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e-Learning Programme
Re-PRODUCE (Re-purposing and Re-use of Digital University Level Content and Evaluation)

REGEN-1

Effective Group-Working in Multi-Professional Teams that Support Regional Regeneration

University of Bolton
In partnership with
Greater Manchester Strategic Alliance (GMSA)
REGEN-1 Effective Group-Working in Multi-Professional Teams that Support Regional Regeneration

University of Bolton  www.bolton.ac.uk
Greater Manchester Strategic Alliance www.gmsa.ac.uk

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Table of Contents

Table of Figures ......................................................................................................... 6
Acknowledgements ..................................................................................................... 7
Glossary ....................................................................................................................... 9
EXECUTIVE SUMMARY .......................................................................................... 10
1 INTRODUCTION ................................................................................................ 11
   1.1 Background .................................................................................................. 11
   1.2 Aims and Objectives ................................................................................ 13
       1.2.1 Aims ................................................................................................. 13
       1.2.2 Objectives ......................................................................................... 13
   1.3 Contribution to JISC e-Learning Programme ............................................. 14
2 METHODOLOGY ............................................................................................... 15
3 IMPLEMENTATION ........................................................................................... 18
   3.1 Work Plan .................................................................................................. 18
   3.2 Project Issues ............................................................................................ 18
       3.2.1 Content ............................................................................................ 18
       3.2.2 Rights and Permissions .................................................................... 19
       3.2.3 Double permission required ............................................................. 19
       3.2.4 Ownership Rights ........................................................................... 20
       3.2.5 Author of content not known ............................................................ 20
       3.2.6 Engagement with stakeholders .......................................................... 20
       3.2.7 JORUM ............................................................................................ 21
       3.2.8 Technological .................................................................................... 22
4 OUTPUTS AND RESULTS ................................................................................ 23
   4.1 The Module ............................................................................................... 23
   4.2 The Technology .......................................................................................... 24
   4.3 The Model ................................................................................................... 24
   4.4 Other Outputs .............................................................................................. 26
5 OUTCOMES AND IMPACT ............................................................................... 27
   5.1 Lessons Learnt ........................................................................................... 29
6 CONCLUSIONS & RECOMMENDATIONS ....................................................... 31
   6.1 Conclusion .................................................................................................. 31
   6.2 Recommendations ..................................................................................... 32
   6.3 Implications for the Future ......................................................................... 33
References ............................................................................................................... 34
Appendices .............................................................................................................. 35
  Appendix 1 Working with Groups Module Plan .................................................. 36
  Appendix 2 – Working in Groups Module Plan .................................................. 37
  Appendix 3 – CASPER Rights Management Template ...................................... 39
  Appendix 4 Original Project Work Plan ............................................................ 41
  Appendix 5 Learner Needs Analysis Questionnaire ......................................... 42
Table of Figures

Figure 1 REGEN-1 Project Plan ................................................................. 16
Figure 2 Module Development Model for Re-Use and Re-Purposing Content .......... 25
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**Learner Needs Analysis**
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- Bolton CVS
- Centre for Construction Innovation
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- Institute of Economic Development
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Collaborators

This project is a collaborative project between the members of the Greater Manchester Strategic Alliance (GMSA) Sustainable Communities (formerly Regeneration) Sector Development Group led by the University of Bolton.

Members of the SDG are:

- Bolton at Home
- Homes and Communities Academy
- Manchester Adult Education Service
- Manchester Metropolitan University
- New East Manchester Ltd
- Open College Network North West
- Salford City Council
- Skills Solutions
- Stockport College
- Tameside College
- The Manchester College
- University Campus Oldham
- University of Bolton
- University of Manchester
- University of Salford (Chair)
- Wigan and Leigh College
# Glossary

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<th>Acronym</th>
<th>Description</th>
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<td>CASPER</td>
<td>Copyright Advice and Support Project for e-learning Resources</td>
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<td>Sector Development Group</td>
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<td>VLE</td>
<td>Virtual Learning Environment</td>
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EXECUTIVE SUMMARY

The REGEN-1 Project led by the University of Bolton in partnership with the Greater Manchester Strategic Alliance (GMSA) developed a 20 credit, first year undergraduate level module ‘Working in Groups’ for regeneration practitioners. The module was developed in collaboration with other universities, work based learning providers and employers, based on an existing module at the University of Bolton; re-using and re-purposing content and resources from various authors, organisations and institutions. The project was a pilot from the GMSA Advance programme to address the challenges of constructing a module that could be delivered in the classroom or online, using content sourced from different levels.

The validated standalone module would contribute to flexible, bite size learning in the regeneration sector in Greater Manchester, enabling students to build up and transfer credits to a larger qualification within a shell GMSA Advance framework validated by the University of Bolton and Manchester Metropolitan University. The module will be available on a number of portals including JORUM Open, and Moodle and WebCT virtual learning environments at the University of Bolton and partner institutions. A cohort of learners is expected to start the module in the 2009/10 academic year.

Legal issues surrounding Intellectual Property Rights and copyright of content were the most difficult and time consuming aspects of the project. A number of institutions although happy to contribute could not give the necessary permissions to re-use and re-purpose the content, as it was not clear what rights they held in the first instance. Where permissions were granted, grantors preferred to do this via email, as they found the contract templates too complex.

Another important legal issue was in relation to the JORUM depositors’ licence. The university’s legal team identified several issues with this. JORUM Open would enable institutions circumnavigate this issue through the use of Creative Commons licences. Collaboration and participation within the sector development group was another important issue that the project needed to grapple with.

In comparison, the technological issues were relatively straightforward. Tools developed by the JISC RELOAD Project enabled interoperability between environments and compliance with standards. Content was developed in WebCT and exported to Moodle. The main challenge was related to how to make the best use of the technologies available to deliver high quality content and interface for the users.

A model was developed to guide other institutions wishing to re-use and re-purpose existing content and contextualise learning in different sectors. The key lesson learnt from the project is related to IPR issues and the need to allow a large amount of time to obtain permissions for content. Finally, it highlighted the importance of a strategic approach to e-learning and rights management required within further and higher education to enhance innovation in teaching and learning.
INTRODUCTION

1.1 Background

The Re-PRODUCE (Re-purposing and Re-use of Digital University-Level Content and Evaluation) programme aims to develop, run, and assure quality technology enhanced courses using reused and repurposed learning materials sourced externally to the host institution.

The REGEN-1 project meets the intended outcomes of Re-PRODUCE by:

- Utilising the University’s Virtual Learning Environment capabilities and JORUM to inform change in the delivery of continuing professional development modules. The content could also be used to deliver multiple modules.
- Sourcing high quality content from a host of sources external to the University, supplemented by high quality internal content, and new content developed as supporting material to develop a new 20 credit module.
- Facilitates transfer of learning content between institutions via the Project Steering group and the Sector Development Group (SDG) and the hosting of the module on a collaborating institution’s VLE.
- Producing studies and reports capturing and evaluating the issues surrounding content sharing. As part of this project, a learner needs analysis has been produced. A briefing document and guide for tutors are currently being developed.

The REGEN-1 project is a pilot from the Greater Manchester Strategic Alliance (GMSA) Advance1 programme aimed at providing bite size flexible learning, which enables learners to pick and choose modules and short courses, and shape the content of their qualification. The GMSA2 is an alliance of universities, colleges, work-based learning providers and other stakeholders promoting the progression of vocational learners into employer-led, flexible, higher education through the Greater Manchester Lifelong Learning Network.

Regeneration was identified as one of the key sectors in Greater Manchester and as a result, the GMSA Regeneration Sector Development Group, consisting of further and higher education institutions, employers, Sector Skills Councils and local authorities was created to consider provision, progression opportunities and skills needs within the sector.

One of the gaps identified within current Regeneration provision was a skills based, work related or based module about group work and collaborative working that would raise awareness about the skills and competencies required for successful group working for multi professional teams within the sector. This project takes an existing module ‘Working with Groups’ from the School of Health and Social Sciences at the

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1. [http://www.interactdev2.co.uk/gmsa/](http://www.interactdev2.co.uk/gmsa/)
2. [www.gmsa.ac.uk](http://www.gmsa.ac.uk)
University of Bolton, and repackages it as a new online module ‘Working in Groups’, contextualizing it for Regeneration practitioners.

The project grew out of one of the GMSA's key overarching projects, GMSA Advance (formerly ModCAT – the Module Catalogue) which has developed a learner portal to allow users to access standalone, bite-sized, flexible learning options from Levels 4 to 7 contributed from any GMSA partner institution. The GMSA Advance group, in developing a strategy for the reuse and re-purposing of content for the collaborative delivery of work-based and work-related learning by multiple institutions, has frequently encountered instances where content that draws upon a generic body of theory and principles also need some contextualisation to suit learners' own sectoral and professional focus. These modules can be used individually to address immediate work-related learning priorities and/or to assemble a coherent selection of modules that represents an individualised curriculum directed toward the achievement of a recognised higher education qualification.

Learning has been shared between the GMSA Regeneration Sector Development Group (REGEN SDG) and the Turku University of Applied Sciences, Finland\(^3\) who have experience of a similar flexible learning scheme called JOO\(^4\). Learning points from the Finnish JOO programme included:

- More take-up of modules from older Universities by students from universities of applied sciences (comparable to the UK former polytechnics);
- Clash in timetabling where modules cannot be delivered online.

The re-use and repurposing of content for the population of GMSA Advance is thus a key element in a cohesive strategy for the collaborative delivery of technology-enhanced, work-related and work-based learning throughout Greater Manchester. The contextualisation approach to re-use and repurpose adopted within this project is thus seen as widely replicable within both the GMSA and the wider JISC community.

One of the reasons for the selection of this module is the pedagogic challenge that it represents. Currently, when delivered in face-to-face mode, harnessing the group dynamic of the learners and reflecting on its effectiveness, particularly in the context of working together collaboratively, is seen as key to the pedagogic effectiveness of the module, and also helps to address the “soft skills” issues related to this particular topic. Reflecting together on a variety of experiences of working in groups, role-plays, case studies and simulations of real work situations are also important. Reporting back to the group on how the principles of group participation and leadership are being applied and demonstrated in the participants’ own workplaces make an additional contribution to the translation of theory into practice.

There was a challenge relating to how tools that might be useful in a classroom-based environment could be applied to online delivery. Resources deposited on JORUM, which included interactive components, addressed similar learning needs but were focused at different levels and contexts, and therefore needed re-purposing


\(^4\) [joustava opinto-oikeus](http://www.joopas.fi/joopas_frontpage_eng.asp)
to suit the learning needs addressed by the REGEN-1 project. The re-purposing for online delivery of interactive components currently used in class-based delivery of similar modules is also expected to serve as a useful exemplar.

REGEN-1 utilises previous work developed by the RELOAD project (University of Bolton)\(^5\) to develop a high quality content, user-friendly module to be deposited on JORUM for use by other UK institutions.

This is important not only to the GMSA Advance programme, but also to the adaptation of modules designed for classroom delivery. One of the main challenges to the GMSA Advance module has been the classroom delivery of most of the modules in the catalogue. This would place limitations on the number of modules a learner could undertake at any one time, and where the learner attends lectures also becomes very important. Lessons have been shared by the Turku University of Applied Sciences, Finland from the existing JOO programme in Finland; the key lesson being the need for online delivery of modules to support this flexible mode of study.

The second pedagogical issue addressed by the REGEN-1 relates to how pedagogic effectiveness may be enhanced when a generic body of theory and principles are adapted so that they very specifically reflect a particular vocational or professional context. In addition to this, is the need to create a portal where students can learn in a user friendly environment, so that links and relationships between theories flow in a natural progression, rather than the traditional linear approach used in presentation and delivery.

### 1.2 Aims and Objectives

#### 1.2.1 Aims

The project aimed to develop a 10 credit module at HE Level 4 (1\(^\text{st}\) year undergraduate) through the re-use and re-purposing of content from sources internal and external to the University of Bolton and the Greater Manchester Strategic Alliance. This was altered to the development of a 20 credit module to provide a better fit with other Professional Developments credits in Regeneration at HE level 4.

Good practice will be developed and deployed extensively by HE providers throughout Greater Manchester working collaboratively to provide work-based and work-related learning to meet the needs of eight key sectors.

#### 1.2.2 Objectives

The project objectives are:

\(^5\) [http://www.reload.ac.uk/](http://www.reload.ac.uk/)
• The development and testing of a model that can be more generally applied to the re-use and re-purposing of content from both external and internal sources as granular learning objects that support the integration of work related learning and its practical implementation.

• The development of a new online module ‘Working in Groups’ based on an existing class taught module ‘Working with Groups’.

• The investigation of new/alternative methods of teaching and assessment to support online communities of practice (action learning sets).

• The initiation of the wide take-up of the above module across all 8 SDGs for the purposes of accelerating the population of GMSA Advance.

1.3 Contribution to JISC e-Learning Programme

The project has contributed to a number of the intended benefits for the JISC e-learning programme as follows:

It has provided an opportunity for the University and the collaborative partners to gain first hand experience of content re-use and re-purposing. It is also anticipated that the stand alone 20 credit Level 4 module ‘Working in Groups’ will demonstrate to other ‘traditionally’ delivered modules that the dynamism and contextualisation involved in face-to-face delivery may be replicated through online communities of practice and blended learning. The validated module and approved content will be available for use by other collaborators and the wider JISC community through JORUM Open.

The project will also provide a model for the re-use and repackaging of existing modules to populate in the first instance the GMSA Advance programme. It will disseminate the results and outcomes through the Greater Manchester Higher and Further Education sectors via the GMSA, and to the wider JISC community.

It will provide access to collaborating institutions and the wider Higher Education community through JORUM of high quality re-purposed content contextualised for the regeneration sector. Users will be able to re-use or re-contextualize this shared resource to support flexible learning.

The project has also provided key lessons to support institutional strategy for e-learning. The implementation model will be disseminated across all GMSA members as an exemplar for reviewing and re-packaging existing modules for alternative modes of delivery. It has also brought to light better knowledge and understanding of Intellectual Property Rights (IPR) issues, and the challenges faced by increasing migration towards e-learning by institutions.
2 METHODOLOGY

The project plan included a requirement for the outputs to be compatible with a variety of different platforms (JORUM, Moodle, WebCT) and the use of RELOAD as a way of packaging the content. The module also went through the University’s validation and quality assurance processes as part of the development process.

The module is based on an existing module ‘Working with Groups’⁶ within the School of Health and Social Sciences at the University of Bolton. This formed the basis of discussions with the steering group and other employers. Content was identified based on the original lecture plan for ‘Working with Groups’⁷ and the revised lecture plan for ‘Working in Groups’⁸. Content was sought from websites, journals, books, existing lecture content from the University of Bolton and collaborators.

A search through JORUM revealed various sources of content for group working, though mainly in education. Most of these were however deemed to be inappropriate for the purpose of this module. Higher quality and more appropriate content was sought from a variety of sources namely: institutional and organisational websites, books, journals and other publications.

A rights management template⁹ was developed by the CASPER team and helped inform the information needed with regards to sources of content. This template however proved too complex to be used in the course of the project. A simple table was kept to keep track of sources approached and whether permission was given or refused. Where permission was granted, the type of permission granted was also noted on the table.

Content was cleared through dialogue with the copyright owners which involved mostly emails with support through phone calls. An email was initially sent out to content owners introducing the project and requesting for permission to re-use, re-purpose and publish named content on JORUM, the University’s VLE and a partner institution’s VLE. Where further information was required, this was passed on to the most relevant team member to address. Project team members were copied into emails to enable tracking, and quick updates.

Content was not included in the module until clearance was received from the copyright owner. Although this made the process slower, it ensured that the module was being developed with approved content, and had fewer changes to make in the later stages.

A blended learning approach was adopted, with content sharing between schools in the University as well as collaborating institutions which would enable the re-use of content for both online as well as class-based delivery.

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⁷ See Appendix 1 ‘Working With Groups’ module outline
⁸ See Appendix 2 ‘Working in Groups’ module outline
⁹ See Appendix 3 ‘Rights Management template’
The project plan was loosely based on a previously tried model for development and delivery of an employer-led module, ‘Introduction to Regeneration’. This model provided an avenue for the development of a module plan by employers, directly relevant to their requirements, and based on the skills gaps of practitioners in Regeneration, which ensured sustainability.

The original work plan (appendix 4) was slightly adapted as the project was unable to run the pilot delivery of the module due to delays in undertaking the content development. The revised project plan (figure 1), shows the phases undertaken in the development of the project.

Although the Project Plan shows a linear process, some phases ran concurrently, and the last phase (6) will be implemented in the 2009/10 academic year.

There were and still are issues related to which virtual learning environment to use for hosting of the module at the University of Bolton. The content is currently developed in WebCT and then exported to Moodle. Partner institutions to host the module will be using either of these two platforms.

Support from the Institute for Educational Cybernetics on RELOAD and other standards helped the project team to gain an understanding of the requirements.

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10 http://data.bolton.ac.uk/academicaffairs/viewmodulestyle.asp?code=BLT1117 This module is part of the Bolton Employer led Regeneration Training Initiative which was shortlisted for the finals of the national Homes and Communities Academy Award, ‘Skills for Better Places’ 2009.
11 See Appendix 4 Original Project Work Plan
Lessons were also shared with the project team by colleagues on another JISC project, POCKET. The Universities of Derby and Bolton team highlighted issues related to accessibility. In turn, the REGEN-1 team shared knowledge related to use of JORUM.

Evaluation took place at several levels. At GMSA level, the SDG oversaw the implementation of the project plan and received regular updates at group meetings. A critical friends’ evaluation was undertaken in collaboration with the University of Oxford and Swansea Metropolitan University. Further evaluation was provided by the steering group, who provided feedback regarding the validation documents and acted as external examiners for the purpose of the validation. The validation exercise itself was a quality evaluation of the module, and module evaluations by students will take place after the delivery of the module in the 2009/10. An evaluation report will also be submitted to JISC at the end of April 2009 based on the final evaluation by the GMSA.
3 IMPLEMENTATION

3.1 Work Plan

Although the project began in March 2008, module development started very slowly with the first six months spent in discussions with collaborating partners (internal and external) and identifying possible sources of content. It was not until November 2008 that the full project team was in place and work could begin in earnest. As a result of this delay, although content has been developed and validated, the delivery to the first cohort will not take place until the 2009/10 academic year.

The original bid was to develop a ten credit module, though based on an existing twenty credit module within the University. After further discussions with the host school for the existing module, it was decided to increase this to a twenty credit module to complement the existing module, and provide a better fit for credit accumulation through the GMSA Advance programme.

3.2 Project Issues

The difficulties in getting rights and permissions for content re-use and re-purposing further supported the argument for the development of a 20-credit module. Although this may seem to be a contradiction; i.e. if there were difficulties obtaining permission, increasing the size of the module would add to these; it has enabled the project to deliver at least ten credits worth of content to this JISC programme within the required timeframe.

The approach was therefore to identify the most likely topics on the module plan for which permissions could be obtained, and which the project already had access to the content. This was further narrowed down to four headline topic areas, where high quality content had been identified that could be re-purposed. The project identified more than one source for a majority of the topics, and approached these sources via email in the first instance for permissions to re-use, re-purpose and publish their repackaged content on JORUM and the University’s and partner institution’s VLEs.

3.2.1 Content

The first step was to undertake the learner needs analysis with a group of employers identified from a list of contacts drawn up by the project team. A short questionnaire survey was undertaken with a sample of twelve employers. The analysis prioritised topics identified by employers, and modes of delivery. This informed the development of the final module lecture outline and directed the team to sources of content to develop these topics.

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12 A total of 28 questionnaires were sent out, and 12 (42.86%) responded.
13 See Appendix 5 Questionnaire Learner Needs Analysis
Relevant content was identified from Further Education and Higher Education lecture materials, books, journal articles, commercial websites, JORUM and not-for-profit organisations websites. Not all content was available in electronic format. Content also ranged from level 3 to higher level audiences, and came from a variety of sources outside of regeneration. They had to be re-contextualised both to the Regeneration sector and the level of the audience for this module (HE level 4). However extra content was signposted for each topic for further reading by the students to support a more detailed exploration of each topic if they were so inclined.

There was an issue to do with content identified from commercial organisations, and internal content perceived to be of commercial value. In the first instance, the content owners were happy for the project to use a fraction of the content on the understanding that links would be created to the commercial website for further reading in addition to the acknowledgement of their content used. In the second instance, it was agreed that only minimal amounts of the content would be included in the module.

### 3.2.2 Rights and Permissions

The project approached approximately 50 institutions, publishers or authors for permission to re-use and re-publish their content. Of this, 17 agreed to allow the project to re-use and re-purpose their work. Discussions are still ongoing with some publishers on the re-use and re-purposing of their content. Permissions have been granted for content worth more than ten credits of the module. Only two institutions stated that they could not grant permissions due to a negative reaction of colleagues to the concept of the project, or not having the right to grant permission for the re-use and re-purposing of relevant material.

Initially, attempts were made to use the rights and licences documentation provided by CASPER. This included templates for letters to publishers and copyright owners, and for granting rights, permissions and licences to content. Both the project team and publishers/authors found the documents too complex and confusing. The terminology was heavy and difficult to understand. Letters were sent by email to seek permission based on the CASPER template, but kept very simple. With agreement from CASPER, permissions were granted to re-use and re-purpose content via return email. To ensure clarity of what permissions were being granted, a return email was sent to grantors to confirm that they were giving permission to re-use and re-purpose named content, and to publish on JORUM and the University’s VLE.

### 3.2.3 Double permission required

In some instances, permission had to be sought from multiple sources for the same content. With regards to content from books, permissions were first sought from the authors and then from the publishers. This was also found to be the case where content has been developed by one organisation, but validated by another institution.
It must also be noted that permissions were found to be more favourable where the project had purchased the book first and then sought permission to use the content.

### 3.2.4 Ownership Rights

The project highlighted in three cases, issues related to ownership rights. The first involved where an external consultant was employed by an organisation to develop content. The organisation failed to sign a contract with the consultant which transferred copyright for the content over to the commissioning organisation. This only came to light when the project requested for permission to re-use content. The project and CASPER supported the organisation in the transfer of the copyright over to them by the consultant. It was only when this had been done, that the organisation could grant permission to the project to re-use their content.

The second case was where an author believed that the copyright to his book belonged to him, as was the case with his previous books, only to find out when the project requested for permission, that the small print in his contract transferred copyright over to the publishers.

The third was highlighted when the project sought to re-use internal content, and content from collaborating organisations. It was identified that ownership of copyright could reside with the author or the institution depending on the module author’s contract with the university. Although most new contracts confer copyright to the institutions, long term staff may be on old contracts where they retained copyright to their materials.

### 3.2.5 Author of content not known

Permissions could not be sought nor granted for some content, as it was difficult, if not impossible to establish who the ownership resided with. With regards to existing internal material, no one was sure of who wrote some of the material. The current module leader ‘inherited’ the majority of material being used. At a meeting with the School’s project team, no one could identify the author(s) of the lecture content or what type of contracts they have/had with the University. This makes it very difficult to trace back permissions that may have/have not been received for the use of some content, and presented too great a challenge to use the content for this project.

### 3.2.6 Engagement with stakeholders

The project team sought engagement with various stakeholders including: collaborative partners, employers, other higher and further education institutions, publishers, authors, senior management of the university and module tutors. The project identified a small number of internal stakeholders were fully engaged with the project. More success was achieved in engaging with external stakeholders than with some of the internal stakeholders.
REGEN-1 liaised with and received support from many different people internally at the University of Bolton including directors, module tutors and staff of the Schools of the Built Environment and Engineering\(^{14}\) (host school for new module) and Health and Social Sciences\(^{15}\), Institute for Educational Cybernetics\(^{16}\), departments of Human Resources and Academic Standards, and Senior Management.

Other external stakeholders such as the REGEN SDG received updates at meetings about the project and were invited to join the project’s social networking website\(^{17}\). The project was intended to be a collaborative project between two Schools at the University of Bolton and the GMSA Regeneration Sector Development Group (SDG), with members of the SDG actively participating in undertaking the project. Unfortunately the group did not provide a forum to make up an effective project steering group, so an alternative group of colleagues from HE, a work based learning provider, and regeneration organisations was set up to provide feedback about the content and process of the project. The collaborators also failed to fully engage in online social networking.

One group of stakeholders not directly engaged in the development of the module were the students. This was mainly due to time limitations. Their employers' views and opinions were held to be representative of their views in the development of the module. Students' views will be captured through delivery of the pilot and subsequent cohorts. Attempts will also be made to capture views from other tutors and students in collaborating institutions who use the content.

### 3.2.7 JORUM

At the start of the project, very little was known by collaborators about JORUM. Difficulties were encountered in accessing JORUM by project members, with those members outside of higher and further education institutions unable to access JORUM at all throughout the project.

There was also an issue with navigation and the linear presentation of content on JORUM. This made it very difficult to use the content in any other way other than the way it has been presented on JORUM. Project members felt that this limits the innovation that can be built into the way content is presented and used. The standards used in uploading content in packages were found to be inhibiting.

The University of Bolton had some issues with the JORUM depositors’ licence which is yet to be signed. As a result, developed and validated content although available on the university’s virtual learning environments, has not been uploaded onto JORUM. This will now take place in April 2009 as part of a new JORUM project to assist projects to upload content onto JORUM Open using a Creative Commons Licence, thereby negating the need to sign the depositors licence under the traditional scheme.

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\(^{14}\) [http://www.bolton.ac.uk/bee/](http://www.bolton.ac.uk/bee/)

\(^{15}\) [http://www.bolton.ac.uk/hss/](http://www.bolton.ac.uk/hss/)

\(^{16}\) [http://www.bolton.ac.uk/iec/](http://www.bolton.ac.uk/iec/)

\(^{17}\) [http://regen1.ning.com](http://regen1.ning.com)
3.2.8 Technological

There were very few issues to do with technology as the team had a learning technologist on board. The only issues encountered were:

- Content had to be developed in WebCT and then transferred to Moodle. The learning technologist was unable to develop content in Moodle and then transfer to WebCT. This problem was also identified by another RE-PRODUCE project in relation to hosting on partner institutions portals.
- Collaborators did not have open access to the University’s WebCT or Moodle sites. Personal details had to be given to the University for registration, to enable access to the portals. Not all collaborating members wished to pass on these personal details, and were therefore excluded from access to the module.
4 OUTPUTS AND RESULTS

In spite of the issues highlighted in the previous chapter, the project has however been able to accomplish the following within these very short time scales:

- Repurposing of content from internal and external sources.
- Repurposing of content from a wide variety of material including institutional content, commercial content, books and research publications.
- Repurposing of content that requires change of level (3 to 4 and 5, 6 and 7 to 4) from internal and external sources.
- Repurposing of content and activities for online delivery that was originally intended for class-based delivery and group working.

4.1 The Module

The REGEN-1 project identified regeneration employer requirements in a Learner Needs Analysis for the module ‘Working in Groups’. Appropriate high quality content for a 20-credit module was sourced from authors and institutions at different levels and re-used and re-purposed to support e-learning, classroom and work based delivery methodologies. The project has been successful in acquiring permissions to re-use and re-purpose content, and also highlighted the major issues surrounding Intellectual Property Rights (IPR) and rights to re-use content for educational purposes.

The validated 20 credit, HE Level 4, ‘Working in Groups (For Regeneration Practitioners) professional development module will enable students to:

- Understand the difference between teams and groups
- Demonstrate an understanding of the different skills and competencies related to working in groups
- Understand and apply relevant legislation relating to working in groups in regeneration
- Demonstrate an understanding of theory and relate to practice
- Demonstrate an understanding of reflective practice to enhance output and success

After completing the module, the student would have acquired the requisite skills and competencies to enable them to demonstrate:

- Knowledge and understanding of group working in the field of regeneration
- An understanding of the importance of reflective practice in group working
- An understanding of the theories of group development and management
- An understanding of group dynamics and behaviour and impact on group working
- An understanding of evaluating group performance
To support the use of the portal and the learning resources, a module guide has been developed to provide students with detailed information about the module. This is part of the standard requirements for validation at the university, in addition to the module specification. The module guide provides students with the background to the module, in addition to information about learning outcomes, assessments, pastoral care, and the module lecture plan.

The module specification was reviewed as part of the development and validation processes by the steering group. This will be available on the universities module database.

4.2 The Technology

The Classic RELOAD Editor and the Eclipse based RELOAD Editor were used to export resources from JORUM to WebCT at the University of Bolton. WebCT is at present the institutional VLE, although the project took the opportunity to explore the possibility or improvements to the meta data to enable the transfer from WebCT to Moodle also hosted at Bolton. The project is now exploring the possibility of hosting the module on an ERASMUS-SOCRATES partner institution’s Moodle portal as part of an exchange programme.

Work has already begun to use the SCORM package from RELOAD to ensure successful upload to Manchester Metropolitan University’s Virtual Learning Environment. The project is also keen to be involved with the Dublin Core Metadata Initiative which provides simple standards to facilitate the finding, sharing and management of information and is less cumbersome and lengthy than SCORM software.

Within the GMSA Advance database, the module will also conform to XCRI standards to support the eXchange of Course-Related Information and other projects in Greater Manchester regarding systems interoperability.

The project also aims to push the traditional boundaries of linear presentation of content which is prevalent in this sector. It is currently exploring the use of existing technologies and applications or shareware to present the content in a mapped relationships rather than linear arrangement.

4.3 The Model

A model (figure 2) has also been developed for the re-use and re-purposing of content. This model will be tested and refined in future projects over the next four months. This model may be applied for the development of new modules or the

18 http://data.bolton.ac.uk/academicaffairs/view_modulelist.asp
19 http://dublincore.org/
20 http://www.xcri.org/
review of existing modules. Detailed breakdown of the stages will be found in the Briefing Document.

The use of a steering group of employers and academics to inform the module development enhanced the results of the project. This group were able to give feedback on a number of key areas, including:

- Methods of delivery
- Quality and sources of content
- Learning outcomes
- Types of assessment and criteria

![Figure 2 Module Development Model for Re-Use and Re-Purposing Content](image)
4.4 Other Outputs

A briefing document will be published as part of the University of Bolton Research series, which will document the challenges and issues identified in the course of the project and actions taken to overcome them. It will be also be a guide to re-using and re-purposing ‘for dummies’ based on the experiences of this project and the model adopted.
5 OUTCOMES AND IMPACT

The project aimed to develop a 10 credit module at HE Level 4 through the re-use and re-purposing of content from sources internal and external to the University of Bolton and the Greater Manchester Strategic Alliance collaborators. The majority of content was identified from external sources, and stitched together by the development of new content.

The major lesson to come out this was the understanding of how to develop content to support e-learning. It brought to light the fact that the way academics have traditionally developed content and presented it, may no longer be suitable for 21st century learning, and litigation. The growing use of electronic module content and open source publication has enabled copyright owners to identify incidents of re-use and re-purposing of their content without due permissions.

The re-use and re-purposing of content is not a new phenomenon, academics have always done this. What is different now is that academics are simply converting their notes and handouts into word or pdf documents to be published online as part of institutions moves towards e-learning. This has enabled copyright owners to identify the use and misuse of their content, and to seek redress or compensation for this.

Content providers have been reluctant to sign a formal contract or agreement for the re-use and repurposing of content. However they have been happy to give this permission via email. This raises questions about the complexity of the contract documentation provided by CASPER to enable the acquisition of rights and permissions.

As part of this project, one organisation was supported in obtaining a retrospective transfer of ownership rights on content that had been developed by an external consultant. This then enabled said organisation to grant the necessary permissions to re-use and re-purpose the content on this project.

The development of a 20 credit module in place of the 10 credit module provides high quality content to support regeneration practitioners in group working. Interest has been shown in this module and model by an international partner institution. Good practice has also been developed through the development model. This has been disseminated throughout the collaborating institutions. Furthermore lessons learnt are being deployed to new developments in work-based learning within the Greater Manchester sector. The project adds the most value to this area of development in terms of the challenges encountered, and the ways these challenges were overcome.

The development model (figure 2) could also be applied to undertake internal subject reviews, and update existing modules. The project used the existing module as a benchmark and updated not just areas of relevancy to employers, but also the content to be used for teaching. New modes of delivery and assessment were investigated to reflect, and in some cases, replicate the operation and outcomes of class-based learning techniques.
One of the unexpected outcomes of the project is the identification through the learner needs analysis and the steering group meeting, of the reluctance of employers for staff to engage in online programmes. E-learning was regarded to be of least priority as a method of delivery by employers who undertook the survey (Estcourt, 2008).

In most public sector organisations, there is a policy in place to allow staff limited or no access to the internet. This becomes a challenge for delivery of online work-based learning modules. Experience from a previous project, Introduction to Regeneration, has demonstrated that whereas some employers are willing to grant access to the University’s VLE after a letter from the university requesting for access for identified students, others will not, as part of overall company policy in relation to the use of Information and Communication Technologies.

It has also been a challenge re-contextualising the content to regeneration. This is because regeneration covers such a wide area that more often than not, content has had to be made generic to the regeneration sector, to be contextualised by the tutor depending on the groups being taught. As a HE level 4 module, the content has to be an introduction to the topics under discussion. It is only at levels 5 and above that detailed views can be investigated and specialisation takes place.

The project also aims to push the traditional boundaries of linear presentation of content which is prevalent in this sector. It is currently exploring the use of existing technologies and applications or shareware to present the content in a mapped view rather than linear arrangement.

Another challenge has been the adaptation of class-based work and methods to online delivery. This initially resulted in a high number of activities and tasks to be undertaken by the online learner. The content is currently undergoing refinement to help support online communities of practice, rather than to encourage silo investigation of topics. The online community of practice is an online action learning set, where students will support each others learning. Both formal and informal learning takes place within this setting.

Various researches have been undertaken into online communities of practice (Johnson, 2001; Sherer et al, 2003; Ardichvili, 2003; Sharratt and Usoro, 2003). Although more commonly used in teaching education (i.e. training the trainer), it is particularly suited to the regeneration sector as inter disciplinary learning and knowledge sharing needs to take place. Further exploration of this method of learning will be undertaken by the project team to inform future projects.

REGEN-1 will also be one of the pilot projects to utilise the new JORUM Open portal, and the project to upload content without the need for the JORUM depositor’s licence. This will be an important test for other JISC funded projects within the university, and to be disseminated to collaborating organisations.

The short term impact on the university, the GMSA and its members is the exploration of and acquisition of knowledge surrounding publishing online. The longer term impact is more strategic. It will help shape policy and inform strategy for moves towards e-learning. It will also open up sharing of modules and content
across wider groups of collaborators. This will signal a massive shift for institutions away from viewing content as an asset to be protected for sole use, to a strategic tool to enable collaboration and sharing. The real value of the asset will lie not in how much people will pay to view it, but how valuable people find it to bring them in to the university; and how much it will encourage collaborative developments and delivery across a wide range of educational providers.

Another long term impact will be to enable learners to have more access to higher education and more choice of study areas. It will help overcome issues to do with timetabling, which had previously been identified as critical in the provision of shared, bite-size, flexible learning across institutions by the JOO programme in Finland. It will also enable high quality content sharing across institutions.

For the University of Bolton and other UK institutions actively pursuing growth in the Middle and Far East, it will enable sharing of curriculum across the various sites and campuses of the institutions. This virtual campus based on open source content will integrate the physical campuses. It has also led to a re-evaluation of the School’s approach to e-learning, and a review of current content and what is publishable on the university’s VLE.

The university has identified the benefits of developing shared resources, and more importantly the requirement for clearance of rights and permissions to support the use of content for educational purposes, especially where hosted on the university’s VLE. It has also helped to make explicit where responsibility for IPR issues lies within the university.

5.1 Lessons Learnt

The project has learnt that institutions and individual tutors have re-used and re-purposed content for educational purposes without necessarily obtaining formal permission for this in the past. In some good practice examples, sources were properly referenced. Bad practice examples were a mix of content with little or no referencing. The move towards e-learning and open source repositories has highlighted that previous bad practice cannot support the migration towards e-learning.

Although the ‘Working in Groups’ module has not been tried by students, experience from similar modules (in terms of method of development or delivery) demonstrate that class discussion and project work can be undertaken in online communities of practice. The key to making this work is the quality of facilitation that takes place. This requires in some cases, for academics to unlearn what they know about teaching, and learn new ways of facilitating learning. Gray (2004) identified that the “role of the online moderator was identified as critical in sustaining the online community over an extended period and enhancing the learning function”. Staff development planning is therefore a critical aspect of the move towards e-learning.
There was a large number of content identified both internally (within collaborating institutions) and externally, which could not be re-used or re-purposed as module authors did not have the right to grant necessary permissions for this. In some cases module content authors could not be identified as the material had been developed over a number of years by various tutors.

Ownership of module content was also unclear; as this depended on what type of contract the module developer had with their institution. Typically staff on older contracts owned the rights to their material, whilst staff on new contracts had this right invested in their institutions.

Ownership of rights to publications was also highlighted as part of this process. It was identified that some authors retained copyright of their books, whilst others had this right transferred to the publisher. One of the contributors identified through this project that copyright ownership on one of his books actually resided with his publishers, although he owned the copyright to previous books.

It also highlighted issues related to development of content by external consultants. It was identified that in some cases, content had been developed for organisations or institutions by third parties, whose contracts did not explicitly transfer the ownership rights on developed content to the commissioning organisation / institution. These had to be gained retrospectively to enable these institutions to grant the project the necessary permissions to re-use and re-purpose content.

These two examples raised the issue of assumptions made by both authors and commissioning organisations on rights ownership, and emphasised the need to read the small print in all contract documents.

Another lesson that came out of this project is that e-learning is not about simply copying or scanning existing class notes and handouts to a virtual learning environment (whether open source or otherwise). The real value added by the use of repositories or virtual learning environments lies in the creation of a user friendly and engaging interface for learners, and content appropriate to their needs and levels of skills and competencies.

The project has contributed to the debate on which VLE should be adopted by the university. The project identified that it was easier to develop content in one VLE and transfer this to another VLE, but not vice versa. This was collaborated by discussions at the final programme meeting for RePRODUCE projects where another project used the second VLE to develop the content, but had problems migrating this to partner institutions VLEs which were different.

Whilst institutions debate which platform to use, there lies a greater challenge in ensuring employers relax their policies enough to enable e-learning to take place in the workplace. The difficulty for employees in accessing electronic learning resources from work, due to firewalls, places a major barrier to online work-based learning.
6 CONCLUSIONS & RECOMMENDATIONS

6.1 Conclusion

The REGEN-1 project originally aimed to develop a 10 credit HE level 4 standalone professional development module through the re-use, re-purposing and contextualisation of content from various sources. It aimed to develop good practice which will be disseminated and shared with collaborating institutions and the wider HE and FE communities. The objectives were to develop a new module based on an existing one; re-use and re-purpose high quality relevant content from various media; explore alternative methods of teaching, learning and assessment; and initiate take up of the module beyond the host university. This was in support of a wider programme developed by the GMSA called Advance, which was a framework for flexible, bite-size learning in Greater Manchester.

The project methodology included close collaboration with employers and other HE institutions and work-based learning providers to develop the module outline and specifications. This included the learning outcomes and assessments. Difficulties where encountered with collaboration, both internally and externally. However some collaborators were eventually found amongst the sector development group and outside of this group.

The project process was based on a similar model used in the earlier development of a module Introduction to Regeneration. A model was developed from this to support the development of new, or review of existing modules, using re-purposed content. A briefing document will also be disseminated via the project websites and the British Library, sharing the model and lessons learnt.

The outputs for the project included: a validated 20 credit module in ‘working in groups’ for regeneration practitioners; content uploaded onto the University of Bolton’s WebCT and Moodle sites; and permissions to re-use, re-purpose and publish content from various sources both internal and external to the university. The project is yet to upload the module onto JORUM and a collaborating institution’s VLE as only a 10 credit component of the module has been completed to date, and the university encountered problems with the JORUM depositors’ licence. It has now been agreed with JORUM that the project will utilise a JORUM pilot project to upload the module onto JORUM Open thus negating the need for a depositor’s licence.

The project explored a number of issues related to the implementation of the GMSA Advance programme, namely:

Conversion of a class-based, group-work delivered module to an online, community of practice based delivery. This was intended to afford learners on the Advance programme the opportunity to take more than one module at a time. This would be difficult if learners had to attend classes at different universities as there may be clashes in timetabling, or employers might not be willing to give employees more than one day a week to attend classes.
Use of existing content to develop high quality material for a module. As more and more institutions follow the Massachusetts Institute of Technology's lead in placing teaching material in open source portals, it becomes a duplication of effort for institutions to develop their own content from scratch. It also turns the whole idea of the value of content as an asset to institutions on its head. Institutions are beginning to re-assess their relationship with their teaching material. There is also a lot of competition out on the World Wide Web in terms of high quality content that is being developed outside of university settings. This knowledge sharing, it is hoped, will encourage institutions to collaborate, as the basis of competition shifts.

Use of existing technologies to develop and host modules. The project was intended to help collaborating institutions towards a move to e-learning, and the translation of existing teaching content onto web2 platforms. The use of WebCT, Moodle and other closed platforms is now very common amongst the collaborating institutions. JORUM however was a 'new' entity to a number of collaborators. Besides the minimal amount of knowledge that existed about JORUM at the start of the project, the project identified the difficulty faced by institutions in accessing JORUM. In addition, organisations outside of the education sector had no access to JORUM.

Use of existing technologies to develop an interactive platform for learning. One very important lesson which came out of this project is that a move towards e-learning requires more than simply putting word documents or scanning handouts and drawings onto a web portal to be accessed by students. This uses very little of the capabilities of these environments and adds very little value to students learning.

Other lessons include: the requirement to obtain rights and permissions to re-use content; the time it takes to clear permissions; the need for a robust and sustainable strategy for e-learning; the need for staff development; the clarification of IPR issues and responsibilities; and the requirement for technologies to enable teaching, learning and assessment relevant to the needs of the users.

6.2 Recommendations

The following are recommended based on the experience of this project:

1. University’s e-learning strategies should include staff development required to support understanding of the capabilities and use of virtual learning environments.
2. CASPER should be funded to support institutions in rights acquisition and management on a fulltime basis, and not just JISC projects.
3. Effort should be put towards research that enables interoperability between the various commercial and free virtual learning environments available for use.
4. More effort should also go towards the exploitation of virtual environments, popular portals and web applications for learning and assessment in HE and FE.
6.3 Implications for the Future

The regeneration sector is particularly interested in group working as it is a critical aspect of undertaking programmes. Groups may be internal to organisations, or in most cases be composed of members from various organisations including the voluntary sector. This project identified the need for a higher level module in partnership working which will focus on group working across organisations. It also identified the need for lower and higher level modules in communication for regeneration practitioners, and a higher level module in financial management for regeneration.

Funding has been secured from the GMSA to develop the new modules at HE level 4 and above to support the regeneration sector based on the model developed by this project. The project steering group have also agreed to continue for the remaining developments. Funding has also been secured from the University's Higher Education Innovation Fund (HEIF) to support the development of further research and initiatives in regeneration.

The project outputs are deemed to be sustainable as the module content is not only to be used by one group of learners in one school. It will also be available to the students on the existing Working with Groups module, collaborating universities and the wider public through JORUM Open. The possibility of making it available on European partner institutions web portals is also being explored. Elements of the content may also be used in teaching other modules, or to undertake non-credit bearing Continuing Professional Development (CPD).

The content may be re-contextualised by future users to make them more relevant to their areas of study. Accessibility to high quality content which could be re-contextualised in different disciplines is one of the benefits to the University which will be pursued further. Future projects will be developed in collaboration with relevant schools in the university.

The direct benefactors of this project will be regeneration practitioners who will have available to them a suite of modules to support flexible, bite size learning, and fill the identified gaps in the market for their training requirements.

The project website and social networking site will provide project documentation, updates and contact details. The regeneration community will also be encouraged through the Ning website to engage in forums to discuss issues relevant to the development of regeneration and sustainable communities.

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21 [http://www.bolton.ac.uk/BEE/BuiltEnvironment/Research/Projects/Regen1/Home.aspx](http://www.bolton.ac.uk/BEE/BuiltEnvironment/Research/Projects/Regen1/Home.aspx)
References


Estcourt, J. (2008), Learner Needs Analysis, University of Bolton. Available at URL http://api.ning.com/files/dNrAbflAzjVc3JlrwBKJyQSO--e0iq6P-ay8BqRK1-98avPZAHouNh3CqGelw8ZDDi2fd4*pzblPehdMXfuuOVQ9nrjHA2I/LearnerNeedsAnalysisReportpublic.pdf


Appendices
Appendix 1 Working with Groups Module Plan

School of Health and Social Sciences

Week 1  Introductions / Reflective Practice

Week 2  Exploring roles in groups (1)

Week 3  Exploring roles in Groups (2)

Week 4  Assertiveness / Conflict

Week 5  Groupwork / Presentation topics

Week 6  Theories of leadership

Week 7  Transactional Analysis

Week 8  Communicating effectively at meetings

Week 9  Tutorials / Groupwork

Week 10  Group presentations

Week 11  Reading week

Week 12  Task 2 & 3 submission
### Appendix 2 – Working in Groups Module Plan

<table>
<thead>
<tr>
<th>Week No</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Enrolment and Induction</td>
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</tbody>
</table>
| 1 | Introduction – Working in Groups  
| | • Studying on line  
| | • Working in groups during the course  
| | • Groups versus teams  
| | • Action Learning/reflection (Action Learning sets) |
| 2 | Group formation and planning  
| | • Process  
| | • Legal issues (setting up and whose responsibility)  
| | • Equality and diversity (participation and involvement Resourcing) |
| 3 | Guest Lecture / Tutorial |
| 4 | Introduction to group dynamics & behaviour  
| | • Group dynamics  
| | • Appreciative Inquiry  
| | • Transactional analysis |
| 5 | Communicating effectively in groups  
| | • Sharing intelligence and data  
| | • Presentation (including self) skills  
| | • Conducting meetings |
| 6 | Guest Lecture / Tutorial |
| 7 | Reflection on group working (1) |
| 8 | Theories of leadership |
| 9 | Exploring roles in groups  
| | • Assertiveness/conflict  
| | • Collaborative work in large and small organisations  
| | • Recognising power balances |
| 10 | Guest Lecture / Tutorial |
| 11 | Approaches to working with multiple stakeholders and groups:  
| | • Networking  
| | • Collective leadership, shared use of resources |
| 12 | Influencing skills and negotiating  
| | • Authority, power and Influence in groups |
| 13 | Guest Lecture / Tutorial |
| 14 | Evaluating group performance  
| | • Monitoring outcomes,  
| | • formulating shared values to guide work,  
| | • community consultation as a partnership,
<table>
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<tr>
<th></th>
<th>Reflection on Group Working (2)</th>
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- reflection and evaluation of work
- Outcomes approach to planning and reporting
### Appendix 3 – CASPER Rights Management Template

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<th>Ref No</th>
<th>The reference number of the content for which rights clearance is required, if appropriate (patent number, an internal reference number, etc.)</th>
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<td>The title of the piece of the content; this might be the name of painting, title of a book, etc</td>
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<tr>
<td>Content_description</td>
<td>Reference to specific born digital image on a website, etc., or another piece of content if it does not have a name or formal title</td>
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<td>Right_type</td>
<td>The type of right for which permission is required</td>
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<td>Right_begin_date</td>
<td>The date that the right began (the date when the patent was granted; the date copyright in an image, in an unpublished piece of text, etc., started)</td>
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<tr>
<td>Right_end_date</td>
<td>The date that the right expired or is due to expire (the date when the patent was first applied for plus 20 years; the expiry date of copyright in an image, in an unpublished piece of text, etc)</td>
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<td>Right_holder</td>
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<tr>
<td>Org_address</td>
<td>The address of the rights holder (where known)</td>
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<td>The date that any permissions to use content have been granted from</td>
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<td>Rights_in_end_date</td>
<td>The expiring date of any permissions to use content (for example, whilst some permissions might be granted in perpetuity, others may be time or product limited)</td>
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<td>Field for recording any extra information, such as any “due diligence” carried out in order to trace the rights holder etc</td>
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<td>Rights_in_consent_status</td>
<td>The status of the rights clearance – i.e. cleared, permission pending, permission refused, rights holder not found, etc</td>
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<td>The expiring date of any permissions to use content by third parties (for example, whilst some permissions might be granted in perpetuity, others may be time or product limited)</td>
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<td>Rights_out_holder</td>
<td>Details of the any users of the content that this created, or details of the open licence which has been chosen in order to facilitate further use of the content</td>
</tr>
<tr>
<td>Rights_out_note</td>
<td>Field for recording any extra information associated with the permissions which have been granted</td>
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<td><strong>Rights_out_consent_status</strong></td>
<td>The status of the rights clearance – cleared, permission pending, permission refused, etc.</td>
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<tr>
<td><strong>Author_record</strong></td>
<td>The name and job title of the person who created the record</td>
</tr>
<tr>
<td><strong>Date_record</strong></td>
<td>The date that this record was last updated</td>
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## Appendix 4 Original Project Work Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Description</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2008</td>
<td>Prepare detailed project plan with dissemination and evaluation plans</td>
<td>A plan will be prepared in accordance with JISC’s Project Management Guidelines. See following sections for more detail on dissemination and evaluation.</td>
<td>Project plan; evaluation plan; dissemination plan</td>
</tr>
<tr>
<td>March/April 2008</td>
<td>Prepare Pedagogic plan</td>
<td>Access D4L prototype tools, conduct learner needs analysis</td>
<td>Pedagogic Plan</td>
</tr>
<tr>
<td>March/April 2008</td>
<td>Conduct needs and technical analysis</td>
<td>The requirements of the project will be defined, including standards to be followed, and the systems required to support them identified.</td>
<td>Requirements document</td>
</tr>
<tr>
<td>April-June 2008</td>
<td>Prepare content and subject to QA process</td>
<td>Review/ match external content to current module objectives Start re-editing of existing content, tagging and conversion to XML and repurpose /augment as required</td>
<td>Content approved for use by learners</td>
</tr>
<tr>
<td>May 2008</td>
<td>Steering Group meetings (quarterly)</td>
<td>The Steering Group will include representatives of all stakeholders and will be responsible for oversight, policy and high level planning and for results take-up via GMSA partner</td>
<td>Oversight and planning Take-up measure</td>
</tr>
<tr>
<td>May 2008</td>
<td>Project Website</td>
<td>Launch project Website</td>
<td>Project Website</td>
</tr>
<tr>
<td>May 2008</td>
<td>Internal Bulletin (quarterly)</td>
<td>Take up support (First issue pedagogic planning and module design then interim findings)</td>
<td>Bulletin</td>
</tr>
<tr>
<td>June/Oct 2008</td>
<td>Joint QA Procedure</td>
<td>Content and model approved by Bolton is subjected to GMSA Advance joint validation procedure</td>
<td>Module available for delivery by other GMSA partner Universities Use of procedure demonstrated</td>
</tr>
<tr>
<td>May/August 2008</td>
<td>Recruit learners</td>
<td>Publicise module drawing on contacts with existing sector stakeholder organisations.</td>
<td>Cohort of learners for pilot</td>
</tr>
<tr>
<td>September 2008</td>
<td>Module Delivery</td>
<td>Initiate delivery to pilot cohort</td>
<td>Pilot module</td>
</tr>
<tr>
<td>September 2008</td>
<td>Commence formative evaluation</td>
<td>Upload content once (continues to February 2009)</td>
<td>Project content on JORUM</td>
</tr>
<tr>
<td>January 2009</td>
<td>Complete delivery of the pilot</td>
<td>Summative evaluation</td>
<td>Evaluation Report</td>
</tr>
<tr>
<td>January/February 2009</td>
<td>Prepare Case Study</td>
<td>The work and results of the project plus lessons learned are prepared for dissemination using the JISC Case Study Template</td>
<td>Case Study</td>
</tr>
<tr>
<td>February 2009</td>
<td>Present project and Take-up activity to GMSA community and invite expressions of interest to replicate the process with other GMSA Advance modules</td>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td>February 2009</td>
<td>Upload of content to JORUM</td>
<td>Upload content once</td>
<td>Project content on JORUM</td>
</tr>
<tr>
<td>February 2009</td>
<td>Case Study finalised</td>
<td>Case study completed and submitted to JISC</td>
<td>Case Study</td>
</tr>
<tr>
<td>March 2009</td>
<td>Dissemination is continued post-funding</td>
<td>Conference presentation(s) and Article(s) for publication are prepared; JISC requests for additional information are responded</td>
<td>Conference presentation(s) Published Article(s)</td>
</tr>
<tr>
<td>March 2009</td>
<td>Take up activity is continued post-funding</td>
<td>Models processes and lessons learned applied to population of GMSA Advance</td>
<td>Addition content for flexible/work-base delivery</td>
</tr>
</tbody>
</table>
Appendix 5  Learner Needs Analysis Questionnaire

WORKING IN GROUPS

The University of Bolton in collaboration with Greater Manchester Strategic Alliance (GMSA) is in the process of developing a 20 credit level 4 module work-based learning 'Working in Groups' for multi-professional teams working in the field of regional regeneration. In order to enhance the relevance of the module to practitioners in the field of regeneration your thoughts on the content of the module would be valued and much appreciated.

Below is a form for you to complete which will show how relevant you think the topic would be for those working in groups and you will notice that there are gaps for you to include any other topic you think would be useful. In addition we have included some methods for delivering the topics but once again would be grateful for any further ideas.

NAME: .................................. ORGANISATION ......................................

<table>
<thead>
<tr>
<th>Topics</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introductions/Reflective Practice</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2 Group working – groups versus Teams</td>
<td></td>
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<tr>
<td>3 Group formation and planning</td>
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<tr>
<td>4 Introduction to group dynamics and behaviour</td>
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<tr>
<td>5 Exploring roles in groups</td>
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<tr>
<td>6 Approaches to working with multiple stakeholders and groups</td>
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<tr>
<td>7 Assertiveness/Conflict</td>
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<tr>
<td>8 Theories of leadership</td>
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<tr>
<td>9 Transactional analysis</td>
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</tr>
<tr>
<td>10 Communicating effectively in groups</td>
<td></td>
</tr>
<tr>
<td>11 Evaluating group performance</td>
<td></td>
</tr>
</tbody>
</table>

Topics – other suggestions

Methods
1 Lectures
2 Tutorials
3 Group work
4 Group presentations
5 Reflective Practice
6 e-learning
7 Case Studies
8 Research
9 Role Play

Methods – other suggestions

Thank you for your time and co-operation in completing the form