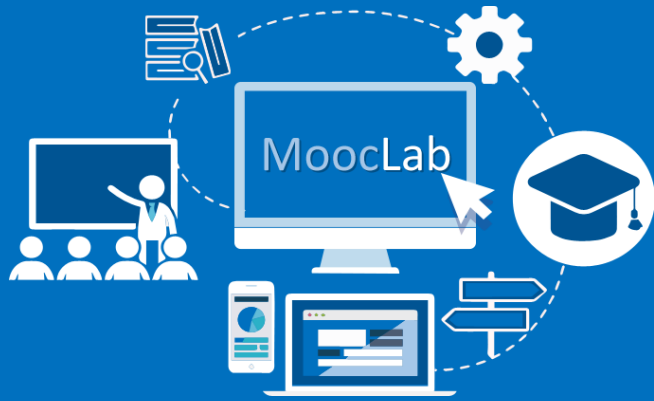


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UK MOOC REPORT 2016

An insight into MOOCs provided by UK Institutions

Abstract

A study of MOOCs offered by UK based institutions providing an insight into student interest in UK MOOCs, completion rates as well as the impact played by certain criteria such as the course length or workload on student enrolment numbers and completion rates.

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This publication is a report by Moolab.club, a community website connecting people to online learning via discussion forums, information, guides, independent reviews and up to date news. It aims to provide evidence-based analysis into the UK MOOC market. Moolab.club is not responsible for the use which might be made of this publication.

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ABSTRACT

MocLab's primary mission is to promote and raise awareness of online education through the publication of useful and informative content with a view to aiding learners to make the right informed choices in the context of online learning, and to facilitate and encourage the delivery of quality online educational resources.

This report analyses the UK MOOC market from its onset in February 2012 to November 2015, and draws meaningful information from data collected from the provider institutions. The aim of the report is to better understand the position of the UK MOOC offering within the global MOOC market, to look at current trends and ascertain what factors have an impact on the "outcome" of a MOOC with a view to aiding and improving open online education offered by universities and other educational institutions based in the UK.

For the purposes of this study, the term "outcome" relates to course enrolment numbers and course completion rates as a means of comparison, two factors which cannot be used as a gauge of success in this instance. Course "success" can only truly be measured by learning outcomes perceived by the learner.

METHOD

In order to carry out this analysis of UK MOOCs, a list of MOOCs being offered by UK Universities was compiled and 30 provider institutions were contacted via the Freedom of Information Act to obtain the following information for each course:

- First launch date
- Number of times the course has run
- Course Length
- Total number of students who enrolled in the course
- Total number of students to complete the course

In addition to this, the following information was collected:

- Subject category
- Platform used to deliver the course
- Recommended number of hours to complete the course
- Guardian University Ranking 2016

Out of the 30 institutions initially contacted, 24 provided the requested information directly, 5 referred the request to their MOOC delivery platform, FutureLearn, who in turn provided the requested information. One provider abstained.

Given the small number of on-demand MOOCs being offered at the time, only scheduled MOOCs delivered between February 2012 and November 2015 and that had reached the end of their last session were recorded for this study.

In total 182 scheduled MOOCs were recorded across the 30 providers.

NB. Some courses offered on Coursera and classed as "scheduled" in this study are now offered in an on-demand format instead.

INTRODUCTION

Since 2012, we have seen a rapid and widespread expansion in open online courses, dominated predominately by U.S. universities and providers. These courses or “MOOCs” (Massive Open Online Courses) are delivered through course consortium platforms making higher education accessible to students across the world free of charge.

With the launch in 2013 of The Open University’s UK based MOOC platform, FutureLearn, an increasing number of UK universities entered the global MOOC market delivering university level courses online via the platform.

This report looks at MOOCs offered by UK based institutions and provides an insight into student interest in the different courses, completion rates as well as the impact played by certain criteria such as the course length or the workload involved.

LIST OF DEFINITIONS

Provider: The name of the institution delivering the course

Platform: The name of the website on which the course is delivered

Guardian University Ranking 2016: The University rank featured in the Guardian University League Tables 2016

Scheduled MOOC: A MOOC that has a set start and end date

On-demand MOOC: A MOOC that students can enrol in at any time.

Course Length: The number of weeks over which a scheduled MOOC is run

Workload: The total estimated number of hours required to complete the course based on the provider’s guidelines

1st launch date: The date on which the course was launched for the first time

Number of times the course has run: Scheduled MOOCs can run multiple times with separate start and end dates. This figure reflects the total number of sessions that have been included for the purposes of the analysis.

Total number of enrolled students: The cumulative number of students who enrolled in the course across all course sessions if applicable.

Average n° enrolled students per session: If a course has run more than once, this figure reflects the average number of students who enrolled in a single session.

N° of students to complete course: The number of learners to have completed 50% or more of the MOOC course.

Completion rate: The percentage of learners to have completed 50% or more of the MOOC course.

RESULTS

In total, 182 MOOCs were recorded between February 2012 and November 2015 across 30 different providers, and delivered via 5 different platforms.

1. MOOC NUMBERS

LAUNCH DATES

The results of this study revealed that the first recorded MOOC in the UK was delivered by **Oxford Brookes University** with their course [First Steps into Learning and Teaching in Higher Education](#) which was launched on 1st February 2012. The majority (50%) of MOOCs provided by UK institutions were first launched in 2014, 40% in 2015, and 10% in 2013. Ten universities were among the first to offer MOOCs in the UK, with **The University of Edinburgh** in partnership with MOOC platform **Coursera** leading the way with 6 out of 18 courses offered in 2013. **The University of London** was also prevalent during this year with the launch of 4 courses also via **Coursera**.

Table 1 : First UK universities to offer MOOCs

Course	Provider	Platform	1st launch date
First Steps into Learning and Teaching in Higher Education	Oxford Brookes University	Oxford Brookes University	01/02/2012
Artificial Intelligence Planning	University of Edinburgh	Coursera	28/01/2013
E-learning and Digital Cultures	University of Edinburgh	Coursera	28/01/2013
Equine Nutrition	University of Edinburgh	Coursera	28/01/2013
Introduction to Philosophy	University of Edinburgh	Coursera	28/01/2013
Critical Thinking in Global Challenges	University of Edinburgh	Coursera	28/01/2013
Astrobiology and the Search for Extraterrestrial Life	University of Edinburgh	Coursera	28/01/2013
Creative Programming for Digital Media & Mobile Apps	University of London	Coursera	10/06/2013
Malicious Software and its Underground Economy: Two Sides to Every Story	University of London	Coursera	17/06/2013
The Camera Never Lies	University of London	Coursera	24/06/2013
English Common Law: Structure and Principles	University of London	Coursera	24/06/2013
The Secret Power of Brands	University of East Anglia	FutureLearn	14/10/2013
Fairness and Nature: When Worlds Collide	University of Leeds	FutureLearn	21/10/2013
Begin Programming: Build Your First Mobile Game	University of Reading	FutureLearn	28/10/2013
The Mind is Flat: The Shocking Shallowness of Human Psychology	The University of Warwick	FutureLearn	04/11/2013
Web Science: How the Web is Changing the World	University of Southampton	FutureLearn	11/11/2013
Introduction to Ecosystems	The Open University	FutureLearn	18/11/2013
England in the Time of King Richard III	University of Leicester	FutureLearn	25/11/2013
Improving Your Image: Dental Photography in Practice	University of Birmingham	FutureLearn	02/12/2013

MOOC PROGRESSION

The progression in the number of MOOCs offered by UK institutions showed a dramatic increase of close to 500% from 19 MOOCs offered in 2013, the “first year of the UK MOOC”, to 110 MOOCs in 2014. The number of new MOOCs being launched, however, saw a decline of 20% in 2015 when a total of 182 courses were recorded.

Table 2: Progression in the number of UK MOOCs

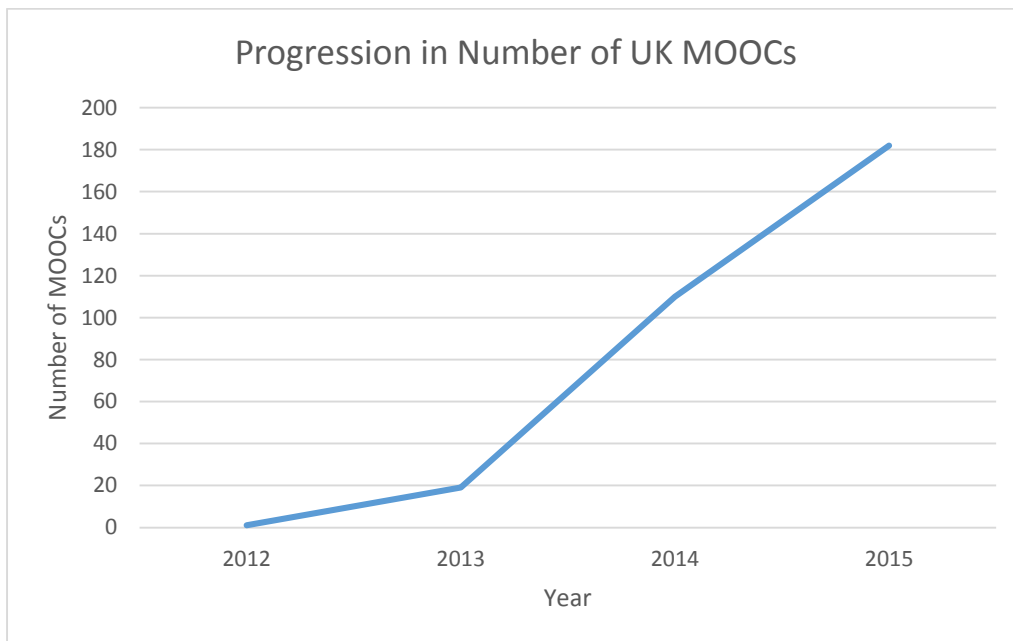
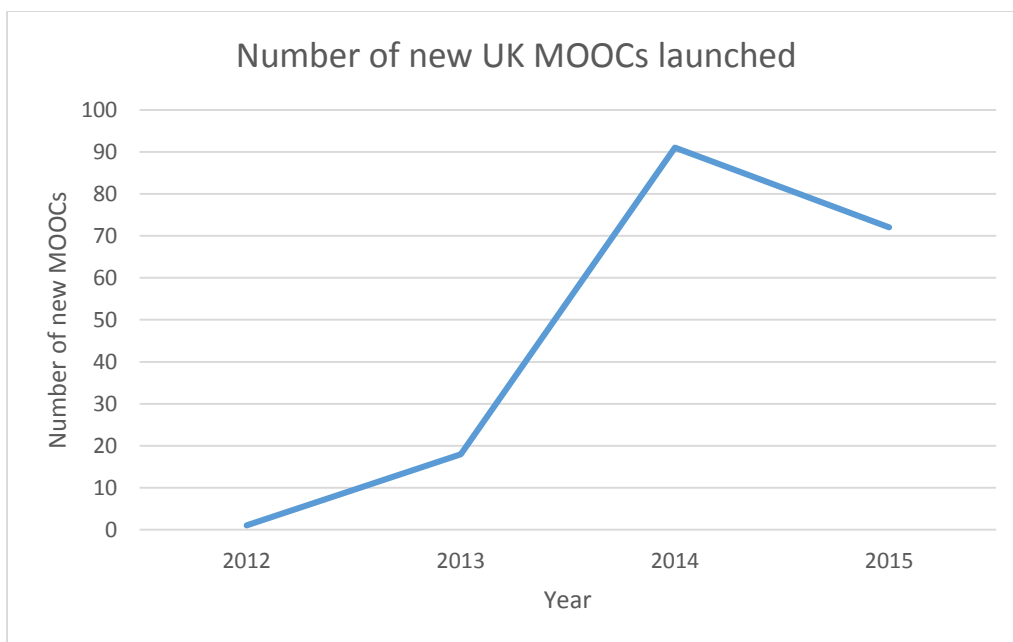


Table 3: Number of new MOOCs launched by UK institutions



MOOC PLATFORMS

Overall 77% of the 182 courses listed were delivered via UK MOOC platform **FutureLearn**, 19% via **Coursera**, 2% via an **independent platform** and 1% by **Canvas Network** and **iversity** alike. Courses delivered through Coursera attracted the highest average number of enrolled students with an average of 31,427 students per course, whereas FutureLearn courses had on average 14,707 enrolled students per course.

Table 4: Share of UK MOOCs by Platform

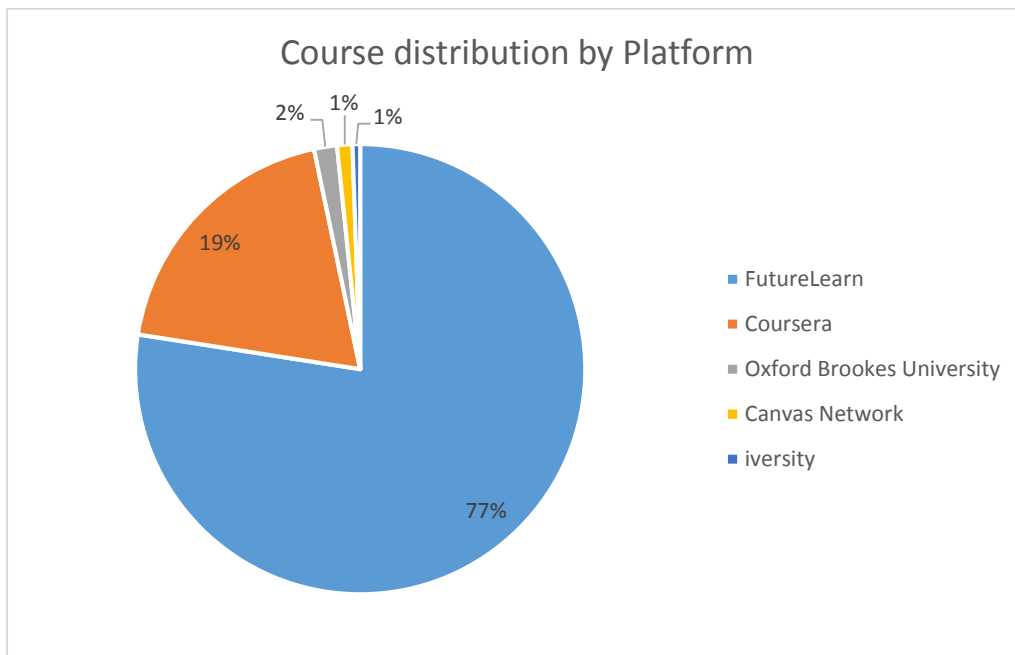
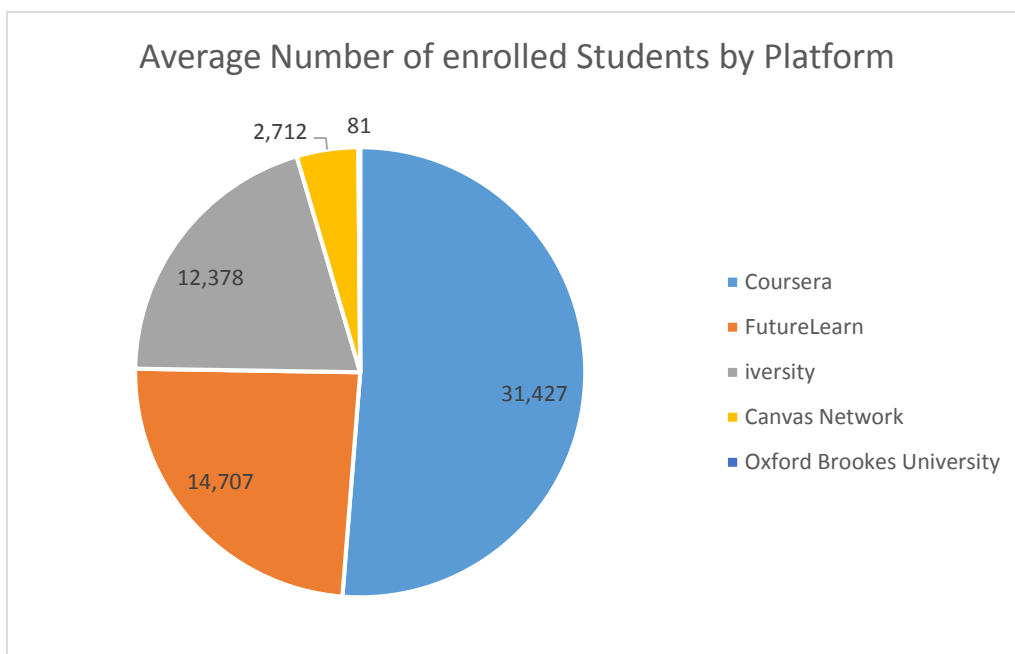
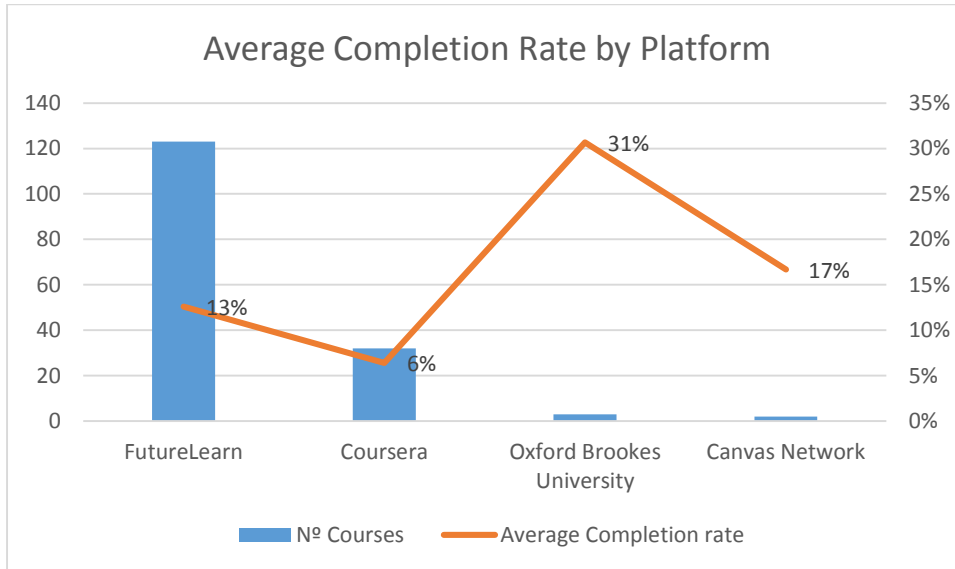


Table 5: Number of enrolled students by platform



Oxford Brookes University saw a very high completion rate of 35% through their own platform although the institution's 3 online courses attracted a very small amount of enrolled students. MOOC platform, **Canvas Network**, which hosted two of the listed courses, had the second highest average completion rate of 17%. The average completion rate for courses delivered through **FutureLearn** (13%) was double that of **Coursera** (6%).

Table 6: Average Completion Rate by MOOC platform

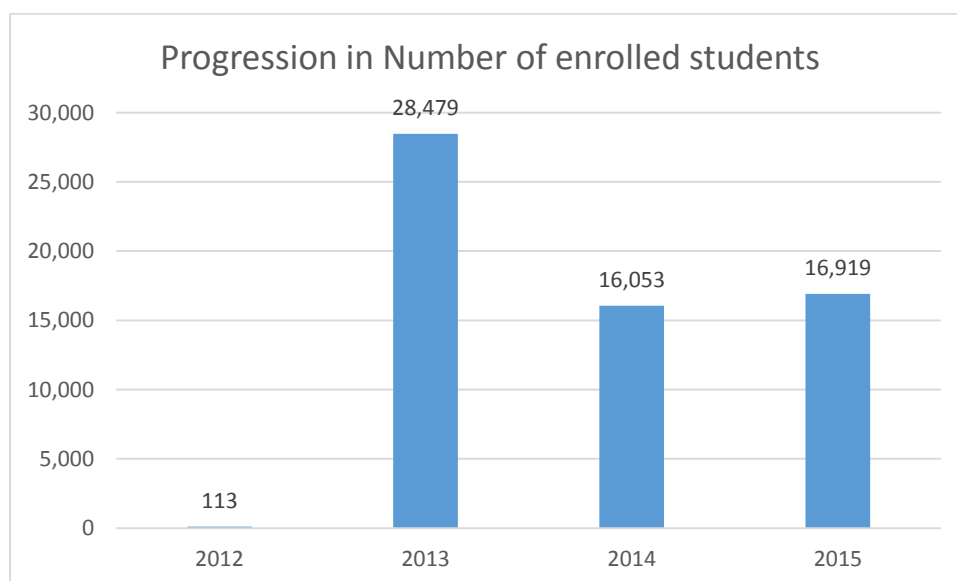


2. STUDENT NUMBERS

For comparison purposes, we looked at the average number of students to enrol in a course by dividing the total number of enrolled students by the number of times the course had run.

2013 saw the highest average number of students to enrol in a scheduled MOOC with 28,479 students per course. Student enrolment then fell by 44% in 2014 to an average of 16,053 students per course, and rose again slightly during 2015 which saw MOOCs attracting on average 16,919 enrolled students per course.

Table 7: Annual progression in average number of enrolled students



The overall top MOOC by average number of enrolled students was [Understanding IELTS: Techniques for English Language Tests](#) provided by **The British Council** via **FutureLearn**. Having run twice since its launch on 11th May 2015, this MOOC attracted a total of 697,424 enrolled students, averaging at 348,712 enrolled students per session: an impressive 195,675 more enrolled students than the second in line, [Enhance Your Career and Employability Skills](#) provided by **The University of London** via **Coursera**.

Table 8: Top 20 MOOCs by average number of enrolled students per session

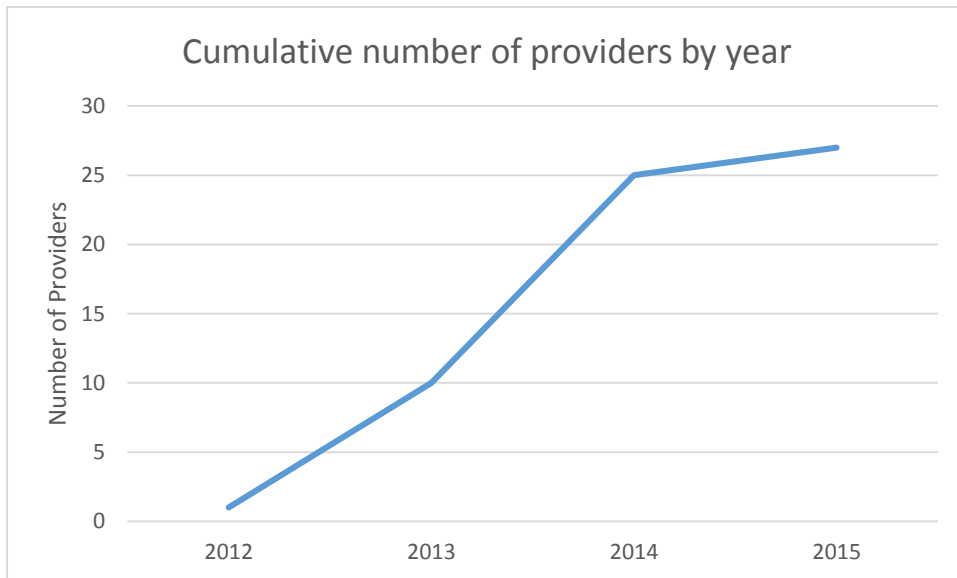
Subject	Course	Provider	Platform	Nº Sessions	Total nº enrolled students	Average nº enrolled students per session
Education	Understanding IELTS: Techniques for English Language Tests	British Council	FutureLearn	2	697,424	348,712
Personal Development	Enhance Your Career and Employability Skills	University of London	Coursera	1	153,037	153,037
Humanities	EXPLORING ENGLISH: LANGUAGE AND CULTURE	British Council	FutureLearn	3	335,132	111,711
Arts	Fundamentals of Music Theory	University of Edinburgh	Coursera	2	175,037	87,519
Education	Professional Practices for English Language Teaching	British Council	FutureLearn	1	83,702	83,702
Business	Critical Thinking in Global Challenges	University of Edinburgh	Coursera	3	220,678	73,559
Humanities	Introduction to Philosophy	University of Edinburgh	Coursera	4	265,762	66,441
Computer Science	Creative Programming for Digital Media & Mobile Apps	University of London	Coursera	2	132,754	66,377
Computer Science	Code Yourself! An Introduction to Programming	University of Edinburgh	Coursera	1	59,529	59,529
Humanities	Understanding Language	British Council	FutureLearn	3	145,044	48,348
Education	Understanding Language: Learning and Teaching	University of Southampton	FutureLearn	3	145,025	48,342
Social Sciences	The Clinical Psychology of Children and Young People	University of Edinburgh	Coursera	2	88,129	44,065
Humanities	EXPLORING ENGLISH: MAGNA CARTA	British Council	FutureLearn	1	43,377	43,377
Social Sciences	Understanding Research Methods	University of London	Coursera	1	40,866	40,866
Education	E-learning and Digital Cultures	University of Edinburgh	Coursera	2	75,713	37,857
Arts	The Camera Never Lies	University of London	Coursera	2	74,038	37,019
Personal Development	A Beginners' Guide to Writing in English for University Study	University of Reading	FutureLearn	5	159,077	31,815
Computer Science	Malicious Software and its Underground Economy: Two Sides to Every Story	University of London	Coursera	2	62,120	31,060
Social Sciences	English Common Law: Structure and Principles	University of London	Coursera	2	61,510	30,755
Computer Science	Philosophy and the Sciences	University of Edinburgh	Coursera	2	61,052	30,526

Courses listed in the Top 20 MOOCs by average number of enrolled students per session fell under varied subject fields with **Computer Science**, **Education** and **Humanities** featuring the most frequently. Courses run by **The University of Edinburgh** featured the most frequently representing 35% of the top 20, followed by the **University of London** and **The British Council** representing 30% and 25% respectively. 65% of MOOCs appearing in the top 20 by average number of enrolled students were delivered via **Coursera**, and the remaining 35% by **FutureLearn**.

3. PROVIDERS AND THEIR MOOCS

A total of 30 UK MOOC providers were recorded between 2013 and 2015, with a total of 27 institutions offering MOOCs in 2015 compared to 25 in 2014 and 10 in 2013, showing an 8% increase in the number of providers between 2014 and 2015 compared to the 150% increase between 2013 and 2014.

Table 9: Cumulative number of UK MOOC providers by year



Out of the full list of 182 scheduled courses, **The University of Edinburgh** provided the largest number of MOOCs with 23 courses accounting for 13% of the total number of scheduled MOOCs recorded, followed closely by **The Open University** with 22 courses.

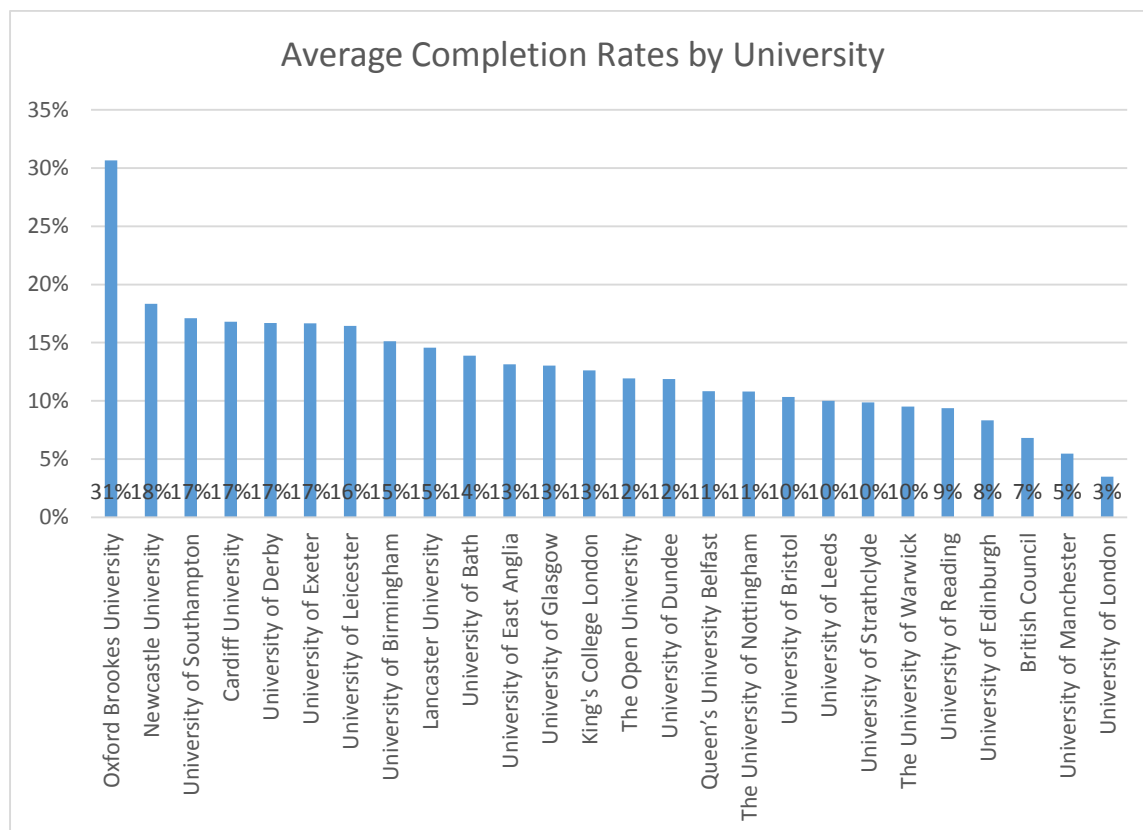
Table 10: Number of MOOCs offered by Provider

Provider	Nº MOOCs	Share of MOOCs
University of Edinburgh	23	13%
The Open University	22	12%
University of Leeds	12	7%
University of Birmingham	12	7%
University of Southampton	10	5%
University of London	9	5%
University of East Anglia	9	5%
The University of Sheffield	8	4%
University of Reading	8	4%
Lancaster University	6	3%
University of Manchester	6	3%
British Council	5	3%
The University of Nottingham	5	3%
King's College London	5	3%
University of Leicester	4	2%
Queen's University Belfast	4	2%
The University of Warwick	4	2%
University of Strathclyde	4	2%
University of Exeter	3	2%
Oxford Brookes University	3	2%
University of Glasgow	3	2%
University of Bath	3	2%
Newcastle University	3	2%
Loughborough University	3	2%
University of Dundee	2	1%
University of Bristol	2	1%
University of Derby	2	1%
Salford University Business School	1	1%
Cardiff University	1	1%
Grand Total	182	

The institution which attracted the highest average number of enrolled students per session was **The British Council** which accounted for 28% of the total, followed by **The University of London** with 10% and **The University of Edinburgh** with 6%.

MOOCs run by **Oxford Brookes University** via their own independent platform saw the highest average completion rate of 31%, followed by **Newcastle University** with 18%.

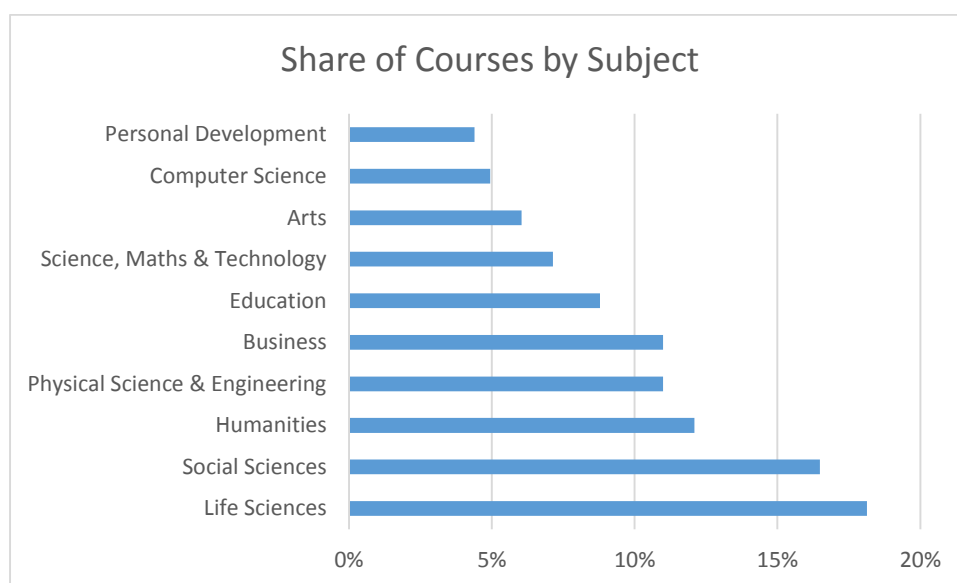
Table 11: Average course completion rates by provider



4. SUBJECT CATEGORIES

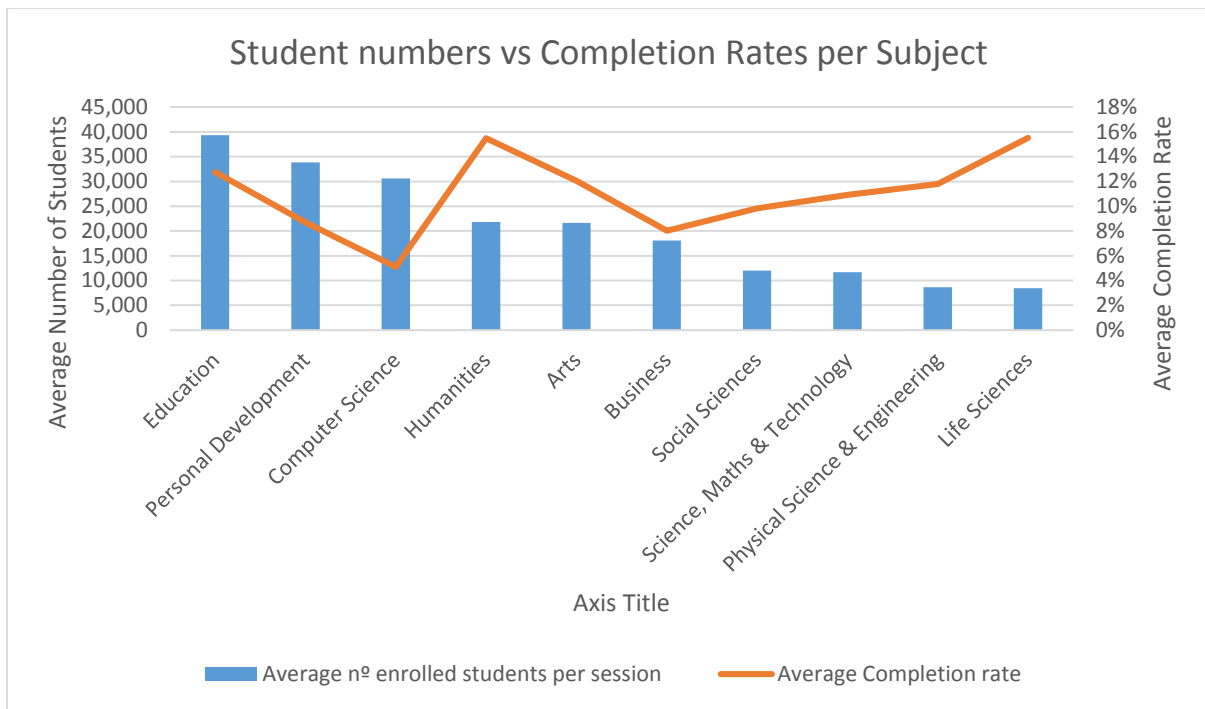
Out of the 182 scheduled MOOCs recorded, the subject category offering the most courses was **Life Sciences** with 33 courses representing 18% of all courses, followed closely by **Social Sciences** with 16%, then **Humanities** with 12%, **Physical Science & Engineering & Business** with 11% each, **Education** with 9%, **Science, Maths & Technology** with 7%, **Arts** with 6%, **Computer Science** with 5%, and **Personal Development** with 4%.

Table 12: Share of Courses by Subject Category



The subject category with the highest average number of enrolled students per session was **Education** representing 19%, followed by **Personal Development** with 16%, **Computer Science** with 15%, **Humanities** and **Arts** at 10%. The categories with the lowest average number of enrolled students were **Physical Science & Engineering** & **Life Sciences** representing respectively 5% and 4% of the total average number of enrolled students.

Table 13: Average number of enrolled Students vs Average Completion Rates by Subject Category

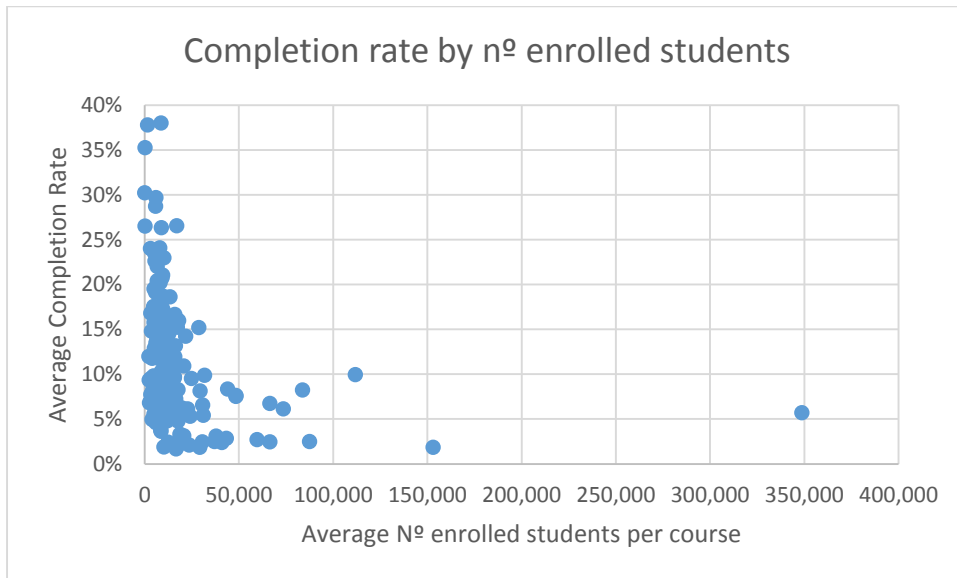


5. COMPLETION RATES

Out of the 182 scheduled courses recorded, the number of students to have completed 50% or more of the course was provided in 160 cases, resulting in an average completion rate of 12%.

Results showed that the higher the number of enrolled students on a course, the lower the completion rate was likely to be.

Table 14: Average completion rate by average n° of enrolled students per course



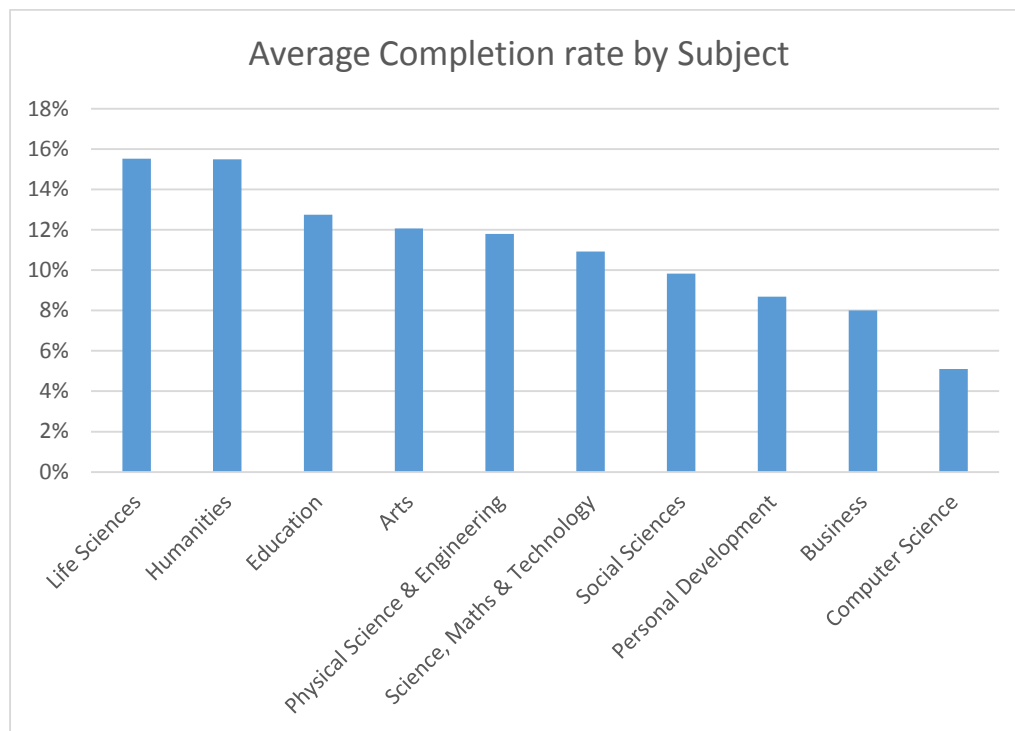
The highest completion rate recorded was for the courses [Agincourt 1415: Myth and Reality](#) by **The University of Southampton** and [Clinical Supervision with Confidence](#) by **The University of East Anglia** both with a completion rate of 38% and delivered via **FutureLearn**.

Table 15: Top 10 MOOCs by Completion Rate

Rank	Subject	Course	Provider	Platform	Completion Rate
1	Humanities	Agincourt 1415: Myth and Reality	University of Southampton	FutureLearn	38%
1	Life Sciences	Clinical Supervision with Confidence	University of East Anglia	FutureLearn	38%
2	Education	First Steps into Learning and Teaching in Higher Education	Oxford Brookes University	Oxford Brookes University	35%
3	Education	Teaching Online Open Courses	Oxford Brookes University	Oxford Brookes University	30%
3	Life Sciences	Ageing Well: Falls	Newcastle University	FutureLearn	30%
4	Humanities	Wellington and the Battle of Waterloo	University of Southampton	FutureLearn	29%
5	Life Sciences	Equine Nutrition	University of Edinburgh	Coursera	27%
5	Life Sciences	Biodiversity Monitoring	Oxford Brookes University	Oxford Brookes University	27%
6	Humanities	Empire: The Controversies of British Imperialism	University of Exeter	FutureLearn	26%
7	Arts	Shakespeare's Hamlet: Text, Performance and Culture	University of Birmingham	FutureLearn	24%
7	Life Sciences	Bridging the Dementia Divide: Supporting People Living with Dementia	University of Derby	Canvas Network	24%
7	Life Sciences	Medicines Adherence: Supporting Patients with their Treatment	King's College London	FutureLearn	24%
7	Humanities	England in the Time of King Richard III	University of Leicester	FutureLearn	23%
7	Humanities	World War 1: Aviation Comes of Age	University of Birmingham	FutureLearn	23%
8	Arts	From Notation to Performance: Understanding Musical Scores	The Open University	FutureLearn	22%
9	Humanities	William Wordsworth: Poetry, People and Place	Lancaster University	FutureLearn	21%
9	Physical Science & Engineering	Shale Gas and Fracking: the Politics and Science	The University of Nottingham	FutureLearn	21%
9	Life Sciences	Soils: Introducing the World Beneath Our Feet	Lancaster University	FutureLearn	21%
9	Arts	Much Ado about Nothing: in Performance	University of Birmingham	FutureLearn	21%
10	Humanities	Archaeology of Portus: Exploring the Lost Harbour of Ancient Rome	University of Southampton	FutureLearn	20%
10	Physical Science & Engineering	Shipwrecks and Submerged Worlds: Maritime Archaeology	University of Southampton	FutureLearn	20%
10	Humanities	World War 1: Paris 1919 - A New World Order?	University of Glasgow	FutureLearn	20%
10	Life Sciences	Ebola: Symptoms, History and Origins	Lancaster University	FutureLearn	20%

Both **Humanities** and **Life Science** courses featured most heavily in the top 10 courses by completion rate, and also showed the highest completion rates overall with 15% and 16% respectively, followed by **Education** with 13%. The subject categories with the lowest average completion rates were **Business** with 8% and **Computer Science** with 5%.

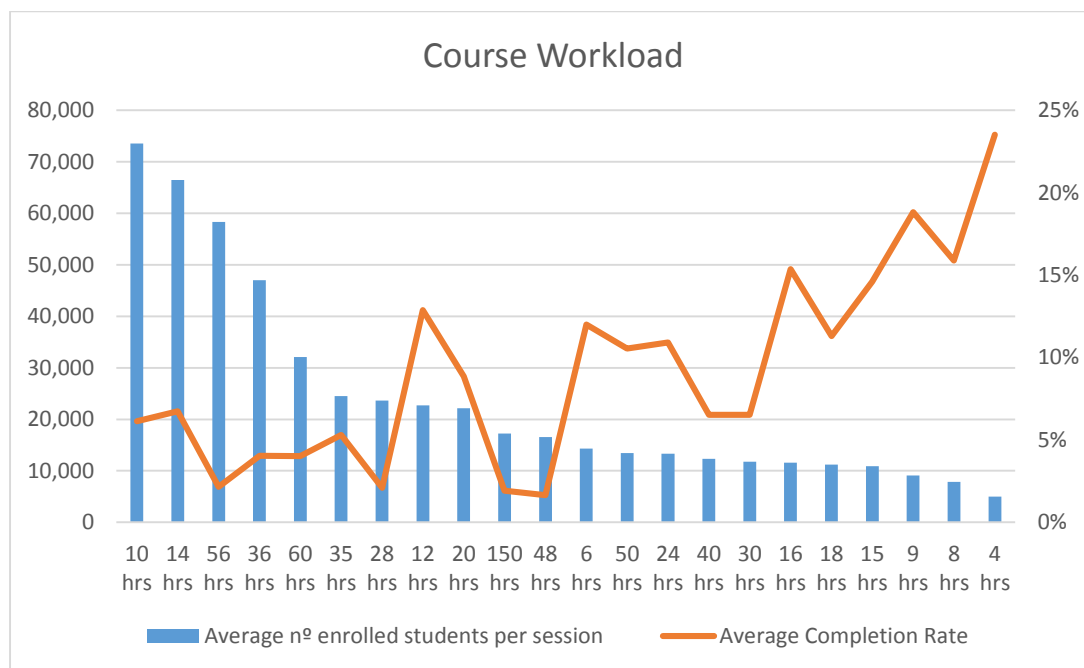
Table 16: Average Course Completion Rate by Subject



6. WORKLOAD

For the purposes of this study, workload represents the total number of hours required to complete the course based on the provider’s recommendation. The average number of hours required to complete a course was 19 hours, with the lowest being 4 hours and the highest 150 hours. 12 hours was the most commonly occurring workload recommended for 45 courses out of 182, representing 25% of the total number of courses listed. 12 hour courses also performed the best when taking into account both the average number of enrolled students and the average completion rate.

Table 17: Number of enrolled Students & Completion Rates by Course Workload



7. COURSE LENGTH

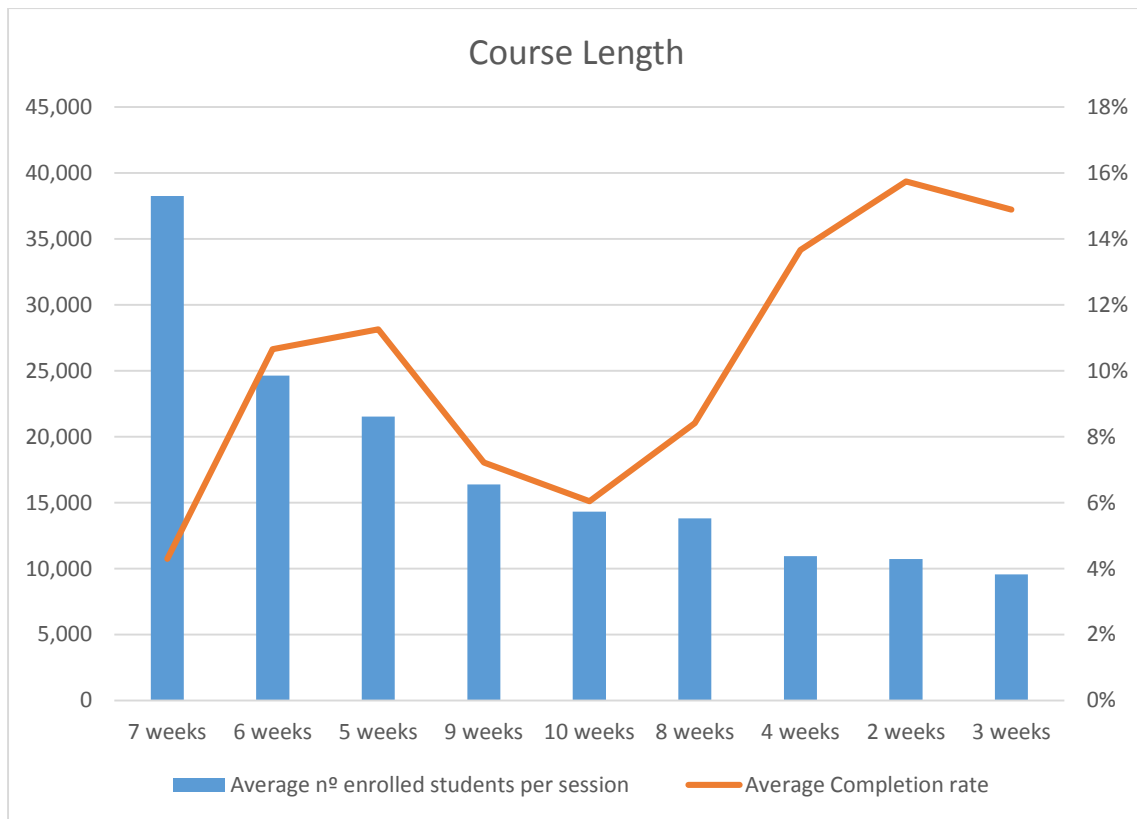
Data from the 160 courses where completion numbers were available revealed the longer the course, the lower the completion rate. Shorter courses of 2, 3 and 4 weeks, while attracting fewer enrolled students, showed the best completion rates with 2 week courses recording the highest average completion rate of 16% compared to the longest courses at 10 weeks with an average completion rate of 6%.

Table 18: Number of enrolled students & completion rates by course length (a)

Length	Average nº enrolled students per session	Average Completion rate
2 weeks	10,740	16%
3 weeks	9,577	15%
4 weeks	10,961	14%
5 weeks	21,534	11%
6 weeks	24,637	11%
8 weeks	13,811	8%
9 weeks	16,388	7%
10 weeks	14,312	6%
7 weeks	38,262	4%
Grand Total	18,084	12%

The most common course length reported was 6 weeks which was the case for 63 courses out of 182, representing 35% of all courses. Courses of this length performed the best when taking into account both the average number of enrolled students and the average completion rate.

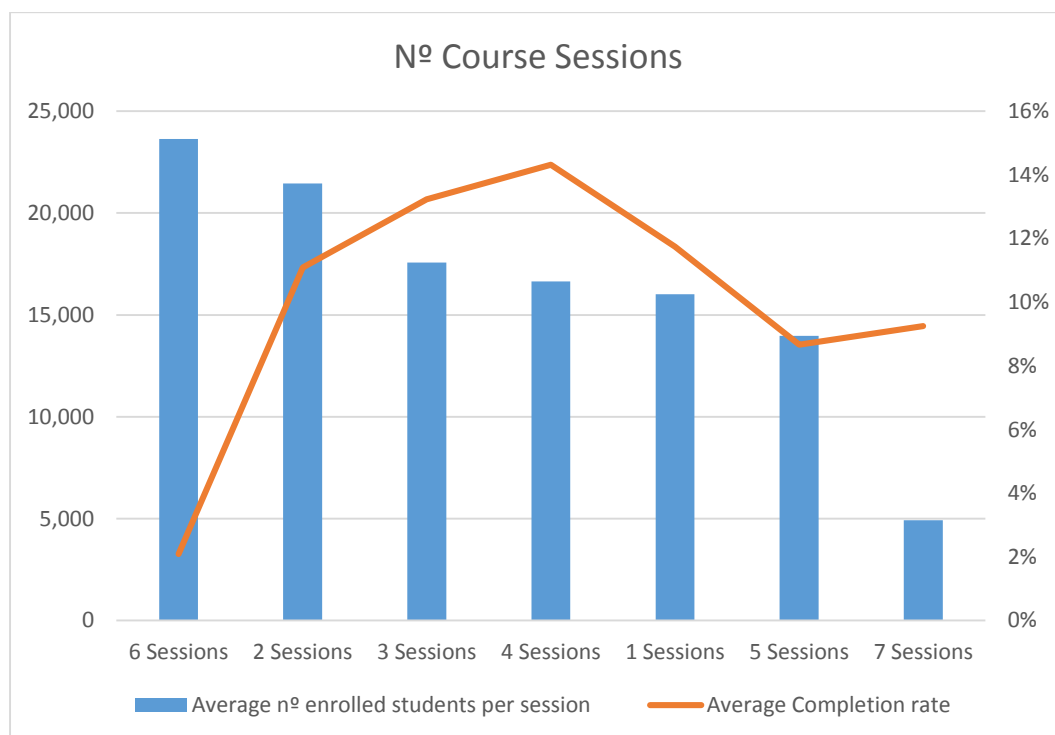
Table 19: Number of enrolled students & completion rates by course length (b)



8. COURSE SESSIONS

The average number of enrolled students per session was highest for a single course that had run 6 sessions in total with an average of 23,644 students per session: [Begin Programming: Build Your First Mobile Game](#) by **The University of Reading** via **FutureLearn**. This course, however, only had a completion rate of 2%. Courses that had run twice showed the second highest average number of enrolled students per session with an average of 21,454 students, and an average completion rate of 11%. The highest average completion rate was observed with courses that had run 4 sessions with an average of 16,646 enrolled students per session. Overall, courses that had run 2 sessions performed the best when taking into account both the average number of enrolled students and the average completion rate.

Table 20: Number of enrolled Students & Completion Rates by number of Course Sessions



9. UNIVERSITY RANKINGS

Where applicable, the listed universities were ranked between 5 and 73 in the Guardian University Ranking 2016. No correlation was found between the university ranking and the average number of enrolled students nor with the completion rate.

KEY TAKE-AWAYS

Is the UK MOOC market losing momentum?

The UK MOOC market had a slow start compared to the US: MOOCs in the UK really started to emerge during the course of 2013 primarily with the launch the same year of UK based MOOC platform, FutureLearn. According to data collected for this study, “The Year of the MOOC” in the UK was 2014 which saw the launch of more new MOOCs by UK providers than any other year so far. (Table 3) Although MOOC numbers continued to grow in 2015, there was nevertheless a 20% drop in the number of new MOOCs being launched and the number of providers offering MOOCs only rose by 8% between 2014 and 2015 compared to a 150% increase the previous year, suggesting a “cooling off” trend in 2015 in the UK MOOC market. (Table 9) Equally, only 26% of the 116 UK universities listed in the Guardian University League Table 2015 offered at least one MOOC in 2015.

According to a report published by ClassCentral, a total of 4,200 MOOCs were offered in 2015 from 550 university institutions across the globe. Based on the data collected for the present study, the UK’s MOOC offering represented just 4% of the global MOOC market, and UK providers accounted for 9% of all providers worldwide. An estimated 3 million students signed up to at least one scheduled UK MOOC session during 2015: 9% of the 35 million enrolments recorded by ClassCentral. These numbers suggest again that the UK is still quite tentative with regard to the value of delivering open online courses.

Despite the rapid growth in the number of UK MOOCs on offer in 2014, the average number of students who enrolled in a course dropped by over 40% in the same year, and only increased very slightly in 2015. (Table 7) This could be partially explained by the fact that many of the MOOCs launched for the first time in 2013 had subsequent reruns the following years, and reruns may not have the same appeal as the original course. However, we have seen that more new MOOCs were delivered in 2014 than any other year, and yet the average number of enrolled students per course showed a significant drop, reflecting a possible slackening of student interest in this form of education.

Small is beautiful

Despite the vast majority of UK MOOCs being offered via the UK’s MOOC platform **FutureLearn**, courses offered through US based **Coursera** still attracted considerably more enrolled students per course. (Tables 4 & 5) The reason for this can be largely explained by the 15 million registered users claimed by Coursera in August 2015 compared to FutureLearn’s declared 2 million at the same date. Courses run through **FutureLearn**, however, had a 50% higher average completion rate than those delivered via Coursera. In fact, overall the figures showed that the lower the number of enrolled students on a course, the higher the completion rate. (Table 14) Although it is clear that with high levels of enrolment, the dropout rate is likely to be proportionally high, these results support the current belief that scaling down the numbers into small cohorts of students enrolled together on an online course leads to a better success rate.

Courses for teachers come up trumps

Courses in **Computer Science**, **Education** and **Humanities** proved to be among the most popular UK MOOCs although **Life Science** and **Social Science** courses were more common. (Table 8) Despite the popularity of **Computer Science** courses, this subject category only represented 5% of all courses on offer. (Table 12) As far as completion rates were concerned, courses in **Humanities**, **Life Sciences** and **Education** performed above average, but **Computer Science** courses only attained a 5% completion rate on average. (Table 12) Given the higher enrolment numbers in this subject category, these results are in line with the earlier observation that higher volumes of enrolments result in lower completion rates. Analysis of data concerning courses in **Education**, however, revealed a high volume of enrolments and an above average rate of completion,

showing that courses for educators are not only in demand, but also attract learners with an intent to complete those courses. These results are in keeping with a [study](#) by MIT-Harvard released in March 2015 which found that nearly 40 percent of learners who take open online courses are teachers.

The formula for success: keep it short

The analysis of data relating to course structure demonstrated that shorter courses and particularly those that covered a two-week period had the highest course completion rate. Equally, when these courses had a recommended workload of 2 hours study a week, they performed the best in terms of completion rates. Taking a course online is most commonly an option for people with busy lives, and these results suggest that online educational content is best delivered in a modular way providing content over a relatively short time period in order to achieve the best learning outcome. A [study](#) by the University Of Pennsylvania Graduate School Of Education (Penn GSE) in 2013 also found “that user “engagement” falls off dramatically—especially after the first 1-2 weeks of a course”. Moreover, the results of the present study revealed that running the same course twice can lead to an improved course performance. ([Tables 18, 19 & 20](#))

University rankings are expendable in MOOC world

The results revealed that university rankings had no bearing on student enrolment numbers nor on the number of learners to complete a course, indicating that the subject and the course structure played a more important role in the appeal and outcome of a MOOC.

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LIST OF PROVIDERS IN ALPHABETICAL ORDER:

1. British Council
2. Cardiff University
3. King's College London
4. Lancaster University
5. Loughborough University
6. Newcastle University
7. Oxford Brookes University
8. Queen's University Belfast
9. Salford University Business School
10. The Open University
11. The University of Nottingham
12. The University of Sheffield
13. The University of Warwick
14. University College London
15. University of Bath
16. University of Birmingham
17. University of Bristol
18. University of Derby
19. University of Dundee
20. University of East Anglia
21. University of Edinburgh
22. University of Exeter
23. University of Glasgow
24. University of Leeds
25. University of Leicester
26. University of London
27. University of Manchester
28. University of Reading
29. University of Southampton
30. University of Strathclyde

LIST OF MOOC PLATFORMS USED TO DELIVER THE COURSES:

- FutureLearn
- Coursera
- Canvas Network
- Iversity
- Independent

LIST OF MOOCS

Subject	Course	Provider	Platform
Humanities	EXPLORING ENGLISH: LANGUAGE AND CULTURE	British Council	FutureLearn
Humanities	Understanding Language	British Council	FutureLearn
Education	Understanding IELTS: Techniques for English Language Tests	British Council	FutureLearn
Education	Professional Practices for English Language Teaching	British Council	FutureLearn
Humanities	EXPLORING ENGLISH: MAGNA CARTA	British Council	FutureLearn
Life Sciences	The Informed Health Consumer: Making Sense of Evidence	Cardiff University	FutureLearn
Life Sciences	Understanding Drugs and Addiction	King's College London	FutureLearn
Humanities	Causes of war	King's College London	FutureLearn
Life Sciences	Medicines Adherence: Supporting Patients with their Treatment	King's College London	FutureLearn
Life Sciences	Caring for People with Psychosis and Schizophrenia	King's College London	FutureLearn
Science, Maths & Technology	The Internet of Things	King's College London	FutureLearn
Social Sciences	Corpus Linguistics: Method, Analysis, Interpretation	Lancaster University	FutureLearn
Social Sciences	Global Food Security: Addressing the Challenge	Lancaster University	FutureLearn
Life Sciences	Ebola: Symptoms, History and Origins	Lancaster University	FutureLearn
Education	Dyslexia and Foreign Language Teaching	Lancaster University	FutureLearn
Life Sciences	Soils: Introducing the World Beneath Our Feet	Lancaster University	FutureLearn
Humanities	William Wordsworth: Poetry, People and Place	Lancaster University	FutureLearn
Business	Innovation and Enterprise	Loughborough University	FutureLearn
Physical Science & Engineering	Getting a Grip on Mathematical Symbolism	Loughborough University	FutureLearn
Business	Numeracy Skills for Employability and the Workplace	Loughborough University	FutureLearn
Humanities	Hadrian's Wall: Life on the Roman Frontier	Newcastle University	FutureLearn
Life Sciences	Ageing Well: Falls	Newcastle University	FutureLearn
Business	The Enterprise Shed: Making Ideas Happen	Newcastle University	FutureLearn

Subject	Course	Provider	Platform
Education	First Steps into Learning and Teaching in Higher Education	Oxford Brookes University	Oxford Brookes University
Education	Teaching Online Open Courses	Oxford Brookes University	Oxford Brookes University
Life Sciences	Biodiversity Monitoring	Oxford Brookes University	Oxford Brookes University
Arts	Critical listening for studio production	Queen's University Belfast	FutureLearn
Social Sciences	Identity, Conflict and Public Space	Queen's University Belfast	FutureLearn
Physical Science & Engineering	Tackling the Global Food Crisis: Supply Chain Integrity	Queen's University Belfast	FutureLearn
Physical Science & Engineering	Tackling the Global Food Crisis: Sustainable Agrifood Systems	Queen's University Belfast	FutureLearn
Business	Digital and Social Media Marketing	Salford University Business School	iversity
Physical Science & Engineering	Introduction to Ecosystems	The Open University	FutureLearn
Physical Science & Engineering	In the Night Sky: Orion	The Open University	FutureLearn
Physical Science & Engineering	Moons	The Open University	FutureLearn
Humanities	Start Writing Fiction	The Open University	FutureLearn
Business	Managing My Money	The Open University	FutureLearn
Social Sciences	Forensic Psychology: Witness Investigation	The Open University	FutureLearn
Science, Maths & Technology	Basic Science: Understanding Numbers	The Open University	FutureLearn
Science, Maths & Technology	Basic Science: Understanding Experiments	The Open University	FutureLearn
Computer Science	Introduction to Cyber Security	The Open University	FutureLearn
Humanities	World War 1: Trauma and Memory	The Open University	FutureLearn
Physical Science & Engineering	Elements of Renewable Energies	The Open University	FutureLearn
Social Sciences	Challenging Wealth and Income Inequality	The Open University	FutureLearn
Personal Development	Managing My Investments	The Open University	FutureLearn

Subject	Course	Provider	Platform
Education	Childhood in the Digital Age	The Open University	FutureLearn
Arts	From Notation to Performance: Understanding Musical Scores	The Open University	FutureLearn
Physical Science & Engineering	THE SCIENCE OF NUCLEAR ENERGY	The Open University	FutureLearn
Personal Development	Get Started with Online Learning	The Open University	FutureLearn
Social Sciences	The Lottery of Birth	The Open University	FutureLearn
Life Sciences	The Science of Nutrition	The Open University	FutureLearn
Physical Science & Engineering	Smart Cities	The Open University	FutureLearn
Business	The Business of Film	The Open University	FutureLearn
Science, Maths & Technology	Learn to Code for Data Analysis	The Open University	FutureLearn
Physical Science & Engineering	Sustainability, Society and You	The University of Nottingham	FutureLearn
Social Sciences	How to Read a Mind	The University of Nottingham	FutureLearn
Business	How to Read Your Boss	The University of Nottingham	FutureLearn
Physical Science & Engineering	Shale Gas and Fracking: the Politics and Science	The University of Nottingham	FutureLearn
Social Sciences	Propaganda and Ideology in Everyday Life	The University of Nottingham	FutureLearn
Life Sciences	Discover Dentistry	The University of Sheffield	FutureLearn
Humanities	Literature of the English Country House	The University of Sheffield	FutureLearn
Social Sciences	Exploring Play: The Importance of Play in Everyday Life	The University of Sheffield	FutureLearn
Personal Development	How to Succeed at: Writing Applications	The University of Sheffield	FutureLearn
Personal Development	How to Succeed at: Interviews	The University of Sheffield	FutureLearn
Life Sciences	Measuring and Valuing Health	The University of Sheffield	FutureLearn
Arts	How to Write Your First Song	The University of Sheffield	FutureLearn
Social Sciences	Crime, Justice and Society	The University of Sheffield	FutureLearn

Subject	Course	Provider	Platform
Social Sciences	The Mind is Flat: The Shocking Shallowness of Human Psychology	The University of Warwick	FutureLearn
Humanities	Shakespeare and his World	The University of Warwick	FutureLearn
Business	Big Data: Measuring and Predicting Human Behaviour	The University of Warwick	FutureLearn
Social Sciences	Babies in Mind: Why the Parent's Mind Matters	The University of Warwick	FutureLearn
Life Sciences	Inside Cancer: How Genes Influence Cancer Development	University of Bath	FutureLearn
Business	Make an Impact: Sustainability for Professionals	University of Bath	FutureLearn
Social Sciences	From State Control to Remote Control: Warfare in the 21st Century	University of Bath	FutureLearn
Life Sciences	Improving Your Image: Dental Photography in Practice	University of Birmingham	FutureLearn
Arts	Shakespeare's Hamlet: Text, Performance and Culture	University of Birmingham	FutureLearn
Education	Good brain, bad brain: basics	University of Birmingham	FutureLearn
Life Sciences	Good Brain, Bad Brain: Parkinson's Disease	University of Birmingham	FutureLearn
Life Sciences	Good Brain, Bad Brain: Drug Origins	University of Birmingham	FutureLearn
Social Sciences	Cooperation in the Contemporary World: Unlocking International Politics	University of Birmingham	FutureLearn
Humanities	World War 1: Aviation Comes of Age	University of Birmingham	FutureLearn
Life Sciences	Liver Disease: Looking After Your Liver	University of Birmingham	FutureLearn
Education	What is Character? Virtue Ethics in Education	University of Birmingham	FutureLearn
Arts	Much Ado about Nothing: in Performance	University of Birmingham	FutureLearn
Arts	Digital Storytelling: Filmmaking for the Web	University of Birmingham	FutureLearn
Life Sciences	Metabolomics: Understanding Metabolism in the 21st Century	University of Birmingham	FutureLearn
Science, Maths & Technology	Cracking Mechanics: Further Maths for Engineers	University of Bristol	FutureLearn
Social Sciences	Cultural Studies and Modern Languages: an Introduction	University of Bristol	FutureLearn
Social Sciences	Digital.Me: Managing your Digital Self	University of Derby	Canvas Network
Life Sciences	Bridging the Dementia Divide: Supporting People Living with Dementia	University of Derby	Canvas Network

Subject	Course	Provider	Platform
Science, Maths & Technology	Identifying the Dead: Forensic Science and Human Identification	University of Dundee	FutureLearn
Life Sciences	Antimicrobial Stewardship: Managing Antibiotic Resistance	University of Dundee	FutureLearn
Business	The Secret Power of Brands	University of East Anglia	FutureLearn
Personal Development	Preparing for uni	University of East Anglia	FutureLearn
Science, Maths & Technology	Kitchen chemistry	University of East Anglia	FutureLearn
Personal Development	Study Skills for International Students	University of East Anglia	FutureLearn
Life Sciences	Dysphagia: Swallowing Difficulties and Medicines	University of East Anglia	FutureLearn
Education	Teaching computing	University of East Anglia	FutureLearn
Life Sciences	Clinical Supervision with Confidence	University of East Anglia	FutureLearn
Life Sciences	Environmental Justice	University of East Anglia	FutureLearn
Science, Maths & Technology	Identifying Food Fraud	University of East Anglia	FutureLearn
Business	Critical Thinking in Global Challenges	University of Edinburgh	Coursera
Computer Science	Artificial Intelligence Planning	University of Edinburgh	Coursera
Education	E-learning and Digital Cultures	University of Edinburgh	Coursera
Humanities	Introduction to Philosophy	University of Edinburgh	Coursera
Life Sciences	Equine Nutrition	University of Edinburgh	Coursera
Science, Maths & Technology	Astrobiology and the Search for Extraterrestrial Life	University of Edinburgh	Coursera
Physical Science & Engineering	The Discovery of the Higgs Boson	University of Edinburgh	FutureLearn
Humanities	Warhol	University of Edinburgh	Coursera
Science, Maths & Technology	AstroTech: The Science and Technology behind Astronomical Discovery	University of Edinburgh	Coursera
Life Sciences	EDIVET: Do you have what it takes to be a veterinarian	University of Edinburgh	Coursera
Arts	Fundamentals of Music Theory	University of Edinburgh	Coursera

Subject	Course	Provider	Platform
Life Sciences	Animal Behaviour and Welfare	University of Edinburgh	Coursera
Social Sciences	The Clinical Psychology of Children and Young People	University of Edinburgh	Coursera
Social Sciences	Towards Scottish Independence? Understanding the Referendum	University of Edinburgh	FutureLearn
Computer Science	Philosophy and the Sciences	University of Edinburgh	Coursera
Social Sciences	Football: More than a Game	University of Edinburgh	FutureLearn
Computer Science	Code Yourself! An Introduction to Programming	University of Edinburgh	Coursera
Life Sciences	Chicken Behaviour and Welfare	University of Edinburgh	Coursera
Social Sciences	Understanding the UK's 2015 General Election	University of Edinburgh	Coursera
Physical Science & Engineering	Learning for Sustainability: Developing a personal ethic	University of Edinburgh	Coursera
Life Sciences	Nudge-it: Understanding obesity	University of Edinburgh	Coursera
Humanities	Photography: A Victorian Sensation	University of Edinburgh	Coursera
Life Sciences	Mental Health: A Global Priority	University of Edinburgh	Coursera
Physical Science & Engineering	Climate Change: Challenges and Solutions	University of Exeter	FutureLearn
Business	Discovering Business in Society	University of Exeter	FutureLearn
Humanities	Empire: The Controversies of British Imperialism	University of Exeter	FutureLearn
Life Sciences	Cancer in the 21st Century - the Genomic Revolution	University of Glasgow	FutureLearn
Social Sciences	Right vs Might in International Relations	University of Glasgow	FutureLearn
Humanities	World War 1: Paris 1919 - A New World Order?	University of Glasgow	FutureLearn
Life Sciences	Fairness and Nature: When Worlds Collide	University of Leeds	FutureLearn
Life Sciences	Exploring Anatomy: The Human Abdomen	University of Leeds	FutureLearn
Arts	An introduction to physical actor training	University of Leeds	FutureLearn
Business	Starting a Business: Realise Your Vision	University of Leeds	FutureLearn
Business	Innovation: the Key to Business Success	University of Leeds	FutureLearn
Humanities	World War 1: Changing Faces of Heroism	University of Leeds	FutureLearn
Arts	Physical Theatre: Meyerhold and Biomechanics	University of Leeds	FutureLearn

Subject	Course	Provider	Platform
Social Sciences	Election 2015 for AS Level Politics	University of Leeds	FutureLearn
Education	Assessment for Learning in STEM Teaching	University of Leeds	FutureLearn
Business	The Importance of Money in Business	University of Leeds	FutureLearn
Education	Blended Learning Essentials: Getting Started	University of Leeds	FutureLearn
Social Sciences	Improving Healthcare Through Clinical Research	University of Leeds	FutureLearn
Humanities	England in the Time of King Richard III	University of Leicester	FutureLearn
Science, Maths & Technology	Forensic Science and Criminal Justice	University of Leicester	FutureLearn
Arts	Behind the Scenes at the 21st Century Museum	University of Leicester	FutureLearn
Science, Maths & Technology	Real World Calculus: How Maths Drives Formula One and Launches Angry Birds	University of Leicester	FutureLearn
Computer Science	Creative Programming for Digital Media & Mobile Apps	University of London	Coursera
Computer Science	Malicious Software and its Underground Economy: Two Sides to Every Story	University of London	Coursera
Arts	The Camera Never Lies	University of London	Coursera
Social Sciences	English Common Law: Structure and Principles	University of London	Coursera
Education	ICT in Primary Education: Transforming children's learning across the curriculum	University of London	Coursera
Personal Development	Enhance Your Career and Employability Skills	University of London	Coursera
Social Sciences	Understanding Research Methods	University of London	Coursera
Education	What future for education?	University of London	Coursera
Education	Supporting children with difficulties in reading and writing	University of London	Coursera
Social Sciences	An Introduction to Population Health	University of Manchester	Coursera
Physical Science & Engineering	Water Supply and Sanitation Policy in Developing Countries	University of Manchester	Coursera
Science, Maths & Technology	Introduction to Physical Chemistry	University of Manchester	Coursera
Social Sciences	Global Health and Humanitarianism	University of Manchester	Coursera
Physical Science & Engineering	Our Earth: Its Climate, History, and Processes	University of Manchester	Coursera
Humanities	Ancient Egypt: A history in six objects	University of Manchester	Coursera

Subject	Course	Provider	Platform
Computer Science	Begin Programming: Build Your First Mobile Game	University of Reading	FutureLearn
Personal Development	A Beginners' Guide to Writing in English for University Study	University of Reading	FutureLearn
Business	Managing People: Engaging Your Workforce	University of Reading	FutureLearn
Life Sciences	Obesity: Causes and Consequences	University of Reading	FutureLearn
Life Sciences	Heart Health: a Beginner's Guide to Cardiovascular Disease	University of Reading	FutureLearn
Physical Science & Engineering	Our Changing Climate: Past, Present and Future	University of Reading	FutureLearn
Physical Science & Engineering	Our Hungry Planet: Agriculture, People and Food Security	University of Reading	FutureLearn
Computer Science	Begin Robotics	University of Reading	FutureLearn
Computer Science	Web Science: How the Web is Changing the World	University of Southampton	FutureLearn
Physical Science & Engineering	Exploring Our Oceans	University of Southampton	FutureLearn
Humanities	Archaeology of Portus: Exploring the Lost Harbour of Ancient Rome	University of Southampton	FutureLearn
Personal Development	Developing Your Research Project	University of Southampton	FutureLearn
Physical Science & Engineering	Shipwrecks and Submerged Worlds: Maritime Archaeology	University of Southampton	FutureLearn
Business	Digital Marketing: Challenges and Insights	University of Southampton	FutureLearn
Education	Understanding Language: Learning and Teaching	University of Southampton	FutureLearn
Business	Contract Management: Building Relationships in Business	University of Southampton	FutureLearn
Humanities	Wellington and the Battle of Waterloo	University of Southampton	FutureLearn
Humanities	Agincourt 1415: Myth and Reality	University of Southampton	FutureLearn
Social Sciences	Introduction to Forensic Science	University of Strathclyde	FutureLearn
Business	Understanding Modern Business and Organisations	University of Strathclyde	FutureLearn
Social Sciences	Introduction to Journalism	University of Strathclyde	FutureLearn
Social Sciences	Caring for Vulnerable Children	University of Strathclyde	FutureLearn

END

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