LTC14D219

Title:	***Update on On-line learning at UEA***
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Issue
To update recipients on recent developments in on-line learning, the development of an on-line strategy and to consider an approval process for new on-line courses.

Recommendation
Recipients are invited
1) to note:
    a) the range, scale and coverage of current on-line learning developments
    b) that there is still work to be done on the shape and scale of on-line activities across Faculties and the business models underpinning MOOCs, online for credit, and CPD.
2) to consider:
    a) the developing strategy and criteria to be used to evaluate new on-line proposals.
    b) the proposed new approval processes for MOOCS, on-line courses, on-line modules and non credit bearing short courses.

Resource Implications
There are financial and other resource commitments associated with the developing strategy and a provisional budget has been set aside in the University's ongoing financial plan. The business plan for each new course will include an analysis and comment on the resources required to develop and maintain it.

Risk Implications
The risk of not having a strategic approach to on-line learning would be to risk the development of an incoherent on-line offer and potentially courses developed without full consideration being given to resourcing their development and maintenance with inevitable consequences for quality.

Equality and Diversity
There are no equality and diversity issues associated with the issues raised in this paper.

Timing of decisions
Approval of the new approval processes for MOOCS, on-line courses, on-line modules and non-credit bearing short courses is needed to progress with the strategy.

Further Information
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Director of Learning & Teaching Services Dr Andrea Blanchflower (a.blanchflower@uea.ac.uk) (x2618)

Background

<u>Progress</u>

UEA has a growing reputation as a MOOC provider. Our collaboration with Future Learn is of mutual benefit with the University gaining and developing commercial expertise in the delivery of on-line learning plus a growing reputation for good quality on-line delivery. MOOCs are not inexpensive to produce and maintain. Consequently, in the strategy it is proposed that we only develop a MOOC if one or more of five criteria are met. The University invested in pump priming MOOCs, but in future Schools will need to absorb costs or find sponsorship, for MOOC development.

The two academic disciplines leading the way in terms of credit bearing courses are health and creative writing.

UEA Health On-line has experienced a number of obstacles being the first set of on-line credit bearing and non credit bearing courses to be developed for large cohorts. It is to the credit of everyone involved that courses have been developed, formally approved and quality assured. A decision had been taken by the School to work with enthusiastic staff and one credit bearing module and six non-credit bearing modules were developed/ are in development. As a result of the work undertaken by all involved, and the lessons learned, the path for future on-line courses will be much smoother and easier to follow.

The MA in crime fiction is being developed with a 'low residency' model, where the students attend the University for 6 short periods of 3 days in the 2 years of the course. Bridges between these periods are made via a bespoke virtual learning environment built in Blackboard which mirrors closely the unique pedagogy of creative writing. The Course Director has been working closely with the learning technology team and the course is nearly complete. Marketing has commenced for a September 2015 start and it is estimated that the first cohort will be approximately 12 students. The course design has been developed as template and will make the launch of future creative writing courses of this nature much easier

<u>Resource considerations</u>
To assist School and Faculties in reviewing the business case for on-line modules the Head of Learning Technology has devised a costing model based on a 30 credit module designed to be interactive to allow for maximum peer to peer learning and social construction. A sample budget for the preparation of a MOOC has also been developed.

In developing the strategy the resource needs are being determined to support on-line learning. It is acknowledged that the Learning Technology team needs sufficient resource to have capacity to not only develop and maintain on-line courses but also support academic staff in enhancing the delivery of campus based modules. See below.

Discussion

1. <u>On-line Working Group</u>
   An online working group has been established to consider strategy and developments in on-line learning both for wholly on-line courses and for the enhancement of campus based courses. The terms of reference and membership are appended (Appendix A). It is considered that this working group will be required until such time as the creation and delivery of on-line courses are mainstream University activity.

2. <u>Strategy development</u>
   The working group has been developing a strategy for on-line learning at UEA. On-line courses are resource heavy to develop and maintain and with limited support available it is critical that resources are focussed on development that best support the University's vision. A draft of the developing strategy is appended to this paper (Appendix B) and details the criteria that should be used when assessing potential new on-line courses and thereby helping Schools and Faculties identify the areas in which they should pro-actively consider making an on-line offer. Approval

processes have been developed to control on-line developments and focus resources on those courses which will best support the University's 2030 vision and five year plan, see below.

The next step with the development of the strategy is to initiate discussions in relation to the ambition the University should have with on-line learning. This will give some scale in which to frame discussions of course numbers and student numbers and so to develop a five, ten and fifteen year plan.

3. <u>New approval processes for MOOCS, on-line courses, on-line modules and non-credit bearing short courses.</u>

3.1. New on-line credit bearing course approval process.

The current process should work with some minor adaptations. It is suggested that a precursor stage is introduced such that the development of a full new course proposal form is only undertaken in cases which fit with University strategy and can be resourced. The proposed approval process would therefore be undertaken in two stages, first using the new precursor approval form (Appendix C1):

Stage 1, Step 1 – School
Stage 1, Step 2 - On-line working group.

If the course is considered viable and there is a strategic fit then the full new course proposal form could be created and process through the following steps, as normal:
Stage 2, Step 1 - School
Stage 2, Step 2 - Faculty LTQC
Stage 2, Step 3 - Faculty Executive
Stage 2, Step 4 - LTC

3.2. New on-line credit bearing module approval process.

Due to the resource implications related to the development and maintenance of on-line credit bearing modules these will require a greater level of scrutiny than traditional campus face-to-face delivered modules. LTC recently approved a standard module outline which will provide much of the basic information on the proposed module. https://portal.uea.ac.uk/documents/6207125/7848102/ltc14d070dividerh.pdf/0a996f2e-332e-448d-bb7a-83a5b0786fed

The proposed module outline form with a completed new on-line credit bearing module approval form (Appendix C2) should be submitted to School Executive in the first instance.
The proposed approval process would be as follows:

Step 1 – School
Step 2 - On-line working Group
Step 3 – Faculty Executive

3.3. New MOOC approval process

A new MOOC approval form has been developed (Appendix C3). This form should be completed and submitted to the School Executive in the first instance followed by the On-line working Group for consideration and feedback. Once approved by the On-line Working Group the proposal will need approval by the relevant Faculty Executive and finally LTC before it is developed.

In summary the approval process would have the following steps:
1. School
2. On-line working group
3. Faculty Executive
4. LTC

3.4. New on-line non-credit bearing courses (such as, but not limited to, a CPD offer).

Due to the resource implications related to the development and maintenance of non-credit bearing on-line courses these will require a greater level of scrutiny than more traditional campus based non-credit bearing short courses. The process would be similar to that for credit bearing modules.

The new approval form (Appendix C4) and the accompanying completed Module Outline template form should be completed and submitted to School Executive in the first instance. Once School support has been secured the proposal should be submitted to the On-line working Group for consideration. If the course is considered viable it will be referred to the relevant Faculty Executive for final determination of the strategic fit and confirmation that the proposal can be resourced.

In summary the approval process would have the following steps:
1. School
2. On-line working group
3. Faculty Executive

Summary

Recipients are invited
1) to note:
   a) the range, scale and coverage of current on-line learning developments
   b) that there is still work to be done on the shape and scale of on-line activities across Faculties and the business models underpinning MOOCs, online for credit, and CPD.
2) to consider:
   a) the developing strategy and criteria to be used to evaluate new on-line proposals.
   b) the proposed new approval processes for MOOCS, on-line courses, on-line modules and non credit bearing short courses.

Appendices
a) Appendix A - Membership and Terms of Reference UEA On-line working group
b) Appendix B – Developing strategy for on-line learning at UEA
Attachments
c) Appendices C1,C2,C3,C4 - MOOC and module/course approval forms (4 documents)

UEA On-line Working Group

Terms of Reference
Preamble
The UEA on-line Working Group will focus on:
- a) credit bearing on-line modules and courses;
- b) non-credit bearing modules and courses;
- c) MOOCs;

and will also consider:
- d) e-learning on traditional campus based courses;
- e) the University's digital presence and footprint.

Terms of Reference
1) To develop a University strategy for on-line learning.
2) To support the development of an on-line module(s) and/or course(s) or CPD course(s) and establish some firm objectives for the number of courses and MOOCs the University should be offering in 2020.
3) To establish a process for the consideration and approval of
- non credit bearing on-line courses
- MOOCs.
4) To recommend revisions to the current new course approval form to facilitate use for on-line credit bearing courses.
5) To consider proposals for new credit bearing, non-credit bearing courses and modules and MOOCs and recommend and prioritise proposals that meet the University's on-line strategy.
6) To review the University quality assurance process to ensure they are appropriate and relevant for on-line courses.

Membership
Chair – Prof Neil Ward PVC Academic
Academic Director of Learning Enhancement – Helena Gillespie
Academic Director of Taught Programmes – Dr Adam Longcroft
Pedagogical Innovation Ambassador, Prof Simon Lancaster
Faculty representatives:
- SCI - Associate Dean (L&T) Dr Ben Milner
- FMH - Associate Dean for Enterprise and PGT Programmes, Prof Jim Gazzard,
- HUM - Associate Dean (L&T), Dr Clive Matthews
- SSF – Ratula Chakraborty

Academic Director of Admissions, Dr Richard Harvey
Director of ARM, Angelina Bingley
Head of Strategic Marketing, Giles Whattam,
Head of Learning Technology, Alicia McConnell,
Director of Information Services, Jonathan Colam-French,
Director of LTS, Dr Andrea Blanchflower

UEA's Strategy for On-Line and MOOCs

1. Context

UEA has an excellent reputation as a provider of high quality higher education. To date, this has been mostly based on campus, but in 2013 we were amongst the first universities to join the FutureLearn MOOC provider and have enjoyed substantial success in that online. In addition, some Schools and Faculties are keen to develop new forms of provision online both to deliver taught HE programmes and also for CPD.

There are a number of internal and external drivers for the development of an online strategy for courses.

External drivers include:

- Increasing recognition of potential for online learning to play a greater role in higher education[1]

- Extensive interest internationally in the potentially disruptive role of MOOCs[2]

- Increasing connections between online presence and face to face courses [3]

Internal drivers include:

- The need to harness technology to meet the expectations of increasingly digitally engaged learners[4]

- Increasing evidence that a 'flipped' mode of teaching can enhance student engagement in their studies, and the important role of technology in facilitating this approach[5].

All this means that now there is a need for a more strategic approach to the development of online provision to ensure that initiatives at UEA develop in a planned and co-ordinated way, underpinning the University's overall corporate strategy, and with appropriate resourcing. This should mean we are well placed to maximise the benefits of technology enhanced learning both to grown online courses where appropriate and to make sure our campus based courses are competitive.

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[1] Online Learning Task Force (2011) *Collaborate to Compete: Seizing the Opportunity of Online Learning for UK Higher Education*. Report to HEFCE.
http://www.hefce.ac.uk/pubs/year/2011/201101/

[2] Department for Business, Innovation & Skills (2013) *The Maturing of the MOOC*. BIS Research Paper No 130.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240193/13-1173-maturing-of-the-mooc.pdf

[3] http://www.bbc.co.uk/news/business-29240959

[4] http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/october-2013/research07Oct2013.pdf
[5]
http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/HigherEdWhitePaper%20FINAL.pdf

At the time of writing, the University tends to think of its online and campus based courses as two separate modes of teaching. However increasingly it may be that 'hybrid' mode of higher education will become best practice, where students on campus learning is guided and supplemented by technology enhanced learning.[6]

2. Strategic Principles

2.1. UEA is committed to continuing to develop online provision in a planned and coordinated way across Faculties.

2.2. New online initiatives should underpin the University's 2030 Vision and UEA Plan.

2.3. Online provision poses new questions in quality management, but also in the University's IT, finance and HR systems and the implications of increasingly online learning of all types are important for all the University's divisions and professional services.

3. Strategy

3.1. <u>Part A – MOOCs</u>

The University will continue to work with its partners at FutureLearn to ensure a viable business model for the development and running of future MOOCs is established as soon as possible. New MOOCs should achieve at least one of the following:

    a) Help support UEAs recruitment and admissions to UG and PGT taught courses through either generically pitched or specialist subject-specific MOOCs built on our peaks of academic excellence

    b) Generate new content that enhances and enriches provision for all UEA's community and beyond, and which takes advantage of the opportunities afforded by Creative Commons licensing;

    c) Enhance links with other organisations such as subject associations, companies or other partners;

    d) Have potential for generating income through the sales of certificates or enhanced assessment opportunities;

    e) Help build capacity at UEA in the creation of digital learning materials and online courses. This is in terms of both staff expertise and the provision of necessary equipment.

3.2. <u>Part B – Fully online courses</u>

The University will use Blackboard as its on-line learning course platform. New online courses, both credit bearing and non-credit bearing, will exemplify the UEA's strong commitment to an excellent student experience and use the most appropriate technologies and approaches to teaching and learning. They will have at least one of the following:

    a) A clearly identified business case, based either on large scale national/global educational needs or based in a more niche area in which UEA has an international reputation. In both cases, course should form part of a complimentary online/on campus portfolio of courses

    b) The ability to work for the benefit of any campus based courses and share resource production and staffing where possible.

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[6] http://mfeldstein.com/faculty-know-adaptive-learning/

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ON-LINE COURSE PROPOSAL FORM

Please complete this proforma for all proposed on-line credit bearing courses. This precursor step will ensure that the development of a full new course proposal is only undertaken for proposed new on-line courses which fit with the University's strategy and can be suitably resourced.

Please expand boxes as necessary.

Proposed title	new course?		If no, please give existing course code
	Y	**N**	
Organiser			
Subject matter *Please include a summary of learning outcomes, employability prospects*			
What is the rationale for creating, offering and delivering the course?			
Describe the relationship to other UEA course provision in this area, and how does the course form part of a complimentary portfolio of on-line course			
Partner(s) – if any			
Teaching Staff			

Further details – duration of course, award, structure and assessment methods
UEA's brand awareness/competitive advantage in the proposed subject area – i.e., is it an area in which we have a strong reputation or an area in which we are trying to build a strong reputation?
Market size and shape
Estimated cohort size
Financial details: Please refer to the costing model "Online delivery – Learning technology resource" and append or attach the associated financial plans showing anticipated incomes and expenditure for the next 5 years.

Approval process

This form should be completed and submitted to the On-line working Group for consideration. Feedback will be provided on all proposals.
Please send your form to: C.Grasby@uea.ac.uk.

If the course is considered viable and there is a strategic fit and the proposal can be resourced you will be advised to complete the standard University New Course Proposal form and take your proposal through the standard approval process as follows:
1. School
2. Faculty LTQC
3. Faculty Executive
4. LTC

Feedback from the On-line Working Group			
Date proposal received		Date feedback provided	
Feedback			

APPENDIX C2

ON-LINE MODULE and CREDIT BEARING SHORT COURSE PROPOSAL FORM

The purpose of the proposal form is to provide sufficient information to determine whether the proposed module or short course fits with the University's priorities and the implications of a) creating and b) maintaining the course can be suitably resourced.

All UEA on-line credit bearing provision is delivered via Blackboard.

Please complete the proforma below and attach a completed standard University module template form available on the following webpage:
http://www.uea.ac.uk/learningandteaching/documents/course_module

Please expand boxes as necessary.

Proposed title	new modules / course?		If no, please give existing course code
	Y	N	
Organiser			
What is the rationale for the module			
Who and where is the target market? *For example does the module/course address a large scale national global educational need or is it a niche area where UEA has an international reputation.*			
Will the work involved in developing this module/course be of benefit to any campus based module/course? Could production and maintenance be shared across modules/courses?			
Describe how the module/course forms part of a complimentary on-line portfolio			

Financial details: Please refer to the costing model "Online delivery – Learning technology resource" and append or attach the associated financial plans showing anticipated incomes and expenditure for the next 5 years.

Approval process

This form, and the accompanying completed Module Outline template form should be completed and submitted to School Executive in the first instance.

Once School support has been secured the proposal should be submitted to the On-line working Group for consideration. Feedback will be provided on all proposals. Please send your form to: C.Grasby@uea.ac.uk.

If the course is considered viable you will be advised to take your proposal to your Faculty Executive for final determination of the strategic fit and confirmation that the proposal can be resourced.

In summary the approval process has the following steps:
1. School
2. On-line working group
3. Faculty Executive

Module development will only commence once this process has been completed.

Feedback from School Executive			
Date proposal received		**Date feedback provided**	
Feedback			
Feedback from the On-line Working Group			
Date proposal received		**Date feedback provided**	
Feedback			
Feedback from Faculty Executive			
Feedback			
Date of approval			

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NEW MOOC PROPOSAL FORM

The purpose of the proposal form is to provide sufficient information to determine whether the proposed MOOC fits with the University's priorities and has a high probability of success, and the implications of a) creating and b) maintaining the course can be suitably resourced.

All UEA MOOCs are offered via FutureLearn.

For help and advice please contact the Academic Director of Learning Enhancement (Helena Gillespie) and/or the Head of Learning Technology (Alicia McConnell).

Proposed title
Organiser
Subject matter *Please include a summary of learning outcomes, employability prospects*
Partner(s) including any third party sponsorship
Teaching staff
Duration
Please estimate likely certificate sales and enhanced assessment opportunities
Describe the relationship to other UEA course provision in this area
Describe UEA's brand awareness/competitive advantage in the proposed subject area. *Is this an area in which we have a strong reputation or an area in which we are trying to build a strong reputation?*

Describe the market size and shape.
Describe the likely Alumni interest.
How will the MOOC help recruitment and admissions to UG and PGT? Is it a generically pitched MOOC or a specialist MOOC in a subject of UEA academic excellence?
Describe how new content generated for the MOOC will enhance and enrich current campus based UG and PGT courses
Describe how the MOOC will enhance links with other organisations such as subject associations, companies or other partners.
Describe how the MOOC will help build capacity at UEA, e.g. staff expertise and equipment.
Please refer to the costing model "Online delivery – Learning technology resource" and append or attach the associated financial plans showing anticipated incomes and expenditure for the next 5 years.

Approval process

This form should be completed and submitted to the On-line working Group for initial consideration and feedback. Please send your completed form to: C.Grasby@uea.ac.uk.

Once approved by the On-line Working Group the proposal will need approval by the relevant School, Faculty Executive and finally LTC before it is developed.

Approval process			
Step	**Considering body**	**Date considered**	**Feedback from the body (name, date)**
Step 1	School Executive		
Step 2	On-line working group		
Step 4	Faculty Executive		
Step 5	LTC		

APPENDIX C4

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ON-LINE NON-CREDIT BEARING SHORT COURSE PROPOSAL FORM

The purpose of the proposal form is to provide sufficient information to determine whether the proposed short non-credit bearing course fits with the University's priorities and the implications of a) creating and b) maintaining the course can be suitably resourced.

Please complete the proforma below and attach a completed standard University module template form available on the following webpage:
http://www.uea.ac.uk/learningandteaching/documents/course_module

Please expand boxes as necessary.

Proposed title

Organiser

What is the rationale for the course?

Please describe the learning objectives. What learning outcomes should the attendees achieve?

Duration

Please describe learning activities and indicative student effort hours

Who and where is the target market? *For example does the course address a large scale national global educational need or is it a niche area where UEA has an international reputation?*

Will the work involved in developing this course be of benefit to any campus based module/course? Could production and maintenance be shared across modules/courses?
Describe how the module/course forms part of a complimentary on-line portfolio
Financial details: Please refer to the costing model "Online delivery – Learning technology resource" and append or attach the associated financial plans showing anticipated incomes and expenditure for the next 5 years.

Approval process

This form, and the accompanying completed Module Outline template form should be completed and submitted to School Executive in the first instance.

Once School support has been secured the proposal should be submitted to the On-line working Group for consideration. Feedback will be provided on all proposals. Please send your form to: C.Grasby@uea.ac.uk.

If the course is considered viable you will be advised to take your proposal to your Faculty Executive for final determination of the strategic fit and confirmation that the proposal can be resourced.

In summary the approval process has the following steps:
1. School
2. On-line working group
3. Faculty Executive

Module development will only commence once this process has been completed.

Feedback from School Executive			
Date proposal received		Date feedback provided	
Feedback			
Feedback from the On-line Working Group			
Date proposal received		Date feedback provided	
Feedback			
Feedback from Faculty Executive			
Feedback			
Date of approval			