

**Interim Reporting Template**

<b>Project Name</b>	Principles in Patterns (PiP) : University of Strathclyde
<b>Report compiled by</b>	Catherine Owen, Project Manager
<b>With contributions from</b>	Diane McDonald, Project Director; David Nicol, Project Director
<b>Reporting period</b>	Project start - October 2009

## **Section One: Summary**

### **1.1 About the Project**

The objectives of the Principles in Patterns ([www.principlesinpatterns.ac.uk](http://www.principlesinpatterns.ac.uk)) project are to:

- Document current practice in faculty curriculum design and approval processes with an emphasis on identifying gaps and blockages in planning processes, in information sharing, in the way guidance is provided and in alignment with strategic objectives.
- Develop a new approach to curriculum design and approval that reduces blockages, more appropriately supports staff and reflects the principles and strategic objectives embodied in University policy.
- Test out ways of representing effective learning designs at task, module and course (programme) level to support teachers in design activities and to support staff members responsible for planning, managing and sharing of curriculum design information.
- Represent these outputs in ways that are useful to other institutions engaged in curriculum design and to the wider HE and FE sector

### **1.2 Activities to date**

In accordance with the objectives and timetable of the Institutional Approaches to Curriculum Design Programme, the first year of the project was designed as a scoping phase, during which the primary activities and their associated deliverables include:

- Project planning
- Evaluation planning
- Base-lining activities and documentation
- Cluster collaboration
- Dissemination of early findings

### **1.3 Headline messages**

#### **Documenting institutional approval processes**

The first phase of the project has been primarily concerned with modelling the institutional processes associated with module and programme approval and using the resulting documentation as a way of stimulating discussion with key stakeholders about blockages and opportunities for enhancement. These activities have identified the approval process as a point of leverage where pedagogical principles can be introduced into course and curriculum design and where the impact of the educational principles enshrined in institutional policy can be validated.

## **Section One: Summary (continued)**

### **Creation of support materials**

The project has already developed materials of interest to both internal and external audiences. A framework to describe how curriculum design activities are undertaken and the representations and support activities that inform those activities was piloted with key stakeholder groups at the ALT-C Conference in Manchester in September 2009 and at the JISC Experts Group in October 2009.

A set of resources have been developed to support the design of learning tasks in the area of assessment and feedback at the University of Strathclyde. These include leaflets for both staff and students that will form part of a campaign called 'Feedback is a Dialogue' and a linked website with resources for staff and students. The web resources provide academic staff wishing to enhance their feedback with examples of good practice in task and module design across different disciplines. These examples are framed in relation to the assessment and feedback principles embodied in the University academic strategy (i.e. a principles in patterns approach). A key idea behind the principles is that feedback is not only provided by tutors but also derives from students' interactions with peers (peer feedback) and from self-assessment and review activities.

The web resources for students suggest ways that they can actively enhance what they get out of curriculum design (feedback design) through their own efforts (i.e. without further teacher effort). This is an innovative approach to curriculum design thinking seeing it as a partnership that requires actions both by staff and students to be effective. The resources being developed through this strand of the PiP work will eventually be linked as support materials to the approval and review processes, which is developing in parallel. The resources can be found at [www.strath.ac.uk/learnteach/feedback/](http://www.strath.ac.uk/learnteach/feedback/)

### **Integration of project activities into the University of Strathclyde's Academic Strategy Development**

The University's Education Strategy Committee (ESG) is currently engaged in developing a new Academic Strategy which will be operationalised from 2010. PiP project activities are running in parallel to this strategy development and the project offers the institution an opportunity to embed new strategic objectives through revised approval and support processes.

### **QAA Scotland**

The Quality Assurance Agency in England and Wales is currently undertaking the early stages of a review of its academic framework and QAA Scotland is very likely to undertake a similar review shortly within the distinct context of quality enhancement. Recent informal discussions with senior officers at QAA Scotland have led to a formal invitation to present project aims and early findings to the new director of the agency, Bill Harvey, in November 2009.

## Section Two: Activities and Progress

### 2.1 Progress against project workpackages

The following work-packages for Year 1 of the project were agreed with as part of the project's final project plan submission in April 2009. Progress against each work package is noted:

#### Workpackage 1: Project Development and Initiation

1. Develop first draft project plan.  
*Complete.*
2. Develop project website.  
*Complete. Project website: [www.principlesinpatterns.ac.uk](http://www.principlesinpatterns.ac.uk).*
3. Develop second draft project plan.  
*Complete.*
4. Develop first draft evaluation plan.  
*Complete.*
5. Submission of final project plan to JISC.  
*Complete. Final project plan submitted to JISC in April 2009.*
6. Submission of final evaluation plan to JISC.  
*Complete. Final evaluation plan submitted to JISC in May 2009.*
7. Set up project working group.  
*This group met during year 1 of the project but will be extended to include more academic partners in year 2 and its remit will be re-formulated. This reflects a more focussed approach to the relationship between the approval process and academic strategy including support for curriculum design in departments and was agreed by the project steering group in October 2009.*
8. Set up project steering group.  
*The first meeting of the steering group (internal members only) was chaired by the university's Deputy Principal for Learning and Teaching Anne Hughes in October 2009. Invitations to join the group have been extended to external members in October 2009 and a further meeting is planned for 27 November 2009.*
9. Recruit technical analyst  
*Complete. Dariusz Jabrzyk joined the team in October 2009*
10. Creation of document archive and shared area.  
*Complete. The team has established a document management system based on Sharepoint software to support effective working across the two departments collaborating on the project (CAPLE and Learning Services). The shared site includes all documentation produced by the project team, plans, timetables, links to external sites and networking tools.  
The site is hosted at: <https://ls-ewdssps.ces.strath.ac.uk/pip/default.aspx> (password protected).  
SharePoint software will also form the basis of document management and process flow improvements planned as major outputs of the project at the University of Strathclyde.*
11. Secure ethical approval for project activities  
*Documentation complete, awaiting CAPLE ethics committee meeting October 2009.*
12. Contribute to programme activities.  
*Complete. To date, the project team has: attended three programme meetings (October 2008, May 2009 and October 2009; created materials to promote the project including posters and a video (see: <http://www.youtube.com/user/jiscdd>) and participated in programme dissemination activities including a seminar at ALT-C and the JISC Experts Working Group meeting in October 2009.*

## **Section Two: Activities and Progress (continued)**

### **Workpackage 2: Base-lining of current approval processes**

13. Meetings with LASS faculty representatives to establish and document current process flows.  
*Complete. Findings documented in first baseline report submitted in February 2009 and second baseline report, responding to feedback from JISC, submitted in October 2009.*
14. Meetings with central administration departments/services to establish and document current process flows, paper trails and bottlenecks.  
*Complete. Findings documented in first baseline report submitted in February 2009 and second baseline report, responding to feedback from JISC, submitted in October 2009.*
15. Creation of baseline diagrams and narrative detailing blockages and potential opportunities for enhancement.  
*Complete. Initial documentation delivered to JISC in February 2009. Revised version submitted in October 2009.*

### **Workpackage 3: Base-lining of current pedagogy practice**

16. Consultation activities with departments to establish current practice in curriculum design  
*Complete. Findings documented in first baseline report submitted in February 2009 and second baseline report, responding to feedback from JISC, submitted in October 2009.*
17. Documentation of key issues in current practice in curriculum design  
*Complete. Findings documented in first baseline report submitted in February 2009 and second baseline report, responding to feedback from JISC, submitted in October 2009.*

## **2.2 Additional activities**

In addition to the progress against the project's workpackages detailed above, the project team has been engaged in a number of additional activities as follows:

### **2.2.1 Partnership-building (internal)**

#### **Faculties and academic departments**

Our initial workpackages detailed consultation activities with the Faculty of Law, Arts and Social Sciences. During the first year of the project we have also undertaken a large-scale intervention with the Department of Chemical Engineering. This intervention included a staff questionnaire and day-long event which uncovered a number of important issues relating to curriculum design approaches in the university. We plan to extend the reach of the project to cover additional departments and faculties in years 2 and 3.

#### **University of Strathclyde Governance, Management and Policy Team (GMAP)**

We have had a number of meetings with members of staff from the GMAP team during the first year of the project. These meetings have helped us to identify areas of importance as part of our base-lining activities and also given us information about the wider university landscape, including related projects addressing areas of potential overlap. We recognise that a relationship with the GMAP team is crucial to the success of the project and we plan further collaboration into year 2 of the project.

#### **Information Services**

The project team is working with the University's Information Services to ensure that the PiP technical outputs are integrated into the SharePoint workflow and document management system which is currently being piloted within the institution. Initial discussions with IT Training are also underway to ensure that appropriate guidance material will be developed to support the technical pilots of the revised module approval process due in year 2.

## **Section Two: Activities and Progress (continued)**

### **2.2.2 Partnership-building (external)**

The project team has researched existing practice in both process and pedagogy-related support for curriculum design. As part of this activity we have visited these related projects:

#### **Programme Information Project (PIP), University of Glasgow**

<http://www.gla.ac.uk/services/it/projects/pi/>

The aim of the PIP project at the University of Glasgow is to improve the capture, approval, management and publication of the University's programme and course information. The main deliverables include a web-based programme information management system that includes an integrated document management system for content and workflow management and revised business processes to support programme and course management procedures, including approval procedures. The focus of the project is rather different from that of PiP at the University of Strathclyde as it does not seek to enhance educational practice. However, our visit to the project team was valuable and we plan to stay in touch as our work progresses.

#### **The Pattern Language Network**

<http://patternlanguagenetwork.org/>

PLaNet (Pattern Language Network) is a multi-institutional project funded under the JISC Users and Innovation Programme. The focus of the project is developing transferable designs that can be used by academics using web technologies to enhance curricula. We made contact with this project early in PiP and visited members of the distributed project team at the Institute of Education in London as well as hosting a project visit at CAPLE. The outcomes from the Pattern Language Network have reinforced our view that finding a single format to communicate good design is extremely problematic and that effective advice to academic staff is more likely to take a variety of forms, including events and consultancy as well as web-based or unmediated advice resources.

#### **QAA Scotland**

We have recently discussed with project with members of the senior management team at QAA Scotland and we have received an invitation to present the project to their new Director, Bill Harvey in November 2009. PiP is investigating issues local to Strathclyde that are likely to have resonance for QAA Scotland as they revise the academic framework and the project is clearly of interest. We are looking forward to the opportunity to explore this important relationship further.

## **2.3 Technical development**

### **Technical aspects of benchmarking**

During the research phases diagrams were prepared in a simple informal flowchart style using the online drawing tool Gliffy<sup>1</sup> and subsequently SmartDraw. It had been envisaged that participants in the benchmarking might want to edit the diagrams directly, hence the use of a Web 2.0 tool like Gliffy, but in practice there was no demand for this level of participation. The team also found the informal diagrams inadequate as the lack of a formal notation framework encouraged an ambiguity in symbols, confusion over tasks, roles, etc. and the absence of any validation mechanism.

The team evaluated the ArchiMate notation and the tools available to support it and found it inappropriate for this particular application. ArchiMate's strength is as an enterprise architecture notation that is also able to capture elements of process and roles, however it remains at root an enterprise architecture mapping tool. The PiP project team's focus was on process rather than architecture and ArchiMate's process modelling notation did not offer any advantages over the alternatives and was in many ways inferior. The cost of the authoring tools was also prohibitive for a project where there was no commitment from the institution to engage in enterprise architecture mapping.

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<sup>1</sup> <http://www.gliffy.com>

## **Section Two: Activities and Progress (continued)**

At the final stage of the process base-lining project the diagrams were consolidated into more formal diagrams using Business Process Modelling Notation (BPMN). BPMN was chosen because of its explicit focus on process and ability represent complex processes with a small range of symbols. It also successfully captures actors and roles (through pools or swimlanes) without distracting from the central process flow. The diagrams produced are generally self-explanatory to novice readers without the need to explain the meaning of the symbols used. The notation also allowed for a measure of validation. As there is no intention to translate the BPMN representation into a functioning BPEL system the degree of validation was limited to checking the syntax of the diagram, however even at this level it was useful to identify gaps in the model, e.g. paths that did not lead to a conclusion. The notation can also be used as an aid to identify weaknesses in the process flow and for modelling improvements, although this was not relevant to the initial base-lining exercise.

Open source tools are available to author BPMN diagrams and the PiP project is currently using Intalio's BPMN Designer.<sup>2</sup>

### **Approval Process system modelling**

The outcomes of the first phase of the PiP project have identified the approval process as a point of leverage where pedagogical principles can be introduced into course and curriculum design and where the impact of the pedagogical principles enshrined in institutional policy can be validated. This insight has formed the inspiration for an approval process system that combines workflow management and expert system.

The rationale underpinning the vision can be summarised as an understanding that

- approval documentation should be capturing more information about, implementation of educational policies (that enshrine principles), conformance with university/faculty strategic objectives, business case etc.
- document management and control should be inherent in the system
- the appropriate information should be available to interested parties at the appropriate time (and this may not be the whole approval documentation)
- support and guidance should be built into the system so that it is available at the point of need
- at the same time the documentation should not become bloated and excessively complex so as to overwhelm the academic staff completing the descriptors

On the basis of this vision the PiP have abandoned the traditional document-centric approach to the approval documentation where a single all-purpose form is completed as if a paper document and routed through a workflow. Instead we are developing a data-centric model that can be represented through an entity model and/or xml schema.

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<sup>2</sup> <http://www.intalio.com/>

## **Section Two: Activities and Progress (continued)**

The data entities that make up a course definition can therefore have their own support materials, business rules and workflows, and can be exposed to particular audiences.

One of the principal benefits of this approach is support for an “expert system.” Through the expert system the “form” can adapt as the academic (or administrator) selects options or provides information. For example a course designer who indicates that the course will use problem-based approaches will be presented with questions and support relevant that that pedagogy which would be hidden from course designers who made different decisions.

The current phase is to draft the data entity model initially based on the current forms. To assist in the modelling we are building on the work of the COVARM and XCRI projects,<sup>3</sup> and the CERIF standard<sup>4</sup> although none exactly match the requirements identified. A complementary strand is identifying the additional elements required to accommodate the additional information to be gathered regarding pedagogy, etc. The data model will provide the basis for identifying business rules, workflows and support resources associated with entities.

### **2.4 Changes to project team**

In April 2009 Michael Coen, one of the project’s co-directors, left to take up another post at the university. Diane McDonald has replaced Michael as co-director of the project. The full project team now comprises:

Diane McDonald, Project Director  
David Nicol, Project Director  
Catherine Owen, Project Manager  
Jim Everett, Technical Manager  
Donna Cullen, Analyst  
Dariusz Jabrzyk, Developer

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<sup>3</sup> <http://covarm.tvu.ac.uk/>, <http://www.xcri.org/>

<sup>4</sup> CERIF (Common European Research Information Format) is managed by euroCRIS ([www.eurocris.org](http://www.eurocris.org)) a not-for-profit organisation dedicated to the promotion of CRIS (Current Research Information Systems).



## Section Three: Outputs and Deliverables

### 3.1 Expected outputs and deliverables

The overall aim of the project is to help academic and administrative staff members to better manage the complex task of creating effective and coherent academic programmes within an institutional context of modularisation and student choice. The project will create materials that expose academic staff to good educational practice that is linked to the strategic aims of the university and addresses related local needs. The project will also re-design institutional processes including module and programme approval forms to reinforce messages about effective educational practice. Creating a reinforcing conceptual link between these two areas is our overall goal. Project activities should also feed into institutional efforts to improve the efficiency and effectiveness of course approval and quality assurance activities. Improved course documentation should also have a positive impact on planning and inform activities in timetabling reform, estates management and technology provision.

The PiP project plan identified the following list of principal project outputs and deliverables:

- Publications in a refereed journal on learning designs that draw together the relevant literature.
- A baseline map of the sequence of institutional processes and procedures that support decision-making and approval of curricula.
- A reworked map including a set of tools and associated guidance materials to support the streamlining and enhancement of institutional processes and procedures associated with curriculum design
- A set of learning designs that address known teaching and learning issues of high relevance to academic staff in the disciplines.
- A set of tools and associated guidance materials to support the use of learning designs by academic staff in the disciplines.
- A website detailing progress during the lifespan of the project and as a dissemination point after the project close.
- An evaluation report detailing successes and lessons learned.
- Interim and final reports to JISC detailing lessons learned.
- Conference and other papers, presentations and other dissemination activities

Please see the attached mapping for details of expected project outputs and their intended audience(s).

## **Section Three: Outputs and Deliverables (continued)**

### **3.2 Outputs this reporting period**

#### **Support materials for staff and students**

Ahead of schedule, the project team has created a first set of resources for staff engaged in curriculum design, with a particular emphasis on innovative approaches to assessment and feedback. We recognise that students also need information about how to get the most from re-designed modules and programmes and our resources include information for students on how to use feedback effectively. An initial draft of these resources can be found at: <http://www.strath.ac.uk/learnteach/feedback/>. Leaflets based on this work will be widely circulated to students and staff at the University of Strathclyde during the current semester.

#### **Website**

The project website can be found at: [www.principlesinpatterns.ac.uk](http://www.principlesinpatterns.ac.uk). The website includes background information on the project and project team, key documents and outcomes and a regularly-updated blog which is linked to the JISC CIRCLE site via an RSS feed. As the website develops this will also be the primary delivery point for re-usable materials and resources for the higher and further education sector, including support materials for staff members and students involved in curriculum design. These resources will also be made available via the JISC Design Studio.

#### **Base-lining materials**

As part of our base-lining activities, we have created a number of resources of interest to internal and external audiences. These resources include process maps of the module and programme assurance process at the University of Strathclyde and descriptions of those processes; and a framework showing current approaches to curriculum design, the representation of, and support for, design across the institution and opportunities for enhancement. Although these materials have been submitted as part of a formal report to JISC we also plan to present discrete materials created as part of this process via our project website and through the JISC Design Studio.

#### **Dissemination materials**

In support of early dissemination activities, including a well-received seminar at ALT-C and a presentation at the JISC Experts Group, the project team has created posters and handouts which have been showcased via the project website and the JISC CIRCLE site.

#### **Additional assets for JISC Design Studio**

A strength of the project is that it draws on previous work undertaken by project team members as part of the REAP ([www.reap.ac.uk](http://www.reap.ac.uk)) project. Findings from REAP have informed an increasing number of national and international initiatives and materials created as part of the project are widely used and circulated. We plan to incorporate additional outcomes from the REAP work in the JISC Design Studio.

## **Section Four: Outcomes and Lessons Learned**

### **4.1 Lessons learned from base-lining**

The project's base-lining activities have focussed on two areas: the current module and programme approval processes at the University of Strathclyde (with a particular focus on processes within the Faculty of Law, Arts and Social Sciences) and current practice in curriculum design within the faculty and more broadly across the institution.

The key messages and institutional challenges we have uncovered from activities in these areas are:

- Effective curriculum design should consider tasks, modules and programmes and how these fit together to create coherent learning experiences
- Design practices are not currently coordinated to consider the interrelationship between these levels and much design activity (especially at task level) is tacit and undocumented
- The University has educational strategies but the aspirations expressed in these strategies are not always effectively articulated through the design or approval process
- Existing documentation (e.g. module descriptor forms and programme specifications) does not always ask key educational questions
- More support might be made available to academic staff to help them with curriculum design
- There are a number of additional bottlenecks associated with the process that may fall outside the core remit of the project and are described in full in the baseline documentation. These include:
  - Timing of information to decision-makers (e.g. faculty committees, Senate)
  - Timing of information to services including Registry, Estates, Library
  - Inclusion of data about disability
  - Lack of information about constraints to curriculum design (e.g. financial resource or room constraints)

The base-lining process has been challenging for a number of reasons. It is extremely difficult to uncover all of the influences, institutional or otherwise, that determine the shape of tasks, modules and programmes and the relationships between these levels in the design process. We recognise that much design practice is tacit and undocumented and although key university documents including learning and teaching strategies, module descriptor forms and programme specification forms are important signallers of good practice in design, they are only one part of a much more complex picture of influences, many of which are more likely to be associated with components of the university's quality enhancement activities than with quality assurance documentation.

### **4.2 Opportunities for the project to enhance curriculum design processes**

One important objective of the project's base-lining activities was the identification of areas most likely to benefit from intervention. A meeting of the project steering group in October 2009 has further clarified those areas most open to review and reform and further refinement/operationalisation of these interventions will be a focus of community consultations during year 2 of the project. The project team is working closely with key institutional stakeholders including the University's Governance, Management and Policy Team (GMAP) to ensure that changes made to the approval process best reflect project aims as well as the needs of other stakeholders including, for example, the employability team.

The University's Education Strategy Committee (ESG) is currently engaged in developing a new Academic Strategy which will be operationalised from 2010. Three members of ESG, including the Deputy Principal for Learning and Teaching, also serve on the project steering group and the project has been adopted as a key driver for change in the development of new procedures to support the strategy. Revised processes and new support materials developed by the project will be piloted in support of the embedding of the new strategy.

### **Section Five: Communications and Dissemination Activities**

- The project team made a successful submission to host a symposium at this year's ALT Conference in Manchester. A report on the event, including presentation materials, is available at: <http://www.principlesinpatterns.ac.uk/Blog/tabid/2922/ctl/ArticleView/mid/5305/articleId/162/Supporting-Curriculum-Design-at-Task-Module-and-Programme-Level.aspx>
- The project was featured in the March 2009 edition of PRISM, the University of Strathclyde's internal staff newsletter: <http://www.strath.ac.uk/media/publications/prism/2009/Prism%20238%20for%20web.pdf>
- The project team presented early findings at the October meeting of the JISC Experts Working Group in Birmingham.

## Section Six: Evaluation

### 6.1 Approaches to evaluation

The project team is working closely with academic and administrative partners to gain insights into the value of changes to the university's curriculum design and approval processes. Standards and measures explicitly related to those of the programme-level evaluation and of interest to institutional partners and the wider academic community are likely to include:

- Improved document and process workflow when developing and approving curricula
- Enhancements to the curriculum design and approval process
- Embedding of educational policies in module and programme documentation
- Enhancement of module and programme data collection for different university constituencies (e.g. to support multiple processes and outputs)
- Enhanced information available to academic staff and learners at key decision points
- Effective materials to support curriculum design

Evaluation activities are both formative and summative, with a particular emphasis on establishing an institution-wide community of practitioners and administrators, who will help the project team to establish a baseline, analyse current practice, identify opportunities for enhancement and develop materials that have the best possible potential for wider adoption across the institution. Although the principal focus will be internal, the project will also solicit formative evaluative data from external stakeholders as materials are created and refined.

### 6.2 Activities to date

To date, project evaluation activities have focussed on establishing a baseline picture of approval processes and of curriculum design practice across the institution.

The project team have produced baseline maps and framework detailing the institutional processes associated with curriculum design and approval and with the flow of information about modules and courses. These baseline maps have formed the basis of discussions with key stakeholders to establish:

- How academic staff currently approach module and programme design
- The steps that departments and faculties go through when supporting and validating this process
- What guidelines, policies, or other institutional messages inform the design and approval process
- Perceived blockages and opportunities for enhancement

Data collection activities have included:

- **Analysis of institutional documentation** including module and programme documentation
- **Interviews** with key stakeholders including faculty and management representatives about decision-making processes and the use of documentation to inform decision-making
- **Workshops** with stakeholder groups including academic staff engaged in curriculum re-design (LASS Faculty and Department of Chemical Engineering)

## **Section Six: Evaluation (continued)**

### **6.3 Activities in the next six months**

The focus of our activities over the next six months are primarily formative, as two parallel strands engage the academic and administrative communities at the University of Strathclyde in dialogue and scrutiny of emerging project outcomes including revised processes, documentation and new support materials for curriculum design activities. This process will be managed in collaboration with the University's Governance, Management and Planning Team (GMAP) as part of work supporting the development of the University's new academic strategy.

The development of new documents and processes and supporting materials is conceived as an iterative process of formative evaluation over a number of stages:

- Questions derived from the university's evolving academic strategy are formulated as part of a new process of module and programme documentation and decision-making
- These questions and documents are tested with academic staff in different disciplines across multiple faculties at the University of Strathclyde through workshops and related consultation exercises
- New processes and supporting materials are refined and further developed

The project team will also work closely with a team of institutional stakeholders to establish the content and validity of the technical outputs of the project. This evaluation will be primarily formative, with an emphasis on generating data to inform development of technical products that have the best possible chance of being widely adopted by the university community. Criteria are likely to include:

- Appropriateness of software platforms
- Interoperability with university systems
- Usability of tools
- Efficiency
- Fitness for purpose

### **6.4 Engaging stakeholders**

The project team will work primarily in collaboration with the University's Governance, Management and Planning Team (GMAP) to ensure that stakeholder consultations are conducted within the context of the strategic activities directed by the Educational Strategy Committee. The GMAP team will convene a group of key stakeholders including representatives from the faculties, registry, estates, careers and other relevant central support units. Project outcomes will be piloted through this mechanism.

As the project progresses, further stakeholder groups are likely to be convened, with an emphasis on soliciting academic views on project activities. We anticipate that the Education Strategy Committee will play a key role in co-ordinating these discussions to ensure that project outcomes are in line with institutional aspirations.

## Section Seven: Issues and Challenges

### 7.1 Changes at the University of Strathclyde

The university is currently going through a significant period of change under the direction of a new Principal, Professor Jim McDonald. Changes which directly affect the project and the project team include:

- **Re-organisation of academic faculties:** currently, the university has made a commitment to merge two existing faculties (Education and Law, Arts and Social Sciences). It is likely that further changes to departments and faculties may follow in 2010. This re-organisation is likely to result in changes to personnel, job structures, procedures and processes and curricula across the institution
- **Re-organisation of central services:** both departments involved in the project (Learning Services and CAPLE) are also involved in a major re-organisation of the university's central services.
- **Planned departures of key senior staff:** Anne Hughes, the university's Deputy Principal for Learning and Teaching and Shona Cameron, Director of Learning Services, are both leaving the university in 2010. The project team will seek to replace their expertise on the Steering Committee once decisions have been made about senior responsibilities at the institution.

### 7.2 Project outputs

#### Design patterns

Consultation with previous projects involved in the development of transferable learning design patterns (particularly the Pattern Language Network Project) has helped the project team to identify a number of challenges and dilemmas associated with the development of tightly-determined forms for learning design "patterns". As the project progresses, we anticipate further work to determine the most useful forms of information about effective designs and how best to communicate that information to academic staff and to those making approval decisions. This may result in a different format for supporting materials for staff and students involved in curriculum design.

## **Section Eight: Collaboration and Support**

### **8.1 Role of critical friend**

We have been very pleased to work with our critical friend, Professor Peter Bullen, and we look forward to further discussions and activities with him. However, we are aware that Peter's role to date has focussed on co-ordination of the cluster, managing joint dissemination activities and acting as a conduit for information about programme goals and requirements. Whilst we find these activities helpful, we would like to use Peter more effectively as a critical sounding-board for project activities. We have invited Peter to join our project steering group and we hope that his regular visits will be an opportunity to gain further insights into project activities as work progresses.

### **8.2 Evaluation team**

We recognise that evaluation activities have both a project and a programme focus and we have found our interactions with Helen Beetham and with the team from Inspire Research helpful to date. Our next cluster CAMEL meeting (November 2009 in Milton Keynes) offers an opportunity to discuss evaluation activities in greater detail.



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

<b>Total Grant (JISC)</b>	<b>£400,000</b>	<b>Duration of project</b>	<b>September 2008 – May 2012</b>
<b>Reporting Period</b>	<b>September 2008 – October 2009</b>		

<b>Budget Headings</b>	<b>Total budget allocated</b>	<b>Expenditure this reporting period</b>	<b>Total expenditure to date</b>	<b>Further information</b>
Staff	£279,947	£39,550	£39,550	Total correct at end September 2009
Travel & Subsistence	£20,000	£5,555	£5,555	Total correct at end September 2009
Equipment	0	0	0	n/a
Dissemination activities	0	0	0	n/a
Evaluation activities	0	0	0	n/a
External consultants	£10,000	0	0	
Funding for pilot departments	£80,000	0	0	Expenditure allocations to be agreed with the steering group during academic session 2009/10.

**Checklist:**

Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: [www.jisc.ac.uk/curriculumdesign](http://www.jisc.ac.uk/curriculumdesign)
- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.
- Identify and name any areas within this report that you'd like removed before the report is made public (see below)

**\*Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.

