Annex B – FDTL phase five funded projects

University of Reading

Inclusive, Accessible, Archaeology

Subject area	Archaeology
Theme	Disability and Transferable Skills in Archaeological Fieldwork
Partner institutions	Bournemouth University
Project number	15/03
Duration	2 years, 3 months
Funding	£248,373
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Goals

The project aims to address the dual issues of disability and transferable skills in the teaching of archaeological fieldwork. It will:

- Increase awareness of disability issues in Archaeology;
- Improve the integration of disability in fieldwork teaching;
- Improve all students' awareness of their development of transferable skills for transition to employability through participating in archaeological fieldwork.

Project outcomes

The outcomes will be:

- The integration of disabled students into archaeological fieldwork and related activities in line with the mandatory legal requirements of disability legislation.
- A change of emphasis from 'disability' to 'ability': rather than excluding or categorising individuals, all students will be engaged actively in assessing their own skills. This will be achieved by developing a generic self-assessment tool kit for use by all students being taught fieldwork in Archaeology and other fieldwork related subjects.
- Dissemination of the results through published guidelines, web-sites, workshops and conference presentations carried out in association with the project's professional

stakeholders (the Institute of Field Archaeologists, the Council for British Archaeology, English Heritage, and Oxford Archaeology).

Programme of work

Phase 1 – Assessment: Evaluate the issues surrounding, and current practices relating to, disability and archaeological fieldwork through questionnaires and case studies.

Phase 2 – Characterisation: Develop a generic method of assessing physical and psychological abilities of disabled/non-disabled people to participate in fieldwork.

Phase 3 – Controlled Testing: Test and refine characterisation of archaeological field activities and environments through real-world tests in controlled laboratory conditions, and produce a pro forma self-assessment tool kit.

Phase 4 – Field Trials: Assess the suitability of controlled tests and evaluate a generic method of assessment through field trials on archaeological excavations.

Phase 5a – Evaluation: Refine the project's deliverables.

Phase 5b – Wider Dissemination: Wider dissemination of project results.

Phase 6 – Continuation After Funding Ends: Integrate disability into archaeological fieldwork in training, employment, and the development of transferable skills in conjunction with Archaeology subject providers and professional bodies.

University of Warwick

The Scholarship of Engagement for Politics

Subject area	Politics
Theme	Placement learning
Partner institutions	Coventry University, Oxford Brookes University
Project number	16/03
Duration	3 years
Funding	£249,089.40
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Goals

This project will identify, develop, evaluate and promote the scholarship of engagement as a formal dimension of the Politics and International Relations curriculum in UK universities. It will offer alternative models of the scholarship of engagement for enhancing student learning and demonstrate how these can be embedded in the student experience and transferred to cognate disciplines.

Project outcomes
- A dedicated web-site on the scholarship of engagement in Politics. This will include case studies, useful links, guides for developing the scholarship of engagement, strategies for assessment, student-generated resources. The web-site will include the ongoing evaluative feedback reports submitted to the project team.
- Templates of the scholarship of engagement for Politics in the curriculum, including ideas of partnerships, student support and guidance mechanisms.
- A model partnership framework agreement, outlining an ethical as well as practical code for collaborative learning.
- A set of assessment strategies for the scholarship of engagement for Politics.
- A set of case studies of the student experience of the scholarship of engagement for Politics. Students will be invited to generate resources on their experiences.
- An evaluation report on the impact of the scholarship of engagement on student learning.
- A national conference on the scholarship of engagement in Politics and cognate disciplines.

Programme of work

In Year 1, we will identify and evaluate existing cases of scholarship of engagement (including assessment methods and IT support). We will also set up a network of local placement partnerships. Students from the three partner universities will be invited to undertake placement learning in Year 2 of the project. These will be evaluated, and a number of models will be developed to test in Year 3 with cascade partners. We will establish a set of assessment strategies for scholarship of engagement, and develop fully online and interactive models for scholarship of engagement. We will produce a final evaluation study on the student experiences on the scholarship of engagement, and organise a national conference to present our models.

Surrey University

Image Enriched Learning in Tourism (IELIT)

Subject area	Hospitality, Leisure, Recreation, Sport and Tourism
Theme	Images in tourism learning
Partner institutions	The University of Surrey and Buckinghamshire Chilterns University College
Project number	18/03
Duration	2 years
Funding	£75,000
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Goals
The aim of IELIT is to provide, and support the use of, digital image resources in tourism education that will lead to improvements in teaching materials and through this, student interest, engagement and learning.

Project outcomes
By the end of the project:
- The current predominant use of text in learning will be supplemented and enhanced by the use of images.
- Lecturers will develop improved teaching materials through the critically informed use of images (initial target = use of IELIT by 50 lecturers).
- Student learning will be improved through greater exposure to images. This will improve their experience, and so motivation, stimulation, assimilation and memory, interest, reflective engagement and learning.
- A sustainable and useful resource will be available for continued use and development across the full range of the subject LTSN.

Programme of work
The following main activities are planned for the first year of the project:
- establish an image management system for the image library
- creation of a metadata system which facilitates image retrieval through keyword search
- launch a web-site through which the image library can be accessed
- outline the learning enhancement guide

- establish a national network of image contributors.

The second and final year of the project will focus on:
- collecting relevant images from contributors
- refining the content of the learning enhancement guide
- dissemination of outcomes
- creation of the basis for further development and accessibility of the image library.

University College London

The Archive Archaeology Project

Subject area	Archaeology
Theme	Teaching and learning strategies
Partner institutions	University of Bristol, University of Durham, Museum of London
Project number	24/03
Duration	3 years
Funding	£249,534
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Goals
The project seeks to raise the profile of 'Archive Archaeology' in the teaching of archaeology across the HE sector. This will be achieved through the development and dissemination of teaching and learning strategies making best use of material held in museum collections, archaeological archives and Historic Environment Record centres.

Project outcomes
- A survey of the current provision of teaching of 'hands-on' Archive Archaeology will be compiled;
- Pilot teaching projects will be designed and developed in Bristol, Durham and London;
- Regional workshops will be organised to discuss and disseminate the results;
- Guidelines on best practice in this field will be compiled, based around evaluated case-studies.

Programme of work
In the first year, the survey of current teaching provision in 'Archive Archaeology' will be compiled and assessed; the three pilot teaching projects will be designed, delivered and evaluated.

In Year 2 the pilot projects will be modified accordingly, delivered and evaluated, and the courses embedded in the departmental curriculum. Results from the Survey will be followed up and Regional workshops held in three centres.

In Year 3 the development of the pilot project will continue, further workshops will be held and the best-practice Guidelines compiled and disseminated across the HE sector.

University of Southampton

POLiS: Politics On-line Learning and Citizenship Skills

Subject area	Politics
Theme	Citizenship education at university level
Partner institutions	Keele University; Liverpool John Moores University
Project number	28/03
Duration	3 years
Funding	£249,902
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Goals

To facilitate citizenship education amongst politics/international relations students through the development of a variety of online, experiential learning activities that can be incorporated, either individually or in combination, into existing subject-based curricula.

Project outcomes

The project outcomes will be:
- Extensively tested and rigorously evaluated online learning activities;
- A web-site for citizenship education in higher education;
- A series of case studies illustrating different ways in which the activities can be used;
- A continuation strategy for building on the experience gained during the project.

Programme of work

The principal tasks for Year 1 are the initial design and testing of the first group of learning activities, namely measuring citizenship, led by the University of Southampton; representing students, led by Keele University; and in/exclusive citizenship led by Liverpool John Moores

University. In Year 2 these activities will be refined and disseminated more widely and a second group of activities will be scoped. Year 3 will be devoted to the intensive development, evaluation and dissemination of the second group of activities.

Loughborough University

LIMES: Library Information Management Employability Skills

Subject area	Librarianship and Information Management
Theme	Embedding skills in the curriculum
Partner institutions	Liverpool John Moores University, University of Bristol
Project number	36/03
Duration	2 years
Funding	£149,933
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Goals

Focusing on Library and Information Management, the project aims to facilitate skills development during initial professional education, by creating learning and teaching materials which reflect employability skills and embedding them within the curriculum. The materials will be linked to the Professional Development Portfolio RAPID for Information and Library Science.

Project outcomes
- learning and teaching materials accessible via the HE Academy web-site
- guide to the availability of learning and teaching materials
- guidelines on the embedding of skills training in the curriculum
- a forum for the continuation of the project aims.

Programme of work

The first stage of the project will determine perceived skills gaps in the Information and Library Management sector. This will be done with reference to existing recent skills surveys of the sector, as well as to employers, specialist employment agencies and professional associations, such as the Chartered Institute of Library and Information Professionals (CILIP). Library and Information Management (LIM) academic departments will be surveyed to determine learning and teaching materials which are currently available to support skills training. These materials, together with any available from employers, will be adapted as necessary, and new materials created in collaboration with LIM Departments. It is envisaged that presentations will be made at these Departments. A web-site will be created to promote the work of the project.

In the second stage of the project partner institutions will be asked to trial the pilot teaching and learning materials. Results of the trials will be evaluated and a model will be developed to embed skills training within the curriculum. Alignment of the skills with professional development portfolios (PDPs), such as RAPID, will be sought. Other LIM Departments will then be encouraged to actively engage with the model. Support will be sought from the British Association for Information and Library Education Research (BAILER) and the HE Academy, with the establishment of a forum to sustain the further maintenance and embedding of the materials after the period of the project. Dissemination opportunities will be taken through presentations at conferences and the publication of academic papers and journal articles.

De Montfort University

Developing a Virtual Biomechanics Laboratory

Subject area	Hospitality, Leisure, Recreation, Sport and Tourism
Theme	BioLab: Developing a Virtual Biomechanics Laboratory
Partner institutions	Manchester Metropolitan University
Project number	43/03
Duration	3 years
Funding	£249,715
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Goals
To support widening participation and curriculum design through the creation of a virtual biomechanics laboratory.

Project outcomes
- These comprise the development of a virtual anatomy and biomechanics laboratory primarily contained in an easily distributed DVD format
- the establishment of an online support service assisting with assessment methods, experimental design and set-up, and feedback
- a virtual learning environment (using Blackboard) enabling continuous updates for the DVD-based experiments
- a complete suite of digital resources and online services (including sample curricula and lecture/workshop materials) to enable total flexibility at the point of use.

Programme of work
The first stage of the project will involve information gathering, necessitating liaison with potential partners, higher education institutions and further education colleges. An investigation of current practices will be effected and identification of needs and desires collated.

The second stage will deal with design, content construction and testing and can be subdivided into two phases: phase one concerning the preparation of prototypes for Semester 2 testing (6-month construction phase of materials for testing, workshops and tutorials for partners and the evaluation and refinement of prototype files and applications); phase two concerning Semester 1

and 2 testing (testing of prototype in CD-DVD format, construction of supporting materials, use with sample lessons and modules).

The third stage will revolve around refinement, final production and distribution, involving the instructional design stage, the integration of the technical content with the DVD interface, testing and re-testing with Phase 1 groups and finally web-site construction.

Nottingham Trent University

METAL: Mathematics for Economics: enhancing Teaching And Learning

Subject area	Economics
Theme	Assessment
Partner institutions	N/A
Project number	44/03
Duration	3 years
Funding	£250,000
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Goals

- To maximise student attendance, engagement and participation in mathematics for economics through the provision of an accessible and fully interactive toolkit of varied and flexible resources;
- To develop diverse and innovative assessment opportunities for economics students;
- To engage students in a clearer understanding of mathematics for economics and monitor student learning during, and beyond, the lifetime of the project;
- To disseminate and embed project outcomes through methods that maximise awareness, understanding and implementation.

Project outcomes

- An online question bank of mathematics teaching and assessment materials specifically applied to the field of economics;
- Five interactive video units (covering 10 units of study) using streaming video, dynamic animation and student tracking to relate mathematical concepts to the field of economics;
- Ten teaching and learning guides that provide an extensive bank of teaching
- activities (large and small groups) covering all aspects of Level 1 mathematics for
- economics;
- An interactive web-site to present the teaching and learning resources, to facilitate distance learning and to foster students' autonomy and ownership of the learning process.

Programme of work

In the first year the project team will complete the scripts and all of the 'on location' filming for the video units. They will begin work on the development of mathematics questions, solutions and feedback for the online question bank and will produce a portfolio of teaching and learning activities which will form the basis of the project's teaching and learning guides. The team will engage in a number of conferences and workshops to begin the dissemination process – at this stage creating awareness of the project and gaining feedback on project ideas and developments. The team will hold regular project team meetings and two project steering committee meetings. An economics advisory panel and a student feedback forum will meet in the autumn of the first year to provide comments/suggestions to the project team.

In the second year the project team will complete the filming of all the studio segments for the video units and will work on the graphical and formulaic representations that form part of the video presentation. They will complete the mathematics questions, solutions and feedback for the online question bank and will begin the process of applying the general question styles to the field of economics. The team will also work on linking the different mathematical concepts learned in first year economics to the activities in the teaching and learning portfolio. The team will continue to hold regular project team and steering committee meetings and will consider all feedback given by the economics advisory panel and the student feedback forum regarding the project deliverables. Each of the project outcomes will be piloted in seminars at a selection of universities in order to obtain feedback on the use of the resources in the teaching and learning environment. The web team will develop the project web-site and link the project resources as they become available.

In the third year the project team will edit the video units and develop a presentation guide that will enable the user to select the segments that they want to use for the teaching and learning of different mathematical concepts. The team will also complete the process of contextualising the questions, feedback and discussion for the online question bank. Topical flow charts will be created once the teaching and learning guides are finished to help direct the user through the different resources. The project team will present and consider feedback from a wide variety of dissemination events including workshops, conferences, the economics advisory group, the student feedback forum and individual lecturers who have agreed to pilot the materials in their lecturers and seminars.

Sheffield Hallam University

ELATE: Effective Learning and Teaching Enhancement: Peer-Supported Review of LTA and Professional Development

Subject area	Hospitality, Leisure, Recreation, Sport and Tourism
Theme	Learning, teaching and assessment
Partner institutions	N/A
Project number	78/03
Duration	3 years
Funding	£250,000
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Goals

The aim of this project is to enhance learning, teaching and assessment (LTA) by innovative developments to the peer review and staff development processes, utilising principles of peer-support.

Specific objectives are to:
- Review the impact of existing programmes of peer review and related staff development on the professional development of staff and student learning experiences;
- Widely disseminate the outcomes of the impact survey and the potential of *peer-support* to enhance professional development processes;
- Develop, trial, evaluate and embed enhanced models of peer-supported review (P-SR) of LTA and peer-supported staff development (P-SSD) within the sponsoring departments/faculties at the partner institutions;
- Monitor and review the effect of new models of P-SR of LTA at the partner institutions;
- Evaluate the impact of P-SR of LTA and P-SSD on staff and on the student experience;
- Widely disseminate the results of the development and evaluation of P-SR of LTA and P-SSD in order to engage others in enhancing professional development processes;
- Achieve maximum take-up and sustainability of enhanced models of professional development.

Project outcomes

Measurable outcomes will be achieved in the following areas:

- A high level of awareness of the project via the LTSN web-site and conference presentations.
- A published impact survey of existing models of professional development and the potential of peer support to enrich the process.
- Dissemination of these through conference presentations and appropriate publications.
- Development and embedding of enhanced professional development processes within the sponsoring departments at the partner institutions.
- Widespread embedding of enhanced models of professional development within the subject area and beyond.
- Increased commitment of staff to professional development processes.
- More effective linkage between the outcomes of peer review and staff development activity.
- Publication of a survey of the effect of P-SR of LTA and P-SSD on the ability of staff to structure, support and assess learning and the experiences of learners.
- Establishment and embedding of models of professional development in at least 12 HE departments within the subject area and beyond.

<u>Programme of work</u>
The Phases of the Project:
Phase 1 - preparing and communicating the case and building the network.
Phase 2 - development, evaluation and embedding at the partner universities.
Phase 3 - disseminating outcomes.
Phase 4 - supporting development, embedding and sustainability throughout HE.

Sheffield Hallam University

ALAC: Active Learning - Active Citizenship

Subject area	Education Studies/Social Policy/Politics/Teacher Training
Theme	Citizenship
Partner institutions	University of Lincoln
Project number	79/03
Duration	3 years
Funding	£250,000
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Goals

The project aims to enhance the teaching and learning of citizenship and political literacy in Education Studies, Social Policy, Politics and Teacher Training by developing resources and approaches that integrate the use of ICT and multimedia, involving the use of virtual learning environments and open and flexible approaches to learning.

Project outcomes

The intended outcomes are:

- Enhanced student autonomy and independence in the study of citizenship, increased levels of active community involvement and improved quality of critical thinking and levels of academic achievement through the use of resources drawn from authentic contexts to support issues-based approaches to learning.
- Improved teaching and assessment practices through the enhancement of supporting resources and the increased awareness and understanding of the potential afforded through the integration of ICT and multimedia to enhance the student learning experience.
- A curriculum framework, collection of exemplars and tutor support pack to support pedagogical approaches that integrate the use of ICT and multimedia, involving the use of virtual learning environments and open and flexible approaches to learning.
- A bank of flexible and reusable resources to support active student learning that consist of content and material to support issues-based approaches to learning in relation to citizenship and political literacy.

Programme of work

The first year of the project will result in establishment of the cross-Faculty and cross-institutional network which will develop the curricular framework and curriculum design, plan the pedagogical approaches and prepare the resources for Cycle I implementation. This activity will be led by the Associate Director from each of the areas, supported by academic colleagues and students.

The second year will involve implementation in Cycle I during semester 2. This will result in the development of three exemplar case studies. The case studies will form the first phase of the material for the tutor support pack and provide the basis for evaluation and dissemination with the aim of achieving broader impact. The approaches and resources for Cycle II will be developed on the basis of student-led activity with support from the Associate Directors and academic staff.

The third year will involve implementation in Cycle II. This will result in the development of three further exemplar case studies. The case studies will form the second phase of the material for the tutor support pack and provide the basis for further evaluation and dissemination. The summative evaluation of the project will take place at the end of this phase of the project.

Sheffield Hallam University

TIBER: The Integrated Business Education Resource

Subject area	Business and Management
Theme	Curriculum
Partner institutions	N/A
Project number	80/03
Duration	3 years
Funding	£150,000
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Goals

To design, develop and evaluate a learning resource based on a company. This resource will address the need for an integrated business curriculum by enabling individual modules within the first year of business programmes to access a range of information and tackle business issues within a common context. The resource will be web-based and will involve a range of subject areas and expertise in its development.

Project outcomes

The intended outcomes from the project are:
- greater integration of the business studies curriculum
- improvement in the students' engagement and motivation
- embedding both of the above into common practice.

The outputs from the project will be:
- company information and data: e.g. a company web-site, annual reports and statements, transactional database, virtual tour, audio interviews with key management
- learner support materials: e.g. structured and graded guidance and learning activities which will enable students to explore the significance of the studied subjects to the running of a business and to develop their descriptive and analytical skills. The materials will be appropriate for students from a range of educational backgrounds and include individual and group work through tutor-directed and self-directed study

- models and guidance for using the resource: the learning resource will be designed to enable modules to use materials in a way that serves the module's learning outcomes and to fit appropriately within their learning, teaching and assessment strategies.

Programme of work

The project will be undertaken over three years in five overlapping phases: design, development, implementation, evaluation and dissemination. The completion of a prototype resource in time for the start of the academic year 2005-06 is a critical project milestone.

The phased approach represents an iterative development allowing the evaluation of the prototype to inform further development of the product and the supporting resources.

Staffordshire University

Developing First Year Undergraduates' Acquisition of Threshold Concepts in Economics

Subject area	Economics
Theme	Developing first year undergraduates' acquisition of threshold concepts in economics.
Partner institutions	Coventry University, University of Durham, University of West of England
Project number	82/03
Duration	3 years
Funding	£249,978
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Goals

The project aims to improve teaching and learning by identifying and embedding *threshold concepts* in the first year economics curriculum. Threshold concepts have been defined as transformative gateways that lead ultimately to 'ways of thinking and practising' which are routine to individuals who are 'inside' a subject, but alien and difficult to grasp for individuals who do not regard themselves as part of that subject community. The development work aims to identify and address the needs of students studying for an economics degree and students studying for other degrees that include economics modules such as business studies.

Project outcomes
- Implementation of a revised curriculum and learning and teaching at the four partner institutions and subsequently at cascade institutions.
- The publication of assessment and teaching resources.
- The development of a project web-site that will contain discussion, development and teaching resources.
- The posting of examples on the Economics Network of the Higher Education Academy's web-site.
- The holding of workshops to promote understanding of the project that can be hosted by the partner institutions, cascade institutions and elsewhere by the Economics Network of the Higher Education Academy.
- Conference papers and publications in Economics on the embedding of Threshold Concepts for instance at the Developments in Economics and Business Education

(DEBE) and Royal Economic Society (RES) conferences, and in the International Review of Economics Education.

- We will also report in conference papers and publications on the variation and applicability of our strategies in a wider context, for example the European Association for Research on Learning and Instruction (EARLI) and British Educational Research Association (BERA) conferences.

Programme of work

This project is over three years.

In the first year the partner institutions are trialling investigations and collecting data into various methods of identification of threshold concepts and variations in understanding.   Strategies are being developed for the learning of teaching and learning threshold concepts in economics.   The results will be presented in conference papers and be made available on the project's web-site.

In the second year the teaching and learning materials developed will be embedded in various modules in the partner institutions and their impact on students' understanding of economics will be evaluated. We envisage the participation of a wider group of colleagues from partner and cascade institutions and interested colleagues from other institutions. The material will be revised in the light of the evaluation and further resources developed. Proposals will be developed on the sequencing of content within modules.

In the final year there will be revision and final evaluation of the teaching and learning strategies. There will be production of briefing documents with exemplar strategies for identifying threshold concepts, adapting teaching to promote learning and suggestions for staff development. Dissemination will take place through the partner institutions, cascade institutions and the Economics Network of the Higher Education Academy. Conference papers and publications will be developed both in Economics and for wider academic audiences. There will be input into the generic staff development programme in the partner institutions.

Northumbria University

MEDAL Making a Difference: Educational Development to Enhance Academic Literacy

Subject area	Education
Theme	Academic Literacy
Partner institutions	University of Durham, University of York, York St John College, Roehampton University
Project number	83/03
Duration	3 years
Funding	£249,998
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Goals
This project aims to support students in developing academic literacy capabilities in the emergent interdisciplinary field of Childhood Studies.

Project outcomes
The outcomes will be:
- the creation of a Childhood Studies Pedagogic Network (CSPN)
- the development of learning resources, pedagogic models and materials to enable Childhood Studies teachers to share practice, access new ideas and adapt them to their own teaching
- the engagement of a Staff and Educational Development (SED) special interest group to address issues of interdisciplinary teaching in the training and development of new and experienced lecturers.

Programme of work
The first year of the project will establish a network of Childhood Studies teachers. A survey will be undertaken to investigate staff and students' perspectives of issues and practice relating to the development of academic literacy in Childhood Studies. CSPN and SED members will work together to develop, pilot and evaluate strategies for enhancing academic literacy. Evaluation and reference to sound pedagogic principles will ensure the project knows what works, why and in what circumstances.

In the following years pedagogic and learning resource contributors will be developed within the emerging network of Childhood Studies teachers, especially through Academic Literacy Champions and mini-projects. MEDAL will ensure the quality of materials by pro-actively seeking good practice, by providing tools and support for evaluation and through editorial control of resources. Use of resources will be supported and promoted via Study Days and other events. MEDAL will also contribute papers at Childhood Studies/interdisciplinary conferences and Staff and Educational Development events.

University of Gloucestershire

META: From PDP to CPD

Subject area	Hospitality, Leisure, Recreation, Sport and Tourism
Theme	Reflective experiential learning
Partner institutions	Manchester Metropolitan University
Project number	93/03
Duration	3 years
Funding	£250,000
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Goals

The project is concerned with enabling students to think more critically about themselves and their experiential learning through the enhanced support of PDP and student mentoring.

Project outcomes
  • New validated modules, with available adaptable interactive resources, in all three partners to reflect and promote the project objectives (commitment of institutions);
  • A new adaptable PDP scheme in three partners to encourage reflective thinking and deep learning;
  • New mentoring programmes embedded within the curricula, and related experiential learning settings, in the three partners, to develop the support of other students who have been trained as peer mentors;
  • The enhanced guidance provided by visiting tutors who have also been informed by project materials;
  • The better informed support of employer supervisors who have been guided by the materials and guides produced by the project;
  • Clearer and progressive links between PDP and CPD;
  • A range of guides and learning materials for student mentors and their protégés, and tutors, which embraces two models of delivery (workplace learning and volunteering/community work experience which is outside the formal curriculum).

Programme of work

In the first year, the project sets out to review current approaches in the two partners, and the wider subject constituency, via:
- Reflective experiential learning in the context of twelve month placements and community 'volunteering' placements;
- PDP and its links with experiential learning;
- The use of student mentoring to support such learning.
- It also begins the dissemination process through the setting up of a web-site, the running of internal workshops and the establishment of a network of 'cascade' partners, and employers and professional bodies.

In the second year, the project will further refine its work on the three key aspects and establish the principles and guidelines for good practice in reflective experiential learning, PDP and student mentoring, and identify the interrelationships between the three aspects.

It will develop teaching materials and adapt modules (including web-based) in both partners at various levels to address the learning requirements of reflective experiential learning and the support of PDP and student mentoring.

There will be the testing of methods and materials in the partners and cascade partners, and dissemination through publications, workshops (including the Higher Education Subject Centre for Hospitality, Leisure, Sport and Tourism), and conferences.

The third year of the project will further develop learning and teaching materials (including Web CT), the use of ePortfolios and the development of an e-mentoring resource. Further testing will take place. A number of learning guides will be produced, and the compilation of the personal biographies and case studies will be completed. Dissemination for action and use of the approaches, methods and materials will continue through workshops, visits and publications.

Sheffield University

CONTACT: Collections Network for Archaeology and Classics Teaching

Subject area	Archaeology
Theme	Curriculum design
Partner institutions	Universities of Bournemouth, Leicester and York
Project number	95/03
Duration	3 years
Funding	£248,944.50
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Goals
The specific goals of the CONTACT project are:
- to evaluate the state of Material Culture Studies (MCS) in HE institutions;
- to forge a real co-operative network among institutions so as to bring about change in curriculum design;
- to enhance student learning through the sensory engagement with diverse material culture;
- to enhance student learning through contact with specialists in MCS;
- to enhance student learning through disseminating and building on existing virtual networks;
- to ensure the continued existence of established networks through institutional sponsorship.

Project outcomes
The precise outcomes of the project are:
- change in curriculum design in the area of MCS in Archaeology and Classics
- a strategy for change management in areas affected by curriculum change such as assessment
- the establishment of enduring co-operative networks
- an assessment of the current status of MCS in HE institutions
- the provision of graduate skills which are currently lacking in the profession.

Programme of work

Year One will see the establishment of a baseline survey of MCS in HE institutions and the formation of pilot projects amongst consortium partners. Work will also concentrate on establishing teaching media as well as a web-site, presentations and workshops.

Year Two will see the launch of the participatory grant initiative and the expansion of the CONTACT network to encompass the wider community. The population of the CONTACT database is a key concern for this period.

Year Three will focus on the evaluation of the CONTACT project and implementing a continuation strategy.

University of Birmingham

Beyond Dissemination: Embedding Computer-Based Learning and Effective Uses of WinEcon

Subject area	Economics
Theme	E-learning
Partner institutions	N/A
Project number	106/03
Duration	3 years
Funding	£155,906
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Goals
- to enhance student learning and improve retention
- to enhance access to a variety of resources that are relevant to students at different levels: remedial, standard and advanced
- to trial a targeted embedding strategy
- to improve our understanding of effective dissemination.

Project outcomes
At the conclusion of the project we aim to:
- Embed customised versions of WinEcon (within local VLEs) in the introductory economics and quantitative methods teaching of a minimum of 66% of Phase 2 institutions and 33% of Phase 3 institutions;
- Produce appropriate material (paper and electronic) and IMS compliant Reusable Learning Objects (RLOs) for each institution guiding students through relevant components of WinEcon as they progress through their modules;
- Produce a library of these IMS compliant Reusable Learning Objects available through the HEA Economics Network;
- Produce a FDTL/ILT report on our experience of the embedding process to act as a guide for other projects trying to cross the barrier from dissemination to implementation;

- Produce regular contributions to the HEA Economics Network newsletter on the implementation of WinEcon within VLEs, a contribution to the Good Practice Showcase, and a new chapter for the HEA Economics Network 'Handbook for Economics Lecturers' to assist lecturers taking over existing modules, new lecturers or existing lecturers who want to implement additional features;
- Produce a cadre of academics skilled in the implementation of WinEcon, and new C&IT initiatives more generally, in a VLE environment;
- Produce a team of trainers capable of further disseminating this knowledge.

Programme of work

This project proposes to train a small team of personnel, each based in an HEA Economics Network region. Over the Summer of 2005 and 2006, they will visit all the HEFCE-funded institutions with the objective of tailoring WinEcon to the modules they currently offer. Versions can be customised to fit with current teaching methods and with other resources used. Institutions can choose whether all or selected subsets of their students are to be targeted as WinEcon users and remedial, standard or advanced versions will be provided as appropriate.

In Phase 1 of the project between October 2004 and June 2005, the exercise was trialled in the Midlands LTSN region, with the aim of recruiting and training a team in the Summer of 2005 to roll out the project nationally.

Phase 2, after an intensive training period at the end of July 2005, the team members will visit each of the relevant institutions in their partner-region and, building on lecturers' current course material, embed WinEcon-based RLOs within their institutional VLE. This phase will concentrate on institutions that already hold a WinEcon licence but use it only as an ancillary support.

Phase 3 will evaluate the success of the Phase 2 exercise and, where necessary, refine the work previously done, and extend the exercise for institutions that do not hold a current WinEcon licence.

Cass Business School, City University London

Disseminating Best Practice in Quality Management and Enhancement in UK Business Education

Subject area	Business and Management
Theme	QuBE: Quality in Business Education
Partner institutions	Leeds Metropolitan University, Nottingham Trent University, Oxford Brookes University, University College Winchester, University of Ulster
Project number	107/03
Duration	3 years
Funding	£250,000
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Goals

The aim of the QuBE project is to produce solutions to the single most significant deficiency identified nationally in business and management subject review – the lack of effective Quality Management and Enhancement (QME). The QuBE project will catalyse tangible improvements through an iterative and ongoing improvement process:

- Consult the community relating to current problems and the importance of improvement and collate the results and action points;
- Develop solutions usable in diverse circumstances, including self-diagnostics;
- Disseminate good practice within institutions and to key target groups;
- Achieve continuance after the project is complete.

Project outcomes

The project is designed to:

- create an effective network of partners which can effectively "consult and collate" on good practice in QME, drawing on their own experiences, on the literature of QME good practice and ideas arising from consultation
- develop tools and guides which address the subject priorities for target groups which can make the most difference to improving QME in business and management
- trial the tools and guides initially with the network and with network partners
- refine and disseminate amongst the target groups more widely

- achieve continuance beyond the life of the project, particularly through tools and guides within courses run by the Association of Business Schools, and the Association of MBAs (AMBA), and also to establish self-sustaining networks in the business education community.

<u>Programme of work</u>

The partners in the consortium identified six critical issues. Each will investigate one issue with relevant stakeholders and produce deliverables that describe good practice in addressing the particular issue. The objectives, outputs and eventual continuance will be achieved by means of an iterative annual cycle that will:

- ensure that a significant proportion of the 160+ institutions providing business and management education in the designated regions are aware of and stimulated to use and improve QuBE materials for improving QME
- implement a framework for self diagnosis that will enable diverse institutions to understand and gauge their QME performance, and to devise plans for action
- stimulate use of QuBE tools and materials, particularly within institutions in greatest need (based on subject review) and where it is a high local priority.

Work in Year 1 will ascertain and publicise the perceived current position and disseminate relevant literature surveys and existing knowledge for public use. Work in Years 2 and 3 will document existing and new tools and techniques and disseminate these via the project web-site and through the HE Academy, the Business Subject Centre and bodies including the Association of Business Schools, AMBA, the British Quality Foundation (BQF) and the European Foundation for Management Development (EFMD).

University of Surrey

Learning to Learn through supported enquiry

Subject area	Education
Theme	Enquiry Based Learning
Partner institutions	N/A
Project number	113/03
Duration	£149,945
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Goals

The aims of this project are:
- To improve student learning by deepening the learning experience to emphasise intentional `learning to learn', so enabling students to become self-directed learners;
- To support staff as they evolve conceptions and practices in teaching and learning that are enquiry-based, and to map lines of development between current and more enquiry-based practice;
- To enhance knowledge of how to transfer educational developments through an evolutionary approach to introducing enquiry processes.

Objectives

The principal objectives are:
- To implement and enhance, enquiry-based learning (EBL) in selected programmes at UniS;
- To learn from practice, literature and programme applications in order to define an enhanced model of students learning to learn through supported enquiry;
- To develop conditions for implementing more widely (mainstreaming) at UniS;
- To enhance and support the community of interest (Southern Universities' Network) in collaboration with the HE Academy;
- To learn from implementation in order to define an enhanced model of incremental change for educational development through enquiry.

Programme Outcomes

- Better student learning, especially evidence of programmes supporting `deep' rather than `surface' approaches to learning;
- Change in staff conceptions of teaching and learning, specifically towards approaches that value engaging students in enquiry;
- Advanced practical and conceptual understanding of EBL, yielding an enhanced model of learning to learn through supported enquiry, captured in a range of materials;
- Change permeating institutional practice through demonstrating and embedding incremental ways to improve practice;
- National impact through enhanced knowledge of how to transfer educational development that changes HE practice through supported critical inquiry.

Programme of work

The initial aim of the project is to transfer practice established in a postgraduate programme into programmes in 3 (out of 8) Schools in the single institution, engaging staff and students alike in supported enquiry. This practice base will generate learning for wider dissemination.

To create national impact the project will build a Southern Universities Enquiry-Based Learning (EBL) network, linked to the existing NW Universities EBL Network, which will focus on dissemination through active engagement. The project will produce materials and resources hosted on HE Academy web-sites, participate in national conferences and development events and provide illustrative case studies.

Therefore the project has two main phases with the first continuing throughout the project:

- Phase 1 (months 1-12): principal focus on `learning to learn' and programme applications and developing a regional EBL network
- Phase 2 (months 13 – 24): principal focus on learning about enquiry-led change and supporting the regional EBL Network.

Southampton Institute

TIAUC: Towards Inclusive Assessment: Unleashing Creativity

Subject area	Hospitality, Leisure, Recreation, Sport and Tourism
Theme	Developing inclusive modes of assessment
Partner institutions	Southampton Institute (lead partner), Bournemouth University and Oxford Brookes University
Project number	115/03
Duration	3 years
Funding	£250,000
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Goals

To enhance the student learning experience by developing creative and inclusive modes of assessment which do not rely solely on written evidence.

Project objectives:

- Perform an initial audit of the range and nature of assessment policy and practice on selected courses and LTA strategies at Southampton Institute (SI), Oxford Brookes University (OBU) and Bournemouth University (BU) to establish a baseline, repeating the audit at the end of Year three to inform the evaluation;
- Investigate current practice in creative assessment in other disciplines (e.g. art, design and music) that can be applied to this project;
- Support and empower staff to promote active change in the development of the range and nature of assessment through an incremental and sustainable buddy programme at six partner institutions;
- Annually evaluate staff and student experience of non-and partly written inclusive assessment using focus groups, with an emphasis on the experience of students with dyslexia;
- Produce a range of exemplar briefs, with supporting justification and staff development activities;
- Disseminate the benefits of using non and partly written inclusive assessment and showcase a range of adaptable briefs, development resources and student work through workshops, web-site and other publications;

- Influence change in institutional policy on LTA to encourage creative and innovative assessment methods.

Project outcomes
- improvement of student satisfaction rates with their learning and in particular assessment
- staff confidently and competently developing and using creative, inclusive and appropriate assessment
- institutions developing and implementing policy which actively encourages the use of more creative, inclusive and appropriate assessment.

Programme of work
Key outcomes in Year 1:
- Project set up and formally launched.
- Start of a three-year longitudinal study at partner institutions, including the collection of baseline data on current assessments and HEI policies, an audit of the range and nature of assessment modes on selected courses at 3 partner institutions and focus groups with staff and students.
- Good practice in non-or partly written assessment shared.
- A buddy protocol established and training provided. SI/BU/OBU staff paired with a buddy from another institution to implement and monitor innovative partly or non-written assessment
- Six exemplar assessment briefs, related workshops, resources, evidence and supporting guidelines developed.

A range of dissemination strategies will be employed throughout the life of the project including the use of buddies, support groups within each HEI, the production of internal and external articles, presentations at internal and external conferences and the development of a web-site.

Key outcomes in Year 2:
- Year 2 of longitudinal study at partner HEIs.
- 3 buddies recruited to cascade project to a further three institutions.
- A further six exemplar assessment briefs and workshop guidelines refined with innovative assessment ideas.
- Explore possibility of adapting assessments to negotiated assessment and undertake training for negotiated assessment.

Key outcomes in Year 3:
- Year 3 of longitudinal study at partner HEIs and Year 2 of study at buddy HEIs.
- Three other subject areas (non Hospitality, Leisure, Sport, Tourism) within three original partner HEIs recruited.
- Develop guidelines for negotiated assessment.
- More exemplar briefs produced, so that a total of 18 briefs have been developed by the end of the project.

University of Essex

Supporting Student Assessment through the Institutional Portal

Subject area	Hospitality, Leisure, Recreation, Sport and Tourism
Theme	Online assessment and tutorial support
Partner institutions	Universities of Loughborough, Ulster, Wolverhampton, Hull; Anglia Polytechnic University, Writtle College; South East Essex College, Suffolk College.
Project number	120/03
Duration	2 years
Funding	£132,863
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Goals

The project aims to contribute to a solution to sector wide concerns that increasing student numbers and/or unfavourable staff/student ratios are adversely affecting the support available to students on assessment and the provision of timely, effective feedback. The project will address this issue by providing targeted and personalised support for student assessment. This will be provided in the form of practice online multiple choice questions, online exam preparation and self assessment, online tutorial guidance and online feedback. All these resources will be linked through the myEssex student portal.

Project outcomes

The intended project outcomes are that:
- students on at least 15 Sports Science courses will be able to access a suite of online self assessments and guidance materials to better support their understanding of assessment;
- students in at least 3 other cognate disciplines at Essex will be able to access the project materials to better support their understanding of assessment;
- all staff in the Centre for Sports and Exercise Science, staff in at least 3 other Essex departments, and at Writtle College and South East Essex College, will be specifically trained in integrating dynamic online self-assessments into core curricula;

- at least 8 other institutions offering Sports Science will have contributed to the development of, and will be able to access and adapt, project resources;
- at least 8 other institutions offering Sports Science will have collaborated in the development of an active student interface with online self assessments using standard computer assisted assessment software;
- the development of online self assessments and the active student interface will have been disseminated across the sector through established bodies (e.g. LTSN, the Association for Learning Technology, JISC).

Programme of work

The first year of the project will be mainly spent producing large tiered banks of MCQs and short answer questions for 1st year Sports Science modules. These questions will be piloted during the course of the academic year. During the project's first year a link will be established between these banks of questions and the myEssex student portal.

The second and final year of the project will be spent developing online tutorial guidance and developing the online feedback system. The second year of the project will also give the team a chance to evaluate and revise the pilots from the first year. A large proportion of the second year will be spent disseminating the outcomes of the project.

University of Huddersfield

Problem-Based Case Studies for Enhancing Work Related Learning in Politics

Subject area	Politics, employability
Theme	Enhancing learning outcomes and employability through the development and implementation of case based learning in Politics and other social sciences.
Partner institutions	N/A
Project number	122/03
Duration	2 years
Funding	£74,645
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Goals

The project aims to harness good practice in case based (also known as problem based) learning in other disciplines and develop it to meet the needs of the Politics curriculum for both full time undergraduate students and Foundation Degree students working in the local government sector. To this end it will compile an inventory of core skills demanded by the sector; develop cased based learning scenarios in partnership with the sector to meet these, and will produce a web based interactive template to enable future users to design scenarios tailored to their own requirements.

Project outcomes
- compilation and dissemination of a review of good practice in case based learning
- inventory of core skills required by employers in the local government sector
- development, piloting and dissemination of case based learning scenarios for Politics
- development of web based interactive template for the creation of case scenarios.

Programme of work
Phase 1:
- appointment of Project Manager and initial meetings with partner employers
- completion of review of good practice and survey employers regarding core skills
- liaison with employers to identify key issues for case scenario
- completion of core skills inventory.

Phase 2

- creation of first case based learning packages
- begin piloting case based learning packages
- first interactive workshop to share information on the process so far
- begin development of interactive template
- completion of evaluation of pilots
- report on trials of case based learning packages and interactive template.

Phase 3

The revision and dissemination of case based learning packages and interactive template.

University of Newcastle Upon Tyne

Developing formative assessment using ICTs in Education

Subject area	Education
Theme	Formative assessment, ICT, e-learning
Partner institutions	N/A
Project number	126/03
Duration	3 years
Funding	£149,000
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Goals

The key goal of this project is to develop practical strategies for formative assessment using ICTs such as e-mail, web pages or virtual learning environments (VLEs) such as Blackboard, during Education courses to improve students' learning. The specific objectives are to:

- Enhance existing formative assessment techniques by using appropriate ICTs;
- Develop new techniques for formative assessment using ICTs;
- Develop an effective practice Guide for staff and students to develop and disseminate these;
- Extend understanding of formative assessment and how this relates to wider curriculum design across different groups of students.

Project outcomes

The main outcome of the project will be an effective practice Guide, which will include case studies of good practice. The Guide will be developed iteratively, over three years, using practitioner investigations in three universities and one college of further education. The initial draft will be based on evidence from a range of research and development projects involving formative assessment and involving the use of ICT to support effective teaching and learning.

Programme of work

The methodology is centred on exemplification and dissemination of effective practice from a core group of staff at Newcastle University to a development group and finally a wider extension

group in neighbouring HE and FE institutions. This is to enable the project to achieve uptake of the ideas, and embed changes in both pedagogical practice and institutional systems.

University of Central Lancashire

e-evolve: Enhancing Employability and Vocational Opportunities Through Learning in Virtual Environments

Subject area	Business and Management
Theme	Graduate-level employability, work-related learning, e-learning
Partner institutions	University of Derby, University of Wolverhampton, London Metropolitan University and University of Hertfordshire
Project number	134/03
Duration	3 years
Funding	£247,928
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Goals

The aim of the project is to utilise problem based learning (PBL) within a virtual learning environment (VLE) to improve graduate-level employability and enhance vocational opportunities for business and management graduates. By developing a distinctive curriculum with reference to professional practice, this project seeks to ensure excellence in the development of knowledgeable, capable and employable graduates.

Project outcomes

Through involvement in this project students will:
- Be provided with the opportunity to build on key skills and develop work capabilities in a work-related environment;
- Experience learning and assessment methods commensurate with the online nature of the learning experience;
- Be able to enhance their claims to graduate-level employability relevant to modern organizations;
- Be able to demonstrate an understanding of self-theories and meta-cognitive skills.

Teaching staff in the Business and Management community will:
- Have a common web-based model for use in business and management modules and/or programmes;
- Have a template and materials for use in specific subject areas;

- Be provided with clearly articulated and evaluated benefits of the use of PBL in VLEs to encourage development of graduate capabilities.

<u>Programme of work</u>

The project is split into three main phases:
- Initial Exploration,
- Development of Materials and Processes,
- Engagement.

Initial Exploration will consist of establishing the working team, identification of technical compatibility and resources issues, research into existing projects and initiatives, raising awareness of the project, engaging communities, identifying and establishing cluster networks (internal and external) of institutions for dissemination, and identifying pilot modules. The identification of technical capability and resources implications will help to ensure the transferability and adaptability of the end products (materials and processes). Use of new technologies, e.g. mobile technologies and IDTV, will be explored. This phase is envisaged to take 3 – 4 months.

Development of Materials will be an inclusive and collaborative process making use of the cluster networks established in Phase 1. This stage will create a web-based model, a stage 1 web-based template/framework and a number of re-useable learning objects for use in at least 5 modules/programmes. The model and template will be informed by previous related projects. This phase will begin after initial exploration and will continue throughout the project.

The Engagement Phase runs throughout the project but will intensify in the final year to ensure continued use of the project materials and spread to other cognate disciplines. The engagement phase will provide support to identified modules/programmes within the Business and Management subject area in at least 5 non-partner institutions and to an additional 3 modules/programmes within the consortium. This stage will build on stage 1 and be informed by its evaluation in order to create a final version (stage 2) of an updated model, web-based template/framework and re-useable learning objects.

University of Central Lancashire

BSL: QED: British Sign Language: Quality Embedding of the Discipline

Subject area	Education
Theme	Curriculum
Partner institutions	University of Central Lancashire (UCLan), University College London (UCL) and Lancaster University.
Project number	135/03
Duration	3 years
Funding	£249,300
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Goals

To develop the curriculum, associated pedagogical skills and learning resources for the teaching of all aspects of British Sign language (BSL) with a particular focus on professional-level BSL skills in the HE context to reflect recent changes in the discipline and encourage deep, active learning among students.

Objectives
- raise awareness within the BSL-teaching community of excellence in HE-level language teaching and learning
- stimulate a culture of professional development through shared reflection about pedagogy within this community
- raise awareness across the HE sector of the support needs of Deaf students;
- enable students to
- experience learning methods for BSL commensurate with raised sector expectations for HE language pedagogy
- access tuition employing innovative practices and materials to achieve professional-level BSL skills
- Enable staff to:
  o enhance curriculum development and delivery in a relatively new HE discipline
  o learn from advances in language pedagogy as applied to BSL
  o utilise a bespoke range of appropriate high-quality learning materials.

Project outcomes

Project outcomes build directly upon existing programme foundations within the participating BSL-focused departments. The user communities, national bodies and students will be involved in all of the following from the outset:

- Publication of an appropriate syllabus and 'teacher's notes' for the delivery of BSL teaching to learners at professional and para-professional levels;
- Establishing a web-site to enable users to access project materials and for continued discussion of these and future developments. Video streaming and interactivity by video will make project material directly accessible online in BSL;
- Consortium members using the products within their own courses;
- 'Master-class' seminars to distribute knowledge about teaching and learning strategy in BSL-teaching institutions;
- Publication of interim project reports, plus Final Report of the project;
- Publication of a model HE curriculum framework for BSL teaching and learning;
- Preparation of materials for dissemination, in conjunction with Generic LTSN, concerning support for BSL users in HE;
- Open meeting with professional stakeholders early in the project to stimulate reflection on current BSL teaching and embedding this project and its outcomes;
- An international academic/professional conference to report the key findings of the project;
- Workshops/posters/presentations held in a range of other institutions/society meetings.

Programme of work

Project plans are presented thematically in a series of 'workpackages'.

An example of this is Workpackage 1, which concerns project management and is the responsibility of the UCLAN project management team. Activities will include:
- Recruitment and appointment of staff
- Steering group establishment
- Appointment of external evaluator
- Partnership agreements
- Timetables for meetings
- Publicity programme designed
- Periodic project reports done
- Continuation plans done
- Annual and final reports done.

University of Nottingham

V-ResORT: A Virtual Resource for Online Research Training

Subject area	Education
Theme	Video narratives
Partner institutions	University of Sheffield, University of Bath, Canterbury Christ Church University College
Project number	139/03
Duration	3 years
Funding	£250,000
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Goals

Working with the higher education research training community to develop, evaluate and disseminate a new pedagogic framework for the teaching of research methodology and methods online at Masters and Doctoral level.

Project outcomes
- Increased capacity in developing and using technology-based research training in education, as evidenced by progressive embedding of effective practice within a range of participating institutions;
- Extended opportunities for lecturers and students to engage with a wider community of researchers;
- Enhanced access to research training materials;
- Evidence of successful practice in the use of e-Learning in research training customised to local contexts;
- Enhanced opportunities for professional development of academic and research staff in relation to research training.

Programme of work

The first year of the Project will establish the partnership, develop through consultation with experts an initial conceptual framework for the teaching of research methodology and methods online at Masters and Doctoral level, and produce four prototype video narrative case studies of

researchers discussing their work and trial these with four additional HE institutions as part of an 'inner circle' of consultation. The Project will also develop a web-site to demonstrate online materials and resources and will begin dissemination of outputs through workshop and conference presentations, including ESCALATE networks that will continue during the project timescale.

In the second year of the project, a Special Interest Group (SIG) of academics will become involved to refine and further develop the conceptual framework, and through the involvement of the inner circle of the four HEIs, further scenarios of use and additional video narrative case studies will be developed. Extensive materials development and evaluation will take place.

In Year 3, new scenarios of use will be developed in a wide number of institutions and these will be published on the web-site and through ESCALATE. There will be a launch conference in Year 3 to further develop the network of users in Higher Education and the external evaluation will be completed.

Open University

PARLE: Politics Active Research Learning Environment

Subject area	Politics
Theme	Postgraduate research training
Partner institutions	(at present) University of York, University of Huddersfield, University of the West of England, Cardiff University, University of Lincoln, Aston University, Keele University, University of London, Royal Holloway, Robert Gordon University, Aberdeen, University of Hull, Southampton Institute, University of Leeds
Project number	140/03
Duration	3 years
Funding	£250,000
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Goals

To improve the quality and accessibility of postgraduate research training in Politics Departments in the UK, by developing a blended learning approach to an active research learning environment.

Project outcomes
- Identify user requirements for training politics postgraduates in the skills necessary to conduct high quality research;
- Produce a blended learning approach to research training using a mutimedia platform;
- Pilot and evaluate the resulting teaching materials in a minimum of 10 politics departments;
- Modify the materials in the light of the evaluation;
- Widely disseminate information about the developed teaching materials;
- Support and evaluate their introduction into teaching programmes throughout the UK;
- Plan a strategy to establish ongoing support and extend the take-up of the final sets of teaching materials.

<u>Programme of work</u>

- Establish partnership contracts and allocate specific curriculum responsibilities.
- Evaluation target - Recruit 3 postgraduate students to project team.
- Focus group of students to assess prototype of delivery mechanism.
- Production of drafts of teaching materials.
- Evaluation target - Student and project/steering group feedback on draft materials
- Production of alpha drafts of multimedia teaching materials by Learning Teaching Solutions (LTS).
- Evaluation target - Meeting of all contributors. Student and project/steering group feedback on draft materials. Focus group and classroom testing of alpha drafts.
- Amendment of teaching materials in light of feedback.
- Final materials ready for use in classrooms.
- Evaluation of classroom materials. Preparation of continuation strategy.

Oxford Brookes University

Engaging Students With Assessment Feedback: What Works?

Subject area   Business and Management
Theme   Enhancing Student Learning
Partner institutions University of Luton, University of Bradford
Project number   144/03
Duration   3 years
Funding   £249,963
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Goals
The impact of the project will be the widespread adoption and embedding of tested feedback strategies, which contribute more effectively to student learning and make best use of staff time.

Project outcomes
The project will:
- produce a set of tested, resource efficient assessment feedback practices and procedures designed to improve student learning.
- incorporate and extend existing knowledge and theory of feedback practices to enable further development
- address the concerns of students and staff about the quality of feedback and its impact on student learning.

Programme of work
The project will have three stages:
A review of practice, informed by literature and current project work, will be undertaken alongside an examination and comparison of staff and student views on feedback in partner institutions. Stage two will develop and pilot innovative approaches aimed at aligning staff provision of feedback with student engagement with feedback within the three partner institutions. Following evaluation of the pilots, undertaken in the wider project network, successful pilots will be 'tested' in a much wider range of contexts within cascade partner institutions (2nd level partners).

Oxford Brookes University

Enhancing Graduate Employability: embedding employability skills development in the curriculum

Subject area	Hospitality, Leisure, Sport and Tourism
Theme	Employability - To develop, implement and evaluate a range of curriculum interventions to enhance the employability of Hospitality, Leisure, Sport and Tourism (HLST) students.
Partner institutions	Sheffield Hallam University (Co-applicant institution), City College Norwich, Leeds Metropolitan University, Liverpool John Moores University, University College Worcester, University of Bolton, University of Surrey, University of Ulster at Jordanstown, Westminster Kingsway College
Project number	146/03
Duration	3 years
Funding	£250,000
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Goals

The aim of the project is to develop, implement and evaluate a range of curriculum interventions to enhance the employability of Hospitality, Leisure, Sport and Tourism (HLST) students.

In delivering this aim, the project objectives are to:
- Identify and evaluate the skills and attributes required for successful graduate employment in HLST;
- Audit curricula in 10 partner HLST departments and develop clear strategies for embedding employability into their courses;
- Develop and implement a range of innovative learning and teaching interventions that deliver the strategies to enhance students' employability;
- Deliver excellent value for money by encouraging take-up of project outcomes across the HLST communities and beyond.

<u>Project outcomes</u>

The project will:

- Improve the employability of HLST students in 10 partner institutions;
- Make available a range of tried and tested teaching, learning and assessment (TLA) interventions/materials for embedding employability into the curricula of other HE providers;
- Develop an ongoing network within the wider subject community to share good practice, stimulate debate and disseminate innovative TLA practices for enhancing student employability.

<u>Programme of work</u>

The project is being executed in three phases. Phase one involves the development of a Graduate Employability Inventory (GEI), a listing of skills and attributes required for successful employment, and a Curriculum Audit Instrument which will inform the development of TLA strategies for embedding employability in ten partner institutions. During phase two, action learning case studies will be initiated at partner sites focusing on curriculum change for enhancing students' skills for employment, offering a rich source of practical advice on embedding employability into curricula. Phase three will conclude with the completion of ten case studies and publication of a Good Practice guide. All of the resources generated will be made available on the project web-site for use by the wider academic community.

University of Exeter

Bringing Economics Experiments Into the Classroom

Subject area	Economics
Theme	Economic Experiments
Partner institutions	N/A
Project number	148/03
Duration	3 years
Funding	£149,914
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Goals

This project seeks to improve undergraduate education in Economics by introducing a range of economics experiments into the standard economics curriculum, and to enhance students' motivation and understanding through their interaction with these experiments.

Project outcomes

Development of a variety of new classroom experiments for at least five to six modules made available for easy use via the web:

- The evaluation of economics modules in the current curriculum in order to determine which experiments are most suitable to achieve the aims and objectives of the module.
- Development of an undergraduate curriculum for economics at Exeter where economic experiments are well integrated and where each student participates in a number of experiments during the course of his/her studies.
- The documentation of the experience on the curriculum level as well as for individual modules and experiments.
- Dissemination of the available material through a network of UK outlets, including our own server, the LTSN web-sites, and specialised peer-reviewed journals.

Year one will begin with the identification of the pilot (Phase 1) modules that are particularly suited for the introduction of economic experiments. For the selected modules, we will cooperate with the lecturers on the choice and approximate scheduling of experiments. We will begin development and implement structural changes for Phase 2.

Year two will see further implementation of the Phase 1 modules, and the development stage for the remaining Phase 2 modules.

Year three will be the implementation stage for Phase 2 modules and will also be used to concentrate on dissemination. Computerised experiments will be made available to lecturers throughout the UK via our web-site.

University of Huddersfield

ASSOCiate Online (formerly PCET: On-line Learning and Support for Subject Specialist Pedagogy in HE Training Provision for in Service Teachers and Trainers From Post Compulsory Education and Training)

Subject area	Education
Theme	On-line Learning Communities
Partner institutions	Bath Spa University College, University of Greenwich, University of Wolverhampton
Project number	160/03
Duration	3 years
Funding	£249,518.27
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Goals

The purpose of ASSOCiate Online is to exploit the opportunities now provided by new technologies to support the professional development of learners who feel isolated, either by geographical dispersal or by specialised expertise.

Project outcomes

The learners concerned are new, in-service teachers/trainers working in Post-Compulsory Education and Training (PCET) who are striving to enhance the teaching of their particular academic or vocational specialism. The context of the initiative is therefore the curriculum for Initial Teacher Training (PCET). On its completion, over 5,000 students will have:
- Means of interacting with a tutor, and with other subject specialist teachers, in order to:
  - exchange information; engage in dialogue and discussion; work collaboratively (e.g. on curriculum and materials development);
- Access to stock of teaching materials that, compared to other means of identifying, locating or generating resources, are more: extensive in range; professional in quality; informed by expertise; related to specialist pedagogy;
- Enhanced experience of: best practice in e-learning; interactive, mutimedia learning packages; inclusive technology; a-synchronous and synchronous online interactions; collaborative working with dispersed peers.

Programme of work

During the first phase, the project will refine, test and develop an existing, but limited, online facility. This already supports the delivery by the University of Huddersfield of subject specialist pedagogy within ITT for PCET and which is through an annual "Summer School" that brings specialist together for a week in a single location.

The second phase will also be set up in this initial period. This will involve each of the four project partners in the development and use of a set of online facilities that support students who teach a selected subject area. These four pilot "Subject Specialist Online Communities" (SSOCs) are to pioneer adoption of certain online capabilities. They are also to establish a template for other subject areas to adopt for their own SSOCs. They will also be used in explorations of means for integrating the online communities within a changing ITT (PCET) curriculum.

The third phase has three concerns:
  • to extend the range of subjects which possess an online community for trainee teachers in that specialism
  • to enhance the benefits for students of the online communities through additional features and enhancement of their operation
  • to embed the use of online communities in the ITT (PCET) curriculum in partner HEIs.

The final phase will focus on review and revision of the online provision of SSOCs, and on ensuring its sustainability.

Lancaster University

Plagiarism, Computers and Values: Preventing Plagiarism Among International Business and Management Postgraduate Students, i.e. the Student Diversity and Academic Writing (SDAW) Project

Subject area	Business and Management
Theme	Plagiarism among international students
Partner institutions	Lancaster University Management School and London School of Economics
Project number	169/03
Duration	3 years (January 2005 to December 2007)
Funding	£215,000
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Goals

This research and development project investigates plagiarism, an area highly significant to policy and practice in UK universities today. The focus is on international students attending taught graduate programmes in business and management studies, i.e. those students who might find it particularly difficult to adapt given that they will have participated in educational practices that might substantially differ from those that are expected of them at UK HE institutions, especially in terms of academic writing.

The project aims to produce resources for international students, for their lecturers in British HE and for those who prepare and train these groups (Learning and Teaching staff, British Council, etc.) In addition, the project seeks to introduce much needed topical research into the debate on plagiarism, how it can be detected and ultimately prevented.

Project outcomes

The work is structured into four sub-projects that each contribute to the research and development of resources for the various stakeholders.

Project A:
- information booklet that summarises and contrasts different cultural perceptions of plagiarism

- case studies documenting international students' experiences of UK HE plagiarism regulations and procedures
- course material for learning and teaching staff (L&TS) to inform teaching staff about different cultural perceptions of plagiarism.

Project B:
- information booklet that outlines the most important issues with regard to writing by, and assessment of, international students
- guide on good (and bad) writing practice for international students
- case studies documenting students' writing processes and practices (good and bad)
- course materials for staff and L&TS to deliver support for international students' writing.

Project C:
- information booklet on plagiarism detection software (PDSW) for L&TS and students that outline how it works and how it can be used formatively in writing practice
- policy guidelines for the use of PDSW
- case studies of good and bad practice in using PDSW.

Project D:
- policy guidelines for dealing with plagiarism (from projects A-C)
- good practice guide for dealing with plagiarism (from projects A-C)
- national conference on plagiarism
- web portal with project A-D resources.

<u>Programme of work</u>

Project A investigates educational practices in the biggest sources of overseas students (China, Greece and India). The aim is not to judge these as either good or bad, but as a basis to understand where and why students may be experiencing difficulties as they are adapting to British academia. Country visits entail interviews and focus groups with students, lecturers, British Council staff and others involved in preparing students for their studies in the UK. Whilst the focus is on academic writing we recognise the need to place this in the wider context of students coming to the UK.

Project B consists of fieldwork with new international students. Enquiries will begin during pre-sessional English classes. We will follow cohorts in London and Lancaster closely to gain a better understanding of how students write and will look carefully at the role and use of electronic sources. We seek to identify best practice in terms of induction (study skills, academic writing, referencing, etc.) and examine how plagiarism policies and guidelines are actually understood by the students.

Project C takes a closer look at plagiarism detection software (PDSW), especially in terms of the assumptions that are embedded within it. PDSW is currently being implemented by many UK universities, but there is little critical discussion of how it works and of the implications that the technological specifications might have. Our aim is to open the 'black box' of plagiarism detection software in order to appreciate better how to use it appropriately in a formative rather than punitive manner.

Project D seeks to disseminate the project outcome not only through academic publication of research findings, but by producing user-friendly sources of information for international students and their lecturers at UK universities. Moreover, we are keen to inject our results into the ongoing policy debate about the way international students are recruited, prepared and taught and how plagiarism can be deterred.

Nottingham Trent University

PREPOL: Developing a Pre-Entry and Initial Guidance Package for the Study of Politics and International Relations

Subject area	Politics
Theme	Student support and guidance/Curriculum development
Partner institutions	University of Birmingham, University of Lincoln, University of Central Lancashire
Project number	171/03
Duration	3 years
Funding	£249,895
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Goals

This project seeks to improve pre-entry guidance to prospective Politics and International Relations students through the development of an innovative and interactive learning package. It also seeks to evaluate and review the design, content and delivery of current first year curricula with the aim of ensuring a better alignment of the Politics curriculum with the needs of an increasingly diverse student body.

Project outcomes

The outcomes will be:
- The production of a report on the findings of a survey on young people's attitudes towards political engagement and the study of politics;
- The production of an interactive mutimedia guidance package for young people;
- A curriculum framework for the re-design of the Politics first year undergraduate curriculum;
- The production of a report on good practice on pre-entry guidance for students.

Programme of work

The first year of the project will establish the project web-site, leaflets and other literature as well as carrying out a detailed review of current pre-entry guidance and developing networks and contact with relevant schools/colleges and professional bodies. It will also entail the survey of young people's attitudes towards political engagement and the study of politics.

The second and third years will involve the production and dissemination of an interactive pre-entry package, as well the development and production of a curriculum framework for the first year of the Politics degree based upon the findings of the survey in Year one. The second and third years will also develop links and networks including the wider dissemination of project findings at HE Academy FDTL workshops, HE Academy subject centres and other institutions and professional conferences.