

Appendix I: Initial proposal

Scottish Higher Education Developers' Learning Online and Distributed Services (SHEDLOADS)

**Dr Colin Mason, Dr Stephen Evans and Raymond Moir
St Andrews Learning and Teaching: Innovation, Review and Enhancement
(SALTIRE)**

and on behalf of all institutions of higher education in Scotland

Summary

This is an outline proposal to carry out a project sponsored by the Quality Assurance Agency for Higher Education (QAA) on behalf of the QAA Flexible Delivery Management Group. The project will evaluate a range of strategic issues that constitute flexibility in the delivery of education and factors that drive it. The project will focus particularly on developing a model of collaboration among Scottish higher education institutions (HEIs) by providing a pilot 'state of the art' case study embracing two academic disciplines (educational or academic development for learning and teaching; mathematics support). This case study will also consider one or more of the key operational areas of the Flexible Delivery matrix, namely, flexible programmes; student support, advice and guidance; and continuous professional development (CPD) in addition to collaborative partnerships. The project has the explicit support of educational developers in all the named institutions as integral partners of the project to develop a model of shared ownership and delivery of academic resources.

Background

The new approach to quality assurance of higher education (HE) provision in Scotland is based on enhancement-led institutional review, integral to which is a programme of Enhancement Theme engagements with the Scottish sector. These include 'Responding to student needs' and 'Assessment' (commenced 2003), and 'Employability' and 'Flexible Delivery' (commenced 2004). Further details of work in these initiatives can be found at <http://www.enhancementthemes.ac.uk/>. In relation to 'Flexible Delivery', the Steering Committee has attempted to define this as a vision of a learner-centred model of pedagogy and learner support appropriate to the needs of the individual learner within a mass HE context. The committee is committed to seek out good practice worldwide and to disseminate such examples of good practice throughout Scotland. Such flexible approaches to teaching and learning may well lead to major organisational and cultural change.

Regarding the currently proposed project, a major stimulus for the idea of establishing shared resources through collaboration for delivery of education was prompted by a presentation from Dan Holland, Dean of Business and Applied Arts, Loyalist College, Ontario, Canada. He is a founding member of a virtual consortium, OntarioLearn.com, and discussed the evolution of this consortium over a nine-year period, in 'Models of Collaboration', at a conference in the Flexible Delivery series in

Edinburgh in May 2005.¹ The philosophy of collaboration and sharing perhaps can be best encapsulated by a quotation from the consortium's website:

'OntarioLearn.com is a consortium of 22 Ontario Community Colleges who have partnered to develop and deliver on-line courses. Each partner college selects courses from the OntarioLearn.com course inventory that will complement their existing distance education offerings. This partnership approach has allowed member colleges to rationalize resources, avoid duplication and, more importantly, increase the availability of on-line learning opportunities for their students'.

These underlying commitments to identify effective resources to be delivered more efficiently, avoiding duplication and increasing access are the cornerstones motivating a group of educational developers and those supporting student learning (in mathematics) to seek to explore whether such concepts can transfer to higher education, especially for 'staff as learners'. The advantage of this latter point is that staff would have experienced, at first hand, an innovative approach to flexible delivery and may thus be in a better-informed position to initiate change in the context of their own disciplines.

The second strand (and exemplar) of the project arises from the potential need to provide support in mathematics across disciplines. The University of St Andrews proposes to establish a mathematics support drop-in centre, a friendly and supportive place where students from all disciplines can get one-to-one help with any mathematics-based problem. The coordinator for the centre has already been appointed on a half-time basis.

The centre will target undergraduate students from schools such as biology, chemistry, economics and finance, geography and geosciences, medical science, and psychology; that is, subjects with a high mathematical content, but typically taken by students who, post-16, have not specialised in mathematics. However, all members of the University will be welcome. Indeed, it is anticipated that research students might seek advice on the application of unfamiliar mathematical techniques, and even that members of staff revising or preparing new courses with a high mathematical content might seek advice from those staffing the centre. It is hoped that the experience of developing such a centre together with both on-line and off-line resources can be shared and integrated with 'student support', wherever located in other Scottish HEIs. Part of the project will be to establish a network of staff carrying out this or related types of work, and to establish a core of learning resources to support them in their roles. A sub-set of all such potentially shared resources will be identified and made available as part of the pilot case study.

The **aims** of the project are to:

- develop a model for promoting collaboration among Scottish HEIs for the delivery of learning and teaching support programmes for academic staff, and mathematics support for students
- document the ongoing pedagogy of collaboration for on-line and face-to-face provision

¹ <http://www.enhancementthemes.ac.uk/defaultpage131cd0.aspx?pageID=108&rIID=33>
(<http://www.enhancementthemes.ac.uk/events/presentations/20050513.asp>)

- produce a selection of units of learning to develop a pilot library of resources that could, for example, be sampled to construct and deliver parts of programmes of teaching and learning in HE
- produce an exemplar model for the delivery of a set of shared on-line resources for teaching mathematics to non-mathematicians.

The specific **objectives** of the project are to:

- develop and document an evolving pedagogy of mass collaboration, combining efficient and effective use of material, virtual and human resources, across the Scottish community of HEIs
- explore the issue of flexible delivery of generic resources and education for academic staff about learning and teaching in a research-intensive environment
- survey and catalogue (in a searchable on-line database) the range of academic resources available to support educational development and mathematics support
- identify a sub-set of resources (including staff) to use in a pilot study to develop an implementation strategy for flexible delivery
- capture selected resources in baseline reusable format (eg ***XML*** [EXtensible Markup Language]) for export to text, web pages, CD and DVD, to be held on a server that has the capacity for audio and video streaming as well as storage and presentation of other standard materials
- produce exemplar approaches to the development of a ‘shared, but jointly owned’ means of providing flexible delivery in two related areas – support for academic staff, and mathematics support for non-mathematics undergraduate students
- evaluate and, where possible, use resources from existing projects funded under other major initiatives to assess their effectiveness and suitability for storing and disseminating programmes relevant to teaching and learning, and mathematics support (eg Scottish electronic Staff Development Library (SeSDL); Online Tutoring Skills; Multimedia Approach to Profiles and Portfolios: Interactive Guidance; Effective Lecturing Resources for Staff Development; Enhancing Large Scale Implementation of Use of Communications and Information Technology (C&IT) in Learning and Teaching; and NetCulture – Staff Development Network). Wherever possible, the aim is to integrate the outcomes with these and other projects, eg JISC.

Implementation

The team of four named staff in SALTIRE at the University of St Andrews will lead this collaborative project on behalf of the Universities Scotland Educational Development (Ed Dev) Subcommittee. Each HEI will be represented through at least one contact (see Annex 3) and each will be an integral partner of the overall project team. Written agreement from each representative of the named institutions has been sought, and copies of the agreements are attached in Annex 4. Intellectual

property and copyright agreements for any materials developed specifically for this project will be developed as part of the project and will constitute part of the final outcomes, contributing to developing pedagogy of such a sophisticated project of this type. The two named project managers will be responsible for the day-to-day implementation of the project and will be supported by an administrative assistant (on a variable part-time basis) to provide 'just-in-time' services to facilitate the project managers' travel and other administrative tasks (eg photocopying, logging budget expenditure, writing minutes of any group meetings held at St Andrews etc). The project will be directed by Dr Colin Mason and Raymond Moir, who will be joined by at least four other colleagues representing institutions from the four major regions defined by the Metropolitan Area Networks, in addition to the project managers and assistant, to form the project management team (Annex 5). A steering group will also be convened, including a representative from QAA and the QAA Flexible Delivery Management Group.

Some areas of work for the project will evolve as results from the early survey work and visits to institutional contacts begin to define the overall scope of resources available to the Scottish HE sector that could be made available for collaborative use. Nevertheless, the project team envisages a range of activities in two distinct phases of the project (see project management flow chart in Annex 6). These activities include:

- initial visits to all Scottish HEIs by the project directors and project managers to establish working relationships with institutional contacts and to describe the requirements of the project, including identifying location, availability and accessibility (eg format of documents, films, web pages etc) of resources likely to be developed as a shared resource for the pilot project and any subsequent full-scale project
- determining and cataloguing the intellectual property and copyright policies of each HEI to evaluate constraints/freedoms to disseminate information to a project such as this one; if necessary, defining a new policy relating to the aims and outcomes of this project
- developing an initial survey questionnaire relating to both educational development (learning and teaching) resources and mathematics support resources (including staff expertise in delivery of face-to-face or online learner support)
- converting replies and data from the initial questionnaire (or other related sources) to an on-line database of resources and contacts, possibly using NetCulture resources
- identifying most commonly used or easily accessible resources to commence selection of pilot materials or services to develop into a flexible delivery format
- securing selected resources in electronic or other format for conversion to electronic (to baseline reusable format such as *XML*)
- developing a platform for presentation and use (in some cases) of selected resources
- evaluating reconfigured resources as an ongoing activity of the second phase of the project by both creators and reusers of the resource prior to going 'live'

- developing a protocol for evaluation that evolves into a quality and standards check for any resource that becomes shared and used across the community
- reporting and disseminating the outcomes of the project, including one interim report summarising the initial survey work (phase 1) and demonstrations or presentations of the exemplar resources and account of how the collaborative model has evolved; a final report including initial evaluation of the resources and activities undertaken throughout the project.

Financial plan for the project

The budget for a six-month period (July to December 2005) is set out in Annex 7. There is a need to commence this project promptly, and the intensity of work required to complete against a very tight timescale requires staff who have relevant expertise and are available now to carry out the work. The two project managers' posts identified are the keys to the likely success of this project, though it is important that those responsible for resources and services in all the Scottish HEIs are committed and involved in the project. Accordingly, the budget reflects the need to recruit such staff and therefore staffing costs are relatively high, but comprise both salary and consultancy elements. A small amount of administrative assistance is requested to free key staff from more routine but necessary aspects of the work. A small budget is requested for other expenses such as travel, materials and some equipment.

Annex 1 – Lead site

1 Contact details for project leader

Dr Colin Mason

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2 Details of other members of the project team

Mr Raymond Moir

Learning Technology Consultant
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Dr Stephen Evans

Web and Educational Development Consultant
SALTIRE
University of St Andrews, 91 North Street, St Andrews, Fife, KY16 9AJ

Dr Christie Marr

Mathematics Support Centre Co-ordinator
SALTIRE
University of St Andrews, 91 North Street, St Andrews, Fife, KY16 9AJ

3 Summary of the relevant skills and experience these staff will bring to the project

Dr Colin Mason

Colin is the Director of Learning and Teaching Development at the University of St Andrews; previously he was a senior lecturer in biomedical sciences, specialising in haematology research. He is responsible for the design and delivery of learning and teaching programmes to support postgraduate and other part-time tutors, new (probationary) staff and experienced staff at the University. He has contributed extensively to the QAA Enhancement Theme management and steering groups and consultation groups since 2003. He has also acted as one of eight workshop directors for the Assessment Enhancement Theme, 'Assessing personal transferable skills, and together with Professor David Lines has co-edited 'Enhancing practice: assessment', a summary paper of the main outcomes of all eight workshops, including possible ways the challenges identified and issues meriting further work can be approached. He is or has been an external examiner on three accredited PGCHE programmes in Scotland and has extensive experience of directing (or co-directing) and managing (largely SHEFC-funded) research and development projects (see 4 below). He is a member of the Universities Scotland Ed Dev Subcommittee and has been active in promoting learning and teaching development issues through invited keynote presentations, seminars and consultancy throughout Scotland. Recently, he was instrumental in recruiting a new colleague to establish the Mathematics Support Centre at the University of St Andrews.

Mr Raymond Moir

Raymond is the Learning Technology Consultant located in SALTIRE, University of St Andrews. He manages the virtual learning environment (WebCT) within the University and works with academic staff to support them in the development of on-line teaching material through the use of WebCT. He has worked in IT for 15 years, where he has worked with academic staff to develop computer-assisted learning (CAL) packages and on-line course material. He has collaborated on projects such as the ESCalate project, 'Promoting Good Practice and Innovations in Learning and Teaching: Developing a Multi-institutional Learning and Teaching Forum'; and was the lead technical partner on the Teaching and Learning Technology Programme-funded CAL project, 'Studying Populations for Public Health Medicine'.

Dr Stephen Evans

Stephen Evans is a Web and Educational Development Consultant in SALTIRE at the University of St Andrews. He provides expertise and advice for developing web applications and internet technologies for teaching and learning. Prior to working in SALTIRE, he worked for 10 years at the University of Cambridge as an IT manager and Postdoctoral Research Associate, where he was responsible for the development and implementation of technologies for teaching and research. He has experience of managing and coordinating a wide variety of interdisciplinary projects.

Dr Christie Marr

Christie Marr has recently been appointed to establish and coordinate a Mathematics Support Drop-In Centre within SALTIRE at the University of St Andrews. She has a BA in Mathematics from the University of Oxford as well as a DPhil and an MSc, both in Computation, also from the University of Oxford. She did a Postgraduate Certificate in Education at King's College London, then taught secondary school mathematics for a further five years, first at Southfields Community College, a lively comprehensive in South-West London, and then at Tiffin Girls School, a highly academic state grammar school in Kingston, Surrey. While doing her DPhil in Oxford and two post-docs, one in Oxford and one in Warwick, Christie tutored undergraduates and lectured various MSc and undergraduate courses.

4 Project grants held by project leader

'Promoting Good Practice and Innovations in Learning and Teaching: Developing a Multi-institutional Learning and Teaching Forum'. Bid (**£5,000**) to ESCalate small grants November 2002, Education LTSN (Learning and Teaching Support Network), with David Ross, Director of the Centre for the Enhancement of Learning and Teaching, University of Abertay; Ms Karen Munro, Projects Facilitator, Promoting Partnership Initiative, Universities of St Andrews and Dundee; and Alison Swanson, Development Officer, Centre for Learning and Teaching, University of Dundee, **January 2003** (See: https://elmer.st-andrews.ac.uk/SCRIPT/escalate/scripts/serve_home (password protected website)).

JISC Fair bid: 'HaIRST: Harvesting Institutional Resources in Scotland Testbed', collaborative project with Strathclyde and Napier Universities and Glasgow Colleges consortium (Total project cost is £195,000 over three years, of which the JISC contribution is **£175,000**, May 2002).

SHEFC staff development funding for C&IT programme, joint project with University of Glasgow (**£100,000** 1999-2001) for the development of C&IT-based portfolio support and guidance materials for staff development: 'Multimedia Approach to Profiles and Portfolios: INTERactive Guidance (MAPPING)' two-year project. With R G S (Bob) Matthew, Director of Teaching and Learning Service (TLS), University of Glasgow (**November 1999**) (see <http://www.mapping.scotcit.ac.uk/>).

SHEFC staff development funding for C&IT programme, joint project with University of Glasgow and Queen Margaret University College (QMUC) (**£60,000** 1999-2000) for the development of C&IT-based 'Effective Lecturing: Resources for Staff Development'. With R G S (Bob) Matthew, Director of TLS, University of Glasgow, and K Morss, Queen Margaret University College (**November 1999**) (see <http://www.gla.ac.uk/services/tls/STAFF/ras/ELPwebpage/project/index.htm>).

SHEFC contract research initiative, joint project by the Universities of Strathclyde, Glasgow, Edinburgh and St Andrews (**£126,000** over two years, 1999-2001) on 'Enhancing and Embedding the Development of Contract Research Staff (CRC) and their Managers'. With D Donald Beaton; St Andrews component to develop contract research staff management training materials, training trainers, employment law and mentoring (**June 1999**).

SHEFC Multicentre Evaluation of Teaching and Learning in Scottish Metropolitan Area Networks (TALiSMAN) project (**£9,923** for the Universities of Aberdeen, Edinburgh, Glasgow and St Andrews, and Queen Margaret College and UHI project). With S Heath, E Mcateer, H Macleod, C **Mason**, R G S Matthew, J Milne, K Morss, N O'Leary and J Tizard (**July 1998**).

University of St Andrews CRC Concordat (**£13,192**, with D D Beaton) for the development of 'Contract Research Management – Case Studies for Staff Development' (**1996**).

University of St Andrews Women into Science, Engineering and Technology Initiative (WISSETI) (**£29,300**, with Kevin Hammond, Ron Morrison, Wendy Nightingale and Fiona Wilson) to increase the participation of female students in computer science by the development of inclusive teaching strategies for entry-level courses (**1996**).

University of St Andrews staff development initiative (**£40,000**) for developing: strategies for student-centred learning; development of IT skills within the Faculty of Arts; teaching, learning and assessment strategies for mature students; equal opportunities issues in curriculum design and assessment techniques (funding was already obtained, but I managed and implemented the project) (**1995-96**).

Annex 2 – Guidelines for QAA Flexible Delivery projects

The overarching 'strategic matrix' will be a dynamic, forward-looking document that focuses on the changing HE environment, the need for HEIs to respond flexibly to change, and the ways in which innovative practice in flexible delivery can help to meet these new demands and enhance the learning experience.

The supporting projects on applications of flexible delivery will comprise a strategic overview (drivers, constraints, outcomes) and a 'state of the art' case study. They will address the following key operational areas:

- flexible admissions
- credit, recognition of prior informal learning, accreditation or prior experiential learning
- flexible programmes
- student support, advice and guidance
- CPD
- collaborative partnerships.

The project work will be conducted during the summer and autumn of 2005, with a view to completion by January 2006. As discussed at the meeting, it is proposed to canvass the views of steering committee members individually on the scope of these projects, and to discuss their possible participation as project directors, according to experience and expertise, or as members of a project team. Or, indeed, to invite them to nominate others whom they consider have the requisite experience and expertise to undertake the task. Please note that these roles will be undertaken as paid appointments.

Annex 3 – Contact addresses for partners involved in the project

Professor Bob Matthew (Convener)

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Please note: Colleagues marked * have not been able to confirm collaboration at this stage.

Annex 4 – Partnership agreement template

I certify that this proposal has the support of central institutional management

Lead institution

Signed

Dr Brian Lang, Principal, University of St. Andrews

All partners listed below involved in the project have agreed to collaborate voluntarily and therefore agree to make available expertise and resources to the project as negotiated through institutional contacts or other delegated individuals.

Partner institutional contacts

Signed

Dr Darren Comber, University of Aberdeen

.....
Professor David Ross, University of Abertay, Dundee

.....
Mr Bill Steele, Bell College

.....
Dr Lorraine Walsh, University of Dundee

.....
Dr Carolin Kreber, University of Edinburgh

.....
Professor Bob Matthew, University of Glasgow

.....
Ms Dorothy MacFarlane, Glasgow Caledonian University

.....
Dr Roni Bamber, Heriot-Watt University

.....
Ms Shirley Earl, Napier University

.....
Dr Paul Rodaway, University of Paisley

.....
Dr Kate Morris, Queen Margaret University College

.....
Dr Charles Juwah, The Robert Gordon University

.....
Dr Colin Mason, University of St. Andrews

.....
Ginny Saich, University of Stirling

.....
Dr David Nicol, University of Strathclyde

.....
Jenny Tizard, UHI Millennium Institute

Annex 5 – Project management team

Dr Colin Mason (Director)
Raymond Moir (Co-director)
Dr Steve Evans (Project Manager)
Dr Christie Marr (Project Manager)

Representatives from:

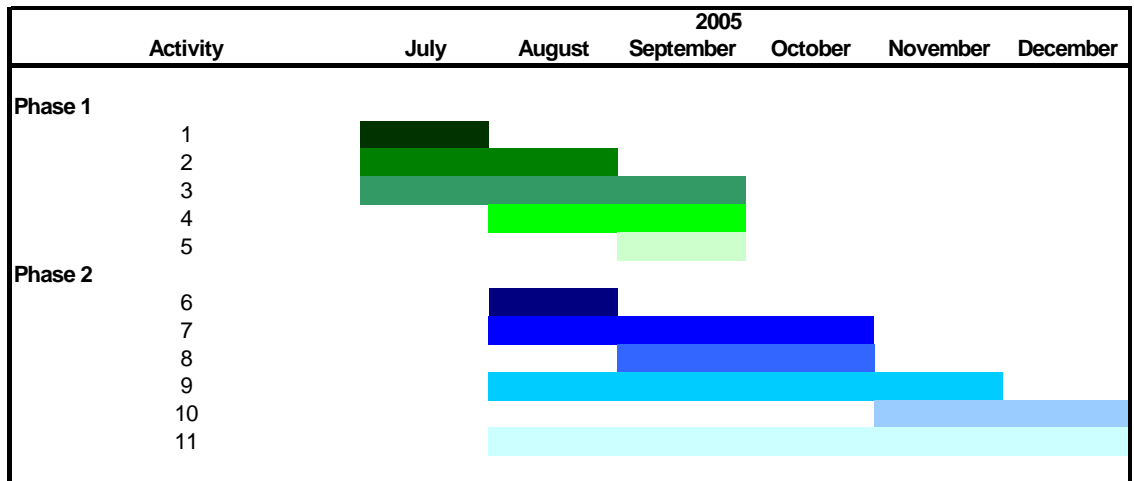
Aberdeen Metropolitan Area Network (AbMAN)
Glasgow Metropolitan Area Network ClydeNET
Eastern Scotland Metropolitan Area Network (EastMAN)
Fife and Tayside Metropolitan Area Network (FaTMAN) representative

or

using NetCulture nomenclature:

North Scotland area – NorthNET
Glasgow – ClydeNET
Fife and South Tayside – FaSTNET
East Scotland – EastMAN

Annex 6 – Flow (Gantt) chart for management of the project



- 1 Project initiation
- 2 Questionnaire and interview questions
- 3 Initial meetings with institutional representatives
- 4 Establish institutional intellectual property and copyright policy database
- 5 Interim report on available resources and procedures for collaboration
- 6 Construct database to catalogue resources
- 7 Add data from questionnaire and interview surveys to database
- 8 Analyse survey data and identify resources to develop pilot exemplar case-study materials
- 9 Gather materials in electronic format for conversion to reusable format: reconfigure where necessary
- 10 Final report and dissemination strategy including preparation of Enhancement Themes conference 14 January 2006
- 11 Ongoing and end of project - interim evaluation

Annex 7 – Proposed budget for the project

Summary of the costings for the project

QAA Flexible Delivery pilot project

SHEDLOADS

Budget item	Cost (£)
Staffing	£43,150
Consultancy	£13,000
Equipment and materials	£4,100
Travel and subsistence	£7,200
Evaluation	£2,000
Grand total	£69,450

For a detailed breakdown of the separate items, see overleaf.

Staffing		Individual	Days	Price	Cost
Project Directors					
Consultancy	St Andrews	Colin Mason	10	£500	£5,000
Consultancy	St Andrews	Raymond Moir	10	£500	£5,000
Sub-total					£10,000
Project Managers					
Salary	St Andrews	Stephen Evans	full-time (6 months)		£20,900
Salary	St Andrews	Christie Marr	half-time (6 months)		£10,500
Sub-total					£31,400
Project Assistant					
Salary	St Andrews	part-time 50 days @ £5.825 ph)	50	£0	£1,750
Sub-total					£1,750
Staff salary sub-total					£43,150
Project partners					
Consultancy	Aberdeen University	Darren Comber	2	£500	£1,000
Consultancy	Dundee University	Lorraine Walsh	2	£500	£1,000
Consultancy	Edinburgh University	Carolyn Krebbe	2	£500	£1,000
Consultancy	Glasgow Caledonian University	Dorothy MacFarlane	2	£500	£1,000
Consultancy	Glasgow University	Bob Matthew	2	£500	£1,000
Consultancy	Heriot-Watt University	Ronnie Bamber	2	£500	£1,000
Consultancy	Napier University	Shirley Earl	2	£500	£1,000
Consultancy	Paisley University	Paul Roddaway	2	£500	£1,000
Consultancy	Queen Margaret University				
Consultancy	College	Kate Morss	2	£500	£1,000
Consultancy	Robert Gordon University	Charles Juwah	2	£500	£1,000
Consultancy	Stirling University	Ginny Saich	2	£500	£1,000
Consultancy	Strathclyde University	David Nicol	2	£500	£1,000
Consultancy	UHI Millennium Institute	Jenny Tizard	2	£500	£1,000
Consultancy sub-total					£13,000
Salary & consultancy sub-total					£56,150
Equipment					
				£1,600	£1,600
				£1,500	£1,500
Materials					
					£1,000
Equipment & materials sub-total					£4,100
Travel					
			Number of visits	Price	Total
	St Andrews to other Scottish HEIs per person				
	Steven Evans		2	£650	£1,300
	Christie Marr		2	£650	£1,300
	Colin Mason		2	£650	£1,300
	Raymond Moir		2	£650	£1,300
	Internation benchmark comparison, Virginia Tech, USA		1	£1,000	£1,000
sub-total					£6,200
Subsistence					
	Overnight accommodation etc, Aberdeen, Edinburgh, Glasgow, UHI @ £50 pppn		2	£400	£800
	Other visits		2	£100	£200
sub-total					£1,000
Travel & subsistence sub-total					£7,200
Evaluation					
	Evaluation 2 @ 500ppd		2	£1,000	£2,000
Evaluation sub-total					£2,000

Appendix II: Final approval proposal

Project specification

The project specification is as follows:

Title	SHEDLOADS
Summary of proposal	To develop a model of shared ownership and delivery of academic resources among Scottish HEIs through a pilot case study for educational and academic development for learning and teaching, which will consider CPD in addition to the strategic issues relating to collaborative partnerships. The project is supported by educational developers at 16 Scottish HEIs.
Main aims	<ul style="list-style-type: none"> • To develop a model for promoting collaboration among Scottish HEIs for the delivery of learning and teaching support programmes for academic staff • To document the ongoing pedagogy of collaboration for on-line and face-to-face provision • To develop a pilot library of resources that could be used to construct and deliver parts of programmes for teaching and learning in Scottish HE.
Main objectives	<ul style="list-style-type: none"> • To develop and document an evolving pedagogy of mass collaboration, combining efficient and effective use of material, virtual and human resources, across the Scottish community of HEIs • To explore the issue of flexible delivery of generic resources and education for academic staff about teaching and learning in a research-intensive environment • To survey and catalogue (in a searchable on-line database) the range of academic resources available to support educational development • To identify a sub-set of resources (including staff) to use in a pilot study to develop an implementation strategy for flexible delivery • To evaluate and, where possible, use resources from existing projects funded under other major initiatives and to assess their effectiveness and suitability for storing and disseminating programmes relevant to learning and teaching.

Implementation strategy	A team of three named staff (including the Project Director) in SALTIRE at the University of St Andrews will lead the project with the support of the Universities Scotland Ed Dev Subcommittee, and in collaboration with contacts at a number of Scottish HEIs. The Project Manager will be responsible for the day-to-day implementation of the project and will be supported by administrative staff within SALTIRE on a variable part-time basis, to facilitate the Project Manager's travel and other administrative tasks. The Project Adviser will evaluate technical strategies for storing and delivering the resources, and assess their effectiveness and suitability for disseminating programmes.
Outcomes/final report	The final outcomes will comprise the compilation of an on-line database of pilot resources for staff development in teaching and learning, the development of a platform for presentation and use of selected collaborative resources, the evaluation of reconfigured resources, the development of a protocol for evaluation of shared resources, and a final report including an initial evaluation of resources and activities undertaken. In addition, a one-day workshop will be held at St Andrews for all the collaborators to discuss the outcomes of the project and how they might affect future partnerships for delivering resources.
Timescale for completion of project and delivery of outcomes	The project will be undertaken during July to December 2005. A one-day workshop will be held in December. The final report will be completed by 31 December 2005.

Appendix III: Interim report

SHEDLOADS

University of St Andrews Interim Report, 10 October 2005

Project specification

Summary of proposal	To develop a model of shared ownership and delivery of academic resources among Scottish HEIs through a pilot case study for educational and academic development for learning and teaching, which will consider CPD in addition to the strategic issues relating to collaborative partnerships.
Main aims	<ul style="list-style-type: none">• To develop a model for promoting collaboration among Scottish HEIs for the delivery of learning and teaching support programmes for academic staff• To document the ongoing pedagogy of collaboration for on-line and face-to-face provision• To develop a pilot library of resources that could be used to construct and deliver parts of programmes for teaching and learning in Scottish HE.
Main objectives	<ul style="list-style-type: none">• To develop and document an evolving pedagogy of mass collaboration, combining efficient and effective use of material, virtual and human resources, across the Scottish community of HEIs• To explore the issue of flexible delivery of generic resources and education for academic staff about teaching and learning in a research-intensive environment• To survey and catalogue (in a searchable on-line database) the range of academic resources available to support educational development• To identify a sub-set of resources (including staff) to use in a pilot study to develop an implementation strategy for flexible delivery• To evaluate and, where possible, use resources from existing projects funded under other major initiatives to assess their effectiveness and suitability for storing and disseminating programmes relevant to learning and teaching.

15 Scottish HEIs have agreed to be involved with the project:

Professor Bob Matthew	Director, Teaching and Learning Service, University of Glasgow
Dr Lorraine Walsh	Director, Academic Professional Development, Personal and Professional Development Unit, University of Dundee
Dr Roni Bamber	Director of Educational Development, Heriot-Watt University
Dr Darren Comber	Educational Development Adviser, Human Resources, University of Aberdeen
Jan McArthur	Head of Learning and Teaching Development, Educational Development, Napier University
Dr Charles Juwah	Centre for the Enhancement of Learning and Teaching, The Robert Gordon University
Dorothy MacFarlane	Senior Lecturer, Academic Practice Unit, Glasgow Caledonian University
Prof Carolin Kreber	Moray House School of Education, Centre for Teaching, Learning and Assessment, University of Edinburgh
Dr Colin Mason	Director of Learning and Teaching Development, SALTIRE, University of St Andrews
Dr Ray Land	Senior Lecturer, Centre for Academic Practice, University of Strathclyde
Dr Paul Rodaway	Director, Centre for Learning and Teaching, University of Paisley
Professor David A Ross	Director of Quality Enhancement, Centre for the Enhancement of Learning and Teaching, University of Abertay Dundee
Ms Ginny Saich	Educational Development Co-ordinator, DAICE, University of Stirling
Mr Bill Steele	Educational Research and Development Officer, Bell College, Hamilton
Rhiannon Tinsley	Academic Registrar, UHI Millennium Institute, Inverness

To date, five site visits have been made to the University of Aberdeen, Robert Gordon University, University of Dundee, Heriot Watt University and University of Edinburgh. Appointments have been made to visit the remainder of the institutions in the following weeks.

During each visit, the following questions are being asked of each institution:

- What courses are being offered for academic staff to enhance their teaching and learning?
- What is their programme for new lecturers? Are the courses mandatory or optional?
- If there is a PgCert course being offered, what form does it take (eg face to face or on-line)? How many modules? Rationale behind current programme?
- How many are undergoing the PgCert programme?
- What resources are currently used to deliver the courses?
- Who develops these resources?
- Who owns these resources?
- What issues and concerns are there about copyright?
- Who delivers the courses? Staff within the university or outside?
- What are the key strengths of the staff within the teaching and learning development unit?
- What are their weaknesses, ie what input would they like to have from other institutions?
- Have they heard of SeSDL? If they have, why are they not using it to share resources? What would persuade them to use such a database to share resources?
- How can value be added to resources so that they are useful and effective for others?
- Are there any specific resources they would be happy to share?

At this stage it is not possible to make definitive statements about the outcomes of these discussions, but so far the following common observations have been made from the five site visits:

- There is an openness and willingness to share 'learning objects', but a reluctance to share complete modules.
- The shared resources must be of high quality.
- The source of the resources given by an institution must be acknowledged.
- There is an interest in collaboratively enhancing existing resources so that they are improved for the benefit of all.
- Resources on their own are not sufficient. They need to have an explanation of the context in which they were used, and the audience etc.
- There is a willingness to share staff with other institutions to deliver workshops etc. In this way, the staff would provide all the necessary resources and added rationale.
- The current SeSDL database is only used by Robert Gordon University and even then not very often.
- There appears to be a common need to deliver an HEA-accredited PgCert, although the format, constitution of the course and whether new lecturers would have to take part or all of the course differs widely.

- There is a common need to share 'processes' rather than resources – the 'how' of educational development. For example, Heriot Watt has 'Action Learning Set' workshops to facilitate open discussion of how to put quality Enhancement Themes into practice.
- Clear strengths and needs have been identified for each of the educational development staff in each institution. There are very few overlaps in the strengths of the staff from the institutions, so collectively they would be able to offer a much broader skill base.

A half-day workshop has been organised for Wednesday 19 October at St Andrews, which representatives from 14 of these institutions will be attending. At that workshop, the preliminary results of these visits will be disseminated and the practicalities of sharing resources discussed.

A further one-day workshop has been planned for 15 December.

Appendix IVa: Email sent to partners as a final deadline request for contributions promised to the SHEDLOADS project

Date: Friday 10 Mar 2006 08:50:27 +0000
To: [colleague's email address]
From: Colin Mason <cm11@st-andrews.ac.uk>
Subject: Urgent – SHEDLOADS update
Cc: sde1@st-andrews.ac.uk, rjm18@st-andrews.ac.uk, J.T.Mayes@gcal.ac.uk

Hi [colleague's first name]

I appreciate that you are no doubt very busy, but I hope you can find time to read and respond to this email!

Colin

I write out of desperation to you as a colleague involved in our SHEDLOADS project. Steve Evans wrote to you some time ago seeking to collate the various interviews held between him and colleagues throughout the Ed Dev community in Scotland, as well as to ask for a shareable resource for the website. So far he has not received a reply, so I am sending this by way of a reminder. As you were informed by Steve at the last Ed Dev meeting I had been ill, and so we managed to negotiate an extension to the project report deadline. However, QAA are now getting very twitchy. We do not wish to 'publish' anything which has not been agreed, but equally our project website (one of the major resources promised as an outcome) is still looking decidedly thin.

So, I wonder whether I can press you to agree to the interview report (sent previously by Steve) and also beg for any item at all that could be used and shared? I have to have the final report to QAA by Wednesday 15 March 2006. At least for the interview data, could I suggest that if we don't hear from you by that date then I can assume it is a fair and correct record and that we can publish it? The note of the interview was sent originally in November/December. If it has gone missing I'm sure Steve could resend it, if necessary.

A further copy of Steve's reminder note is appended below

-----Original Message-----

From: Stephen Evans [mailto:sde1@st-andrews.ac.uk]
Sent: 07 December 2005 15:44
To: [colleague's email address]
Subject: SHEDLOADS update

I attach a summary of our meeting that we had in October. I plan to put this summary on a forthcoming website (www.shedloads.org.uk), so please could you check what I have noted and change or add anything and let me know if you are happy for me to put this information on the web.

As part of that website, I am planning to incorporate a Wiki tool to enable authorised users (ie Scottish HE educational developers) to add and amend items (eg grant proposals, articles, learning resources, case studies, Microsoft PowerPoint presentations etc.) to put on the website. Ideally the item would be a document in Microsoft Word format since this is the easiest to convert to web pages to put on a

development website Wiki. However, whatever you consider to be the most appropriate item would be much appreciated. The Wiki would keep a track of changes to the changes, so it would be possible to go back to earlier versions and see who had made changes to it. I was wondering whether you would you be willing to submit one item that you have used in a workshop, or for training your staff, that could be put on the internet for this? In particular, I am looking for an item in your particular area of expertise, for example, learning theory or threshold concepts. By asking each participant in the SHEDLOADS project to submit different items, I am hoping that this will collectively provide a broad range of expertise. If you have time, a few notes about the context in which the item was used would also be very helpful:

When the material was developed.
Who developed the material.
Pedagogical goals.
Prior experience of participants.
Number of participants.
Study mode (eg on-line, face to face).

I look forward to hearing from you.

Kind regards,

Steve

Dr Stephen Evans
Web and Educational Development Consultant
SALTIRE
91 North Street
St Andrews, KY16 8NT

Appendix IVb: Responses and comments from institutions following a final deadline request

The order in which replies were received is indicated by **institution number (in bold – Green)** below. Names of colleagues and institutions have been ***anonymised (in bold, italic – Blue)*** as well as possible. Responses to replies by the Project Director have been included where appropriate – all in *italics*.

Responses and comments from institutions that had already supplied confirmed interviews or sample resources, and had met earlier deadlines

Reply within 24 hours of initial email reminder

Institution 1

'Please find attached the materials for the SHEDLOADS project as promised.'

Four-day delayed response

Institution 12

At 11:49 15/03/2006, you wrote:

'As regards the interview text – I think I responded to that earlier and said it was fine. Another {colleague} has taken over from me at {my institution} and is also now the director of {another relevant} project. In relation to ePortfolios, I am currently hard pressed to pull together something to send to you, but {my new colleague} may be able to suggest something from the project archives of resources. {colleague's first name}.'

{and project director's reply to this response}: 'Hi {colleague's first name}, Great to hear from you! Hope things are going well. I assume from your note you are now happy for us to proceed both with the interview and any other resources that your colleague judges can be shared? Best wishes, Colin.'

Responses and comments from institutions that had not supplied confirmed interviews or sample resources and had **NOT** met earlier deadlines

Replies within 24 hours of initial email reminder

Institution 2

'I've amended one or two errors in it. But the interview summary's now OK.'

'The last section about sharing videos related to thesis writing is, I think, not going to be possible as it seems we would still need to charge other institutions for these, so I've removed that. I'll speak with colleagues on Monday to see what else we could put in the shed, and get back to you asap before the QAA deadline.' ***colleague's first name***

Institution 3

'Colin/Steve – thousand apologies – this got lost in my attempts to clear up all files here at my institution {inserted anonymised reference} – Steve – please resend and I will give you a response by tonight or Monday at latest?'

Institution 4

'Aaagghh!! Sorry Steve/Colin. I think I must have missed it first time around – Steve, can you please resend and I'll get back to you today.' 'Hi Colin, I've returned my interview to Steve and am now attaching materials from one of my small-group teaching workshops. Sorry about the delay with this – it had slipped completely off the radar for some reason.'

Institution 5'

'Colin, interview record tweaked a wee bit.

Institution 6

'Dear Colin, a thousand apologies to you and Steve. This has been on my mind. I'm afraid I had a little local difficulty (in confidence) and put resolving it in "too hard" basket. I will try to get to this today – if not, on weekend, promise. I really am sorry that I have let you down. I'm also sorry that the message about you being unwell wasn't passed on to me – I do hope you are better now. Feeling very awful.'

{*colleague's first name*}

{and Project Director's reply to this response}: 'Hi {colleague's first name}, Please don't beat yourself up. I know everyone is under a lot of pressure at the moment – me included! We'll be grateful for anything – but minimally, confirmation that the interview is an accurate record! Feeling a bit better, yes! Cheers, Colin.'

Three-day delayed responses

Institution 7

At 09:39 13/03/2006, you wrote:

'Colin, can you let me know if you got my response with attached resources as our email has been acting up?' {*colleague's first name*}

{and Project Director's reply to this response}: 'Hi {colleague's first name}, I have this response (ie your query – but no previous note or attachments?). Thanks for replying, however! I hope you are well. Best, Colin.'

Institution 6 (second reply)

At 13:19 13/03/2006, you wrote:

'Dear Colin and Steve, as promised, here is our amended version of the interview. I've changed a few things where maybe my colleague or I {*inserted anonymised reference*} hadn't been clear. Other colleagues have also requested other changes – so I've endeavoured to ensure everyone is comfortable with it. Hope that's OK. Do please contact me if you have any queries. I'm not sure about resources to put up just yet. Interestingly, I may be developing something with a colleague at another institution {*inserted anonymised reference*} – which we could share, though this needs to be confirmed. Meantime, I'll try to sound out folk here at my institution {*inserted adaptation to maintain anonymity*}. Best wishes – and grovelling apols (sic) again for letting it slip so late, {*colleague's first name*}.'

{and Project Director's reply to this response}: 'Hi {colleague's first name}, many, many thanks for checking the interview record. Since the website is designed to be an ongoing, developmental resource, don't worry too much about not being able to supply a reusable learning object right now. Your commitment is there, and it would be great if there was something coming from two institutions jointly. Best wishes, Colin.'

Four-day delayed responses

Institution 8

At 11:00 14/03/2006, you wrote:

'Apologies!

The interview notes are a fair representation of our meeting with Steve and you can publish them. As far as resources are concerned – the small-group workshop on our VLE {**inserted anonymised reference**} is available as a resource. However, I am not sure how we can make this available, as participants would need to be enrolled to join in any of the activities and discussions. The workshop will be running again before the end of May so there is an opportunity for an interested user to join in and see if it is of any use to them as a resource. It could probably be made available as a "package", but I would need some technical help to ensure that it could be accessed. Similarly, we have a programme development tool which can be used to support staff when writing programme specifications. Again, this tool is available as a resource, but I am not sure of the technical details to make it available. These resources can be made available so I will look into both of these from a technical point and get back to you. In addition my two colleagues {**names deleted**} have expertise in the areas of work-based learning and recognition of prior learning respectively and they are both willing to share that expertise across the SHEDLOADS project group. Once again apologies for not responding sooner. Hope you are recovering well, kind regards, {**colleague's first name**}.'

*{**and Project Director's reply to this response**}: 'Hi {**colleague's first name**}, many thanks for that. The potential RLOs sound great so I'm sure we will do what we can to help you make them available. Best wishes, Colin.'*

Institution 9

At 14:21 14/03/2006, you wrote:

'Stephen, I'm very sorry – here is the corrected version of {**our institution's – insert**} programme to go on the website. I will try to send you something on contribution to the Shed later today. Regards, {**colleague's first name**}.'

*{**and Project Director's reply to this response**}: 'Hi {**colleague's first name**}, many thanks, Colin.'*

Institution 10

At 17:18 14/03/2006, you wrote:

'I'm so sorry: been struggling. Sorry to hear you've not been well – better now I hope? Would you mind resending me Steve's original email, and I'll respond as soon as I receive it? {**colleague's first name**}'

*{**and Project Director's reply to this response**}: 'Hi {**colleague's first name**}, no worries, we are all doing our best, I trust Steve has forwarded the interview file by now? Best wishes, Colin.'*

Institution 11

At 11:12 15/03/2006, you wrote:

'Hi Colin, I'm really sorry but I see this only now as I am working my way through a ton of messages as I find a few minutes in between doing interviews for a research project and a million other things (I'm sure you can relate). I have no time right now to respond to this and I regret it as I realise that today is your deadline. I never saw the note that was sent to me in December, but I may have overlooked it, as that was a very busy time also. So this is all new info and I hope to be able to address this next week. My apologies again, {**colleague's first name**}.'

*{**and Project Director's reply to this response**}: 'Hi {**colleague's first name**},*

I fully understand! Any help you can give would be gratefully accepted. If the interview Steve wrote up could be agreed then I think this would more than meet my immediate requirements. Do you want him to resend the Word file? Anything else will be a bonus. However, since our intention is that this project becomes integrated into our activities there will be future opportunities for adding to our resource base. Best wishes, Colin.'

Institution 11 (second reply)

At 11:17 15/03/2006, you wrote:

'Dear {**co-worker of colleague**}, could you please provide Colin Mason with info about our various handbooks, those that we sell as hard copies and those that are available on the web, eg title, publication date, who developed them, etc. Many thanks, {**colleague's first name**}. PS Colin – Steve was made aware of these handbooks when he came to interview us.'

*{and Project Director's reply to this response}: 'Hi {**colleague's first name**} (and **co-worker of colleague**) – many, many thanks. We will probably be able to link to those on the website as an example of one of your resources. So, I'd be really grateful if {**first name of co-worker of colleague**} (hello!) could copy and paste any appropriate links to us. We are only trying to develop a 'proof of concept' model at the moment, so exhaustive material is not required at this stage. Thanks again and best wishes, Colin.'*

Institution 11 (third reply)

At 12:51 15/03/2006, you wrote:

'Hi Colin, below is the link to details of our publications: {**institution's web site link**}. Let me know if you need anything else. Best wishes, {**first name of co-worker of colleague**}.'

*{and Project Director's reply to this response}: 'Hi {**co-worker of colleague**} Many thanks, Colin.'*

Institution 7 (second reminder)

From: {**Project Manager**}

Sent: 17 March 2006 11:44

To: {**colleague's first name**}.

Subject: Interview confirmation

*'Hi {**colleague's first name**}, sorry I didn't reply to your earlier email about the outputs of the SHEDLOADS project. It came when I was moving departments and computers and it got lost in the move. I am tidying up a few loose ends and I notice that I didn't get a reply to an email I sent to you about verifying the interview document that I sent. Could you check the attached and correct/amend as necessary so that I can put it up on the website. If you have already replied to this, then please forgive my oversight. All the best, Steve.'*

Institution 7 (second reply)

'Hi Stephen, problems at this end with emails – only found out that a selection of emails over several months were never sent – so you probably did not receive my reply. So, when will the report be available? {**colleague's first name**}.'

Appendix V: Notification to partners of how to access and use key interactive resources on the SHEDLOADS website

From: Colin Mason [mailto:cm11@st-andrews.ac.uk]
Sent: 15 March 2006 17:15
To: [*colleague's email address*]
Subject: SHEDLOADS update

Hi {*colleague's first name*}

Thanks again for your most recent contributions to the SHEDLOADS project. If you care to look at the website then you will see the fruits of your labours and that of others! It is looking a little more nourished compared to less than a week ago.

Web link: <http://www.shedloads.org.uk/>

There will be a variety of interactive tools available in due course (some are active now), but you will have to do a little more work to be able to fully utilise everything.

News

This part of the website should be where you check first after accessing SHEDLOADS. It will contain latest updates, reminders, links to new resources etc. So, please find enclosed the username (UN) and password (PW) for your institution that will allow you to read, post and edit any items of news that you have loaded on to the SHEDLOADS website. We have decided to set it up this way so that if a colleague moves on then the institutional record remains intact! You will be able to read anything, by the way. The UN and PW are for submitting news from your own desktop. If anyone has difficulty with this please let us know.

You can create a start and clear (delete item) date for each news item. The default is one day, but do change this to, say, at least one calendar month. Also, there is a 'hide news' function, so that you can start creating an item, leave it hidden, and then go back and either edit it and then display (or hide again for that matter) or simply display it. All clever stuff – from Raymond!

Username	Password
[adapted institution name]	[adopted password]

Discussion board

In order to access this you will have to 'register first'. This is relatively painless, but it will let you use your own choice of UN and a PW. You can link to your own website and even include an Avatar (if it is less than 6Kb and equal to or less than 80x80 pixels in size).

Could I encourage you all to register, as soon as possible, so that we can take advantage of the group email function? Also, you might like to post something in one of the various discussion forums we have pre-set up. Or, you can add your own. The discussion board also has the facility for carrying out anonymous polls (so, we could get a vote on the quality of a particular learning resource, if we are brave enough!). But here's one we have put in already:

Where should we hold the next Ed Dev group meeting in 2006-07?

St Andrews?

Glasgow?
Inverness?
Somewhere else?

One thing we do need is for perhaps each of us to take on a role of moderating a discussion forum – we are apparently publicly liable for what is posted! If any of you have a preference, let me know and I will agree the full list with Raymond.

Meantime, writing the final report must go on...

Cheers
Colin

Appendix VI: Summary of Project Director's report presented to project Steering Group, 5 December 2005

Implementation

Reports

- Interim (Microsoft Word document already supplied: three pages, 1,046 words)
- Workshop 1 held 19 October 2005 (Microsoft Word document ?? pages)
- Workshop 2 held 15 December 2005) (Microsoft Word document)
- Final (Microsoft Word document – difficult to estimate)

Appendices

- Comprehensive dataset including:
 - semi-structured interview instruments
 - raw but summarised interview records.

Microsoft PowerPoint presentations

- Workshop 1 (?? slides)
- Workshop 2 (?? slides)

Tools and support packs

- Template to be used for submission of resources to the SHEDLOADS project website (Microsoft Word document).
- *Summary of accredited postgraduate certificate programmes in teaching/academic practice in HE in Scotland* (Microsoft Word document: three pages, 573 words).
- Publicity summary of project (two A4 pages) – available as flyer, and prominent location on SHEDLOADS website.
- Development of a 'buddy system' of staff prepared to co-present or co-deliver activities throughout Scotland, as a means of increasing the pool of expertise and to contribute to the development of the next generation of academic developers.
- Proof of concept website to support staff and educational developers in Scotland (using the Universities Scotland Ed Dev Subcommittee):
 - section for 'business' aspects of the Ed Dev Subcommittee (meetings, agenda, minutes, discussion papers, projects and key links to other resources such as QAA and HEA)
 - one example 'resource' (at least) supplied by each project partner, providing details of the resource (using template described above) and providing contextualised information about how the resource is used in context (eg face-to-face/on-line; in an accredited programme; number of

participants (if relevant); who delivers the activity in which the resource is used etc)

- a customised discussion board for members
- a Wiki or tool that will facilitate co-development of resources – allowing ‘free’ access to web-based documents for addition and editing (but with a facility to ‘retrieve’ previous versions – permitting core materials to be retained in a skeletal format, but also customised for use in particular contexts
- a development facility to permit members to submit feedback on resources provided on the website either before, but especially after use, with or without modifications (a system similar to the eBay feedback stars approach)
- comprehensive listing of staff developers to include Ed Dev directors and their teams and others (eg educational technologists, academic staff and other related staff – library, computer, research staff – with responsibilities or interest in delivering staff development)
- one example of a tool (the development of a shared survey tool for evaluation of the postgraduate research student experience in Scottish institutions) for co-development (St Andrews to initiate).

Appendix VII: Summary of accredited programmes provided by Scottish HEIs for CPD

Institution	Accredited programmes	Number of staff attending per year	Policy for new lecturers	Format of course
Aberdeen University	<p>PgCert – 2 modules over 16 months:</p> <ul style="list-style-type: none"> • Introduction to Higher Education Teaching 1 • Introduction to Higher Education Teaching 2. 	~16 per year	PgCert not compulsory. Three-day introduction to teaching.	Mostly face-to-face (F2F) and paper based.
Abertay University	PgCert – 2 core modules plus 2 optional (2 x 20 modules + 2 x 10 credits).	10-15 staff per year	First two modules are mandatory.	Mixture of F2F and self-directed study.
Bell College	Funding is provided for staff to attend PgCert courses at Strathclyde or Napier.	?	PgCert is mandatory within 2 years. Half-day induction for new staff.	Depends on host institution.
Dundee University	PgCert – 3 modules over 3 years. Owned by Department of Education and Social Work.	~25 per year, 6 externally this year	First PgCert module is mandatory. One-day induction for all staff.	Each module can be completed on-line via VLE.
Edinburgh University	PgCert – 3 modules over 3 years.	To date, 80 have completed the PgCert	First two modules are compulsory.	First two modules F2F. Third module involves portfolio.
Glasgow Caledonian University	Flexible PgCert in Learning and Teaching in Higher Education by themed work-based learning contract. 'Learning contract' goals	~30 per year	PgCert 'heavily recommended'.	Mostly F2F with provision online for campus in Oman.

	determined in association with candidate and by schools. Accredited by HEA and NHS Education for Scotland. Only work-based model in Scotland with emphasis on learning and teaching processes.			
Glasgow University	PgCert in Academic Practice – 2 modules over 2 years: <ul style="list-style-type: none"> • Teaching • Portfolio. PgDip	~80	Compulsory for all new staff.	Mostly F2F and portfolio based.
Heriot-Watt University	PgCert and Academic Practice (PGCAP) – 5 modules over 3 years: <ul style="list-style-type: none"> • Learning and Teaching • Research and Scholarship • In-depth Teaching and Learning • Assessment • E-learning. 	~25	PGCAP is probationary requirement for all new staff.	Mainly F2F with increasing on-line delivery for Dubai campus.
Napier University	PgCert – 4 modules over 3 years: <ul style="list-style-type: none"> • Learning Context, Styles and Outcomes • Teaching and Learning Methods and Media • Assessment, Evaluation and Support 	Internal and external staff.	Three out of four modules within two years. Four-day residential course.	Mostly one-to-one F2F.

	<ul style="list-style-type: none"> Independent Professional Study. 			
Paisley University	<p>PgCert – 4 modules over 3 years:</p> <ul style="list-style-type: none"> A Practical Introduction to University Teaching Methods and Media in HE Teaching Assessment and Evaluation The Context of Teaching and Learning. 	15-30 per year, internal and external staff.	Completion of first module is a probationary requirement. Three-day induction course with Strathclyde.	Mostly F2F. Emphasis on portfolio.
Queen Margaret University College	<p>PgCert in Professional Education accredited by Nursing and Midwifery Council and HEA; 4 modules over 2 years, 1 module per semester.</p> <p>Master's PgCert</p>	25-30 people per year; 2/3 from outside.	None of it is mandatory.	F2F for full days (five days per semester), work on-line in interim period via WebCT. Do group work online.
Robert Gordon University	<p>PgCert – 4 modules over 3 years:</p> <ul style="list-style-type: none"> Principles of Teaching, Learning and Assessment Teaching and Learning Methods Assessment Methods Observed Teaching and Reflective Practice. <p>PgDip</p> <p>MA – the master's degree is by research and/or dissertation.</p>	~80 per year within and outside RGU.	First two modules are compulsory.	Can be completely on-line or mix of F2F.
St Andrews	No accredited programme at present, though a mapping of	~ 20-30 new staff (required),	Newly appointed probationary staff are required to participate	Mostly F2F; resources are supplied online through

	<p>existing provision against the new criteria proposed by HEA is being undertaken. The University intends to explore seeking accreditation with HEA. Existing provision is mapped against the following themes:</p> <ul style="list-style-type: none"> • personal and professional development and planning • concepts of student learning and support for learning • large-group teaching • small-group and team-based learning • supporting individualised learning • assessment of student learning and evaluation of teaching • C&IT in HE learning and teaching (including the Web and WebCT) • innovation in learning, teaching and assessment • securing and managing research funding • supporting research and researchers. 	<p>including teaching fellows and contract research staff (self-initiated requests). However, new guidelines approved in February 2006 will require all such staff to attend our programmes.</p>	<p>in an initial induction programme comprising a four-day conference on learning and teaching in HE, and a range of lectures, seminars, workshops and optional one-to-one meetings throughout a three-to-four-year period.</p>	<p>either the Web or WebCT, and staff also engage in synchronous and asynchronous discussions, via chat rooms and discussion board respectively.</p> <p>New staff are required to develop an academic portfolio, and in order to meet the criteria for successful completion of probation must submit reflective reports (profiles – based on a portfolio of evidence) on teaching, research and administration.</p>
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Appendix VIII: A case for supporting the establishment of a website domain name, SHED.ac.uk

Dr Colin Mason

Director of Learning and Teaching Development

SALTIRE, University of St Andrews

12 July 2006

The Scottish Higher Education Developers (SHED) group is one of the two subcommittees of the Universities Scotland Learning and Teaching Committee, which represents all Scottish HEIs, at vice-principal level. 'Universities Scotland exists to provide services to its members and to represent, promote and campaign for the Scottish higher education sector. Through this work, it seeks to assist the sector to deliver its essential contribution to the economic, social and cultural needs of Scotland, and to the enhancement of Scotland's international reputation.' Further details of this grouping can be found at: <http://www.universities-scotland.ac.uk/>, where a record of activity, extending back to 1999, can be found under 'News'. The SHED community has collaborated for much longer – at least since 1995.

The SHED group meets four times per year and has, through the chair of the group, representation on the Learning and Teaching Committee. The SHED group comprises predominantly heads of learning and teaching units (or equivalent – but varied titles such as CELT, CAP, TLS, SALTIRE) in Scottish HEIs. Currently, the work is supported voluntarily by the chair and secretary and the goodwill of institutions to host meetings (four per year) at cost to the host institution. The group does not have a website, but maintains contact via a JISC mailbase in addition to the quarterly meetings. The group is very supportive and has a history of conducting successful commissioned projects, eg Student Enhanced Learning through Effective Formative Feedback (SENLEF, sponsored by HEA). Further details can be found at: http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=353

The wish and need to have a website (with the domain name SHED.ac.uk) follows from the group's successful bid and subsequent implementation of a QAA-funded project, SHEDLOADS, led by the University of St Andrews.² This project aimed to develop a model for promoting collaboration among Scottish HEIs to share resources for developing or delivering support programmes for academic staff about or supporting delivery of learning and teaching. Further details of the project can be found at: <http://www.shedloads.org.uk/>

The project has now come to an end, and part of the continuation and integration strategy is to incorporate the work of SHED as a more active network for sharing resources and expertise, based on a model of mutual benefits – explored during the SHEDLOADS project. Furthermore, Dr Colin Mason (Director of SHEDLOADS) has been elected secretary for this group for a period of three years. Part of the function of this role is to provide support to the SHED group, such as agenda, minutes, working papers, directions, maps, in addition to organising the venue and other arrangements for meetings of the group. The need to streamline these processes through a web-managed environment is now both important and urgent. Accordingly, it is important to secure the website domain name, SHED.ac.uk (which is still

² See under project team (<http://www.shedloads.org.uk/>).

available), and I request your assistance in instigating action with JISC to allow this project to proceed as soon as possible.

Appendix IX: Programme for Universities Scotland Ed Dev Subcommittee summer meeting

15-17 June 2006

Hosted by the University of Stirling

Thursday 15 June 2006	
12 noon onwards	<p>Option to go to Andrew Stewart Hall with luggage. Some rooms may be available for visitors to move into, but if all rooms are not available then staff at reception desk in Andrew Stewart Hall will store luggage until rooms keys become available later in the afternoon. Please note it is estimated to be at least a 20-minute walk from Andrew Stewart Hall to the Iris Murdoch Building.</p>
12:30 – 1.30pm	<p>Registration, buffet lunch, business meeting and refreshments will all be held in the IRIS MURDOCH BUILDING (rooms 1 and 2) on the university campus from 12.30pm onwards. (See campus map for directions to Iris Murdoch Building).</p>
2pm – 4pm	<p>BUSINESS MEETING OF UNIVERSITIES SCOTLAND EDUCATIONAL DEVELOPMENT SUBCOMMITTEE – EVERYONE IS INVITED TO ATTEND THE MEETING</p>
4pm	<p>REFRESHMENTS AVAILABLE</p>
4.15pm onwards	<p>Residential participants to check in at Andrew Stewart Hall (one of the student halls of residence – see campus map for directions). Please collect room key and breakfast card from hall reception desk.</p>
7.30pm	<p>DINNER in</p> <p>STIRLING MANAGEMENT CENTRE on University of Stirling campus. Please see campus map for directions.</p>

**Universities Scotland Educational Development Subcommittee
summer meeting, 15-17 June 2006, hosted by the University of Stirling**

Friday 16 June 2006 – residential participants’ breakfasts available in Pathfoot dining room on campus between the hours of 7.45am and 8.45am. Those having breakfast please ensure that they take their breakfast card to the dining room. Those checking out of rooms today should hand their room key in at Andrew Stewart Hall of Residence reception desk before 9.15am.

CONVENER’S INTRODUCTION AND ALL SESSIONS AND REFRESHMENT BREAKS TODAY (FRIDAY) WILL BE HELD IN ROOM 2X4 IN THE COTTRELL BUILDING on the university campus – please see campus map for directions.

9.15	Arrival and convener’s introduction
9.30 – 10.15	Session 1 Janet MacDonald, Open University How important is face-to-face, or synchronous contact, for supporting learners?
10:15 – 11.00	Session 2 Cathy Gerrard, University of Paisley Virtual learning environments: Removing barriers and enhancing the learning experience for students with disabilities
11:00 – 11.30	REFRESHMENT BREAK – coffee/teas set out in corridor outside 2X4, Cottrell Building
11:30 – 12:15pm	Session 3 John Casey, UHI Millennium Institute Collaboration to provide training for ‘learning design’ activities to support flexible curriculum design
12:15 – 1.00	Session 4 Christie Marr, University of St Andrews St Andrews University Mathematics Support Centre: Reflecting on the first eight months and looking to the future
1.00 – 2.00	LUNCH – 2-course lunch in Haldanes Dining Room in Andrew Miller Building on university campus – please take lunch cards to dining room as teller will need to mark off your card.
2.00 – 2.45	Session 5 Lesley Gourlay, Napier University

	Plagiarism, identity and the emergent student author: Current research at Napier University
2.45 – 3.30	<p>Session 6</p> <p>Colin Mason and Raymond Moir, University of St Andrews</p> <p>What can be achieved with small-scale teaching initiative funding? FILTA and SELF projects</p>
3.30 – 4.00	<p>REFRESHMENTS – coffee/teas set out in corridor outside 2X4, Cottrell Building.</p> <p>Participants staying only for Friday night 16 June should check in any time after 3.30pm at reception desk in Andrew Stewart Hall and collect room key and breakfast card. Friday night 16 June - Participants all make own arrangements for evening meal.</p>

**Universities Scotland Ed Dev Subcommittee
summer meeting, 15-17 June 2006,
hosted by the University of Stirling**

Saturday 17 June 2006 – residential participants’ breakfasts available in Pathfoot dining room on campus between the hours of 7.45am and 8.45am. Those having breakfast please ensure that they take breakfast card to dining room. Checking out – all room keys should be handed in at Andrew Stewart Hall of Residence reception desk before 9.15am.

CONVENER’S INTRODUCTION, ALL SESSIONS AND REFRESHMENT BREAKS TODAY (SATURDAY) WILL BE HELD IN THE IRIS MURDOCH BUILDING on the university campus – please see campus map for directions.

9.15	Arrival and convener’s introduction
9.30 – 10.15	<p>Session 7</p> <p>June Knowles, University of St Andrews</p> <p>Nothing’s changed, or has it? Preparedness for university-level study</p>
10:15 – 11.00	<p>Session 8</p> <p>Colin Mason, Heather McKiggan-Fee and Raymond Moir, University of St Andrews</p> <p>Piloting a new survey instrument to compare first and final-year students’ course experiences</p>
11:00 – 11.30	REFRESHMENTS in Iris Murdoch Building

11:30 – 12:15	Session 9 Bill Steele, Bell College, and Susi Peacock, QMUC The ISLE project
12:15 – 1.00	Session 10 Karen Thomson, Napier University Evaluation of blended delivery of the Napier PgCert TLHE
1.00 – 2.00	BUFFET LUNCH IN IRIS MURDOCH BUILDING AND DEPART (possible to take as a packed lunch)