



Our ref: GEH/SLS

18 June 2008

To Whom It May Concern:

JISC Institutional Approaches to Curriculum Design Proposal

I am pleased to support our institutional proposal: CO-EDUCATE, in response to the JISC Circular 05/08 Curriculum Design call.

Without doubt, this proposal is of major strategic significance to the University of Bolton as we engage in a radical transformation of our role as a business and employer facing, professional university.

Part of that transformation is to build upon our reputation for flexibility of delivery and responsiveness to client demand, both in terms of curriculum delivery and curriculum design. Our aim is to move to a 'Just in Time' approach to curriculum design and validation based upon our Continuing Professional Development Awards Framework and our Interdisciplinary, Inquiry Based Learning (IDIBL) Curriculum Design Framework. Together, these frameworks will enable us to offer CO-EDUCATE, a partnership model of designing and developing flexible CPD awards at all levels and of all sizes to our employer partners.

We are already heavily involved in the 'Employer Engagement' agenda of HEFCE and DIUS and are proposing an ambitious bid to HEFCE's Strategic Development Fund (SDF) to support our commitment to employer led and co-funded provision.

Our JISC proposal therefore underpins this radical strategic realignment and will support our commitment to part-time and work-based learners who already represent over 50% of our student body. We would be able to give the proposal the highest strategic leadership and backing because it is fundamental to our vision and our Deputy Vice Chancellor would have a central role in ensuring institutional oversight and delivery of the CO-EDUCATE project.

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INVESTOR IN PEOPLE

I hope, therefore, that our proposal will receive favourable consideration. It is of great importance to us and will also be of great significance to the sector in demonstrating how curriculum design and validation can be made more of a co-design and partnership process with both individual learners and their employers – a vital aspect of the higher level skills agenda.

Yours sincerely



Dr George E Holmes
Vice Chancellor

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Cover Sheet for Proposals*(All sections must be completed)*

Name of Initiative:		Institutional approaches to curriculum design	
Name of Lead Institution:		University of Bolton	
Name of Proposed Project:		CO EDUCATE	
Name(s) of Project Partner(s):			
Full Contact Details for Primary Contact:			
Name:	Dr Peter Marsh		
Position:	Deputy Vice Chancellor		
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Length of Project:	3 years 9 months		
Project Start Date:	September 2008	Project End Date:	May 2012
Total Funding Requested from JISC:		£400,000	
Funding Broken Down over Academic Years (Aug-July):			
Aug08 – July09	Aug09 – July10	Aug10 – July11	Aug11 – July12
£98,000	£106,000	£107,000	£89,000
Total Institutional Contributions:			
Outline Project Description			
The project will focus on re-engineering of the professional curriculum and to adopt a 'cooperative' model of higher education – CO EDUCATE, whereby the starting point for curriculum development and design is the needs of the learner and their organisation, negotiated and delivered in partnership with full recognition of in-work and experiential learning.			
I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)	YES ✓	NO	
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)	YES ✓	NO	

CO EDUCATE – Accrediting and Designing Curricula in Cooperation with Employers and Work-Based Learners

1 Introduction

- 1 Traditional models of curriculum design are predicated upon the notion of the educational professional as expert. The curriculum of Continuing Professional Development is therefore usually ‘handed down’ to employers and employees as fixed and non-negotiable. The University of Bolton’s strategic aim is to be a Professional, Employer and Community Facing University where the needs of employers and learners drive both curriculum content and mode of delivery. Just as medical practitioners have now been challenged to deliver healthcare in partnership with patients, the University intends that its academic practitioners will deliver professional higher education in partnership and in negotiation with employers and learners. This model is at the heart of a revolutionary approach to Continuing Professional Development (already underway) which will empower purchasers of higher level skills to participate in the design and accreditation of their own learning and determine the time and place in which it is delivered. The JISC call enables us to focus our staff on a re-engineering of the professional curriculum and to adopt a ‘**cooperative**’ model of higher education – CO EDUCATE, as pioneered by our partner institution, the University of Cooperative Education in Germany. In this model, the starting point for curriculum development and design is the needs of the learner (and their organisation) negotiated and delivered in partnership with full recognition of in-work and experiential learning. This curriculum re-engineering is vital to our institutional strategic mission, informs our strategic dialogue with HEFCE about employer co-funding expansion and is led by the Deputy Vice Chancellor. We already have a major stake in employer led and work-based programmes through our work with sector skills councils, professional bodies, the NHS, the Employer Based Training Accreditation (EBTA) framework and the Greater Manchester Lifelong Learning Network with over 50% of our students studying part-time. This platform is the basis for our strategic transformation into an employer facing university with the agile curriculum design and delivery systems to underpin our mission. The JISC call is therefore a timely catalyst for our institutional curriculum remodelling.

1.1 Our Vision for Curriculum Design and its Centrality to the JISC Call

- 2 Our aim is to develop a University-wide **Continuing Professional Development Scheme** (CO EDUCATE) which embraces work-based learning; employer and learner initiated and negotiated curricula; credit accumulation, transfer and award; accreditation of prior, experiential and in-work learning; and the provision of ‘bite-sized’ and full programme units of learning; all of which is offered in the sequence, location and mode to suit the learner and their organisations. This scheme will enable us to address the requirements of the Government’s Higher Level Skills Strategy and support our strategic bid to HEFCE for Employer Co-Funded Numbers and an Employer-Facing CPD Consortium with partner FE colleges and employers/training providers. It will ensure that the University delivers a major contribution to the flexible employer based CPD scheme, ADVANCE, being launched by the Greater Manchester Lifelong Learning Network (GMSA).
- 3 A major stratagem for realising this vision is the adoption of inter-disciplinary inquiry-based learning (IDIBL) across all university programmes, as evidenced by the following extract from the University Corporate Objectives: “Every subject to offer 1 programme within IDIBL framework by 2009”. We have recently appointed three readers with responsibility for developing and supporting this development, located in our new Institute for Educational Cybernetics (IEC). Their role is to (a) develop and validate a framework for inquiry-based learning programmes from foundation degrees to doctorates, (b) develop and deliver exemplar programmes, and (c) provide high level support for all university schools in implementing this approach. The use of learning technology is central to this approach, to allow students to learn in their workplace, while remaining a part of a community of learning facilitated by university tutors. This is why we have located these staff within the IEC, which has an international reputation for leadership in the development and innovative use of learning technologies.
- 4 Validating courses that are predominantly inquiry-based implies a very different model of development and validation to traditional content-based courses. We seek to develop a validation model that is responsive to the new CPD, inquiry-based model while protecting the rigour and quality of the existing approach. This will require a radical reform of existing approaches, from initial course identification through to final formal validation.

1.2 Our Curriculum Challenge (see JISC para 22) is:

- to develop a 'just in time' curriculum design, delivery and support process which underpins our strategic role as a professional, employer facing University and provides accessible learning when and where learners and employers require it;
- in support of this aim, to move our CPD programmes to a model of Interdisciplinary, Inquiry Based Learning (IDIBL) which provides a technologically supported and delivered curriculum that can be co-negotiated between the learner, the employer and the University.

- 5 **1.3 Our Project Proposal** is to undertake a complete review of the course development process within the university, from identifying curricular need to validation, in order to identify how this process should be streamlined to allow more dynamic and responsive curriculum processes. The review will necessarily involve modelling academic, departmental and whole university processes, and will provide baseline data to allow comparison with other institutions and the COVARM reference model. Following the review we will work with staff and schools to develop processes and adapt technologies to facilitate these. These processes will include support for developing new ideas for courses, examining their fit with existing provision, and course planning. Tools will be implemented to support these, based on existing JISC work (Phoebe in particular), but reworked to support the CPD, inquiry-based, work-based approaches we are proposing to adopt. We have detailed knowledge of JISC work in this area, having hosted the support project for the Design for Learning programme, and this project will build on that knowledge base.
- 6 In parallel a new model of validation will be proposed and tested, that will allow new course proposals to be more rapidly processed while maintaining the quality and rigour of the existing process. This will involve the validation of course frameworks, and will require careful modelling and analysis to ensure its effectiveness.
- 7 Crucial to the success of any re-engineering is the involvement and commitment of all staff. The project embraces the philosophy of socio-technical systems design, which has as a central tenet the involvement of all staff in the design and deployment of new systems. The project will involve academic, management and support staff throughout the process, making sure the proposed curriculum changes provide benefits for their working practice as well as for learners and employers. Staff development and support needs will be a crucial part of the curriculum re-design process, and these will be identified and processes put in place to ensure these needs are met.
- 8 Work-based learning is necessarily at a distance from the university, and will thus be technology supported to a major extent. Inquiry-based pedagogy has very particular requirements of technology, very different from traditional content-based pedagogies, with a greater focus on personal tools, collaborative tools, and reflective tools. These are now widely available both within institutional systems and on the wider web (e.g. social software tools). This project is not making a commitment to any specific platform, but will use the considerable expertise of its Institute for Educational Cybernetics (which incorporates CETIS) to advise on best practice, especially on which tools are interoperable, and how interoperability can be achieved. It is important that at the course design and planning stages, available technologies are known to the staff, and can be indicated in validation and planning documents. IEC has been working on a system that allows simple eLearning tools (widgets) to be discoverable and then exploited in a range of learning platforms, and the project will review the significance of this for new curriculum design and planning.
- 9 All new courses will comply to the XCRI specification. IEC staff have been centrally involved in the creation of this specification, and as well as having an existing JISC project in this area (BOXCRI) we also host the support service for XCRI.
- 10 Our JISC funded activity would:
- develop and test our IDIBL (Interdisciplinary, Inquiry Based Learning) framework for growing employer and learner led curricula;
 - ensure the availability of appropriate software tools and electronic learning support packages to enable staff to adopt this model when planning and developing employer focused curricula;
 - establish an operational model in each of our Schools of at least one CPD programme per School (6 programmes) incorporating the IDIBL curriculum framework supported by a University wide technological platform, covering a wide range of employment sectors, namely:

Programme	Sector
M.Sc in Learning Technology	Education

Foundation Degree for Teaching Awards	Education
CPD Diploma and Degree Framework in Leadership and Management	Business/Management
Foundation Degree/Degree in Urban Regeneration	Environment/ Public Sector
M.Sc Health Professional Framework	Health
M.Sc in IT Service Management	IT/Computing

- support our strategic plan to expand Employer Co-Funded student numbers as required by HEFCE and DIUS following the Leitch Review;
- synergise with our bid to HEFCE for Strategic Development Funding (SDF) for Employer-Co Funded Programmes and Student Numbers.

2 Fit to Programme Objectives and Overall Value to the JISC Plan

11 With regard to the JISC call's vision, the project would address the following key areas:

JISC Priorities	CO-EDUCATE Project Outcomes
Efficient and flexible Curriculum Design Processes to meet the learners, employers, professional bodies and other stakeholders (para 14)	Establish IDIBL as a Curriculum Framework for distance delivery of a negotiated, work-based curriculum centred on the needs of the learner and the employer
Availability of supporting Curriculum Design Tools and Software for Lifelong Learning (para 14); Curriculum Design and Review Processes appropriately Supported by technology (para 15)	University wide Curriculum Development Software and Learner Support Platform made available and tested across 6 employment sectors on University CPD programmes; all programmes capable of being delivered wholly or partly off-campus; learning accredited in whole awards or 'bite-size' CPD awards; matching of University curricula with professional bodies and dual accreditation of academic and professional learning; capacity to assess and accredit in-company learning via national EBTA (Employer Based Training Accreditation Scheme); common platform for planning and recording work-based learning.
Curriculum and Learning Resource Systems appropriately supported by Learning Technology (para 16) Curriculum Documentation stored in flexible systems enabling recombination of units into programmes and awards (para 17)	Development of e-repositories of components which can be reconstituted and reused readily. Documentation and data to be flexible and adaptable so that relevant sections can be reproduced as appropriate and are available for learners, employers and for the purposes of validation in accessible format ie extending the ethos of user defined technologies to encompass university processes and personnel.
Curriculum Design supports University Strategic Mission and enables agile response to learner and employer demand (para 19)	CO-EDUCATE approach based upon IDIBL curriculum model established in support of University's Core Strategy and Characteristics: <ul style="list-style-type: none"> * Employer-Facing-Strong links with Key Employment Sectors; * 50% Part-Time learners; * Leading Centre for EBTA accreditation; * Major support for GMSA Lifelong Learning Network; * Transformation into Professional University – supported by HEFCE strategic investment bid; * Integrated with Higher Level Skills Agenda of local and regional economics; * Responsive to training needs of Sector Skills Councils; NHS; Public Sector and key industries – IT; Environment; Health;

	Creative Industries; * Collaboration with University of Cooperative Education in Germany helps spread the model to a European level and fosters educational mobility.
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2.1 Current Curriculum Design Process – CO EDUCATE Innovation

12 Current curriculum design is producer (i.e. academic staff) centred rather than client centred (learner/employer). As we transform ourselves into an employer facing, professional university we need a flexible **Awards Framework** (already achieved via our University CPD Awards Scheme) and a flexible **Curriculum Framework**. The key to this is IDIBL - Inquiry Based Interdisciplinary Learning, an innovative approach which allows technologically enabled learner and employer negotiated learning in the workplace. We have developed an IDIBL curriculum design model, we now need to test it, develop the technological underpinnings and embed it in a range of CPD programmes which cater to our most important market sectors. This will give the University a unique and agile CPD curriculum offer which enables us to respond swiftly to the demands we are stimulating from our employment engagement strategy and activity and our involvement in new work-based initiatives such as HEFCE's Pathfinder programme and EBTA. We will reference our model against an innovative German model of 'Dual Learning' between Employers and Higher Education developed by our partner institution, the University of Cooperative Education in Baden-Wurtemberg and develop cross-European opportunities for innovation in work-based and academic learning. The Curriculum Framework transformation achieved by the project can be represented as follows:

Current Producer-Led Curriculum Design Framework	CO-EDUCATE Demand-Led Curriculum Design Framework
Academic School initiates proposal based on staff expertise and perception of market ↓	Academic School – University Brokerage Process with Employers/Learners generates identification of personalised and bespoke learning requirements ↓
Conventional 'off the shelf' programme structures and curricula selected and documentation developed ↓	
University tests and validates via conventional peer review process of academics ↓	Joint University-Employer-Learner negotiation of Learner 'Package' needed, in terms of content and mode of delivery, via IDIBL inquiry based learning model ↓
'Product' added to University Portfolio and Marketing Process begins ↓	
'Shelf Life' of product maintained in currency through staff commitment and continued traditional marketing effort	Units of Learning agreed and assembled on Credit Accumulation and Transfer basis and designed as a 'Bespoke' Programme using University CPD Awards Framework ↓
	Bespoke programme (based upon negotiated learning) validated using peer review of academics and employer/professional bodies ↓
	Product remains in existence only to meet specific Employer/Learner needs ↓
	Units of learning re-usable and recombina-ble into new Bespoke Programmes based upon changing market demand

3 Project Management

- 13 The project will adopt the principles of the Prince 2 project management methodology and will be overseen by the Project Steering Group chaired by the University Deputy Vice Chancellor.
- 14 The project will be overseen by a **Project Management Board** chaired by the Deputy Vice Chancellor, Dr Peter Marsh, with members from academic schools and support departments. This in turn will report to the University's Executive Board. The Project Management Board will meet 3 times per year.
- 15 This project is of key strategic importance to the University, thus it is staffed by senior staff members seconded part-time from their existing posts, as follows.

4 Project Team

- 16 Project Director (0.2) Professor Oleg Liber, Director of the Institute for Educational Cybernetics (incorporating CETIS)

Project Manager (0.5) Stephen Powell, Reader in Inquiry-based learning

Work Package leaders/contributors:

Andy Graham (0.1) Director of Learning, Teaching and Professional Practice

Mike Lomas (0.1) Head of Employer Engagement and Partnerships

Dr Paul Birkett (0.1) Dean of Academic Quality and Standards

Hilary Birtwistle (0.1) Head of Business Strategy and Policy Support

Ann-Marie Reid (0.2) Learning and Teaching Fellow in Work-based learning

Richard Millwood (0.2) Reader in Distributed Learning

Scott Wilson (0.2) Senior researcher (Learning Technology), IEC

- 17 The project team will have formal monthly meetings.
- 18 There will also be a **staff working group**, comprising academic and support staff across the university, that will be used to validate the models, analyses and proposals from the project team, ensuring likelihood of success.
The project is fully committed to working with the JISC support project, and will actively participate in programme activities as required by the call – 50 days in year 1 and 25 days subsequently. All project team members will participate in relevant activities, depending on its nature. We expect there to be events that involve senior staff members, and the make-up of the project team reflects this.

5 Workflow and Work Plan

5.1 Workflow

- 19 It would not be appropriate for a project lasting almost four years to be over-prescriptive in the specific developments to be undertaken, and we intend to be flexible and adaptable to changing external circumstance – social, political and technological. However we are very clear on the project's mission, which is to realize important aspects of the university's strategy for the next period. We will be making radical changes to our curriculum processes in order to allow us to shift our focus to a CPD oriented, work-based context, from an institutionally defined, content based approach, to a learner/employer defined, inquiry-based focus. We have already made large strides towards this goal, and recruited significant expertise to help us achieve it through organizational change, pedagogic innovation and technology adoption. We would welcome the opportunity to share the learning we are making with other institutions, and benefit from theirs. This JISC call comes at exactly the right time to make this possible.

5.2 Work Plan

- 20 The project plan has been structured into a number of work packages reflecting the seven stage model proposed in the call.

21 Work Package 1: Review of current processes and practice

Objectives: model how new curriculum and courses go from conception to validated courses, including programme, department and institutional mechanisms. Will seek to compare this with the COVARM reference model, and possibly revise and extend this.

Methodology: Review of existing documentation, meetings with subject departments and programme staff. Major contribution from the Dean of Academic Quality and Standards.

Deliverable: report on baseline data, incorporating UML model of existing processes

- 22 **Work Package 2: Understanding the initial issue or challenge and identifying the changes desired by the end of the project.**
 Objectives: To analyse and model of the dimensions of the challenge, including the courses/programmes/subject areas to be addressed, their requirements in terms of pedagogy, technology and support, and the demands for course validation timelines. Current courses identified for early action:
 Masters programme in Learning Technology Research (September 2008)
 Foundation degree in Urban Regeneration (January 2009)
 Methodology: Working group comprising Principal Lecturers from schools with responsibility for work-based learning, led by Head of Employer Engagement and Partnerships, to elaborate on proposed and likely developments, models of delivery and requirements for organisational and process change.
Deliverable: Detailed requirements document identifying areas of process change and supporting actions – validation procedures and frameworks, credit based award schemes, staff development actions, technological systems. Elaboration of the model against COVARM.
- 23 **Work Package 3: Planning and implementing innovations in curriculum design processes in order to realise the desired changes.**
 Objectives: Identify how process change will need to take place, who will be involved in departments and at the centre, new processes of working together, staff development needs, technical support tools and resource issues. Put in place the elements that will support the new processes, including documented processes, technical support systems, staff development activities and approved credit framework
 Methodology: a project plan will be developed by the project team, led by the project manager, comprising a detailed timeline of the various process and technical innovations.
Deliverables:
 (a) detailed project plan
 (b) New credit based awards framework
 (c) documented course design process
 (d) online form based course design system, incorporating pedagogical and technological choices.
 (e) discoverable and interoperable learning technology tools server (Widget server)
- 24 **Work Package 4 and 5: Piloting and evaluation of the new processes**
 Objectives: To trial and evaluate the new processes and systems with real courses.
 Methodology: Piloting and evaluation will be a continuous process throughout the project. There are already courses being planned that embrace the proposed innovations, which will allow the flexible technology provision to be evaluated. Other courses are in the process of being designed, that will be tightly coupled with the new course design process as they come in to being. Evaluation information from these will be used to refine the design processes. Other courses further down the line will be designed using the new system, and the processes will be evaluated through focus groups of staff engaged with them to see if they are well supported with documentation, if they enhance the process of curriculum design for the new context effectively, and of the technical tools support the process successfully.
Deliverables: Evaluation reports on three project phases: early trial courses (Masters in Learning Research; initial trials of new processes (FD in Urban regeneration); full new system trials
- 25 **Workpackage 6: Embedding the innovations and planning for sustainability.**
 Objectives: To build on the evaluation reports in order to embed new design processes in the university.
 Methodology: This will require that all new processes and support system are in place and fully documented. This will include all university systems and departments – induction of new staff, departmental procedures, support service level agreements and so on. The project will identify the detailed needs for embedding as the project unfolds; it would be inappropriate to try to do so at this early stage.
Deliverable: a series of institutional documents supporting new curriculum design processes
- 26 **Workpackage 7: Dissemination and collaboration.**
 Objective: to work with JISC programme to disseminate lessons learnt and to learn from others, working with Support project

Methodology: To collaborate fully with the JISC support programme, and to make available the lessons learnt through publications and workshops, utilising professional networks including: Pro Vice Chancellors' forum, UCISA, AUA, ALT and CETIS.

Deliverables: A case study on a successfully completed university-wide curriculum re-design process, incorporating recommendations for other seeking to implement similar innovations.

A report describing the impact of inquiry-based learning in the workplace, and how it meets the needs of changing learner and employer needs

27 **Workpackage 8: Project management**

Objectives: to deliver a well run and successful project whose outcomes meet the strategic needs of the university, its staff, students and clients.

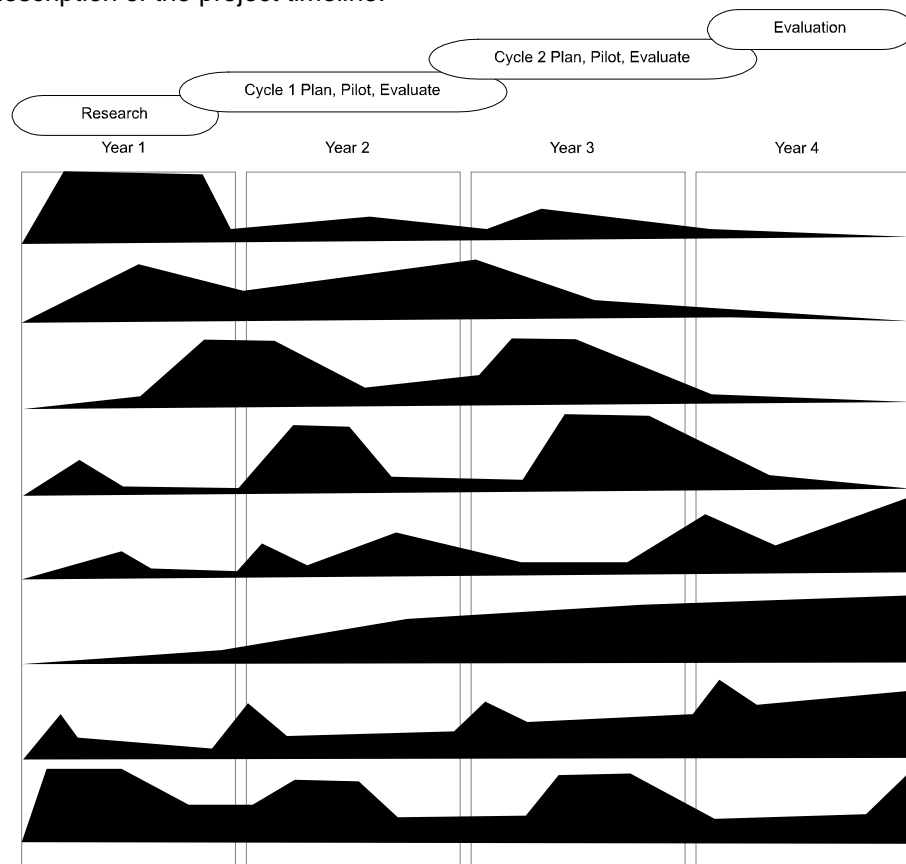
Methodology: This project combines research into curriculum design processes with action to implement new processes that will permit a more dynamic and learner-centred curriculum.

Consequently project management will involve a blend of methodologies to support these, founded in systems approaches and incorporating Action Research (Argyris & Schon 1978), Soft Systems Methodology (Checkland 1999) and Socio-technical Systems design (Mumford 1987/2000). All of these emphasise the need to involve all stakeholders in every aspect of the project, from problem identification through solution planning, design and embedding. The project management team has considerable expertise and a long history of applying the approaches to the management of technological projects. Key to this is reflective practice, and those involved in the project will be supported in maintaining records of their thoughts and actions as the project unfolds

Deliverables: Project reports (twice yearly), project plan (revised 6 monthly), reflective logs. Final project report.

5.3 Timeline

28 Given the nature of this project, a detailed GANTT chart would not be appropriate. Further, the iterative nature of project phases and workplans imply that they will all run throughout the project, but varying in intensity. We offer the following diagram (figure 1) (increasingly popular in modern software development) as a description of the project timeline.



6 Quality Assurance

29 All aspects of the project will be signed off by the Project Manager and the Project Steering Group before publishing onto the website to ensure soundness of materials and maintenance of standards.

7 Accessibility

30 The project is working within the Open Source criteria as specified by JISC and the university acknowledges that transparency of outcomes is of paramount priority to the JISC community.

8 Risk Analysis

31 A detailed Risk Register will be prepared at the outset of the project and reviewed at each of the Project Management Board meetings. The main risks identified at this stage are as follows:

Period	Milestone	Risk	Probability/ Impact	Mitigating Actions
2008-9	Identifying Changes	Low engagement from employers	2/4	Spread across different sectors and wide choice of employers to interact with. Government agenda is maintaining high media coverage of employer engagement issues.
2008-10	Planning and Piloting Changes	Low engagement from staff	2/4	Full engagement of internal Educational Development Unit to instigate appropriate involvement activity. Implementation of change management strategies to minimise resistance.
2008-12	All	Complexity of programme and ensuring mission drift does not creep in	2/4	Strong project management and direction from the Project Management Board and accountability at executive level.

9 Engagement with the Community

32 Much of this has been addressed in Workpackage 7 above. It is key to the success of the project that the widest possible engagement with employers and professional bodies is maintained as the university transform its curriculum and modes of provision, and we will continue to engage in local networks to exchange project progress and gather the views of employer networks with which we are already closely engaged.

33 As a small university we are also aware that we need to work in close collaboration with other institutions in sharing resources and planning complementary provision in pursuance of the national skills agenda. We will use our membership of the Greater Manchester Strategic Alliance to disseminate the progress and developments within the project, and seek to harmonise our work with the GMSA's own programme to share courses via a common course catalogue.

34 At a senior level, we are members of the Pro-Vice Chancellors network, and we will promote our work through this channel. We will also present our findings through other professional networks, including the Association of University Administrators, UCISA, the HE Academy, and ALT.

35 We will work closely with the support project to identify the best ways in which we can collaborate with other working in this area, and participate in dissemination activities organised by the support project. We are keen to make our project deliverables part of any combined output (developers' pack) that may be planned by the support project, that can help other universities to undertake the same developments as this project, and will work with the support project to make sure that they are in an appropriate format. We believe that this is the best way in which project deliverables can be sustained, other than the actual institutional changes, which we believe will result in a major transformation in the university's identity.

10 Value for money

36 The project breakdown which is found in overleaf indicates a university contribution of approximately 44.8%. We can confirm that we are FEC compliant and have used this formula to ascertain our indirect costs. This project is part of a wider university change programme that is driven by organisational and sector change, the outcomes of which will continue to inform the sector via the Co-Educate website.

11 Previous Experience of the Project Teams

- 37 Dr Peter Marsh, Deputy Vice Chancellor, University of Bolton: responsible for academic policy, learning and teaching; led and chaired project steering groups for HEFCE funded learning and teaching and widening participation projects; HE Academy funded projects and involved in the JISC funded MANSLE project; member of the HE Academy PVCs Special Interest Group on Employer – Led Learning; member of Greater Manchester Lifelong Learning Network Council; Project Reviewer for the Economic and Social Research Council.
- 38 Professor Oleg Liber is Director of the Institute for Educational Cybernetics and JISC CETIS. He is member of the University's Board of Governors, Academic Board, Executive Board and Research and Innovation Committee. He has made a major contribution to JISC programmes over the last decade, including directing the development of the "MLE Infokit" where he proposed the 7 stage model for institutional adoption of technology, incorporated in this JISC call. He is internationally renowned for his work on how technology, pedagogy and organisational structure are entwined, and how the science of cybernetics can help illuminate these.
- 39 Stephen Powell is Reader in Inquiry Based Learning. Before joining U. Bolton he led the development of the successful Ultraversity project at Ultralab (Anglia Ruskin University). This project proved that the combination of ideas brought together in an innovative package could achieve the dual aims of widening participation and developing an approach to learning that supported undergraduate researchers in making improvements in the work they do. Prior to this, Stephen worked on the management team of the Talking Heads project for the National College for School Leaders, an early use of the concept of online communities of practice for headteachers.
- 40 Ann- Marie Reid is currently a Learning and Teaching Fellow in Work-Based Learning at the University. She is also Principal Lecturer in the School of Health and Social Sciences responsible for Professional Programmes. She designed and has led the Foundation degree in Health and Social Care which is commissioned by the North West Strategic Health Authority and is taught entirely in the workplace, with over 500 students having successfully experienced the programme. The programme won the Guardian's award for best example of continuing education and the Nursing Times's award for the best example of University- health service educational collaboration. Her Fellowship now involves developing models of work-based learning with other sectors and areas of the university, including planned work with Greater Manchester Police on work-based Detective Training and with GM Ambulance Service on Paramedic training.
- 41 Andy Graham Director of Learning, Teaching and Professional Practice has led the recent developments in the learning and teaching forum of the university having spent many years as a professional practicing educationalist and educational manager.
- 42 Mike Lomas is Head of Collaborative Partnerships and Employer Engagement, involving the support and development of the University's academic partnerships within the UK and the promotion of its employer engagement strategy. In the latter context Mike is currently establishing a Business Support and Development Unit within the University, offering employers the same level of IAG as that enjoyed by full-time students and providing employers with an holistic approach to meet their business development needs
- 43 Paul Birkett Dean of Academic Quality and Standards has led the quality agenda at the university for over 14 years and is driving forward developments to streamline and simplify processes whilst maintaining quality.
- 44 Hilary Birtwistle is Head of Business Strategy and Policy Support and is responsible for the development of systems and processes which span the operations of the organisation in terms of streamlining the organisations business processes. In the recent past Hilary was head of the central academic administration unit and has an understanding of the lifecycles of many of the organisational processes.
- 45 Scott Wilson, Assistant Director of the JISC CETIS service. Scott has oversight of ePortfolio and Enterprise developments, and was centrally involved in the development of the PLE Reference Model. He has played a leading role in advising and supporting JISC in many of its eLearning initiatives.
- 46 Richard Millwood Before joining University of Bolton, Richard co-developed the structure and ethos of Ultralab - one of the most successful innovation centres in learning and technology throughout the world, managing the research and development there to build successful large-scale action research projects. He supported the creative, ethical and conceptual thinking at Ultralab and supervised PhD students in the field of educational computing. For ten years before joining Ultralab in 1990, Richard led software development in the Computers in the Curriculum Project after beginning his career as a school teacher.

12 Freedom of Information (FOI) and Intellectual Property Rights (IPR)

- 47 The University confirms that the project is delivered in support of the open source ethos and sector development and as such there are no issues that relate to FOI or IPR. Please see Appendix A

13 Project Plan Draft Budget

Directly Incurred	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
Staff					
Project Director, Senior Manager, 0.2 fte					
Project Manager, Principal Lecturer/Reader, 0.5 fte					
Director of Learning, Teaching and Professional Practice, Senior Manager, 0.1 fte					
Head of Employer Engagement and Partnerships, Senior Manager, 0.1 fte					
Dean of Academic Quality and Standards, Senior Manager, 0.1 fte					
Head of Business Strategy and Policy Support, Senior Manager, 0.1 fte					
Learning and Teaching Fellow, Principal Lecturer, 0.2 fte					
Project Contributor, Principal Lecturer/Reader, 0.2 fte					
Project Contributor, Principal Lecturer/Reader, 0.2 fte					
Total Directly Incurred Staff (A)					
Non-Staff	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
Travel and expenses					
Hardware/software					
Dissemination					
Evaluation					
Other					
Total Directly Incurred Non-Staff (B)					
Directly Incurred Total (C)					
(A+B=C)					
Directly Allocated	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
Staff					
Estates					
Other					
Directly Allocated Total (D)					
Indirect Costs (E)					
Total Project Cost (C+D+E)					
Amount Requested from JISC					
Institutional Contributions					
Percentage Contributions over the life of the project	JISC	Uni of Bolton			Total
	55.2 %	44.8 %			100%
No. FTEs used to calculate indirect and estates charges, and staff included	No FTEs 1.7 fte	Which Staff	All senior managers and academic staff directly involved with the project and are identified in the list above under "directly incurred staff"		

Appendix A

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
WE CAN CONFIRM THAT NO PART OF THE PROJECT IS SUBJECT TO EXEMPTION UNDER THE FREEDOM OF INFORMATION ACT		

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

Example:

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
2.4	s.43 Commercial Interests	Contains detailed description of our proposed system design which would damage our commercial interests if disclosed, by making this information available to competitors.