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|---|-----------------------|--|-----------------------|
| Cover Sheet for Proposals <i>(All sections must be completed)</i> | | JISC e-Learning Programme | |
| Name of Initiative: | | Institutional approaches to curriculum design | |
| Name of Lead Institution: | | University of Strathclyde | |
| Name of Proposed Project: | | PiP – Principles in Patterns | |
| Name(s) of Project Partner(s): | | N/A | |
| Full Contact Details for Primary Contact: | | | |
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| Fax: 0141 548 4216 | | | |
| Length of Project: | | 3 Years 11 months | |
| Project Start Date: | | Project End Date: | |
| 1 September 2008 | | 31 July 2012 | |
| Total Funding Requested from JISC: | | £ 400,000 | |
| Funding Broken Down over Academic Years (Aug-July): | | | |
| Aug08 – July09 | Aug09 – July10 | Aug10 – July11 | Aug11 – July12 |
| £ 125,000 | £ 125,000 | £ 125,000 | £ 25,000 |
| Total Institutional Contributions: | | £ 621,194 | |
| Outline Project Description | | | |
| <p>In response to a number of drivers and strategic aspirations, the University of Strathclyde would like to provide more support for the process of curriculum design across its five faculties. This will be achieved by building on the principles and curriculum design models developed by the REAP (Reengineering Assessment Practices) project – developing tools to describe and evaluate those designs, with the descriptions providing the basis for the development of patterns that can be applied to curriculum design tasks in the future.</p> <p>The range of disciplines within the University of Strathclyde and the variety of learning platforms, technologies and approaches that are used in the institution will ensure the outputs of the project have relevance to the wider FE and HE communities in the UK.</p> | | | |
| I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box) | | YES | |
| I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box) | | YES | |

Freedom of Information Tick List

FOI Withheld Information Form

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

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

| Section / Paragraph No. | Relevant exemption from disclosure under FOI | Justification |
|-------------------------|--|---|
| Section 6 - Budget | s.43 Commercial Interests | This section contains details of institutional cost structures and individual salaries. |
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Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

1 Fit to Programme Objectives and Overall Value to the JISC Community

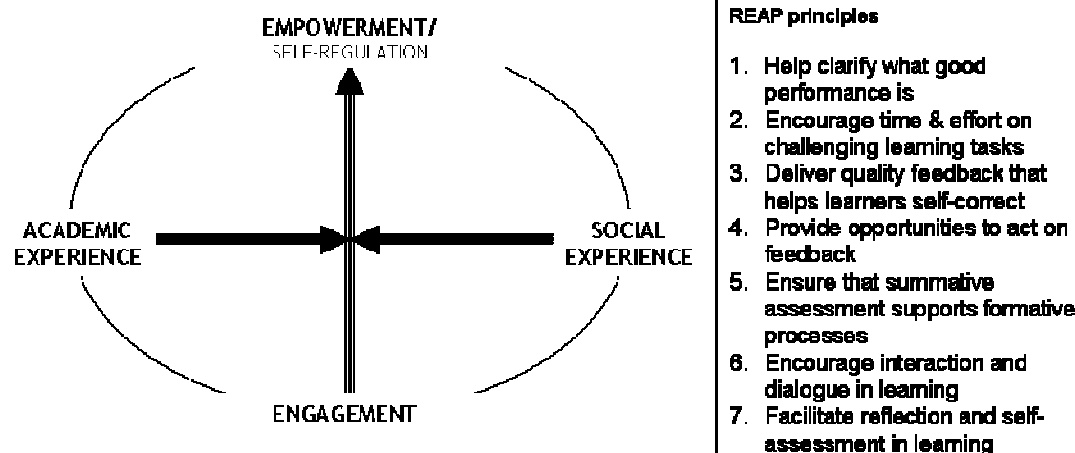
1.1 Introduction

1. In keeping with its decentralised organisational structure, the curriculum design and approval process at the University of Strathclyde is characterised by diverse approaches coming together at certain key approval points. In response to a number of drivers and strategic aspirations, the University would like to provide more support for the process of curriculum design and quality enhancement across its five faculties. This support will take the form of the design and development of task, module and course design 'patterns' based on the core pedagogical principles developed through the Re-engineering Assessment Practices (REAP) project and now embedded in the University's policy and quality enhancement processes. The project will explore methods of representing these design patterns so that departments and faculties can draw upon them when engaged in redesign. When used across clusters of classes or programmes these patterns will help ensure a consistent student experience, an important factor in an institution which allows students a large degree of flexibility in curriculum choice. The patterns will also facilitate a quicker design process by providing a pool of options to draw on that already embed features of effective practice. The range of disciplines within the University of Strathclyde and the variety of learning platforms, technologies and approaches that are used in the institution will ensure the outputs of the project have relevance to the wider FE and HE communities in the UK.

2. The University of Strathclyde received its Royal Charter in 1964 and now has over 29,000 full and part-time students, the third largest in Scotland. It is located across two campuses in the centre of Glasgow. It is organised in five faculties – Business, Education, Engineering, Science and Law, Arts and Social Sciences – each of which operate with a reasonably high degree of autonomy within an agreed framework. A number of learning platforms (proprietary, open-source and in-house) are used across the institution. The University also prides itself in its innovative approach to teaching and learning in general, and to curriculum design in particular; this commitment being embedded in the institutional strategy for 2007-2011¹. Two actions arising from the teaching and learning objective within the strategy are worth highlighting. The University plans to *promote excellence in learning and teaching through continuous innovation in the curriculum* and *design and implement a University-wide credit framework to facilitate cross-faculty working*. Consequently, the University of Strathclyde is in the process of reviewing and renewing its curriculum. This proposal is concerned with developing institution-wide processes which will support the achievement of these objectives by embedding principles of good practice in the curriculum design process. This will enable us to better understand how, when and where our students are learning by providing better information about student engagement and student empowerment.

3. This project will build upon the work of the REAP (Reengineering Assessment Practices) project. The REAP project was funded by the Scottish Funding Council between 2005 and 2007 as part of its e-transformation programme, with the overall programme being managed by JISC. The University of Strathclyde was lead partner; the other partners being the University of Glasgow and Glasgow Caledonian University. Although the driver was *assessment*, the REAP project was about complete module redesign, as it considered all the interactions students engage in during their study and about how teachers support these interactions. The project developed a set of principles for the redesign of any module, based on the dual ideas of moving students from engagement to empowerment (i.e. where they are able to monitor, judge and evaluate their own learning) and that learning is a collaborative endeavour (i.e. courses must create many opportunities for dialogue between students and with teachers). REAP showed that technology could support the implementation of these assessment principles leading to learning and efficiency gains. The University has embedded the REAP principles within its policy and has initiated a programme of activities to develop many more redesigns both across the institution and across programmes in faculties. Apart from the REAP partner institutions several other institutions, including Leeds Metropolitan and the University of Greenwich, have adopted the REAP principles.

¹ The University of Strathclyde's strategy can be viewed at <http://www.strath.ac.uk/strategicplan/>. The relevant teaching and learning elements are summarised in Appendix A.

Figure 1: The REAP Framework and 12 principles to guide course redesign**REAP principles (cont'd.)**

8. Give choice in assessment – content and processes.
9. Involve learners in decision-making about assessment policy and strategy.
10. Support the development of learning communities.
11. Encourage positive motivational belief and self-esteem in learning.
12. Adapt teaching to student needs.

1.2 Project Objectives

4. This project will investigate ways of representing the REAP redesigns in relation to these principles. It will develop supportive processes to record the designs and the technologies used, to catalogue them and to evaluate their effectiveness in implementation. The ability to conceptualise, describe, share, reuse and evaluate these principle-based designs is at the heart of this proposal. The existing REAP redesigns will be assessed to identify activity patterns which cover not only what happens in the classroom but all aspects of student learning. Linking these patterns to appropriate technology will enable us to discover new ways of tracking not just engagement by students but the type of engagement that learning tasks call for. Further work will be carried out to develop an online tool that will allow us to capture both the extent to which courses map onto the REAP principles and the extent to which students are already self-regulated in their study orientations. We will attempt to track empowerment, not just engagement. The project will pursue its objectives through two substantial pilot phases, a Phase 1 starting in 2008-09 and a Phase 2 pilot starting in 2009-2010, which will build on the experience of the Phase 1 pilot.

5. The Phase 1 pilot project will be located within the Law, Arts and Social Sciences (LASS) and led by Dr. Robert Rogerson. The revision of the BA degree required for 2009-10, as the University moves to a universal 20 credit framework, presents the Faculty with an opportunity to attempt a more radical re-focusing of its degree programme. This redesign will work across all seven departments of the Faculty. The aim is not just to make some minor improvements or enhancements to the first year modules, but rather to transform the culture of learning and teaching on the BA degree programme. The aim is to move away from traditional models of lecturing and examinations towards an entirely student focused approach to learning. Students will be engaged from day one in the learning process. A key focus is on assessment as research shows that student learning is not surprisingly oriented towards assessment. Taking responsibility for one's own learning in effect means developing the confidence to assess one's own work against well defined criteria which students understand and can work with. The aim is to break down the traditional "us and them" culture where students defer to staff assessment of their achievements and move to a culture where students are confident about assessing their own progress and levels of attainment.

6. Working with the LASS faculty, the project team will use the extensive redesign effort as a pilot against which the principles of curriculum design can be tested, the design models

developed in REAP can be implemented, and a repository of design patterns developed to support subsequent curriculum design activities. The Phase 2 implementations, which will begin one year later, will allow for further development and refining of the project outputs while the Phase 1 implementations are concurrently evaluated.

1.3 The Proposed Project and JISC's vision for Curriculum Design

7. The alignment of this project proposal to JISC's vision for curriculum design is discussed below, in the context of the three headings detailed in the Invitation to Tender (i.e. Learning and Teaching Practice, Technology and Standards, Strategy and Policy).

1.3.1 Learning and Teaching Practice

8. The curriculum design process that is being implemented at the University of Strathclyde requires curriculum review and renewal to be coordinated by each of the institution's five faculties. Each will develop appropriate templates for curriculum design for use within their own faculty and, where they involve the VLE, these templates will be captured. Each faculty template will need to accommodate differing stakeholder requirements but, despite variation in implementation, the University has identified a number of key principles which this project will incorporate into the patterns for curriculum design. Primarily these relate to the principles developed by the REAP project, in particular the move from student engagement to empowerment and the desire to ensure that learning is a collaborative endeavour. Supporting these key principles, a number of subsidiary tracking and evaluation processes will also be developed:

- **Learning Content** - standards for the acquisition, development, storage and reuse of teaching and learning materials to ensure legal compliance and best practice.
- **Consistent approach**, so that students have curricula that work holistically when classes and courses are combined.
- **Space Utilisation**, including models to make more effective and innovative use of the estate to address increased pressures due to the move to a single campus.
- **Information and ICT Competencies**. Ensuring that each student has the opportunity to engage with innovative technology embedded in their curriculum and has access to appropriate support and training in information literacy.
- **Early identification of students who are struggling**. This will be done through a variety of means; at its most basic through enhanced attendance monitoring but more importantly through a better understanding of how students are engaging with learning.

1.3.2 Technology and Standards

9. Currently the University has no formal mechanism for capturing, describing and reinterpreting the organisational and pedagogical intention behind the principles described above.

Consequently this project will include a structured curriculum design pattern repository to capture the curriculum design patterns. This repository will include:

- archetypes of the elements that make up a curriculum including pedagogical elements, organisational structures, assessment strategies, etc. The relationships between these elements will also be recorded.
- An extrapolation of these archetypal patterns into a hierarchy of contextualised patterns and (ultimately) into instantiations. The hierarchy will include refinements and interpretations that respond to faculty and departmental requirements, discipline requirements and requirements of external bodies with an influence on the curriculum, e.g. awarding bodies, professional associations, etc.
- alternative vocabularies to describe the curriculum elements. Differences in vocabulary have been identified as a major barrier to understanding and engagement within faculties let alone across the institution. The repository would include aspects of *folksonomy* to capture the terminology used by curriculum design teams alongside formal descriptions.

10. The repository will store element descriptions in a standards-compliant format. The nature of this description will be one aspect of the JISC project. Possibilities include IMS Learning Design, although this has typically been used to model class delivery rather than high-level curriculum design. Alternatively process modelling approaches such as Business Process Management Notation, although this is obviously very generic. It is likely that different approaches would be better for different type of curriculum design element and the project will consider the issue of coordinating and synthesising patterns that are described in different

ways. This is one of the areas where we would seek to draw on the expertise available to JISC and hope to make a contribution to the wider standards community.

11. The purpose of the repository, and its value to the institution, will be

- to record and preserve the curriculum design decisions and rationale for reference
- to represent the relationships between the different layers of requirement moving from institution-level principles through faculty/departmental/external requirements to the actual course design
- to promote re-use (and reinterpretation) of curriculum design elements.

12. To complement the development of the repository and to support the principles-based approach, the project will also provide technology-based support for the bureaucracy of the curriculum design and approval process. This would be delivered through a document workflow system that would allow curriculum design and quality assurance teams to manage relevant documentation online through a secure approval process. The institutional requirements for the system have already been scoped by Registry, although further work at the faculty and department level will be required. The system will be delivered through the new institutional Sharepoint service

1.3.3 Strategy and Policy

13. In common with many other devolved institutions the issue of embedding new approaches and methodologies at the University of Strathclyde is an often complex one. By the end of the project a set of 'ideal', principles-derived designs will be available, spanning the University's faculties. Already, an innovative approach to curriculum design is embedded in the institutional strategy which, through a series of operational planning exercises, performance measurement activities and periodic peer-reviews, drives change within the institution. With continued innovation in curriculum design embedded in the strategy, and mechanisms in place to ensure that strategy is translated into action, the usefulness and sustainability of the patterns approach rests on a number of key activities:

- Identifying changes in the principles that we wish to embed in the patterns. Some of these changes will be changes to policy within the institution; others may be driven by external factors.
- Ensuring that the patterns are continually updated to reflect these changes in these areas.
- Supporting the curriculum design teams in their use of the principles to inform the design.
- Ensuring that this approach is more than simply a list of requirements that must be ticked off. Instead it should be an iterative cycle of development whereby principles and their instantiations are refined and expanded as models of good practice and practical guides to innovation in pedagogy and course organisation
- Ensuring that this support is, in itself, subject to ongoing review to ensure that the patterns and the support that is offered for their implementation, is continually informed by the needs of the various stakeholder groups, and incorporates feedback from these groups.

2 Workplan

2.1 Workpackages and Deliverables

14. The following table describes the summary workplan for the project, with each work package (WP) and deliverable (D) described below.

| From | 09/2008 | 02/2009 | 08/2009 | 02/2010 | 08/2010 | 02/2011 | 08/2011 | 02/2012 | |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| To | 01/2009 | 07/2009 | 01/2010 | 07/2010 | 01/2011 | 07/2011 | 01/2012 | 07/2012 | |
| WP 1 | | | | | | | | | |
| D 1 | | | | | | | | | |
| WP 2 | | | | | | | | | |
| D 2 | | | | | | | | | |
| WP 3 | | | | | | | | | |
| D3 | | | | | | | | | |
| D4 | | | | | | | | | |
| WP4 | | | | | | | | | |
| D5 | | | | | | | | | |
| D6 | | | | | | | | | |
| WP5 | | | | | | | | | |
| D7 | | | | | | | | | |
| WP6 | | | | | | | | | |
| D8 | | | | | | | | | |
| D9 | | | | | | | | | |
| WP7 | | | | | | | | | |
| WP 8 | | | | | | | | | |
| WP 9 | | | | | | | | | |
| D10-16 | | | | | | | | | |
| WP 10 | | | | | | | | | |
| D17-19 | | | | | | | | | |

WP1 (Work Package 1): Review of Current Process and Practices (Sept 2008 – Jan 2009)

The curriculum design process within the University of Strathclyde is a devolved process, with certain defined approval points. The degree of flexibility that a teacher has in curriculum design will vary depending on a number of factors including the course structure within the faculty and the extent to which the course must align with the requirements of external bodies (such as professional bodies). The institutional process will be reviewed and captured during the initial months of the project. This analysis will include an in-depth analysis of the existing process in the faculty of Law, Arts and Social Sciences which is beginning a major curriculum design process during the 2008/09, as well as an overview of devolved and central workflows.

D1 (Deliverable 1): A detailed description of the original curriculum design process prior to the instigation of the changes. (Jan 2009)

WP2: Understanding initial issues and indentifying changes required (Sept 2008 – Jan 2009)

This work package will investigate the way in which patterns could support the curriculum design process within the institution. In particular, the investigation will focus on:

- The issues that arise due to the inconsistencies and diversity in approaches to curriculum design across the institution.
- The principles that the institution would like to embed in all curricula in the future, including the move towards a standard credit model for all u/g courses.

This work package will include an assessment of the redesigns previously enacted through the REAP project to identify activity patterns which cover not only what happens in the classroom but all aspects of student learning.

D2: First set of “Principles in Patterns” (primarily a narrative descriptions) based on the REAP redesigns. (Jan 2009)

WP 3: Plan Phase 1 Pilot (Sept 2008 – July 2009)

The Phase 1 pilot within the Law, Arts and Social Sciences (LASS) faculty will re-design its curriculum during 2008-09. This process will include:

- agreeing and refining principles in the context of different departments
- soliciting bids from departments to develop new pedagogical or organisational interventions that could be included in a curriculum design
- building engagement from the curriculum design teams

Working with LASS, the project team will:

- refine the “Principles in Patterns” in the context of the planned curriculum changes in LASS
- link the first draft “Patterns in Patterns” (D2) to appropriate technologies which will enable the project to discover new ways of tracking not just engagement by students but the type of engagement that learning tasks call for. This tool will also consider subsidiary requirements (estates usage, attendance monitoring).
- Begin the design of the standards-complaint methodology for describing curriculum design elements and the hierarchical repository of curriculum design repository. In conjunction with this will be a workflow system to support curriculum design document processing.

D3: A refined set of “Principles in Patterns” (July 2009)

D4: A design for the structured repository. (July 2009)

WP 4: Phase 1 – Implementation (2009/2010)

The initial pilot classes will be rolled out to Level 1 classes within the LASS Faculty in 2009/2010. The project will develop an online tool that will allow the project to capture both the extent to which the courses map onto the REAP principles and the extent to which students are already self-regulated in their study orientations.

D5: An online tool which allows courses to be mapped to Principles. (July 2010)

D6: First version of the structured repository (July 2010)

WP5: Phase 1 Evaluation (2010-2011)

A retrospective evaluation of the success of the curriculum redesign project, and the success of the JISC project in capturing the process within patterns, will be carried out during 2010-2011.

D7: Interim Evaluation Report (July 2011)

WP6: Planning Phase 2 Implementation (2010-2011)

During 2010/2011 the project team will work with a second faculty to map their curriculum design processes onto a hierarchy of patterns. This process will differ from the Phase 1 planning process in two ways:

- The ‘Principles in Patterns’ developed in Phase 1 of the project should provide a foundation for the development of suitable patterns for Phase 2.
- As the project learns from Phase 1, the Phase 2 pilot should be able to place much greater reliance on the ‘Principles in Patterns’ as part of the curriculum design process.

This second iteration of the planning process, together with the evaluation of the first will lead to the refinement of certain elements of the ‘Principles in Patterns and the structured repository.

D8: Further iteration of the “Principles in Patterns” (July 2011)

D9: Second version of the structured repository (July 2011)

WP7 – Implementation of Phase 2 Pilot - Embedding Innovations (2008-2012)

Two major implementations should prove the value of the ‘Principles in Patterns’ but the project team will work through the project to raise awareness of the project internally and will pursue opportunities to embed it in institutional processes as the arise.

WP8: Dissemination (2008 – 2012)

The project team will participate in programme activities and dissemination from the onset of the project. The plan (described in Section 3.2. below) will assume an increased amount of dissemination as the project proceeds and as more outputs are available.

WP9: Project Management (2008-2012)

The project will be guided internally by a Project Advisory Group. This will be chaired by the Vice Principal for Teaching and Learning and will comprise representatives from:

- The JISC-funded project team
- The faculties engaged in curriculum design and renewal, in the first instance Robert Rogerson from the Law, Arts and Social Sciences faculty.
- The University Registry and Academic Administration.

- The Centre for Academic Practice and Learning Enhancement.
- Learning Services

D10-D16 Interim project reports will be produced for JISC every six months.

WP10: Final Project Reports (2001-2012)

The following final project reports will be developed:

- **D17: A reflective report of the development of the project** with input from a range of stakeholders. This will be facilitated by the use of a wiki to which participants will be encouraged to participate, together with periodic summaries by the project team.
- **D18: An evaluation report** produced by the Project Manager which will describe the **changes that have taken place in the curriculum design process** due to the work of the project.
- **D19. Final Project Report** for the JISC Committee reflecting on the management and finances of the project, lessons learned and recommendations for further work.

2.2 Staff who will work on the project

The following staff will be involved in the project:

| Name | Institutional Role | Role on Project | No. of Days on Project | No of Days on Programme |
|--|--|-----------------------|------------------------|-------------------------|
| Project Team | | | | |
| Michael Coen | Head of Innovation Services and Projects | Project Co-Director | 180 | 25 |
| Prof. David Nicol | Deputy Director of the Centre for Academic Practice and Learning Enhancement | Project Co-Director | 180 | 25 |
| James Everett | Principal Innovation Officer , Learning Services | Technical Manager | 410 | 40 |
| Catherine Owen | Project Manager, REAP - Re-engineering Assessment Practice Project | Project Manager | 410 | 40 |
| Donna Cullen | Innovation and Projects Officer , Learning Services | Analyst | 410 | 10 |
| To Be Recruited | Technical Analyst/Support | Technical Analyst | 410 | 10 |
| Senior Management / Project Champions | | | | |
| Anne Hughes | Deputy Principal | Project Champion | 10 | 2 |
| Shona Cameron | Head of Learning Services | Project Champion | 30 | 20 |
| Dr. Robert Rogerson | Senior Lecturer | Leading Phase 1 Pilot | 50 | 10 |
| Total | | | 2090 | 185 |

15. CVs for the project team can be found in Appendix C, while relevant experience is summarised in section 4 below. Although not included as part of the project costing the time of Senior Management (Mrs. Anne Hughes, Mrs. Shona Cameron) constitutes part of the institutional input to the project. The number of days on programme activities will be informed by the programme plan. However, an estimate has been entered.

2.3 Risk Analysis

16. The Project Team have used the template in JISC's project management guidelines to assess the risks associated with the project to be as follows:

| Risk | Probability (1-5) | Severity (1-5) | Score (P X S) | Action to Prevent/Manage Risk |
|---|----------------------|-------------------|------------------|---|
| Difficulty in recruiting a technical analyst | 3 | 3 | 9 | Despite only being 50% funded by this project, a full-time resource will be recruited (the other 50% being funded by the University). This should help the recruitment process. Should there be any delay in recruitment the project will be supported by the pool of technical staff within the University's Learning Services department. |
| Loss or unavailability of project staff | 3 | 3 | 6 | The impact of loss of members of the project team is reduced by the fact that the project is embedded in the Learning Services and CAPLE departments and other staff can cover any loss of staff within the project team. |
| Difficulty in identifying suitable pilot projects | 2 | 4 | 8 | The first phase pilot has already been identified. There is funding in the project budget to help facilitate the involvement of a second phase pilot. |
| Lack of time to complete project | 2 | 2 | 4 | Although the project remit is taxing the project team have an excellent record of timely delivery. |

3 Engagement with the Community

3.1 Stakeholders and User Need Analysis

17. The stakeholders for this project will include:

- Teaching staff and curriculum designers. From their perspective the project should deliver tools that will facilitate better and quicker curriculum design, as well as allowing a more complete understanding of student engagement and empowerment.
- Institutional Management. The project should facilitate the embedding of agreed principles within the curricula, as well as more robust method for discussing curriculum design issues.
- Students. The project should deliver a more consistent learning experience across their course of study which incorporates the best and most innovative practice that is appropriate to their course of study.
- Support Staff. The project's outputs should provide a framework through which the input from support staff from a number of areas can be drawn together and referenced in the curriculum design process.

18. In this first instance these stakeholder groups will be limited to the University of Strathclyde. However, as the project progresses and the dissemination effort builds, the requirement and views of these stakeholder groups in the wider education community will be incorporated into the project's thinking.

3.2 Dissemination

19. Dissemination will be targeted at the internal and external stakeholders identified above. Appropriate methods for communicating with these stakeholder groups will be developed by the project and, at a programme level, in conjunction with the curriculum design support project. Dissemination methods will include:

- a project website which will host on-going progress reports.

- a wiki to which internal stakeholders can contribute. This will be of particular importance in developing a shared vocabulary with which to discuss the curriculum design process. Sections of the wiki may be open up for wider discussions across the sector.
- attendance at programme events, conference presentations and publication in journals.
- potentially hosting an international on-line conference. This type of event was successful as part of the REAP project with a range of materials arising from the conference including conference keynotes, a 35 cases studies of technology-supported assessment course designs, the outputs of synchronous and asynchronous discussions of keynotes and case studies. 400 delegates from 32 countries participated in the conference.

3.3 Evaluation Mechanisms

20. Project evaluation will operate on three levels:

- **Project Timescales and Deliverables.** At the most basic level the project will be evaluated against the timescales and deliverables described in Section 2.1. This will include evaluating our success in capturing desired principles in design patterns, evaluating the success of these patterns in implementation and evaluating the degree to which these principles and patterns have been embedded at the University of Strathclyde.
- **Impact on Stakeholders.** The project will be evaluated in the context of the benefits that the project aims to bring to each of the stakeholder groups identified above.
- **Programme Engagement.** The project will also be evaluated in the context of its engagement with the JISC programme and the impact that it has throughout the sector. This will be a process that will begin during the project but one which will continue beyond the funded period.

21. Appropriate methodologies will be developed during the project planning stage to facilitate this evaluation plan.

4 Previous Experience of the Project Team

22. The core project team will be drawn from staff within the University of Strathclyde's Learning Services department and the Centre for Academic Practice and Learning Enhancement within the University of Strathclyde.

- **Prof. David Nicol** brings a wealth of expertise in curriculum design and assessment. He directed the £ 1M REAP project, the principles of which provide the basis for this project.
- **Michael Coen** has 10 years experience of managing JISC projects, as well as specific specialist input on evaluation and impact analysis.
- **Jim Everett** has spent over a decade engaged in projects that have brought the benefits of current and emerging technologies to learning and administration in both Higher and Further Education. He will lead the technical aspects of the project.
- **Catherine Owen** has a range of project and service management expertise, including managing the REAP project between 2005 and 2007. She will provide the project management input to the project.
- **Donna Cullen** has worked on a number of JISC-funded projects related to the use of technology in education. She is experienced in the use of modelling languages, which will be a key to capturing much of the curriculum design process before and after the changes made by this project.
- The project will also recruit a **Technical Support Analyst**, who will contribute to development of the repository and other technical aspects of the project.
- The project is being **championed internally** by Mrs. Anne Hughes, Deputy Principal with responsibility for Teaching and Learning.

Project Team CVs are attached as Appendix C.

5 Supporting Letter

23. The institutional Letter of Support is attached in Appendix B.

6 Budget

The Project Budget is as follows:

| | Aug 08– Jul 09 | Aug 09– Jul 10 | Aug 10 – Jul 11 | Aug 11 – Jul 12 | TOTAL £ |
|--|-------------------|--|--------------------|--------------------|-----------------|
| Directly Incurred Staff | £ | £ | £ | £ | |
| Catherine Owen, Project Manager, 410 Days, 1.86 FTE | | | | | |
| Donna Cullen, Analyst, 410 days, 1.86 FTE | | | | | |
| Technical Analyst , APS Grade 7, 410 Days, 1.86 FTE | | | | | |
| Total Directly Incurred Staff (A) | | | | | |
| Directly Incurred Non-Staff | | | | | |
| Travel and expenses | | | | | |
| Hardware/software | | | | | |
| Dissemination | | | | | |
| External Consultants | | | | | |
| Funding for Pilot Departments | | | | | |
| Total Directly Incurred Non-Staff (B) | | | | | |
| Directly Incurred Total (A+B=C) | | | | | |
| Directly Allocated | | | | | TOTAL £ |
| Prof. David Nicol, Project Co- Director, 180 Days, 0.82 FTE | | | | | |
| Michael Coen, Project Co-Director, 180 Days, 0.82 FTE | | | | | |
| Jim Everett, Technical Manager, 410 days, 1.86 FTE | | | | | |
| Estates | | | | | |
| Directly Allocated Total (D) | | | | | |
| Indirect Costs (E) | | | | | |
| Total Project Cost (C+D+E) | | | | | |
| Amount Requested from JISC | | | | | |
| Institutional Contributions | | | | | |
| Percentage Contributions over the life of the project | JISC - 39% | Partners 61% | | | Total - 100% |
| No. FTEs used to calculate indirect and estates charges, and staff included | 9.08 FTEs | Which Staff: Owen, Cullen, Technical Analyst, Coen, Nicol and Everett | | | |

APPENDIX A –The University of Strathclyde Strategy for Excellence in Education

Excellence in Education

The University greatly values the diversity of its student population.

The challenges for students in balancing study, work and life require the University to provide comprehensive and accessible support arrangements, increasingly making use of a blended learning approach to offer a personalised education. The University will make best use of opportunities associated with the European Higher Education Area, and the Bologna process, such as increased flexibility in access to the University, improved articulation to Further Education, and greater opportunities for students to integrate international study and internships into their study programmes. This includes an increased emphasis on the recruitment of postgraduate students from around the world.

The move of the Faculty of Education to the John Anderson Campus will enable greater linkages between Faculties and the potential to develop further inter-disciplinary activity. It will provide a new building exemplifying innovative approaches to learning and teaching, flexible utilisation of space for continuing professional development and lifelong learning with extended day and year use.

Objectives

Provide a high-quality education and experience to all our students, regardless of background, inspiring them to develop to the full their abilities, creating outstanding professional and creative people for industry, business and the professions. We will meet this objective by:

- Promoting excellence in learning and teaching through continuous innovation in the curriculum and in approaches which make optimum use of staff time
- Recruiting excellent students by driving up undergraduate admissions entry standards and by defining quality indicators for students recruited through non-standard entry procedures
- Recruiting more international postgraduate students
- Diversifying our catchment area to ensure that the projected population changes in the West of Scotland do not adversely affect our student intake
- Ensuring that all teaching activities are informed by disciplinary and pedagogic research
- Ensuring our course portfolio is innovative and highly relevant to students and employers
- Supporting our diverse student population to maintain an appropriate study, work and life balance
- Providing a blended learning approach which uses new technologies to enhance learning
- Designing and implementing a University-wide credit framework to facilitate cross-faculty working
- Ensuring high rates of retention, progression and completion
- Maintaining a firm commitment to diversity and inclusion
- Recruiting and retaining excellent academic staff and ensuring that development opportunities support them to be at the forefront of learning and teaching
- Providing an environment and infrastructure that supports the development of students personally, academically and professionally
- Developing a sustainable strategy for maintaining and developing the teaching infrastructure in line with internal needs and changes in the external context
- Producing graduates who aspire to and are capable of advanced study, undertaking research at high levels within and beyond the university sector, and who are highly sought after by major employers

Targets

We will measure our progress against these objectives through regular monitoring of performance against the following targets:

- Increase the numbers of international postgraduate students recruited and completing by 10% per annum
- Drive up the average undergraduate entry standard to 400 UCAS tariff points
- Achieve a completion rate for full-time undergraduate entrants that is equal to our benchmark or better (based on HESA's projections for completion)
- Achieve a retention rate of undergraduate students that stay on in HE after the first year of studies at our benchmark (based on HESA's performance indicators) or better
- Provide one-stop access to student services in a central location
- Perform above our benchmark for graduate employability as measured by HESA
- Perform above the UK average for student satisfaction as measured by the National Student Survey

Specific Investments

The University will only make investments that will underpin our goal of providing an excellent student experience.

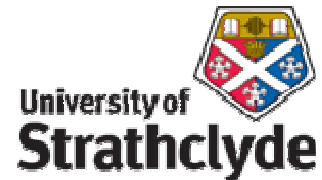
We will merge our two campuses by bringing the Faculty of Education to the John Anderson Campus and utilising this new build opportunity to exemplify innovative and flexible use of learning spaces and technologies.

We will enhance the student experience by investing in innovative social and learning spaces including:

- A new Sports Centre that will combine excellent leisure facilities with state-of-the-art teaching and research facilities in the areas of sport and well-being
- A revitalised and contemporary approach to the provision of library services and information resources
- One stop access to student services

The University and Faculties will invest in new academic programmes that reflect a positive, creative and innovative approach and that position departments at the forefront of learning and teaching within and across disciplines.

APPENDIX B – LETTER OF SUPPORT



19 June 2008

JISC,
Northavon House,
Coldharbour Lane,
Bristol
BS16 1QD

Dear Sir/Madam,

JISC ITT: E-Learning Programme – Institutional Approaches to Curriculum Design

I am please to indicate my full support for the 'Principles in Patterns' proposal from the University of Strathclyde in relation to the above programme..

Should this bid be successful, the University would be committed to working with JISC towards quality outcomes and ensuring their sustainability in the longer term. The University's financial commitment and the commitment of senior officers to the project is reflected in the proposal.

Yours faithfully

A handwritten signature in black ink that reads "Anne Hughes".

Anne Hughes
Deputy Principal
The University of Strathclyde

6.2 CV for Michael Coen (Project Co-Director)

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6.4 CV for Catherine Owen (Project Manager)

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6.5 CV for Donna Cullen (Analyst)

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