


<b>Cover Sheet for Proposals</b> (All sections must be completed)			
<b>Name of Initiative:</b>		Institutional approaches to curriculum design	
<b>Name of Lead Institution:</b>		Staffordshire University	
<b>Name of Proposed Project:</b>		ENABLE – an Institutional Change Initiative for Curriculum Development	
<b>Name(s) of Project Partner(s):</b>		Stafford College Burton College Shrewsbury College of Arts and Technology (SURF) Newcastle-under-Lyme College, Ashton-under-Lyne Sixth Form College PHOEBE Project University of Oxford	
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<b>Length of Project:</b>		3 Years 9 Months	
<b>Project Start Date:</b>		Sept 2008	<b>Project End Date:</b> June 2012
<b>Total Funding Requested from JISC:</b>		£400,000	
<b>Funding Broken Down over Academic Years (Aug-July):</b>			
<b>Aug08 – July09</b>	<b>Aug09 – July10</b>	<b>Aug10 – July11</b>	<b>Aug11 – July12</b>
£125,000	£125,000	£125,000	£25,000
<b>Total Institutional Contributions:</b>		£338,915	
<b>Outline Project Description</b>			
<p>The University needs its policies, processes, and supporting technologies for curriculum/product development to be more responsive and agile in responding to demand, particularly demand from employers. This needs to include flexible management of its existing portfolio of courses and modules in addition to that of the process for creation of new product, along with guidelines and workflows to encourage a culture of innovation. Whilst the University is already quite successful in these areas, and has a number of existing initiatives, both internally and externally funded, targeted at further improvement and innovation, it has struggled to join these various initiatives together to form a coherent basis for institutional change. <u>It is NOT seeking funding for the various initiatives themselves, but rather to enable it to manage the overall transformations that are needed</u></p> <p><b>The University is bidding for funding to enable it to create a “Hub initiative” to join together its various change initiatives around curriculum development into a coherent and radical overall change process, which will ensure all stakeholder needs are understood, identify overlooked problems areas, provide a sustainable solution to the business problem above, and produce models, technical solutions, and advice which will inform the wider community – not just on curriculum development but on sustaining innovation at the same time as embedding organisational change.</b></p>			
<b>I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)</b>	<b>YES</b> 4	<b>NO</b>	
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)</b>	<b>YES</b> 4	<b>NO</b>	

## **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.

**We seek no exemptions from disclosure under FOI**

## ENABLE – an Institutional Change Initiative for Curriculum Development

### 1 INTRODUCTION

**1.1 The Business Problem:** The University needs its policies, processes, and supporting technologies for curriculum/product development to be more responsive and agile in responding to demand, particularly demand from employers. This needs to include flexible management of its existing portfolio of courses and modules in addition to that of the process for creation of new products, along with guidelines and workflows to encourage a culture of innovation.

**1.2 The Functional Problem:** Whilst the University is already quite successful in these areas, and has a number of existing initiatives, both internally and externally funded, targeted at further improvement and innovation, it has struggled to join these various initiatives together to form a coherent basis for institutional change. It is NOT seeking funding for the various initiatives themselves, but rather to enable it to manage the overall transformations that are needed

### 1.3 The Proposal:

*‘The challenge is to change the curriculum, the environment and the culture so that it meets the needs of learners, not to change the learner so that they meet the needs of the university.’*

*Geoff Layer (2005), Closing the Equity Gap?, Leicester, NIACE*

**The University is bidding for funding to enable it to join together its various change initiatives around curriculum development into a coherent and radical overall change process, which will ensure all stakeholder needs are understood, identify overlooked problems areas, and provide a sustainable solution to the business problem above.**

### 2 FIT TO PROGRAMME OBJECTIVES AND OVERALL VALUE TO THE JISC COMMUNITY

As the letter from Gill Howland confirms, this proposal is fully aligned with Staffordshire University’s own Executive Business Plan and Technology Supported Learning Strategic Plan, which are, as shown below, aligned to both the vision (paragraphs 14 to 19) and the intended outcomes (paragraph 20) of the call.

**The University’s Executive Business Plan 2007-2012** includes the following goals and approaches:

- **To take a new approach to course and product development:**
  - Increase engagement with employers on work-based learning and other workforce development initiatives
  - Establish a robust new product development process that is market-facing and customer-focused
- **To grow and sustain alliances, networks and partnerships**
  - Further develop SURF college network and other appropriate FE partnerships
- **To enhance customer experience**
  - Increase the number of students who stay and successfully complete their courses
  - Integrate systematic customer feedback mechanisms into a robust framework for the measurement and improvement of customer satisfaction
- **To exploit technological advances**
  - Develop a technical infrastructure (networks, mobile technology) that supports integrated business systems, administration, formal, informal and flexible learning
  - Implement new and existing learning and teaching media to support effective e-learning and delivery

**The University’s Technology Supported Learning (TSL) plan for 2008-2012 (Appendix C)**, which defines the approach to using technology in learning to meet the University’s business goals, includes the following actions:

- Implement effective management of learning resources and course related information
- Expand the use of TSL for Flexible Learning, WBL and Business and Community Engagement activities and the strengthening of SURF and other partnerships
- Put in place a system of learner-focused Quality Enhancement for TSL and diversify the delivery of TSL
- Disseminate good practice and build effective staff development in TSL
- Improve the administration of TSL and the provision of course related information
- Ensure work on Study Skills and Information Literacy makes appropriate use of, and is integrated with, TSL
- Implement a technical infrastructure which will allow the ready interconnection of TSL applications and other systems and which will allow TSL applications to be introduced/removed in a flexible and responsive way

### 2.1 The Challenge to be Addressed and Discussion and Evidence of Current Problem

The “Business” and “Functional” problem, together with the ‘Proposal’ given at the start of this document, give an overall view of the challenge the University needs to address. The detailed description of the issues involved,

including analysis of stakeholder needs, follows:

**2.1.1 Employer Engagement and Work-based Learning (WBL)** – the University and Staffordshire University Regional Federation (SURF) JISC SURF WBL (ended 2006), and SURF WBL-Way (Ends Nov. 2008) projects (3.2.3.1) identified the following problems identified relevant to this proposal:

- Effectively engaging employers in curriculum development and “push” targeted course product to employers
- Exposing curriculum development documentation (e.g. for validations) targeted at specific employers
- Exposing the status of individual curriculum developments
- Employers often find it hard to identify the appropriate University or College contact
- WBL developments seen as being “fitted into” a validation model which is, for them, slow and cumbersome, and employing excessive documentation using language which is alienating to FE staff and employers
- Issues of effectively engaging FE staff into curriculum development, approval, and quality processes
- Complexity in ensuring new developments do not conflict with the interests of one or more partner
- Managing the quality of developments following validation, particularly for WBL and partnership courses
- Initial stages of employer engagement are haphazard – resulting in lost engagement

Many of the above problems have a contributory cause caused by data being unavailable due to it not being captured and/or stored in an amenable form as result of processes being overly manual.

**2.1.2 Product Portfolio and Course Related Information** - The University cannot respond rapidly to demand by leveraging existing course product. This is particularly true of information giving programme and module specifications, including outcomes and delivery and assessment modes. The University is making progress in the reuse/repurposing of course resources, but cannot easily construct new courses from modules in good standing which are tailored to customer/demand. It is easier to reinvent the wheel, resulting in time delays, failure to meet demand (causing loss of business) and product duplication. Documents such as programme and module handbooks frequently meet the needs of quality processes rather than those of the customer/learner. The root of these problems is a lack of coherence in the structuring and handling of the documents involved and a solution to managing such information which addresses the “core problem” is urgently needed.

**2.1.3 Planning, Validation, and Overall Curriculum Development Processes** - The COVARM project study, “COVARM Validation Domain Perspective”<sup>1</sup>, of the connections between validation and related business processes at Staffordshire identified a number of problems in the overall curriculum development process. Some changes have been made since the COVARM study, but core problems relating to overall curriculum development remain:

- Lack of integration of information tracking and relating to the various phases of curriculum development
- Issues around “versioning” of course products and related information and documentation
- “Local processes” across faculties result in incompatible data and inability to repurpose course products
- Delays caused by planning and review cycles
- Lack of consistency in handling relationships between different courses/modes of delivery and the support requirements from University services (accommodation, enrolments, learning resources, IT, eLearning)
- Market research not addressed in a consistent manner and described in proposals in an ad-hoc manner.
- Relationships between planning/approval processes and those for marketing and recruitment inconsistent
- Linking award and module learning outcomes in the context of flexible offerings, and aligning this to benchmarking, poses issues to quality processes, course monitoring and student-facing systems such as PDP.
- Providing accurate and timely information about the nature and delivery of courses to students is problematic.
- Faculties reinvent the wheel for validations, inexperienced members do not seek advice and guidance at an early stage, and there is insufficient sharing of good practice.

The University’s validation processes are robust and have been praised by the QAA for their integration of QA for eLearning. However, this robustness does not solve this proposal’s core problem and in some ways contributes it.

#### **2.1.4 Pedagogy, Flexible Curriculum and Supporting Curriculum Development**

A number of problems have been identified in the wider curriculum development process:

- Sharing good practice – Success in sharing good practice in TSL developments needs to be expanded to cover the wider design of learning experiences, assessment, and support and curriculum development processes. The technical support of this has been started but needs to cover all aspects and stakeholders. This needs to build on the eLearning models work to:

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<sup>1</sup> <http://covarm.tvu.ac.uk/covarm/download/paper/ValidationDomainPerspective.pdf>

## Staffordshire University

- articulate approaches/ coherent pathways for course teams to provide consistent learning and teaching and support strategies for learners (important for dispersed and disparate course teams)
- facilitate agile course validation
- provide the baseline for the evaluation and consistent quality monitoring of approved courses
- help engage employers by articulating the learning skills/styles/strategies learners will develop
- Support of Curriculum Development - workflows are ad-hoc, and Faculty/partnership processes inconsistent
- Inclusive curriculum - The University recognises much needs done to provide a truly inclusive curriculum, particularly in the context of flexible, demand-led, and negotiated awards and the use of technology to enable/support these. The Learning and Teaching Enhancement Committee has an on-going working group addressing and making recommendations in this area of development and delivery. The group will contribute actively to work described in this proposal.
- Negotiated Learning and Assessment – Increasing provision of awards which are highly negotiated for work-based learners (3.2.4.2) has shown the need to:
  - Ensure that, in negotiated courses, benefits to the learner and employer are truly synergistic.
  - Gain an understanding of the employers needs at programme level which can be translated into individual negotiated learning agreements for students, and establish the curriculum and diet of modules.
  - Develop coherent mechanisms to identify and translate the current skills and abilities of students, as part of the development of learning agreements, and to provide evidence for APL.
  - Develop a truly flexible approach to assessment where the needs of individual learners are addressed and which takes into account the requirements of professional bodies.

## 3 WORKPLAN

### 3.1 Current Processes:

Staffordshire's Curriculum Development Process was extensively mapped by the COVARM project<sup>2</sup>. Since that mapping, a number of changes and innovations have been made. However, the overall complexity of the process is not reduced, and as the COVARM maps demonstrate, is not amenable to full description here. An early part of the proposed project's work will be to revise and update the COVARM mappings.

**3.1.1 Planning/Approval/Development Process** - Initial proposals are considered by Faculty Management Teams (FMT) for consideration against current provision, and if approved go to the University Academic Development Group for consideration of conflict of interests, possible collaborations etc. If no unresolved issues the Faculty create a detailed description of the proposal including rationale, market, use of TSL and resource requirements. FMT consider this, lodge a copy with the Academic Development Institute and pass the proposal to the University Business Development Group (BDG) who, if satisfied, approve the proposal to progress to validation. Validations take two paths depending on whether the development is essentially reworking of existing product – where a single Faculty Enhanced Validation event is held, or has significant new components/is entirely new – where a Faculty Validation is followed by a University Validation.

**3.1.2 Flexible Learning Approval** - The University has introduced a range of qualifications designed to meet increasing demand for awards smaller than the traditional range (60 credits and less). This enables the University to provide accredited programmes and recognised qualifications meeting a wider range of needs such as CPD, professional/skills updating, WBL, learning for leisure etc. Such proposals are considered by the Flexible Learning Approvals Panel (FLAP). FLAP meetings take place on scheduled dates every month if there is business to transact. Around 70 awards have been validated via FLAP during the last two years.

**3.1.3 Curriculum Development and “eLearning”** - “eLearning” has been embedded in University planning and quality processes for some 5 years. The approach has been published<sup>3</sup> and well received at QAA Audit. The intention to make essential use of TSL must be declared at an early stage, allowing necessary interventions by central development support to be timely. Validations including eLearning require quality assured exemplar material to clarify the intended educational experience. LDI staff support developments as needed from conception, through validation, to pre-delivery QA, providing staff development “at point of need”. To reduce bureaucracy, pre-delivery QA has been moved to Faculties to “sign off”, but the processes involved with validation are seen by some as onerous. It is planned to exploit the work on eLearning models, and use the repository to manage supporting documentation, to enable a “fast-track” approach to validation and development focusing even more on the learning experience and further reducing bureaucracy.

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<sup>2</sup> [http://covarm.tvu.ac.uk/covarm/staffordshire\\_university\\_pre\\_synthesis.jsp](http://covarm.tvu.ac.uk/covarm/staffordshire_university_pre_synthesis.jsp).

<sup>3</sup> Stiles, M.J., "Embedding E-learning in a Higher Education Institution", in "Virtuality and Education. A Reader.", eds Hoang Nguyen, T. and Preston, D.S., Rodopi, 2006

## **Project Methodology**

**3.1.4 The Hub** - The proposed project is intended to be the “**Hub**” of a series of “**Spoke**” initiatives which the University already has in place, and which are already funded - either externally or as internal investment. The hub and spokes between them address five “**Themes**”.

Professor Stiles has conducted extensive research over the last two years into organisational and cultural tensions between control (embedding) and sustaining innovation in TSL. This work has been published<sup>4</sup> and widely disseminated. Whilst the University has been very successful in embedding eLearning<sup>3</sup>, the act of embedding can be a barrier to innovation. This “**hub/spoke/theme**” approach is seen as offering a possible approach to ensuring that innovation takes place in a context where an organisation employs policy as an enabler rather than a barrier. It is hoped that business models for innovative change may emerge from this.

**3.2.2 The Themes** - The “Spoke” initiatives each contribute to one of more themes, making up the overall focus of the unifying project.

- A. Employer and partner engagement and work-based learning
- B. Innovating planning and approval processes for curriculum development for responsiveness and flexibility
- C. Identifying and addressing issues around the availability and access to core data related to curriculum development and addressing the provision and management of course related information
- D. Ensuring that curriculum developments are inclusive and remain innovative in terms of pedagogy, skills and assessment and that good practice is effectively identified and made use of.
- E. Refining, or developing and implementing interoperability between the various technical systems employed to support the curriculum design process

The overall approach will include modelling the domain and business processes as they exist and capturing the new orchestrated processes as they are developed. Appropriate modelling notation (e.g. UML, BPML) will be used to ensure effective communication to disparate audiences. Consideration will be given to the eventual application of a service-based approach to support the new developments. Service-based aspects will be discussed with JISC and outputs fed to the JISC e-Framework as appropriate.

**3.2.3 The Spokes** - The following initiatives, for which funding is NOT sought, form the core of the work that the project will integrate and draw upon to create improved processes and policies to meet the proposal’s goal.

**3.2.3.1 JISC SURF WBL-WAY Project** - which is developing a Support Point for the delivery and development of WBL in Foundation Degrees, has reviewed the support of WBL stakeholders, and highlighted issues of supporting employer engagement, including some identified by the AimHigher Employer Report it commissioned<sup>5</sup>. It has also identified process and data availability issues acting as barriers to WBL development. The project team has supported the HEA Engage project, led by Loughborough University, which focused on supporting WBL in Engineering, and helped in developing an Employee WBL Journey. The project ends in November 2008, but its work will be sustained as part of the University TSL Strategic Plan. This will also form an extension to the work of the SURF Quality Committee with representatives from all colleges.

**3.2.3.2 JISC DIVAS Project** - combines a Community of Practice with the use of a repository to enable the outputs from validation events to be exploited in a more intelligent and responsive way. By linking the repository to social software to expose validation outputs, practitioners will learn from others’ experiences via a “self-service” approach. The community will be used to create “fast-track models” for courses using TSL, facilitating reduced administrative burdens, and rapid validations. The work will contribute a Service Genre to the eFramework community. In the DIVAS sustainability phase, it is hoped that, by working with the WBL-Way & Employer Engagement projects, it will be possible to enable all stakeholders to engage in the creation of quality flexible and tailored courses that will be validated with the minimum of bureaucracy. This will also lead to a template for flexible and more inclusive assessment methods that can be drawn on by all members of the community.

**3.2.3.3 HEFCE SDF Employer Engagement Project** - In the context of the Stoke-on-Trent University Quarter initiative, the University, in partnership with Stoke-on-Trent College, has won substantial HEFCE SDF funding to be an three-year employer engagement pilot project which will enable the two institutions to make a step-change in their capacity to deliver higher level skills meeting needs of employers and employees. A key work package involves the development of internal processes and systems; a shared CRM system, enhancement to validation, learner progression and QA procedures. However, this initiative focuses on just one of the University’s SURF

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<sup>4</sup> Stiles, M. and Yorke, J., “Technology Supported Learning – Tensions between innovation, and control and organisational and professional cultures”, Journal of Organisational Transformation and Social Change, 3: 3, 2007, pp 251-267

<sup>5</sup> [http://www.staffs.ac.uk/COSE/WBLWAY/docs/AIMHigher\\_employerreport.pdf](http://www.staffs.ac.uk/COSE/WBLWAY/docs/AIMHigher_employerreport.pdf)

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partners, and the singular context of Stoke-on-Trent. Therefore, significant work needs to be developed and implemented to ensure that these processes are integrated into the mainstream and supported by appropriate technical solutions to benefit the whole of the University's activities and all of its regional, and wider, partners.

**3.2.3.4 Course-Related Information and XCRi** - The University's Corporate Information Team carried out a JISC XCRi pilot that highlighted many shortcomings in the creation and management of course related information in the University (echoing those of the study carried out as part of the earlier COVARM project). Currently the CI team has a joint initiative with faculties and schools addressing course entries being rolled out across the institution.

**3.2.3.5 Study Skills** - The University's Learning Support team has had an on-going Study Skills initiative for some years and in 2007 created a number of study skills centres with associated staffing using TEQF funding. The centres have developed a good understanding of the needs of individual learners through one to one interaction, formal and informal feedback, subject discipline, information, digital and academic literacy requirements and student origin. Building this and the University's "Information Literacy Framework of Good Practice" into the curriculum design process will help identify the factors that influence academic performance and contribute to the quality of curriculum development.

**3.2.3.6 Hive Repository** - The University is implementing the Hive (Giunti Labs) repository. Until now, the internal focus of the work has been on capturing VLE held learning content for reuse and repurposing. As part of the SURF WBL-Way project (and drawing on the findings of the JISC SUNIWE project) work has focused on using Hive to serve information to support those involved in the development and delivery of WBL. The University TSL Strategy plans to take this work forward and use the repository to manage (with workflows and versioning) information related to curriculum development, and to enable information to be "pushed" in an individually targeted manner to those involved at all stages.

**3.2.3.7 Integrative Development and eLearning Models, Evaluation of eLearning** - The University has employed a TSL staff development strategy, 'Integrative Development', designed to facilitate rapid development of quality courses, identify, and deliver point-of-need staff development<sup>6</sup>. Over the last two years LDI have led an initiative to develop and share 'eLearning Models of Best Practice' based on a successful Community of Practice (CoP) approach<sup>4</sup>. A new TSL staff development strategy combines the strengths of these initiatives by extending the CoP to Faculty Learning and Teaching Directors as well as practitioners. LDI staff will use Models at Faculty level, for strategies for integrating TSL, and with course teams, help practitioners design and integrate engaging learning and teaching. As part of its Quality Enhancement Strategy for TSL, the University plans to implement Peer Observation of eLearning and Student Evaluation of eLearning, which will draw on, and inform, the models work. To connect this initiative to the hub, the team will use the PHOEBE pedagogic planner<sup>7</sup>, with the Phoebe team creating the online e-learning templates that map to the models. This will enable practitioners to plan e-learning modules that map to the models easily in online form.

**3.2.3.8 Review of QA/QE/Validation and FLAP** - The University Quality Improvement Service has an existing initiative to review the University's validation processes, with a focus on improving responsiveness. The initiative is exploring options for streamlining the process, including the possibility of a Standing Validation Panel, further standardised documentation, approval by external experts by correspondence and identifying lead course developers in each Faculty. Consideration is being given as to how to reduce the number of stages to a validation and refine the focus of a validation panel. In terms of external partners it will be important to "sell" the benefits of the University's processes using language that they understand.

**3.2.4 Current Developments and Partners** - At a "light" level, the project will, through the spoke initiatives and normal curriculum development processes, be engaging with ALL development active during the investigative phase of the project. In addition, members of the SURF Curriculum Group and Quality Committee, at which all SURF College partners are represented, will be used as will internal University forums. To ensure that "in depth" investigation, a number of current developments and plans have been targeted:

**3.2.4.1 Developments within SURF and other FE partners** - To ensure that partnership developments and involved employers and learners are covered in the investigative phase, four SURF FE College partners and one external FE College partner have agreed to be part of the project. Each college will identify a co-ordinator who will:

- Identify staff involved in developments during the Investigative Phase and organise their participation (and that of involved employers).
- Identify staff in involved in developments during each Piloting and Evaluation Phase (along with employers and

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<sup>6</sup> Stiles, M.J., and Yorke, J.M.E.Y., "Embedding Staff Development in eLearning in the Production Process and using Policy to Reinforce its Effectiveness", paper for 9th SEDA Conference, Birmingham, November 2004

<sup>7</sup> <http://phoebe-app.conted.ox.ac.uk/>

learners) and organise their involvement in focus groups, interviews and surveys

- Funding will be made available for coordination and investigative/evaluative activity, including travel expenses.
- Richard Benerfer – Foundation Degree Development Manager - will coordinate on behalf of the University

The “in-depth” partners will be: Stafford College (SURF) Burton College (SURF) Shrewsbury College of Arts and Technology (SURF) Newcastle-under-Lyme College (SURF), Ashton-under-Lyne Sixth Form College. Known current developments include Hairdressing and Salon Management, Call Centre Management, Fashion, Outdoor Pursuits, and Teaching Assistants, with more proposed new courses being notified over the next few months.

**3.2.4.2 Negotiated Learning and Awards - The Faculty of Computing Engineering and Technology** are using the University’s negotiated learning framework to develop a completely flexible award for use within a WBL context. The first client for this will be Britvic plc, but the product will be suitable for other organisations. The award aims to enable employees to gain academic qualifications to Level 4 (mapping onto government targets), and the employer to un-tap staff potential through upskilling. Programmes taken by employees will be tailored to company development needs. The framework will provide core modules in negotiated learning, study skills, and research planning with other modules negotiated by the individual and company in the form of a learning contract. Other modules or credit will come from modules provided by the University via normal delivery or eLearning modul, APL, accreditation of external training, negotiated work based and university led projects, and a final major project to take the student to honours degree. The award will have stopping off points of HNC, Foundation, ordinary, and honours degree. The Faculty will use diagnostic questionnaires to identify learners’ skills and abilities, as part of developing learning agreements, and providing evidence for APL. Dr Mike Hamlyn (Faculty Director – Learning and Teaching) has agreed this innovative and challenging development will be used by the project for investigation and feedback by all those involved. **The Faculty of Health** have an M.Sc award “Health and Social Care by Negotiated Learning” for which both award title and curriculum are negotiable. Aimed at work-based learners, it has been running for three years and is due for re-validation in the next year. This gives an opportunity to examine curriculum development process in this context, particularly as the award has previous not made use of technology in support or delivery and presents the opportunity to draw (eg) on the SURF WBL-Way project outputs to innovate the course. A new undergraduate version of this award is in early stages of development and will be available for the project’s investigative stage. Mrs Dawn Holding, Faculty Director - Learning & Teaching, has agreed the award teams will contribute to the project’s in-depth investigations

**3.2.5 Hub Workplan** - The University’s academic planning cycles have been severely challenged by the conflicting needs for (product) portfolio management and for flexibility and responsiveness to demand. The plan below takes existing timings into account, but these have already become more flexible, and they will not conflict with workplan. By necessity the plan below will be subject to change as a result of the investigative phase.

**NOTE: Quarter 1 is September 08 to December 08**

**3.2.5.1 Investigative Phase – Quarters 1 to 3**

This phase consists of gathering/aligning findings from “spokes” that have existing analyses of processes, policies and stakeholder needs, identifying and filling gaps in the analysis and findings, planning and implementing further stakeholder feedback and analysis, mapping current practice, and agreeing plans for future phases including an evaluation plan.

**Milestone 1 End Of Quarter 2 – Completed:**

- Establishment of Issue Working Groups for this phase
- Collation of evidence already gathered by spokes such as SURF WBL-Way and DIVAS
- Remapping of the COVARM maps of Staffordshire processes to reflect subsequent changes
- Agree on approach to further investigation/evaluation
- Agree focus with spokes to avoid divergence

**Milestone 2 End Of Quarter 3 – Completed:**

- In depth investigation of needs of stakeholders involved in core “current developments”
- Collection of base information from ALL current developments
- Refine the statements of the core the problem(s)
- Establish a final goal and success criteria for the

overall initiative

- Production of a refined evaluation plan
- Review spoke progress

**3.2.5.2 Refinement Phase – Quarter 4**

This phase is about enabling the Pilot and Evaluation work to take place successfully and assuring, as far as possible, alignment of Spokes to the Hub.

**Milestone 3 End Of Quarter 4 – Completed:**

- For spoke initiatives, agree changes needed to current spoke plan
- Develop hub project plan establishing priorities, sequencing and dependencies between “spokes”.
- Incorporate the work required into the plans and staff commitments for all Faculties and Services involved
- Agree Issue Working Groups for Pilot & Evaluation Phase 1
- Agree work commitments with partners.
- Agree a schedule for “formative piloting” with “spokes” to enable each innovation to be examined
- Identify and agree core and other curriculum developments for participation in the next phase
- Gather stakeholder expectations of Investigation Phase developments

### 3.2.5.3 Pilot and Evaluation Phase 1

The various spokes will be at different stages this phase will enable each to be evaluated and its contribution to the whole assessed and aligned. A “stakeholder expectation review” will be carried out to ascertain if employers and learners involved in the Investigative Phase who are now experiencing the delivery of the courses feel expectations have been met.

#### Milestone 4 End Of Quarter 6 – Completed:

- Review of spoke progress
- Formative piloting and evaluation of some spokes and hub elements
- Review of pilot outcomes
- Refinement of hub goal
- Refinement of spoke plans and spoke alignment

#### Milestone 5 End Of Quarter 8 – Completed:

- Expectation review of Investigative Phase
- Review of spoke progress
- Formative piloting and evaluation of remaining spokes and hub elements
- Review of pilot outcomes
- Refinement and “final” agreement of hub goal
- Ensure all spokes connected ready for next phase
- Gather stakeholder expectations of Phase 1

### 3.2.5.4 Pilot and Evaluation Phase 2

This phase will pilot and evaluate, using all key stakeholders, the full curriculum development process with all innovations in place

#### Milestone 6 End Of Quarter 12 – Completed:

- Expectation review of developments from Phase 1
- Agree with partners developments to be the subject of

“whole solution” piloting –from mainstream, innovative, and partnership developments

- Refine summative evaluation plan
- Pilot and evaluate “whole solution” against the criteria established at the end of the Investigative Phase.
- Gather stakeholder expectations of Phase 2

### 3.2.5.5 Final Evaluation and Sustainability Phase

As the “exit” phase from the JISC project, this phase will develop a plan for embedding successful innovations into institutional policies and processes so that they can be sustained beyond the end of the project.

#### Milestone 7 End Of Quarter 14 – Completed:

- Expectation review of developments from Phase 2
- Review components against evaluation outcomes
- Develop/implement a plan for embedding successful innovations into institutional processes and practice to sustain them beyond the end of the project.

#### Milestone 8 End Of Quarter 15 – Completed:

- Ensure all policies in place for operation of innovated curriculum development process
  - Ensure deliverables complete and sustainable
- ### 3.2.5.6 Ongoing Activities throughout the Phases
- Review policies to identify barriers to innovation
  - Dissemination to the institution, partners and JISC community
  - Engagement with the Support Project and other JISC events and activities
  - Modelling of domain and business processes and contribution of these to JISC/eFramework
  - Technical support and further development for interoperation of component systems

**3.3 Sustainability** - The proposal is key to the University Plan 2008-2012 and has full Senior Management backing. Key to sustainability will be the embedding of the innovations created by their inclusion in University policies and operational procedures. Senior staff responsible for all areas covered by the proposal are part of the project Senior Management Working Group, and serve on all relevant decision-making and policy forming bodies. Formation of new policy (as well as processes) is an inherent part of the proposal as is the creation of effective plans to ensure the innovations are sustained and continued.

**3.4 Project Management, Key Staff, Roles** - All staff involved in this proposed project have been consulted about the need to participate in programme activities and have agreed to be available as appropriate. In line with suggestions in the call, this has been estimated in plans and costings (including travel and accommodation) at 50 days in the first year of the project and 25 days in subsequent years.

**3.4.1 Senior Manager Working Group (SMWG)** This will be the core driver and decision making focus of the project and will set the direction, steer, enable and contribute to the whole and ensure that the various initiatives contribute and liaise effectively. Its membership will be:

Gill Howland (Chair) - Executive Pro-Vice Chancellor,  
Steve Wyn Williams - Head of Academic Development Institute, Francesca Francis - Dean of Students & Academic Registrar, Cathy Gilbert - Director of Sales & Student Recruitment, David Jenkins - Director of Educational Partnerships, Mike Hamlyn - Faculty Director - Learning & Teaching, Teaching, Dave Parkes – Head of Learning Support, Bernard Shaw – Head of Corporate Information, Mark Stiles – Head of Learning Development and Innovation, Jenny Yorke – Learning

Development Coordination Manager, Mary Furness – Director of Quality Improvement Dawn Holding - Faculty Director - Learning & Plus members of the project team as require

**3.4.2 Issue Working Groups** - These would be drawn as small groups from the above group (or their assigned representatives) to address specific issues e.g. Process innovation, employer engagement, partnership working etc in the context of curriculum development

**3.4.3 Spoke Managers** – These are already in place managing existing initiatives. All Spoke initiatives fall under the management of members of the Senior Management Working Group. See Spokes Section 3.2.3

**3.4.4 Core Project Staff**

- o **Project Director – Professor Mark Stiles** will provide Project Direction and contribute to Strategic Management (Total 0.4 FTE Years 1 to 3, 100 hours in Year 4)
- o **Project Strategic Manager** – Along with Prof Stiles, **Dr Jenny Yorke** will provide Strategic Level management for the project (0.2 FTE Years 1-3, 100 Hours in Year 4)
- o **Project Operational Manager - Fleur Phillips** – Learning Development Specialist - will take up full-time operational management of the project when the SURF WBL-Way project ends in November 2008 (1 FTE Years 1 to 3, 0.5 Year 4)
- o **Project Technical Manager - Sam Rowley** - Learning Development Manager – will provide strategic technical management and liaison for the project and lead work on domain/process analysis and mapping (0.5 FTE Years 1 to 3, 0.2 FTE Year 4)
- o **Technical Officer – Song Ye** (0.5 FTE Year 4) – Learning Development Specialist – will transfer to the project to carry out interconnectivity/interoperability work when the SURF WBL-Way project ends in November 2008 (0.5 FTE Years 1 to 3)
- o **College coordinators** – to be identified – See Section 3.2.4.1
- o **Administrative Assistant** – dedicated administrative support (0.5 FTE) will be appointed

Details of (unfunded) “spoke” staffing is not included here, but can be made available if needed

**3.5 Risks**

Risk	Probability	Impact	Score	Notes
Loss of key personnel	3	1	3	There is capacity for (temporary) filling of any personnel losses, thus minimising impact
Project is overambitious	4	1	4	Whilst there are risks within some of the “spoke” initiatives, failure of an individual spoke would not invalidate the overall initiative. The “hub” project is considered realistic
Disruptive organisational strategy changes	1	4	4	The plans and strategies underpinning the project are very recent and change is unlikely during the project timescales. New policy formation is inherent to the project goals
Technical problems with linking systems	2	5	10	Whilst a difficult area, the hub/spoke technical teams are experienced with the social, portal and repository technologies involved. Giunti (new owners of Hive) have indicated that the proposed work fits with their vision for the Hive repository product. The highest risk area is around identity and persona management, but mitigation by avoidance is possible.
Failure to address business process shortcomings	1	5	5	This very high impact, but the issue is seen as core to University plans and this proposal

**3.6 Indicative Deliverables**

- Models of the domain and current business processes and capturing the new orchestrated processes.
- Discussions and outputs relating to service-based aspects fed to the JISC e-Framework as appropriate.
- A project blog will be kept with a requirement on key staff to contribute appropriately.
- An in-depth report of the outcomes of the Investigative stage covering all processes and experiences
- Case studies from each Spoke initiative, including innovations implemented and discussion linking to the Hub
- An evaluation report from each Piloting and Evaluation phase covering the impact of project innovations, and things learnt, including the degree to which learner and employer (in particular) expectations have been met.
- A final report on the issues around addressing the tensions between sustaining innovation and embedding/establishing necessary institutional control plus a critical review and model of the hub/theme/spoke approach adopted as a means to achieving institutional innovation in the context of meeting corporate goals
- As requested, descriptions of the course products developed or redesigned which have been (re)designed, with materials to exemplify both how the new curricula are structured and how they work in practice.
- Six-monthly interim reports and a final report.

**3.8 IPR and Copyright** - The University has existing agreements with its partners regarding copyright which will be applied to the project. "Deliverables" will be copyright to the University and freely licenced to all partners and the UK HE and FE communities. Processes will be put into place, using practices agreed for the SURF WBL-WAY project, to ensure outputs falling into "grey areas" are properly registered and issues resolved in the same spirit.

**4 USER NEEDS ANALYSIS, ENGAGEMENT WITH THE COMMUNITY AND EVALUATION APPROACH**

**4.1 Proposal Formation and User Needs Analysis** - This proposal was developed by the University's Academic Development Institute, including the LDI and QIS teams responsible for TSL and Quality Enhancement. All senior managers in the proposed working group have been consulted as have members of their teams. The proposal was discussed with practitioners and staff involved in delivering & supporting WBL and curriculum development across SURF and wider. The proposal is informed by the SURF WBL and WBL-Way projects, including research commissioned from AimHigher, and research done for the HEFCE SDF proposal. The SMWG represents both the University and SURF and is committed to supporting the project, including participating in programme activities. The proposal draws on JISC and other projects including COVARM, PHOEBE, and XCRi (all of which Staffordshire University has partnered), the HEA ENGAGE project, the new JISC report "Great Expectations of ICT, how HE institutions are measuring up", the JISC "Tangible Benefits" report, and on the LDI team's extensive involvements in JISC activities and participation in CETIS and HE Academy activities and groups. The analysis of user needs derived from this work, which includes all major stakeholders, is clearly articulated in Sections 2 and 3.2.3

**4.2 Evaluation Approach and On-Going Stakeholder Engagement** - This is outlined in the workplan. Experience from the SURF WBL and WBL-Way projects has shown that a single evaluation approach is insufficient and inappropriate. E.g. employers are often very willing to discuss issues with University/College staff, but are frequently unwilling to do this with other employers. Time considerations play an important part in the selection of methods, particularly for senior managers and HE and FE teaching staff. A range of methods will be employed, including individual interviews, focus groups (proven very successful with the University's students and which the Student Union will help facilitate), reflective blogs/story keeping (with individual spoke stories used to identify conflicts and commonalities), and as appropriate, questionnaires/surveys. Instruments will be selected "in context". The JISC "six-steps" approach is appropriate for the project and, as can be seen, the workplan is in line with this.

**4.3 Working with JISC** - The team have lengthy track record of working with JISC, which is evidenced in the "Experience of the Team" section. On-going involvement will continue and will include the project team attending meetings, participating in discussions around the project activities and supporting others in the programme and the wider community. The project will be particularly interested in work based learning, quality assurance, course information, validation, and technical aspects such as the securing of web services and identity management.

**4.5 Dissemination** - Internal dissemination is inherent, given the institutional and partnership focus which will require regular reporting to be done at a wide range of University and Staff forums. In addition, the project blog, and online calendar, will allow those interested in the project to subscribe to project information with the use of RSS News Feeds. The project website will also pull in these feeds. If necessary the project will employ the use of other Web 2.0 tools to encourage the dissemination of the project, including tools such as PageFlakes, Dipity, Diigo and Twine. The University confirms it will make all outputs available via the University Website following the end of the funded period of the project. Given the nature of the project, it is expected that outputs will continue to be produced after that point and these will also be made available.

**5 BUDGET**

Directly Incurred Staff	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
Fleur Phillips Grade 7 1 FTE Years 1-3, 0.5 FTE Year 4 From December 2008 (Proj Manager)					
Song Ye Grade 6 0.5 FTE Years 1-3 From December 2008 (Technical Officer)					
Administrative Assistant 0.5 FTE					
<b>Total Directly Incurred Staff (A)</b>					
<b>Non-Staff</b>	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
Travel and expenses					
Dissemination					
<b>Total Directly Incurred Non-Staff (B)</b>					

Directly Incurred Total (C) (A+B=C)					
Directly Allocated	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
Prof Mark Stiles Grade 11 0.4 FTE Years 1-3, 100 Hours Year 4 (Project Direction and Strategic Management)					
Dr Jenny Yorke Grade 8 0.2 FTE Years 1-3 100 Hours Year 4 (Strategic Management)					
Sam Rowley Grade 7 .5 FTE Years 1-3, 0.2 FTE Year 4 (Tech management and mapping)					
Estates					
Payments to College Coordinators					
PHOEBE Consultancy					
Other Staff Participating in JISC Activity per call					
<b>Directly Allocated Total (D)</b>					
<b>Indirect Costs (E)</b>					
<b>Total Project Cost (C+D+E)</b>					
<b>Amount Requested from JISC</b>					
<b>Institutional Contributions</b>					
<b>Percentage Contributions over the life of the project</b>	<b>JISC 54%</b>	<b>Partners 46%</b>			<b>Total 100%</b>
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	<b>No FTEs: 2.127 Y1 2.177 Y2 2.228 Y3 2.281 Y4</b>		<b>At Acad/Res/PGR Rate</b>		

## 6 PREVIOUS EXPERIENCE OF THE PROJECT TEAM

**6.1 Gill Howland** Executive Pro Vice Chancellor at Staffordshire University and is responsible for leading the academic development of the University and its response to the new HE agenda. She has held posts of Senior Assistant Director of Education and Chief Advisor in a local authority and Executive Director posts at the LSC.

**6.2 Professor Mark Stiles** is Head of Learning Development and Innovation at Staffordshire University. His current responsibilities include corporate responsibility for the University's TSL Strategic Plan. Mark has directed or managed a significant number of JISC projects including COSE, and IMS Interoperability, SURF IMS Pilot, SUNIWE, SURF WBL and SURF WBL-Way, and partnered JISC projects including CAMEL and COVARM. Mark is Deputy Chair of JISC-JLT.

**6.3 Dr Jenny Yorke** is Coordination Manager of the LDI team and works across the University at an operation strategy/policy level. She was project manager of the JISC ICE project; and contributed to COVARM, CAMEL and SURF WBL. She developed the University's Strategy for the Quality Enhancement of eLearning and works closely with the Quality Improvement Service. She also leads the University's 'eLearning Models Project' which has a Community-of-Practice of over 600 members. She is Director of the DIVAS Project.

**6.4 Sam Rowley** is Learning Development Manager (Software Development & Interoperability) in the LDI Team where he leads technical development. He has eleven years experience of e-Learning software development, including leading production of the COSE VLE, and has been the technical lead on a number of JISC projects including SUNIWE and SURF WBL-Way. Sam holds a B.Sc. in Physics and M.Sc. in Computing Science. His current focus is on the application of agile and iterative development practices using free open source software.

**6.5 Fleur Phillips** is a Learning Development Specialist who has been working with JISC projects since 2002. Fleur has worked in IT for over 10 years, and has worked firstly as a Project Coordinator for X4L phases one and two and as Project Manager for SURF WBL-Way. This work has included coordinating partner colleges and investigating data/ processes within the institutions involved in the projects. Along with her 6 years of successful project experience in both HE and FE she has 3 years experience of working in WBL and employer engagement.

**6.6 Song Ye** is a Learning Development Specialist in the LDI team. He was technical developer for SUNIWE project and is currently working on interoperability for SURF WBL-Way. He has 4 years Java programming and 8 years and software maintenance experience. Song holds an M.Sc. in Computing Science.

**In the interests of brevity, mini biographies of all Senior Working Group, Members are given in Appendix D**

## Appendix C - Supporting letters



JISC  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD.

12 June 2008

Dear Sir/Madam

**Staffordshire University Proposal: ENABLE – an Institutional Change Initiative for Curriculum Development**

I am delighted to confirm Staffordshire University's Institutional support and commitment to the above proposal, which we are submitting for consideration under JISC Circular 05/08: Call for projects on institutional approaches to curriculum design.

The University's Executive Business Plan 2007-2012 has as a primary goal:

Goal	Objectives	Actions
To take a new approach to course and product development	Establish a new product development process that is market facing and customer focused	Introduce flexible product packages to the University's curriculum Develop appropriate market research to influence portfolio development Match the university's validating and quality processes to the new agenda to support growth targets

As the University's Technology Supported Learning Strategic Plan shows, we see the use of technology to support and enhance our curriculum development processes as a vital component in achieving this corporate goal.

The opportunity to create a "hub" project to ensure integration of the University's initiatives around curriculum development, portfolio review, customer engagement and quality systems is an exciting one, and I can confirm that I intend to be actively involved in this initiative, by guiding the project through chairing the Senior Management Working Group, ensuring commitment across the University, and engaging with JISC as needed.

I can also confirm the commitment of the other senior staff named in the proposal. All of the "spoke" initiatives are strategic in nature and have the full support of the senior managers and teams involved.

I take great pleasure in commending this proposal to you.

Yours faithfully

Gill Howland  
Executive Pro Vice Chancellor

Executive Pro Vice-Chancellor

Gill Howland  
BEd(Hons), MEd, FRSA

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Beaconsfield  
Stafford ST18 0XD  
United Kingdom

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g.howland@staffs.ac.uk  
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Ashton-under-Lyne Sixth Form College



Darnton Road  
Ashton-under-Lyne  
Lancashire OL6 9RL

Tel: 0161-330 2337 Fax: 0161-635 1772  
Website: <http://www.aafc.ac.uk>

Principal: Janet Nevin MA MBA

Dear Mark Stiles,

Ashton Sixth Form College would very much like to be involved in the learning, development and innovation project ENABLE. We would like to confirm our commitment to the project. We thoroughly agree with the overall philosophy of what Staffordshire University seeks to achieve.

As you say Mark, Geoff Layer (2005), Closing the Equity Gap?, Leicester, NIACE stated 'The challenge is to change the curriculum, the environment and the culture so that it meets the needs of learners, not to change the learner so that they meet the needs of the university.'

At Ashton Sixth Form College this is our philosophy. We have a comprehensive, regularly reviewed teaching and learning plan. We believe that the learner as our 'customer' dictates the 'products' we produce. We have firm links with employers across many vocational areas. We effectively engage employers in curriculum development such as 'train to gain'. We also respond quickly to the changing 'market', for example as government legislation changed in early years we began to offer a foundation degree specifically aimed at achieving Early Years Professional Status.

Our commitment to higher education provision is backed by the senior management team who wish to expand this area of provision. It is clear from the community that we serve that there is a gap in the 'market' for adult provision of Foundation, undergraduate and postgraduate degrees, locally provided. It is also clear that we can do more to "push" targeted course products to employers, and to engage employers in curriculum development. As part of this 'push' we need to change the language we use with employers to free them of the barriers that stand in the way of relationships between education and employment. As part of this 'push' it is clear that a college named coordinator would assist with this aim.

For Ashton Sixth Form College this will be Julie Reid, who currently is course leader for the Foundation Degree for Education (Teaching Assistants). The Lifelong Learning Director Jo Fletcher-Saxon will confirm this appoint in a letter to you, along with the commitment that she will be released to undertake necessary work (attending meetings and contributing to investigations and evaluations). If you should have any queries about any of the content of this letter, please do not hesitate to contact me on the number below or Jo Fletcher-Saxon on 0161-330-2330 xtn 224.

Yours sincerely

A handwritten signature in blue ink that reads 'J. Reid'.

Julie Reid  
0161 666 8244



17 June 2008

Prof M.J. Stiles  
Staffordshire University  
Beaconside Campus  
Stafford  
ST18 0AD

Dear Mark

**ENABLE – an Institutional Change Initiative for Curriculum Development**

I am pleased to confirm that we wish to take an active part in the above project and that we fully support the bid for funding.

Recent experience has demonstrated the need for improved responsiveness in accommodating the demands of employers who increasingly expect us to deliver new and often innovative programmes with shorter lead times. If we are to meet employer expectations and our ambitious plans for expansion of Foundation Degrees etc are to be achieved, we will need to become increasingly flexible and efficient. This project will help achieve this.

If the project bid is successful we will nominate a senior member of staff to coordinate our active participation through attendance at meetings and contribution to investigations.

Yours sincerely

A handwritten signature in black ink, appearing to read "C. Burkes", written in a cursive style.

**Colin Burkes**  
**Director of Curriculum and Strategic Planning**

16 June 2008

Mark J STILES  
Staffordshire University  
College Road  
Stoke on Trent  
Staffordshire  
ST4 2DE



Dear Mark

Re **Institutional Change Initiative for Curriculum Development**

In response to your email received from Richard Benefer 13 June 2008, can I confirm that Shrewsbury College of Arts & Technology wish to take part this initiative.

The College is currently committed to expanding its HE provision and is therefore supportive of the need to be more responsive and agile in responding to demand, particularly in the context of demand from employers. In addition the college would wish to be involved in an initiative that effectively joins together the university's various change initiatives in the area of curriculum development, ensure all stakeholder needs are fully understood, identify problems areas that have been overlooked, and in doing so, provide a solution to the business problem above which is sustainable.

I wish to propose as the college's named coordinator:

Dr Philip Bentley  
Head of Quality and Curriculum

I confirm that the College is prepared to release Phil to undertake the necessary work including attending meetings and contributing to investigations and evaluations

Yours sincerely

Len Tildsley  
**Director**  
**Curriculum and Information**



Main Campus, London Road, Shrewsbury, Shropshire SY2 6PR  
Tel: 01743 342342 Fax: 01743 342343 Minicom: 01743 342347  
Email: [prospects@shrewsbury.ac.uk](mailto:prospects@shrewsbury.ac.uk) Website: [www.shrewsbury.ac.uk](http://www.shrewsbury.ac.uk)  
Principal & Chief Executive: Craig McKean BSc (Hons) Cert Ed MBA



Our Ref: AP/LSS

Your Ref:

17 June 2008

Professor M J Stiles  
Head of Learning Development  
The Octagon  
Staffordshire University  
PO Box 335  
Beaconside  
Stafford  
ST18 0DP



EARL STREET, STAFFORD ST16 2QR  
TELEPHONE 01785 223800  
FAX 01785 259953

EMAIL: [enquiries@staffordcoll.ac.uk](mailto:enquiries@staffordcoll.ac.uk)  
WEBSITE: [www.staffordcoll.ac.uk](http://www.staffordcoll.ac.uk)

PRINCIPAL  
STEPHEN WILLIS BSc, MAEd

Dear Professor Stiles

Many thanks for the invitation to be a partner in the ENABLE project. I can confirm, on behalf of Stafford College, that we would be pleased to be involved and feel the project would have benefits for many curriculum processes and in particular the validation of new awards.

Yours sincerely

A handwritten signature in black ink, appearing to read "Anne Piercy".

Anne Piercy  
Vice Principal (Curriculum & Quality)

☎ Direct line: 01785 275402  
fax: 01785 244202  
email: [a.piercy@staffordcoll.ac.uk](mailto:a.piercy@staffordcoll.ac.uk)





Achieving Excellence

17<sup>th</sup> June, 2008

Professor Mark Stiles  
Staffordshire University  
College Road  
Stoke on Trent  
Staffordshire  
ST4 2DE

Dear Professor Stiles

Burton College would be interested in taking take part in investigating current curriculum processes, innovations and to be involved in the piloting, evaluating and embedding the outcomes of the project

This project ties in with our Higher Education strategy of being more responsive to our local community and commerce needs. It would hopefully aid the speed at which these new awards are made available, validated and ensure that we are able to respond more flexibly and timely in addressing the employers' needs and the higher level skills agenda.

The responsive nature of the College and that of the Staffordshire University Regional Federation (SURF) in meeting the community and commerce needs while engaging with employers and students to ensure the curriculum on offer is the most appropriate, was identified as good practice by the Quality Assurance Agency (QAA) Integrated Quality Enhancement Review (IQER) May 2007. We believe that this project will enhance and add significant value to our current processes and partner arrangements.

The Higher Education Manager (Nick Hammond) would be the College contact who would co-ordinate the project on behalf of the College and attend the necessary meetings.

I look forward to your response and working with the University on this project.

Yours sincerely

Garry Phillips  
**Assistant Principal**  
**Standards & Development Unit**

Principals & Chief Executive: Mr Keith Norris, MA, MSc, MCoE, Deputy Principal Curriculum & Quality: Mr Jon Vickers, BA (Hons) PGCE  
Deputy Principal Resources & Corporate Services: Mr Derek Sizer, BA CA

Old Field & West, Burton upon Trent, Staffordshire, ST14 3RT  
Tel: (01293) 492400 Fax: (01293) 494200 www.burton-college.co.uk

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DEPARTMENT FOR CONTINUING EDUCATION  
TECHNOLOGY-ASSISTED LIFELONG LEARNING

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tall@conted.ox.ac.uk www.tall.ox.ac.uk

Director, TALL: Sean Faughnan BA MBA



17 June 2008

Ms Sarah Knight  
Programme Manager e-Learning  
JISC Executive  
University of Bristol  
3<sup>rd</sup> Floor, Beacon House  
Queens Road  
Bristol, BS8 1QU

Dear Ms Knight

**Re: JISC Circular 05/08: Institutional Approaches to Curriculum Design**

I am writing in support of Staffordshire University's "ENABLE" project proposal submitted under the above call.

The project team have worked with us with the Phoebe Pedagogic Planner in the past and show a keen awareness of the issues and opportunities around the area of curriculum design, as well as an ongoing commitment to development in this area.

As such I have no doubt they will make a valuable contribution to the programme as a whole.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'Marion Manton'.

Marion Manton

e-Learning Research Project Manager

## Appendix D - Biographies of Core Project Staff and Senior Management Working Group Members

**Gill Howland** is Executive Pro Vice Chancellor at Staffordshire University, a post she has held since November 2007. She is responsible for leading the academic development of the University and its response to the new HE agenda. With a career in teaching, curriculum development and educational leadership, Gill has played a key role in creating several leading edge initiatives. She held posts of Senior Assistant Director of Education and Chief Advisor in a local authority and Executive Director posts at the Learning and Skills Council. Gill has served on wide range of national and regional bodies including the Government's 14-19 External Advisory Group, the North Staffordshire Regeneration Zone Board, Connexions Boards and the HEFCE Joint Progression Strategy Group. At present she is a member of the CILT Board (National Centre for Languages) and the South Staffordshire and Shropshire Healthcare Trust.

**Professor Mark Stiles** is Professor of Technology Supported Learning and Head of Learning Development and Innovation at Staffordshire University. His current responsibilities include researching the use of technologies for learning and corporate responsibility for the University's Technology Supported Learning Strategic Plan. He has published widely on learning technology and associated pedagogy and policy. Prior to his current role, Mark spent some 10 years as a deputy IT Director in HE with particular focus on the support of learning, preceded by 15 years as a teacher and academic manager in FE. Mark has a significant number of JISC projects including:

- COSE - Development of one of the first VLEs
- COSE and IMS Interoperability
- SURF Pilot – use of IMS enterprise specifications between FE and HE
- SURF WBL – Creation of generic eResources for WBL
- SUNIWE – cross institutional support for Foundation Degrees
- SURF WBL-Way – eSupport Point for WBL

Mark has also been a partner in a number of other JISC projects including CAMEL and COVARM and has carried out a number of evaluations and consultancy activities for JISC. Mark is Deputy Chair of JISC-JLT, Chair of the JISC-CETIS Board and represents JISC as a member of the Board of Directors of the IMS Global Learning Consortium. Mark is a Chartered Fellow of the BCS.

**Dr Mike Hamlyn** is the Director for Teaching and learning in the Faculty of Computing Engineering and Technology at Staffordshire University. His responsibilities include managing the quality assurance of all awards in the Faculty, for students on campus, and at partners in the UK and overseas; learning and teaching development including staff development and e-learning initiatives; and management of the student experience. He has previously held research grants related to materials processing; taught on undergraduate and postgraduate programmes, using technology to support learning and been involved in widening the use of VLEs to support learning within his faculty. His current interests include developing programmes of learning that are flexible and suitable for negotiated and work based learning, and in the mechanisms that are needed to support such programmes. He is a University Learning and Teaching Fellow.

**Dawn Holding** is Director - Learning and Teaching in the Faculty of Health. Her responsibilities include the strategic development of learning teaching and assessment in all of its forms, staff management, leadership, quality, student retention and staff development. Her professional background is nursing, however she has been involved in education for many years.

**David Jenkins** is the Director of Educational Partnerships at Staffordshire University. This role includes responsibility and oversight of the Staffordshire Aimhigher programme, the Staffordshire/Shropshire Lifelong Learning Network and the Staffordshire University Regional Federation (SURF). SURF is a HEFCE Recognised Funding Consortium that delivers higher education through FE colleges in Staffordshire and Shropshire. In 2007/2008, there are over 3000 students learning in this manner. David's previous career has included management roles with the Staffordshire Training & Enterprise Council (TEC) and Technical and Vocational Education Initiative (TVEI) and teaching geography.

**Dr Jennifer Yorke** is Coordination Manager of the Learning Development and Innovation team. She was project manager of the successful JISC ICE project; and she has contributed to the COVARM, CAMEL and SURF WBL projects. She is responsible for the Staffordshire University's Strategy for the Quality Enhancement of eLearning - within which the work proposed sits - and which forms a major component of the University's Strategy for Technology Supported Learning. She has worked closely with the Quality Improvement Service for a number of years to advise on the quality enhancement of technology supported learning and improve associated business processes; she is regularly involved in University validations and quality reviews of technology supported learning awards. She also leads the University's successful 'eLearning Models Project' which has created a Community-of-Practice of over 600 members. The eLearning Models Project has worked closely with the JISC-funded MOD4L

**Staffordshire University: APPENDIX D – Biographies of Core Project Staff and Senior Management Working Group Members**

project and is also working with the JISC-funded Phoebe project to pilot Phoebe-based templates for the models at Staffordshire University.

**Mary Furness** is Head of Staffordshire University's Quality Improvement Service. She has played a leading role in quality assurance and improvement since 1995, including overseeing QAA audits and subject reviews. She has sat on numerous validations both at home and overseas.

**Sam Rowley** is Learning Development Manager (Software Development & Interoperability) in the Learning Development and Innovation Team where he leads the technical development of e-Learning software and interoperability solutions. He has eleven years experience of e-Learning software development, including leading production of the COSE VLE, and has been the technical lead on a number of JISC projects including SUNIWE and SURF WBL-Way. Sam holds a B.Sc. in Physics and M.Sc. in Computing Science. He has hands-on experience of software project management and the full software development lifecycle from business modelling and requirements, through analysis, design, implementation, and testing to deployment on multiple client and server target platforms. His current focus is on agile and iterative development practices using free open source software.

**Francesca Francis** is the Dean of Students and Academic Registrar and has worked in the University for over 25 years. She has responsibility for enhancing the student experience and her main areas of work include student regulations, student administration and enrolment and student support and guidance. She was responsible for writing the University's Disability Equality Scheme and is committed to ensuring equality all students and is particularly interested in inclusive assessment. She leads the University's Student Retention Strategy and is responsible for undertaking an annual student survey. She works closely with the Quality Improvement Service on regulatory issues and has been a member of validation panels at home and overseas.

**Cathy Gilbert** is Director of Sales and Student Recruitment with responsibility for managing both UK and International recruitment across the full range of courses and delivery methods. Having worked in a commercial environment before joining the University she has particular experience of delivering excellence in the end to end customer experience whether for an individual or employer. Central to this is the successful HEFCE Employer Engagement bid which will support the University in its development of WBL with a particular focus on e learning.

**Bernard Shaw** is Head of Corporate Information and has worked in the field of application development and support for over twenty years, focussing on public sector ICT applications delivery. He has worked as a developer, team leader, project manager and currently holds a position on the service Senior Management Team. He has a broad knowledge of business applications and appreciates the need for integration to provide a modern knowledge and records management service.

He has specific interests in:

- Developing an integrated model for corporate systems which has a clear and consistent basis and supports the sharing of data in an effective manner.
- Pursuing the provision of corporate data in new and innovative application areas where they will add value to the institutional business process and help to maximise the benefit for both business and academic colleagues.

Bernard is a chartered member of the British Computer Society and has a postgraduate diploma in Management Studies.

**Fleur Phillips** is a Learning Development Specialist who has been working with JISC projects since 2002. Fleur has worked in IT for over 10 years, and has worked firstly as a Project Coordinator for X4L phases one and two and moved to Project Manager for the latest JISC project at Staffordshire University, SURF WBL-Way. This work has included coordinating partner colleges and investigating data/ processes within the institutions involved in the projects. Along with her 6 years of successful project experience in both HE and FE she has 3 years experience of working in WBL and employer engagement. Fleur has also been involved in the initial development of two recent employer demand led awards and has a strong working relationship with the Faculty of Computing and Engineering.

**Staffordshire University: APPENDIX D – Biographies of Core Project Staff and Senior Management Working Group Members**

**David Parkes** is Head of Learning Support at Staffordshire. David currently leads a dynamic Learning Support team of librarians, educational technologists, trainers, IT Professionals, Help Desk and Web Designers - to provide a wide array of quality services, resources and learning opportunities. David manages a multisite team over 4 libraries and is responsible for providing access to over 350,000 books, over 16,000 journals and e-journals and 50,000 e-books and a learning resources budget of approximately £1 million per year. He provides first line support for over 5000 PCs for staff and students, general teaching rooms, educational technology such as interactive whiteboards and voting systems, podcasting and emerging technologies. He writes and speaks widely on the provision of information and digital literacy, e-books and emerging technologies to other Universities, publishers, academics and other librarians. He sits on the Proquest Advisory Board, the Cambridge University Press Advisory Board and Coutts MyLibrary. He has recently been contracted by the Oxford University Russia Fund to help develop ebook provision in Russian Universities. David is also responsible for Academic Study Skills and the skills centres across the University which complement the existing provision in IT and Information Literacy. David is Head of the Special Collections and Archives - a collection of local and national importance. He chairs Inspire West Midlands – the co-operative cross-sectoral access scheme involving all NHS, HE, FE, public and special libraries in the region.

**Dr Steve Wyn Williams** is Director of Academic Development and Research and Head of the Academic Development Institute. Prior to taking up this post he was Head of Geography and Associate Dean (Academic) in the Faculty of Sciences. ADI plays a central role in leading, developing and driving forward key components of the University's Plan, working closely with faculties, schools and services and supporting the implementation of a range of initiatives. The following areas are included within the ADIs structure: quality assurance and enhancement, widening participation, research and scholarship, learning and teaching (including flexibility agenda), learning development and innovation, academic planning/portfolio development, work-based learning. At various times, UK Educational Partnerships and Educational Development have also been part of the ADI. In the last two years Steve has led two successful bids to the HEFCE Strategic Development Fund amounting to c£4 million to support the work of the University in developing approaches to flexible provision (including two fast track degrees) and the employer engagement agenda.

**Richard Benerfer** is the Foundation Degree Development Manager in Staffordshire University's Regional Federation office. With experience of working on the SURF WBL projects, currently he is responsible for the development of Fds with the University's partner FE colleges and local employers. To date, he has worked on some 40 of such awards which are a major part of the University's strategy for employer engagement and work-based learning. Richard attends all University foundation degree validation events. He is also a part-time consultant for Fdf and a member of its Fd endorsement service. Richard has also been a member of validation panels at a number of other universities. He has experience of QAA review processes and co-ordinated the University's successful engagement with the agency in its review of the Fd for Teaching Assistants in 2005. He also contributed to the self-evaluation of the University's collaborative provision for QAA audit in 2006. He works closely with the Quality Improvement Service on the development and validation of Fds and is a member of the SURF Quality Committee. Richard chairs a number of SURF committees including Curriculum Development, Marketing and Students Services and is a member of the Management Committee and Management Board.

## Appendix E - TSL Strategic Plan

### Strategic Plan for Technology Supported Learning

#### Context

This strategic plan addresses how the use of technology to support and enhance the learning experience can be taken forward in pursuit of the University's plans for the period 2007-2012.

**NOTE:** Technology is just a tool in this context and the term "eLearning" is increasingly unhelpful. There is a tendency for initiatives labelled "eLearning" to become marginalised because of that labelling. The University must strive to move a position where the use of technology to support learning is seen as just part of the normal toolkit available to enable all those involved in the learning experience to innovate and enrich it.

#### Policy

The current University eLearning Policy states:

*The University will use eLearning where appropriate to support the achievement of its goals in providing learner-centred learning experiences that are flexible, responsive and effective and meet the needs of all its learners and partners. eLearning will be used to innovate both learning and its delivery and will be delivered making effective and efficient use of all resources whilst maintaining the quality standards the University is committed to.*

*Policy aspects pertaining to eLearning will, where relevant, be embedded in **all** University policies and procedures to ensure a consistent and corporate approach to associated systems, processes and responsibilities.*

This intent holds good in the context of current University and Faculty plans, and the 10 principles forming the policy remain "fit for purpose". However, the policy should be reviewed biennially to ensure this remains the case.

#### Underlying Approach

In line with research conducted within Learning Development and Innovation<sup>8</sup>, it is proposed that this strategic plan will be policy driven to ensure coherence, but will take into account:

- The need to respect the need for appropriately distinct and individual approaches by Faculties and course teams
- Policy should be sufficient to guide practice but apply the minimum level of control necessary and avoid needless bureaucracy.

#### The 2007-2012 University Plan

The use of technology to support and enhance the learning experience will make a direct contribution to the **Strategic Intent** of the University in terms of:

- **Values (and in particular):**  
Widening Participation, Internationalism, Diversity, Enterprise and Innovation, Working in partnership
- **Customer Focus (and in particular):**  
Meeting diverse needs, Flexibility, Innovation, Scholarship
- **Flexibility:**  
Choice in timing, place and pattern, Distance Learning, Learning from home, Work-based Learning, Innovation in learning teaching and assessment
- **Growth and Diversification**  
Enhancing the experience of on-campus students, Cost-effective use of resources, Employer engagement, Research, consultancy and KT

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<sup>8</sup> Stiles, M. and Yorke, J., "Technology Supported Learning – Tensions between innovation, and control and organisational and professional cultures", Journal of Organisational Transformation and Social Change, 3: 3, 2007, pp 251-267

**Overall strategic aim:**

**To develop and implement a flexible and agile approach to the use of technology support learning (TSL) to enable its impact on contributing to corporate goals to be maximized.**

Activity for 2007-2012	Objectives by 2012	Current Milestones	Means of verification
<b>Implement effective management of learning resources and course related information</b>	Have in place an institutional repository which is focused towards learning and teaching and which will, by working seamlessly with technologies used for delivery, provide: <ul style="list-style-type: none"> <li>• Flexibility and diversification in TSL approaches</li> <li>• Effective management and reuse/repurposing of learning and course related content</li> <li>• Responsiveness in creating resources for new course products</li> <li>• Effective exploitation of research outputs to inform teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• All VLE content in repository and repository content available for reuse in a variety of systems Sept 08</li> <li>• Repository management in place Sept 09</li> <li>• Research outputs in repository Sept 09</li> <li>• Business processes in place to feed course related information to repository Sept 10</li> <li>• On-line guidance for staff on the production, and distribution, of various media Sept 09</li> </ul>	<ul style="list-style-type: none"> <li>• Review of repository content and statistics</li> </ul>
<b>Expand the use of TSL for Flexible Learning, WBL and Business and Community Engagement activities and the strengthening of SURF and other partnerships</b>	Use appropriate and linked technologies to provide targeted support for employers, mentors, partner tutors and work-based learners, and targeted information to create and maintain employer engagement.  Provide flexible and targeted support for course development and delivery activities, including validation, provision of course related information, progression, and access to support and expertise  Use appropriate technologies to make effective use of PDP and ePortfolios as an intrinsic part of the learning experience.	<ul style="list-style-type: none"> <li>• SURF WBL content in repository accessible from WBL portal Sept 08</li> <li>• Pebble Pad content in repository Sept 09</li> <li>• Enhanced WBL support point Sept 09</li> <li>• Guidance and processes for joined-up enrolment in TSL systems (April 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of repository content</li> <li>• Analysis of WBL Support point usage across SURF</li> <li>• Review of TSL processes</li> </ul>
<b>Put in place a system of learner-focused Quality Enhancement for TSL</b>	Create an agile quality model based on communities of practice and linked to the dissemination of good practice and staff development making use of: <ul style="list-style-type: none"> <li>• Peer observation of eLearning</li> <li>• Evaluation of eLearning designed to inform award leaders</li> </ul> Implement a fast-track quality model with guidelines for validation panels founded on the use of "badged" models of eLearning	<ul style="list-style-type: none"> <li>• Guidelines for models piloted Spring 08</li> <li>• 2 Models in place including guidance July 08</li> <li>• PO and evaluation of eLearning in place Sept 08</li> <li>• Fast-track approach via models agreed Sept 08</li> </ul>	<ul style="list-style-type: none"> <li>• Review and report End 08</li> </ul>
<b>Diversify the delivery of</b>	Have diversity in TSL delivery using a range of new media and	<ul style="list-style-type: none"> <li>• Guidance and policy for use of</li> </ul>	<ul style="list-style-type: none"> <li>• Review via validation and</li> </ul>

<b>TSL</b>	<p>technologies, including VLEs, Web 2.0 applications, mobile technologies and other emerging technologies</p> <p>Have identified a range of models for the use of diverse technologies and agree guidelines for their interoperation with each other and corporate systems</p> <p>Agreed, for Web 2 and other emerging technologies, a policy for use and minimum level of corporate control</p>	<p>Web 2.0 and other new media (Spring 2009)</p> <ul style="list-style-type: none"> <li>• Online "Roadmap for TSL Developments" (August 2009)</li> <li>• Evaluated pilots of new approaches and technologies (2008 ongoing)</li> </ul>	<p>monitoring outputs of TSL usage and implementation</p>
<b>Disseminate good practice and build effective staff development in TSL</b>	<p>Staff development in TSL is integrated with course development and delivered "at point of need".</p> <p>Provide a range of CPD activities, both non-accredited and accredited. Models in TSL are developed and exploited in a community of practice approach to ensure spread of good practice.</p> <p>WBL integrated into TSL CPD</p> <p>Provide an expanded range of accredited provision of eLearning focused courses, including an eLearning Masters course(s) provided collaboratively with Faculties.</p>	<ul style="list-style-type: none"> <li>• Provision of TSL awareness session for all new academic staff - (By Jan 2009)</li> <li>• TSL PGCert Sept 08, Diploma Sept 09, Masters 2010</li> <li>• Models of TSL further developed via a CoP approach to ensure the spread of good practice (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Uptake of sessions and courses</li> <li>• Analysis of CoP participation</li> </ul>
<b>Improve the administration of TSL and the provision of course related information</b>	<p>Effective, responsive and customer focussed administration of eLearning and related support is in place</p> <ul style="list-style-type: none"> <li>• Electronic Prospectus implementation</li> <li>• Student Record System enhancements</li> <li>• e-Enrolment &amp; VLE interfaces</li> <li>• On-going Institutional Portal implementation</li> </ul>	<ul style="list-style-type: none"> <li>• New website course search 2008</li> <li>• Electronic Module enrolment 2008/9</li> <li>• Online results portlet re-launch 2008</li> <li>• Co-ordinated approach to the provision of an electronic prospectus to ensure all requirements are taken into account and outputs available in the repository (2010)</li> <li>• Improved Blackboard integration to enable more automated and flexible staff and student enrolment Sept 08</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Electronic module enrolment and results portlet</li> <li>• Review of prospectus</li> <li>• Feedback from Faculties on Blackboard enrolment</li> </ul>
<b>Put in place an approach to Research and Development in TSL which enhance the University's reputation</b>	<p>An institutional approach to R &amp; D in TSL designed to maximise income and funding</p>	<ul style="list-style-type: none"> <li>• Plan for TSL R&amp;D linking centre and Faculties (Jan 09)</li> <li>• Annual Staffordshire TSL Conference (2008)</li> <li>• Increased publications in TSL</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and participation in Conference</li> <li>• Number of publications</li> </ul>

<p><b>and attract external funding</b></p>		<p>across the University (2009)</p>	
<p><b>Ensure that the work on Study Skills and Information Literacy makes appropriate use of, and is integrated with, TSL</b></p>	<p>Availability of guides and opportunities for technology access, hardware and software familiarisation, online skills and relationships, motivation online audio and video material, peer interaction and technology, information literacy and study skills. Instant messenger support available from help desks and specialist subject and discipline support. Ongoing digitisation of material.</p>	<ul style="list-style-type: none"> <li>• Increased use of audio and video tools (eg podcasts) (2009)</li> <li>• Electronic guides for study and resource use (2008)</li> <li>• Digitisation of key resources (2008 on-going)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of repository content</li> <li>• Number and take-up of digitised resources</li> </ul>
<p><b>Implemented a technical infrastructure which will allow the ready interconnection of TSL applications and other systems and which will allow TSL applications to be introduced/removed in a flexible and responsive way</b></p>	<p>Further develop the University server, storage and network infrastructure, and systems to provide a modular, agile and responsive environment based on industry standards. Including:</p> <ul style="list-style-type: none"> <li>• Appropriate use of Web service approaches (SOA).</li> <li>• Use of virtualisation to provide flexibility in capacity and greater resilience of core TSL systems</li> </ul> <p>Develop an identity management system to allow seamless access and authorisation to TSL applications.</p>	<ul style="list-style-type: none"> <li>• SOA developments via online results portlet and development of online module enrolment (2008/09)</li> <li>• Virtualisation strategy and plan (2008)</li> <li>• Implement an identity management solution (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on progress from Corporate Information and IT</li> </ul>
<p><b>Carry out a study of the TSL support and resourcing needs within faculties including how these can be best linked to central support and produce a report recommending the way forwards</b></p>	<p>Effective support for use of TSL within Faculties TSL support within Faculties works in partnership with central support</p>	<ul style="list-style-type: none"> <li>• Report on Faculty TSL Support and Resourcing Requirements (Spring 2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Report presented for action</li> </ul>

## Appendix A - Relationship to the 2007-2012 Executive Business Plan

The use of technology to support and enhance the learning experience will make a direct contribution to the achievement of the following aspects of the Executive Business Plan 2007-2012

**NOTE** – Numbering corresponds to entries in the Executive Business Plan

### Executive Business Plan 2007-2012

<b>GOALS</b>	<b>OBJECTIVES 2007-2012</b>	<b>TSL Context</b>
<b>B – Staff</b>		
To invest in staff and organisational development	<p><b>2. <i>Create a structured, targeted, flexible professional development programme that equips staff with skills to meet the new change agenda</i></b></p> <p><b>4. <i>Expand new ways of working and flexible employment to support the strategic priority of flexibility</i></b></p> <p><b>5. <i>Support effective synergy between scholarship, research and practice to advance professionalism, knowledge transfer and the customer experience.</i></b></p>	<p>2) Effective use of TSL in staff development will allow greater flexibility in staff training and CPD.</p> <p>4) Flexible delivery of courses and support will enable more new ways of working.</p> <p>5) Effective use of social software, the learning and research repository, and integrated approaches to development and CPD will enable the University to become a learning organisation within which best practice and innovation can be quickly diffused.</p>
<b>C – Products</b>		
To take a new approach to course and product development	<p><b>2. <i>Increase engagement with employers on work-based learning and other workforce development initiatives</i></b></p> <p><b>3. <i>Establish a robust new product development process that is market-facing and customer-focused</i></b></p>	<p>2) TSL has a core role to play in the delivery and support of WBL. A key component is its contribution to employer engagement.</p> <p>3) Use of the repository will enable greater flexibility and responsiveness in terms of both product development and delivery.</p>
<b>D – Partnerships</b>		
To grow and sustain alliances, networks and partnerships	<p><b>2. <i>Further develop SURF college network and other appropriate FE partnerships</i></b></p> <p><b>3. <i>Forge strategically beneficial collaborations with partners in the commercial, public and voluntary sectors at local, regional and national level</i></b></p> <p><b>4. <i>Form alliances and networks with other HEIs as appropriate</i></b></p>	<p>2) TSL has a core role to play in the strengthening of SURF and other FE partnerships, not just for delivery but for the support of all involved in WBL and for employer engagement</p> <p>3) and 4) The repository and Web 2 technologies have a role to play in partnerships and networks.</p>
<b>E – Growth and Diversification</b>		
To grow and diversify the business	<p><b>1. <i>Grow all income streams in accordance with 5-year growth projections, strategic principles and policy of inclusion</i></b></p> <p><b>5. <i>Put in place funding to support the investment required to deliver the University Plan</i></b></p>	<p>1) TSL is key to growth and diversification</p> <p>5) Investment in aspects of TSL and its support and development will be essential</p>

## F – Customer Focus

To enhance customer experience

- 1. Increase the number of students who stay and successfully complete their courses**
- 3. Integrate systematic customer feedback mechanisms into a robust framework for the measurement and improvement of customer satisfaction**
- 4. Provide a learning and teaching experience that is continuously enhanced and research and practice informed**

- a) Integrate the work of the Study Skills centres with TSL initiatives and evaluate impact
- c) Use new technologies and to help promote innovation in the academic experience and develop inquiry-based learning
- d) Improve progression by using the work on Portals and the support of WBL and other SURF TSL initiatives to contribute to enabling learners in partner institutions to identify themselves more closely as members of the University
- f) A revised academic calendar for 2008/09 which is responsive to our client base and facilitates curriculum innovation is essential for new TSL initiatives to succeed

## G – Delivery

To exploit technological advances

- 1. Develop a technical infrastructure (networks, mobile technology) that supports integrated business systems, administration, formal, informal and flexible learning**
- 2. Implement new and existing learning and teaching media to support effective e-learning and delivery**

- a) Ensure roles in supporting TSL are clearly understood across the University
- a) Integrate the work of the E-Learning Facilitators in Faculties/Schools with the work of the LDI and Learning Support teams to ensure joined-up support
- b) Every module to make appropriate use of TSL by 2008/09