existing practice provided the basis for exploring alternative blended approaches to the delivery of HE business programmes. Much of this exploration of innovative ideas and teaching and learning tools revolved around a specially developed game entitled Curriculopoly.

Please outline the key evaluation activities you will undertake in the next 6 month period. Please tell us briefly, the rationale/purpose for activity, planned method, participants, and timing

September 2009 Pre-induction Learner voice survey (mentioned earlier in the report.) This will be accessed via the One Community Elgg platform made available to all new students on the BABM/ HND programmes, and will gather information from learners about their expectations about their programme. The survey is in draft form awaiting final agreement and completion by the project management team and will be posted up during the first week of September.

Students will be directed to this from their letter of acceptance, any student who has not completed the questionnaire before induction week will be asked to do so as part of induction. We hope to gain information about the learning experienced so far by the student, types of technology they are most comfortable with, expectations of the course, expectations about support.

October 2009 ongoing. Lesson Observation/capture. We will continue to observe and capture classes as part of the best practice initiative.

October 2009 ongoing. Teacher feedback. We will be capturing feedback from teachers on a regular basis concerning the blended delivery models used and the success or otherwise of using them.

October 2009 Student Focus group/longitudinal study. (Group of 6 Students Meeting twice in each semester) Students will be invited to discuss aspects of their learning during each semester. These focus groups will be facilitated by Dr Ann Ooms as project evaluator with the project questions forming the basis of the research.

January 2010 KUBE Project manager will join HE Business teaching team to assist in delivery of one module to Foundation Degree students in second semester.

Further evidence for evaluation will be drawn from using the statistics tools within the 'Study Space' learning environment which will house many of the digital components within the blended learning package. Whilst these tools are not particularly sophisticated and only report on student activities as a hit, they do provide clear evidence of a students 'presence'. It will therefore be possible to determine the patterns of usage of these resources.

Section Seven: Issues and Challenges

Report on issues or problems that are impacting on the development and implementation of the project. Detail what impact any issues may have on the achievement of project targets, and set out how you plan to tackle these issues. Report on any unexpected project achievements.

- Communicating the need for change to the appropriate stakeholders using suitable language and methods of communication. Whilst there were clearly shortfalls in the traditional delivery (as highlighted in the course evaluations and pointed out by learners) it is important to ensure the personality is removed from the problem and thus avoid the perception of a witch-hunt.
- Maintaining momentum with course teams. It is clearly a challenge to ensure that innovative practice becomes embedded within the day to day routine of course delivery. Initial enthusiasm for new methods and tools can quickly become submerged by traditional pressures. When the 'innovator' within the team withdraws, how do we ensure that the impetus remains?

What strategies have you found useful for engaging stakeholders at this stage of the project?

- The use of regular meetings of the project management team which means that information may be cascaded to the wider business teams. It also keeps the project at the centre of the regular course activities and thus has meant a more embedded approach.

Section Eight: Collaboration and Support

Briefly summarise contact with the programme manager, critical friends and support team, formal or informal links with other projects, programme-related activities, and ways in which you have been able to influence the development of the programme.

Do you have any specific needs, requests or suggestions for support?

Do you have any suggestions for how we could make use of the face-to-face time available at programme meetings? For example:

- *Would you be interested in using the time in small groups, working around specific themes?*
- *Would you be interested in using the time to hear from external experts on specific themes?*
- *Would you be interested in using the time for presentations from projects?*
- *Other...?*

How have you found the process of working with your critical friend and Cluster? Please highlight what has worked well and what hasn't worked as well, and any recommendations for how to improve the process.

There has been ongoing contact with the programme manager and our critical friend during the first half of the project. This has included face to face meetings, telephone conversations on-line exchanges and attendance at a number of JISC events. Kingston College has had two visits from Andrew Comrie our Critical Friend and there has been some cluster group meetings with further clustering due to take place in the autumn. The Circle site has also provided access to other projects and information about events.

Do you have any suggestions for how we could make use of the face-to-face time available at programme meetings? For example:

- *Would you be interested in using the time in small groups, working around specific themes?*

I believe this is often a valuable use of time particularly if:

- Those in the group are facing similar challenges
- The group is facilitated and managed by a 'neutral' voice. Thus ensuring a structured approach and meaningful outcomes. If not, there is a risk that the group can sometimes be hijacked or spend too much time on unrelated issues.

How have you found the process of working with your critical friend and Cluster? Please highlight what has worked well and what hasn't worked as well, and any recommendations for how to improve the process.

The cluster group and meetings have proved a valuable and enjoyable feature of the programme. Although it is often challenging to schedule time for this type of event, the outcomes more than justify the time spent.

Section Nine: Financial Statement

In this section you should detail the expenditure of the project so far. Against the budget headings you should set out the expenditure for the reporting period, noting any significant over/under spend giving reasons for this. You should also state the total expenditure to date against each budget heading. The table below is designed to help this reporting process. Additional budget headings may be added to fit an individual project's budget. Projects may find it more appropriate to use a spreadsheet to report financial information.

Total Grant	£ [REDACTED]	Duration of project	2 Years
Reporting Period	October 08 August 09		

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
Staff	[REDACTED]	[REDACTED]	[REDACTED]	
Travel & Subsistence	[REDACTED]	[REDACTED]	[REDACTED]	
Equipment				
Dissemination activities	[REDACTED]	[REDACTED]	[REDACTED]	
Evaluation activities	[REDACTED]	[REDACTED]	[REDACTED]	
ULCC Consultancy	[REDACTED]	[REDACTED]	[REDACTED]	

Checklist:

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

***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.