

EHU New Programme Resource Planning Guidance

2018

e-VAL Guidance | Learning Services

Contents

Introduction	3
Section 1: Contextual Information:.....	4
Section 2: Information Resources.....	5
Section 3: Technology Enhanced Learning (TEL)	6
Section 4: Media, Audio-visual and ICT Resources	8
Section 5: Academic Skills Development	9
Section 6: Programme Team Training and Professional Development Needs.....	10
Section 7: Collaborative provision UK and transnational	11
Section 8: Distance learning transnational	12
Section 9: Supporting information.....	13

Introduction

Guidance within e-VAL is available when completing the ADC and does include links to the Business Case paperwork¹ also includes some guidance and areas to consider when completing the sections that relate to institutional resources. Consideration of the likely cost of institutional resources is an integral part of the University planning and validation process and therefore the various guidance notes require proposing teams to consult with Learning Services to establish the impact that their resource requirements will have upon Learning Services annual budget and planning.

This toolkit offers a structure to support your discussions with Learning Services concerning the resourcing implications of new or re-validated programmes prior to submission of a business case. Consideration in terms of transnational activity is also included in this guidance.

Subject to the outcome of discussions, Learning Services will provide a statement supporting the resource implications of the new course. This statement will enable you to complete the relevant section of E-Val and it will then progress for the electronic signature of the Dean of Learning Services (or representative).

Please note: under the terms of the Business Case, e-VAL, statements concerning the need for additional resources will be scrutinised closely as part of the institutional planning process and is therefore imperative that your case has a supporting statement from Learning Services and the electronic signature of the Dean (or representative).

Section 1: Contextual Information:

If you are at a pre-business case stage, it will be helpful to have the following contextual information:

Programme title	
Start date	
Estimated number of students per annum	
Part time/Full time delivery	
Faculty	
Validation event date (if known)	
Is this a re-validation or new provision? Or aligned to current provision?	

Mode of delivery: (choose as many as are relevant)	
▪ Campus based	
▪ Flexible Learning UK	
▪ Collaborative Partners UK See also guidance in section 7	
▪ Collaborative Partners transnational See also guidance in section 7&8	
▪ Flexible Learning Transnational See also guidance in section 8	

Programme/Module Leader name	
Email address	
Telephone extension	

Section 2: Information Resources

Your [Academic Engagement Specialist](#) will be happy to help you to answer the questions below. Please note that new programmes do not routinely attract new central funding. New programmes will generally be resourced from within the existing Learning Services budget.

If we consider that the resources for new programme will place an excessive demand on the Learning Services budget, we will recommend that consideration is given to either reviewing the resource requirements or submitting a business case to Directorate for additional funding. Your Academic Engagement Specialist will be happy to work with you on this.

Are reading lists available? (If so, please pass them to your Academic Engagement Specialist)




Please outline areas of existing stock (books, journals and online resources) that are relevant to the new or re-validated programme:




Please outline the areas where new book stock will be needed:



Please specify any new journals that will be needed:



Please specify any specialist information resources that will be needed (e.g. databases, websites, online tools or embedded video content):



Does the mode of delivery or teaching and learning approach have any implications for how and where resources are provided? Please also see guidance in sections 7 & 8



Are there any specific resource requirements imposed by external accrediting bodies?



Section 3: Technology Enhanced Learning (TEL)

If you have not yet given consideration to the role of technology within your programme, before completing this section, you may find it helpful to consider the areas covered below in consultation with the Learning Technologist assigned to your Faculty or Department. If you plan to run the programme fully online or as transnational, please see Section 8 and also [Learning Edge system requirements](#)⁴

Deployment of Learning Edge (the University VLE)

What is the intention of the programme with regard to engagement with Learning Edge? Please use the following [Learning Edge Baseline](#)⁵ information as a prompt when discussing your requirements with the [Learning Technologist assigned to your Faculty or Department](#)⁶:

Please also consider the role of lecture capture. There are expectations around the deployment of lecture capture technology, there are more details within **Section 4**.

The Baseline is mandatory – all programmes should meet the baseline minimum standard. Baseline+ and ++ are purely indicative, drawing upon good practice within the University and wider HE sectors. Contact your Learning Technologist to discuss ways in which you can meet and exceed the Baseline.

Baseline - all programmes should meet the baseline minimum standard

Administration & Orientation

Programme and/or module Handbook (PDF format)

Link to timetables

Staff contact details, pic/availability

Structure & Navigation

Use course templates for consistency

Page items in logical structure & sequence

Links checked to ensure still live

Communication

Announcements tool for urgent updates

Resources

Preparatory materials available up to 1 week before session

Course materials/handouts available via the VLE within 1 week of session

PDF format used unless docs need to be accessed for editing

Support learners with additional requirements by making alternative resources

Links to electronic reading lists



Faculty/Department library resources available via a tab in VLE

Assessment and Feedback

Outline & dates for each assessment

Instructions/marking criteria

/coversheets

Drop boxes where appropriate

Provide clear guidance on how to

submit/links to guides etc

Student work marked in digital format

Student mark/feedback released via

My Grades feature in VLE

Student Participation & Engagement

Monitor student participation using

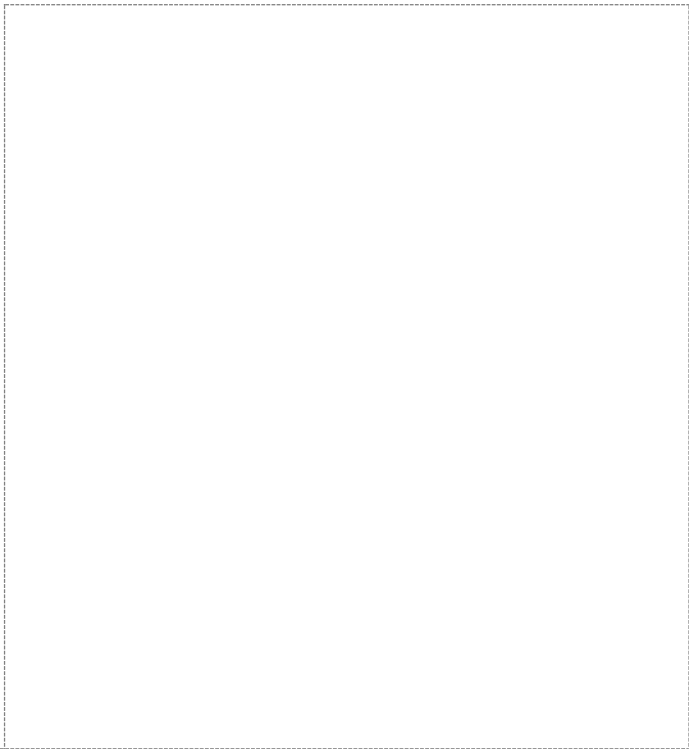
Performance Dashboard and/or

Course tools

Personal/Professional Development

Sign post to UniSkills toolkits/

Lynda.com video tutorials



Baseline + (enhancements to the minimum standard)

Review the [Learning Edge Baseline](#) document to explore enhancements to your practice, with the use of technology and contact your [Learning Technologist](#) to discuss.



Baseline + + (enhancements and extensive use of online and multimedia tools)

Review the [Learning Edge Baseline](#) document to explore enhancements to your practice, with the use of technology and contact your [Learning Technologist](#) to discuss.



Deployment of other Learning Technologies

What other technologies will be used to deliver/support teaching and learning on this programme e.g. social networking? The Learning Technologist assigned to your Faculty will be happy to discuss appropriate tools/ methods of integrating learning technologies into your programmes.



Section 4: Media, Audio-visual and ICT Resources

Audio and/or video recording for educational purposes is one of the tools which can support the University's implementation of the Equality Act (2010) and meet its statutory duty to provide anticipatory reasonable adjustments. Following changes to the provision to disabled students allowances from September 2016 there will be a shift in responsibility to the university to be the primary provider of an inclusive curriculum.

There is, however, a growing body of evidence to suggest that all students' value having access to recordings of lectures and the University is supportive of this. It can be used, amongst other things to:

- provide a study aid for review and revision
- help accommodate different learning style preferences
- assist students who do not have English as their first language
- assist students who have particular educational needs

The University strongly encourages all staff to record lectures and where appropriate other learning and teaching activities where recording facilities are available.

For support and information and details of lecture theatres and rooms which support lecture capture please email lecturecapture@edgehill.ac.uk

Does the programme intend to use specific facilities for teaching such as video and audio production and/or editing facilities?

Please describe any new or additional media equipment that may be required to support the programme e.g. voice recorders, web cams and head phones for using online collaborative tools



What level of equipment beyond standard classroom set-ups is required to support teaching and learning in classrooms and lecture theatres?



Section 5: Academic Skills Development

Academic skills support is provided by the [Student Engagement team](#) in Learning Services, the team will be able to advise on the support and resources provided by Learning Services to develop students' academic skills. The team provide support for academic writing, information literacy and general study skills under the umbrella [UniSkills](#). We can work with you to deliver embedded academic skills within your curriculum and students can access support through our [UniSkills workshops](#), [1:1 appointment service](#) and via our online toolkits. Contact the [Student Engagement team](#) to discuss ways in which you can incorporate academic skills within your programme.

How does the programme team intend to embed academic skills development within the programme? For example:

- Information/research skills
- Academic writing
- Reading and note-making
- Critical thinking and reflection
- Referencing
- Presentation skills



A dashed rectangular box containing a small pencil icon in the top-left corner, intended for handwritten notes.

How does the programme team intend to embed ICT/digital/Learning Edge skills development within the programme?



A dashed rectangular box containing a small pencil icon in the top-left corner, intended for handwritten notes.

Section 6: Programme Team Training and Professional Development Needs

What level of support and professional development/training will the programme team need from Learning Services in order to embed within the programme the range of resources and student skills development described above?

Please indicate likely training & PD needs by considering the options below:

Training & PD Needs

	Minimal support needed – team has considerable prior experience	Some support and professional development to fill gaps in knowledge	Considerable support needed – team has low level of confidence in developing these areas
Learning Edge: Blackboard Turnitin Blackboard Mobile Learn Blackboard Collaborate Attendance tools			
Other learning technologies eg Lecture Capture			
Media Resources Box of Broadcasts			
Academic skills development			

Section 7: Collaborative provision UK and transnational

Your Academic Engagement Specialist will be happy to help you to answer the questions below.

A key element in terms of the successful delivery of a course with a collaborative partner is access to resources.

As part of the partner approval process an audit will be undertaken which will look at the ability of the partner to deliver resources.

Resources at UK partner sites (all categories)

Collaborative partners are responsible for ensuring students can access appropriate physical resources, and students can supplement these physical resources with access to Edge Hill's extensive eResources.

Please specify any specialist eResources and consider students access to these resources



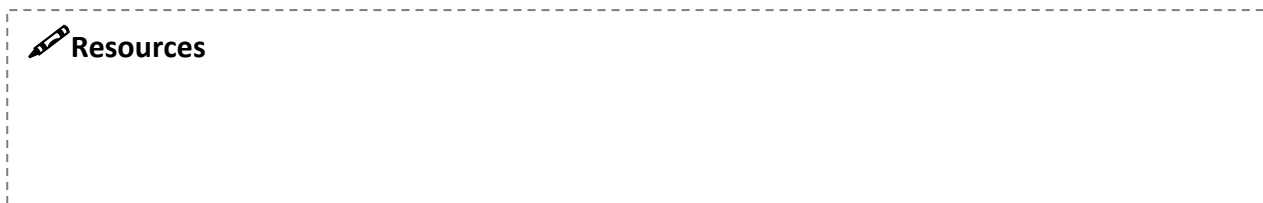
Resources at transnational locations

As with UK partnerships, transnational partners are expected to provide access to physical resources and help and support. Those partners may also have a selection of eResources. There may also be opportunities for our students to use other libraries (cost paid by the student). If working with a transnational collaborative partner it would be good to ask about schemes with local universities.

However, unlike the UK, students studying with partners transnationally do not have the same permissions to access Edge Hill eResources as many licences from publishers do not permit access from outside the UK.

Please specify the eResources essential to this course? Which particular databases and journals would the students need? Learning Services staff will discuss access with the relevant publishers as many will license at additional cost. If this is the case, this must be built into the initial proposal/business case.

Working with the course team, we will also investigate the availability of copyright free resources.



Section 8: Distance learning transnational

Your Academic Engagement Specialist and Learning Technologist assigned to your Faculty will be happy to help you to answer the questions below.

Access to resources

Unlike UK based Edge Hill distance learners, students studying transnationally do not have the same permissions to access Edge Hill eResources as many licences from publishers do not permit access from outside the UK.

Please specify the eResources essential to this course? Which particular databases and journals would the students need? Learning Services staff will discuss access with the relevant publishers as many will license at additional cost. If this is the case, this must be built into the initial proposal/business case.

Working with the course team, we will also investigate the availability of copyright free resources.

 Resources

Access to and use of technology

Limited access to the Internet, (including mobile data networks), bandwidth capability & reliability, firewall restrictions, local administration rights, & technical competency levels of your students should all be considered when designing transnational programmes.

Students will need to be provided with appropriate advice regarding their ability to access the course remotely via their computer⁵.

Please consider which tools you would be using within the VLE.

Large files (text/graphics); streaming video and audio; high levels of interactivity and synchronous learning activities (including live broadcasts using Blackboard Collaborate, & VoIP); and 3rd party web tools/resources may not be appropriate for some transnational locations. Please discuss with your learning technologist



Further technology related considerations for transnational learning design include: language familiarity and time zones.

Section 9: Supporting information

1. [Business Case template](http://www.edgehill.ac.uk/aqdu/files/2012/10/BCForm.doc)
<http://www.edgehill.ac.uk/aqdu/files/2012/10/BCForm.doc>
2. [Academic Engagement Specialists](#)
3. [Learning Edge System Requirements](http://www.eshare.edgehill.ac.uk/4617/1/LTD5030.pdf)
<http://www.eshare.edgehill.ac.uk/4617/1/LTD5030.pdf>
4. [Learning Edge Baseline](http://eshare.edgehill.ac.uk/6892)
<http://eshare.edgehill.ac.uk/6892>
5. [Learning Technology Development](http://eshare.edgehill.ac.uk/13550/)
<http://eshare.edgehill.ac.uk/13550/>

Endmatter

Title	New Programme Resource Planning Guidance
Policy Owner	Head of Academic Engagement
Approved by	Rachel Bury
Date of Approval	25/10/18
Date for Review	01/09/19