



Project Document Cover Sheet

Project Information			
Project Acronym	CABLE		
Project Title	Creating a Better Learning Experience		
Start Date	29/06/09	End Date	30/04/10
Lead Institution	University of East London		
Project Director	Sarah Frame (Director of UELconnect)		
Project Manager & contact details	Susan Reid – Project Manager ICS Skypark 5, 45 Finnieston Street Glasgow G3 8JU Telephone: 0141 302 5502 Susan.reid@cengage.com		
Partner Institutions	ICS (International Correspondence Schools)		
Project Web URL	TBC		
Programme Name (and number)	Relationship Management: Student Lifecycle Relationship Management Pilot Project		
Programme Manager	Myles Danson		
Document Name			
Document Title	Project Plan		
Reporting Period			
Author(s) & project role	Susan Reid – Project Manager Ruth West-Robinson – Head of Higher Education (ICS) Joanne McManus - Education Service Director (ICS) Shani Gbaja – Associate Director (UELconnect) Linsey Cole – External Funding Manager (UEL) Ray Wilkinson – Development Director (UEL)		
Date	14 th August 2009	Filename	
URL	<i>if document is posted on project web site</i>		
Access	<input checked="" type="checkbox"/> Project and JISC internal		<input type="checkbox"/> General dissemination

Document History

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Contact: Susan Reid: susan.reid@cengage.com
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Version	Date	Comments
Draft 1.0	06.08.09	Submitted to RMSAS for comment
Draft 1.1	13.08.09	Circulated to Project Steering Group
Final	14.08.09	Submit to JISC Programme Manager

JISC Project Plan

Overview of Project

1. Background

ICS Ltd and the University of East London have worked in partnership offering distance learning degree programmes since 2004. All programmes are validated by UEL and delivered by ICS. Between them they support over 3500 students on 20 distance learning degrees. ICS and UEL both recognize the importance of the student experience and that this can differ greatly between distance learning students and those who are studying in a more traditional manner (i.e. face to face, on-campus). Both partners are fully aware that getting the student experience right is at the heart of the continued success of the programmes. Our aspiration is for our distance and on-campus students to have a broad parity of experience. We recognise that both sets of learners have different motivations and life circumstances influencing their choice between distance and on-campus programmes. Whilst we do not believe that it is possible or appropriate to create an identikit duplicate experience, we want to use JISC investment to help move us to a position whereby we achieve equal levels of student satisfaction and achievement, where both distance and on-campus students equally feel themselves to be active and engaged members of a learning community.

Through our involvement in this project, both UEL and ICS hope to become more active members of the JISC community. CABLE will use the expertise of both partners to improve the distance learner's experience and success. The project focuses specifically on the pre and post enrolment stages of the student lifecycle and correlates to other ongoing initiatives within both institutions that aim to enhance the overall student experience. These activities include customer focused research through surveys and focus groups, carried out with the intention of gaining a full understanding of the experiences and opinions of distance learning HE students. The results from this research are currently being used to inform a number of projects running in parallel that focus on all stages of the student lifecycle. Information from this research will feed into the CABLE project and it is envisaged that further information gained through this project will support other in house initiatives.

2. Aims and Objectives

The overall aim of this project is to create a better learning experience for distance learning students. CABLE will focus on the pre and post enrolment stages of the student lifecycle improving administrative processes and communication systems and protocols with a view to moving towards a 'single source of truth'.

CABLE's objectives are as follows:

1. Using quantitative and qualitative methods, examine the existing systems used by ICS and UEL which are used to capture, maintain and disseminate data by blueprinting the student experience at both partners.
2. The project aims to create a broad parity of experience between on-campus and distance learning students. Evaluations will be carried out with both groups to analyse levels of student motivation/engagement and satisfaction, both pre- and post-enrollment with a view to informing the project's outcomes.

3. Audit of current and research within the same field to avoid duplication of effort and to ensure that CABLE makes a unique contribution...
4. Review evidence of the effectiveness of current processes/systems and the potential for a more streamlined approach
5. The project will design and test prototype processes and procedures aimed at supporting a more proactive student communication strategy that will enable both partners to support students better, with the view to improving retention and progression rate on the programmes.
6. The project will design and test prototype processes and procedures aimed at reducing the administrative barriers and improving efficiency to free up resources for long-term project sustainability.
7. Evaluate the outcomes of the prototype testing to select and design pilots that will have the greatest positive impact on the student experience and facilitate successful project outcomes.
8. To adopt a project approach that is based around ongoing evaluation and recording of lessons learnt to inform future work within UEL and ICS, as well as the wider JISC community.
9. For the duration of this project, and beyond, it is hoped that the project team will learn a great deal through interaction with the wider JISC community. By sharing experiences and best practice, both ICS and UEL aim to develop good networks within the community that will enhance further projects and initiatives.

3. Overall Approach

Scope and Boundaries:

The project will only focus on the pre and post-enrolment stages of the student lifecycle. This will include:

Main Area	Key words/Themes/Activities
<i>Pre-enrolment</i>	Pre-application; Application; Pre-registration
<i>Post-enrolment</i>	Registration; Induction; Early retention interventions; Personalised programme planning

Although reference might be made to other stages of the student lifecycle on the basis that they are all linked, CABLE's work will be focused on these stages.

The project will focus on improving the experiences of distance learning students, but research will be carried out that includes feedback from on-campus students, academic staff and internal operational staff. Within this scope it is recognized that feedback from other stakeholders may be limited, particularly from on-campus students.

Strategy/ Methodology:

The project team will examine and review existing research from surveys and focus groups that have already been undertaken with groups of distance learners, to establish what their experiences have been at the pre and post enrolment stages. Further research may include surveys, workshops, comparative studies and contextualized interviews with all key stakeholders, including operational staff from partner institutions, students and members of the academic teams.

CABLE will use service-design theory methods and principles to design, implement and evaluate the prototypes and pilots that result from our research.

Critical Success Factors:

The project relies on a number of factors for it to be successful and valuable:

1. The engagement of the stakeholders is very important. Without it, the prototypes that are developed will not be well informed and the chances are, therefore, that CABLE's outputs will not have much impact on the student experience.
2. It is critical that the prototypes are developed with the ultimate aim of moving towards a single source of truth, allow UEL and ICS to be able to input, communicate and disseminate information easily and automatically, thereby lifting the administrative burden¹.
3. It is imperative that the project team, made up of members from both organizations, communicates regularly and effectively. Apart from the Project Manager, all other members of the project team will have responsibilities outside of this project. It is, therefore, critical that the Project Manager manages the team well and that the individuals involved give their full commitment to the project.
4. It is crucial that the pilots test the sustainability beyond the life of this project, so outcomes can be embedded within the systems and processes of both institutions.

4. Project Outputs

Key deliverables that this project will create are as follows:

- Project blog / website – communication tool to help report on progress.
- Stakeholder matrix including communication strategy.
- Blueprints for all components of the pre and post enrolment stages – to identify barriers within the current processes.
- Prototypes for testing
- Results of pilot activity
- Final report

In addition to the above deliverables it is hoped that both partners will gain a further insight into the student lifecycle, which will enable them to identify areas for greater research and enhancement. Information will be shared with the wider JISC community through the project blog and website. There will also be opportunities at JISC events to share experiences with other institutions in the hope that this communication will not be limited to the SLRM programme, but will continue after the projects have been completed. A key aim of both partners is to ensure the sustainability of the project's outputs. Given the growing need for flexible learning opportunities, and the changing demographics of the HE population, the knowledge gained from this project will inform the development of future learning provision in the distance learning environment. In addition, this project gives us a platform and method of collaborative working that will support future responses to funding opportunities to further develop the student experience.

5. Project Outcomes

1. The project will improve the efficiency of the systems used by ICS and UEL in order to relieve the administrative burden from operational staff within both institutions, thereby allowing more focus onto the proactive support of students.

¹ JISC Organisational Support Committee Strategic Framework 2008, p8.

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2. The research takes into account students' and other key stakeholders' views and will allow us to make informed decisions about the design of the early stages of the lifecycle that in turn will improve the emotional experience of distance learning students.
3. CABLE will feed into other projects that focus on the student experience, therefore, informing improvements at all stages of the student lifecycle. The project will provide useful information to inform the next stages of the JOS studies.
4. The project is expected to improve the quality of applications and raise the retention and progression rates of distance learning students.
5. The Project Manager for CABLE has been seconded internally with the view that it will be beneficial to both partners to keep this knowledge and experience in-house. Ideally the Project Manager will go on to act as a consultant for next stage projects. This development of expertise is expected to benefit future projects.
6. Working towards a common goal will strengthen the partnership between UEL and ICS.

6. Stakeholder Analysis

An initial list of stakeholders is below – a full list, along with a stakeholder communications strategy, will be produced as one of CABLE's project's outputs:

Stakeholder	Interest / stake	Importance
ICS		
ICS parent company	Organisational buy-in	High
Project Manager (ICS)	Day-to-day project lead	High
Education Services Director (ICS)	Champion for the project (ICS)	High
Head of Marketing (ICS)	Access to market research and amendments to pre-enrollment materials/communication	Medium
Head of HE (ICS)	Line management responsibility for Project Manager	High
Head of IT (ICS)	Decisions about and implementation of technical solutions; systems installation and maintenance	High
Head of QA (ICS)	Ensuring adherence to ICS' QA processes	Medium
Head of Sales (ICS)	Implementation of pre-enrollment prototypes and pilots	Medium
Finance Director (ICS)	Implementation of pre-enrollment payment plan processes	Medium
Head of the Student Experience (ICS)	Implementation of post-enrollment prototypes and pilots; overall responsibility for student experience	Medium
Programme Manager (ICS)	Line management responsibility for mentoring team	High
Mentoring team (ICS)	Implementation of post-enrollment prototypes and pilots (admin and pastoral)	High
Academics (ICS)	Inform and implement post-enrollment prototypes and pilots (academic)	High
UEL		
Acting Vice-Chancellor (UEL)	Institutional buy-in	High
Director of UELconnect (UEL)	Champion for the project (UEL)	High
Associate Director of UELconnect (UEL)	Direct responsibility for the project	High
Associate Director of UELconnect (UEL)	Technical lead on project: decisions about and implementation of technical solutions; systems installation and maintenance	High

Distance Learning Support Manager (UEL)	Implementation of pre- and post-enrollment prototypes and pilots	Medium
Student Advisors (UEL)	Contribute to research and design stages of project	Low
Administrative Staff (UEL)	Contribute to research and design stages of project	Low
Corporate Systems Team (UEL)	Decisions about and implementation of technical solutions; systems installation and maintenance	Medium
Head of the Student Experience (UEL)	Implementation of post-enrollment prototypes and pilots; overall responsibility for student experience	Medium
Academic links (UEL)	Contribute to research and design stages of project	Low
Development Director (UEL)	Project sustainability – future development of project	Medium
Other partners		
Students	Project beneficiaries – essential to project's success	High
JISC Programme Manager	Funding body; links to wider JISC strategy	High
Other SLRM projects	Sharing good practice and project outcomes	Medium
JISC – RMSAS	Sharing project outcomes and providing support to the project team	High

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Project Manager cannot begin role early in project	2	4	8	Appropriate staff member identified at ICS during bidding process. Recruitment to post begins swiftly after outcome of proposal
Project team lack skills to deliver project	1	4	4	Key project staff are PRINCE2 trained and experienced in project delivery. PRINCE2 training will be provided for project staff who need training.
Co-ordination of the partnership proves difficult	2	4	8	Strong Project Management control and planning to be completed and agreed early. Use of PRINCE2 for deliverables. Monthly progress meeting between UEL and ICS to monitor deliverables and budget
Partner withdraws from project	1	5	5	Consortium agreement in place by end of August 2009. Regular liaison between partners to maintain buy-in
Lack of organizational buy-in from senior management in both organizations	1	4	4	Project Champions identified within UEL and ICS to promote project at senior management level.
Project deliverables not delivered in project timescale	1	4	8	Project Plan will provide framework for work of project team. Regular monitoring of deliverables by Project Manager at ICS and External Funding Manager at UEL to ensure any slippage is minimised
Project cannot create single system that both partners can use	5	2	10	Risk managed by setting expectation that multiple systems must still reduce administrative burden.
IPR problems between UEL and ICS	2	5	10	Legal advice from JISC will be incorporated into consortium agreement to ensure IPR on project is clear from outset.
Stakeholder engagement in research is difficult to obtain	2	5	10	Much of the research has already been carried out. Additional research needs to be designed effectively in order to ensure a reasonable

				response. Set expected response rates in advance.
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8. Standards

Not applicable to this project

9. Technical Development

UEL/ICS are not planning to incorporate software development as part of the CABLE project.

10. Intellectual Property Rights

In respect of the outputs outlined in Section 4, our default position is that they will be made publicly available under a liberal license.

ICS owns the IPR on the following: ICS learning materials; ICS Online Student Community; ICS promotion and marketing materials; OIS (internal management system). They will be made available for the purposes of this project, but any amendments that result will remain the property of ICS.

UEL owns the IPR on the following: DELTA; UEL learning materials; UEL Plus; UEL promotion and marketing materials. They will be made available for the purposes of this project, but any amendments that result will remain the property of UEL.

11. Project Partners

Project Partners

University of East London – Shani Gbaja, Associate Director UELconnect
International Correspondence Schools – Susan Reid, Project Manager

A Consortium Agreement will be signed by the end of September 2009 and a copy sent to the Programme Manager.

12. Project Management

The CABLE project will be subject to UEL's Prince2™ compliant Project Management System. This emphasises the importance of front-end project planning to demonstrate that project actions are deliverable and can be achieved within the timescale. Through this process the project Manager and wider CABLE team will be formally inducted into the project aims and a work plan baseline for what the project is to achieve is set out.

All projects delivered with UEL as the 'Accountable Body' are subject to the same project management processes. All key project staff will be, as a minimum, Prince2™ Foundation qualified; training will be provided early in the project for key CABLE project staff who do not currently hold Prince2™.

The CABLE project will be subject to UEL's internal accountabilities and management processes. We operate a traffic light' based system for monitoring the progress of externally funded projects and managing the risks

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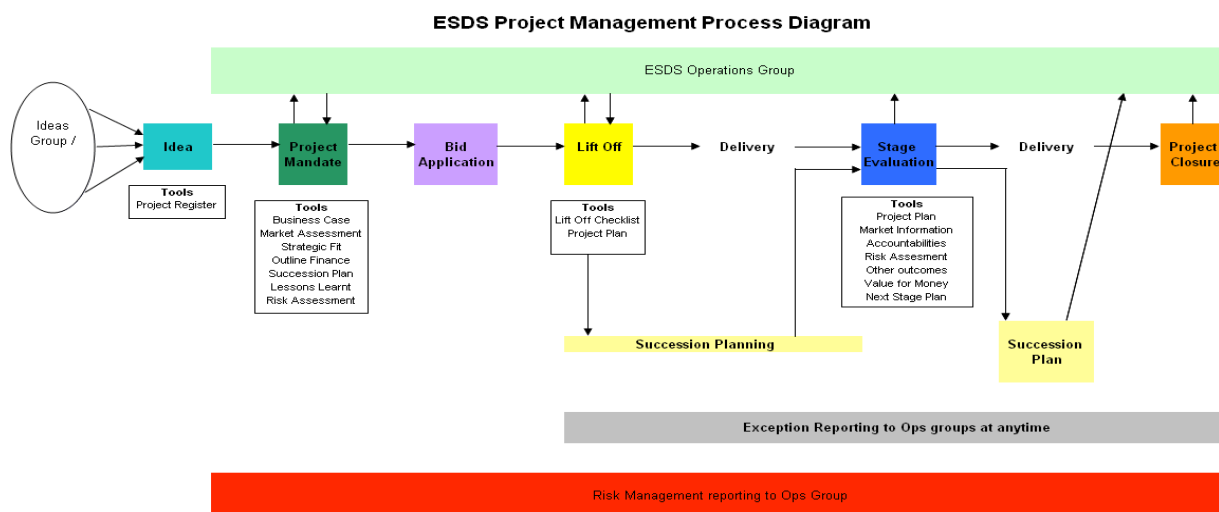
associated with non-delivery. Quantitative and qualitative review of our progress in meeting targets will be reviewed as part of our 'traffic light based project monitoring procedures.

Key Project Groups

CABLE Accountabilities Management Group (monthly): The Project Manager from ICS and UEL's External Funding Manager will meet monthly to monitor accountabilities progress as part of the UEL's Traffic Light monitoring system.

CABLE Project Management Group (quarterly): This Group is made up of representatives from both partners who are responsible for direct delivery: the Project Manager (ICS), the Head of Higher Education (ICS), the Associate Director of UELconnect (UEL) and External Funding Manager (UEL). They will be responsible for day-to-day delivery of the project in-line with the Project Plan and will refer any issues/concerns with delivery, along with corrective suggestions, on to the CABLE Steering Group.

CABLE Steering Group (3 times during project lifetime): This group will include Senior Representatives from each of the partner organizations and have ultimate decision-making responsibility for the project. The Steering Group will be the main driver for the project as a whole and will oversee the work of the Project Management Group. The Steering Group will also consider succession planning and project sustainability.



Project Team

Project Team Member	Job Title	Organisation	Contact email
Susan Reid	Project Manager (100% on CABLE project)	ICS	Susan.reid@cengage.com
Ruth West-Robinson	Head of Higher Education	ICS	Ruth.west-robinson@cengage.com
Joanne McManus	Education Services Director	ICS	Joanne.mcmanus@cengage.com
Sarah Frame	Head of UELconnect	UEL	s.frame@uel.ac.uk
Peter Forrest	Associate Director	UEL	p.forrest@uel.ac.uk
Shani Gbaja	Associate Director	UEL	s.gbaja@uel.ac.uk
Ray Wilkinson	Development Director	UEL	r.wilkinson@uel.ac.uk

Linsey Cole	External Funding Manager	UEL	l.cole@uel.ac.uk
Rob Bourne	LTA	UEL	r.bourne@uel.ac.uk

13. Programme Support

At this stage there are no specific areas that the project team requires support from the Programme. However, we envisage that further support may be required on Service Design application and would suggest that an interim event following from the start-up event would be useful for all projects, covering, for example, evaluation, dissemination and report writing.

14. Budget

See Appendix A

Detailed Project Planning

15. Workpackages

See Appendix B.

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
	Current pre and post-enrollment processes for distance learners and on-campus students.	How effective are the current processes? Where are the gaps/ issues in the processes?	'As is' Process Mapping. Qualitative student feedback Survey results	Process maps that stakeholders identify with and understand Identification of gaps and issues
	Relevance and feasibility of prototypes	Do prototypes meet the selection criteria? What prototypes will have maximum impact on the student experience?	Evaluation criteria checklist Interviews with stakeholders Discuss recommendations with steering group Analysis of research Comparison analysis between distance learning and on-campus prototype	Agreement on prototypes Participation and response rates
	Results of prototype testing	What impact does the prototype have on the student experience?	Mini report on each prototype	Agreement on pilots
	Validity of the blueprints	Do the blueprints reflect the findings from the mapping exercise? Does prototype improve efficiency of systems and processes? Is there stakeholder buy-in?	Develop blueprints Discuss recommendations with steering group Communication with stakeholders through visibility of other SERM projects Project group meetings, project blog and website.	Stakeholders are satisfied that blueprints are fit for purpose Prototypes are identifiable.

	Ongoing project management and progress	<p>What is the feasibility of moving the prototype into pilot within project timescales?</p> <p>Are there any barriers to progress?</p> <p>What are the experiences of other SLRM projects?</p> <p>How can barriers be overcome?</p>	<p>Regular project group meetings</p> <p>Reporting to Steering Group</p> <p>Evaluation of each stage as described above</p>	<p>Coherent project aims and objectives</p> <p>Stakeholder agreement</p> <p>Valuable outcomes and final report</p>
	Success of pilots	<p>What impact does the prototype have on the student experience?</p> <p>Are management processes effective?</p> <p>Does prototype improve efficiency of systems and processes?</p> <p>Are we communicating effectively with stakeholders, partners, and the wider JISC community?</p> <p>Do the results meet expectations from prototype stage?</p> <p>Are stakeholders engaged and in agreement with plans and decisions?</p> <p>What are the sustainability of pilots?</p> <p>What lessons have we learned?</p> <p>Does the plan need to be changed?</p>	<p>Mini report on each pilot</p> <p>Feedback from JISC RMSAS project team and JISC programme manager</p> <p>Data analysis</p> <p>Feedback from the SLRM projects</p>	<p>Improved student experience</p> <p>Improvement in efficiency of processes and systems</p> <p>Stakeholder buy-in</p> <p>Evidence that lessons have been learned</p> <p>Positive contribution to the JISC RMSAS project</p>
		What are the experiences of other SLRM projects?		
	Ongoing project management and progress	<p>Are milestones being met on schedule?</p> <p>Are there any barriers to progress?</p> <p>How can barriers be overcome?</p> <p>Are management processes effective?</p> <p>Are we communicating effectively with stakeholders, partners, and the wider JISC community?</p> <p>Are stakeholders engaged and in agreement with plans and decisions?</p> <p>What lessons have we learned?</p> <p>Does the plan need to be</p>	<p>Regular project group meetings</p> <p>Reporting to Steering Group</p> <p>Evaluation of each stage as described above</p> <p>Feedback from JISC RMSAS project team and JISC programme manager</p> <p>Interim reporting</p> <p>Feedback from students and other stakeholders</p>	<p>Coherent project aims and objectives</p> <p>Stakeholder agreement</p> <p>Valuable outcomes and final report</p>

17. Quality Plan

Output Project blog/ website					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Up-to-date	Regularly updated and checked for currency	Up-to-date information	Project Manager – updating information Head of HE (ICS) – checking for currency	
	Accessibility, Usability	Compliant with web standards. Feedback by JISC Programme Manger and other SLRM projects	Monitoring feedback. Usage levels	Technical Lead (UEL) – set up and ongoing compliance with standards. Project Manger – monitoring of feedback	
Output Stakeholder matrix and communication strategy					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Stakeholder engagement	Project meetings Feedback from JISC Programme Manager	Effective stakeholder contribution	Project Manger – getting stakeholders engaged Project Champions (ICS) and (UEL) – galvanising support	
Output Blueprints					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Comprehensible, reliable and accurate blueprints.	Process mapping in collaboration with key stakeholders.	Blueprints, as far as is practicable, meet students' stated requirements and institutional requirements	Project Manger – process mapping and creating blueprints. Project Steering Group – approval of blueprints.	
Output Prototypes					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Identifying pilots	Evaluation checklist.	Benchmarking against evaluation criteria to	Project Manager – evaluating against checklist.	

		Co-operation with other SLRM projects.	clearly identify pilots.	Project Steering Group – approve prototypes for piloting	
Output Pilots					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Improvement of student experience	Student feedback. Data analysis. Efficiency review of processes	Positive impact on student experience. Greater participation rates in student activity. Reduction in administrative barriers	Project Manger – monitoring impact on student experience and participation rates. Project Steering Group – assisting evaluation	
Output Final Report					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Report meets JISC requirements	Draft report reviewed in line with JISC guidelines.	Value to JISC Community	Project Manager – complete final report	

18. Dissemination Plan

We have identified a range of internal and external project partners to act as strategic resources, to provide expert help and guidance and to act as a sounding board to test the applicability of ideas and initiatives in the wider community. For this reason we cite communication, networking and dissemination at the heart of our project, informing our entire mode of operation. The stakeholders we will engage with have been drawn from a variety of sources, including existing and prospective learners and customers of both UEL and ICS. We will also contact the respondents/members of focus groups of the recent ICS research study into the needs of distance learning students. This study will also be a de-facto road map and will help us to develop a more extensive stakeholder matrix which will guide our engagement activities through the lifetime of the project. We will actively work with the JISC community engagement team and RMSAS to seek their help in brokering contact with other JISC funded projects.

Timing	Dissemination Activity	Audience	Purpose	Key Message
September 09 then ongoing throughout project	Creation and maintenance of CABLE blog	All – internal and external stakeholders	Raise awareness of progress and project outcomes	Raise awareness of CABLE Disseminate Lessons Learnt
September 09	Creation and	Internal: ICS and	Raise awareness of progress	Raise awareness of CABLE

and then ongoing throughout project	maintenance of CABLE website	UEL students and staff External: Wider JISC community	and project outcomes; inform and provoke debate	
Ongoing	Internal reporting meetings between and within UEL and ICS	Internal stakeholders: CMT, ICS Senior Management	Update on progress of project; ensure on track to delivery project outcomes; raise internal profile of project	CABLE project outcomes Log lessons learnt Prepare for external reporting
Ongoing	External reporting to JISC	JISC and JISC community	Report on project activities and outcomes	Understanding of issues and outcomes related to CABLE project to stimulate debate in wider JISC community

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
CABLE Website/ blog	Host website and blog. Maintain as appropriate and practicable.	Archive website and blog in line with JISC requirements and timescales.
Blueprints	Use and extend to inform future improvement projects	Tool will be maintained and utilized by consortium partners for continuous improvement to student experience at all stages of the lifecycle. Available for use by the wider JISC community as appropriate.
Prototypes	Seek funding and resource to support piloting of successful prototypes that were unable to be piloted during the scope of this project.	Building a business case for piloting worthy prototypes and seeking financial support.
Pilots	Roll out successful pilots. Identify lessons learned and manage orderly run-down of pilots where the benefits do not justify full implementation.	Identify benefits of pilots to secure ongoing support. Embed improvement in processes into everyday practice. Support students through the remainder of their programme.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Collaboration and co-operation between UEL and ICS	Collaboration on project will strengthen the partnership	More meaningful partnership review. Identifying other joint projects for future development.	Maintaining relationships as personnel change.
Engagement with JISC Community	Recognising benefits from maintaining contacts	Engaging in JISC events as appropriate	Keeping track of all relevant communication
Improvements to engagement with students and other stakeholders	Improved communication strategies. Better understanding of student experience. Developing a culture on encouraging	Both partners strategically committed to continuing positive engagement with stakeholders.	Challenges in continuing the momentum and collaboration gained throughout this project through all aspects of the student lifecycle.

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	feedback from all stakeholders.		
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Appendixes
Appendix A. Project Budget
Appendix B. Workpackages



JISC WORK PACKAGE

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
		J	A	S	O	N	D	J	F	M	A														
1: Project Plan																									
2: Create Blueprints																									
3: Develop and test prototypes																									
4: Develop and run pilots																									
5: Formative Evaluation																									
6: Summative Evaluation																									
7:																									
8:																									
9:																									
10:																									

Project start date: 29 June 2009

Project completion date: 30 April 2010

Duration: 10 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
				Milestone	Responsibility
Phase 1: Planning	1 st July	31 st August			
WORKPACKAGE 1: Project Plan					
<i>Objective: To provide clarity of what needs to be done by whom and by when.</i>					
1. Agree parameters between UEL and ICS: <ul style="list-style-type: none"> Establish membership of key project groups Identify and mitigate risks Agree management of budget 		14 th August	Project plan and work packages , including stakeholder analysis, methodology, reporting processes, key responsibilities, evaluation plan and audit processes.	2. Submission of Project Plan	Linsey Cole
2. Finalise Consortium Agreement		31 st August	A signed Consortium Agreement , including clear IPR statement,	3. Signed Consortium Agreement	Linsey Cole
3. Recruitment of Project Manager <ul style="list-style-type: none"> Identify secondees at ICS Write job description Approval of UEL Confirmation of appointment 		3 rd August	Project manager seconded	1. Appointment made	Ruth West-Robinson
4. Make initial contact with JISC community	1 st July	31 st August	Contact made with Programme Manager; Conference call with RMSAS Project team; Attendance at JISC start-up event; Project blog; Project website.		RWR/SR

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
Phase 2: Development	10 th August	31 st October			
WORKPACKAGE 2: Create Blueprints	10 th August	30 th Sept			
Objective: Understand and evaluate the current student lifecycle relationship management landscape.					
5. Examine and review existing research <ul style="list-style-type: none"> Internal research External research 	10 th August	31 st August	Focus group and survey results. Analysis of key aspects of research in this area and relation to CABLE		Susan Reid
6. Carry out initial research on current student experience	31 st August	7 th Sept	Survey and interview results		Susan Reid
7. Map 'as is' processes for distance learners: <ul style="list-style-type: none"> Contextualised interviews and workshops with key stakeholders at ICS and UEL 	17 th August	7 th Sept	Process Maps Engagement of key stakeholders involved in operation of processes.		Susan Reid
8. Map 'as is' processes for on-campus students <ul style="list-style-type: none"> Contextualised interviews and workshops with key stakeholders at UEL 	17 th August	14 th Sept	As above		Susan Reid/SG
9. Comparison of learner experience	17 th August	14 th Sept	Comparison analysis		
10. Map ideal processes to create blueprints <ul style="list-style-type: none"> Communicate to stakeholders for feedback and buy-in 	14 th Sept	30 th Sept	Blueprints Stakeholder buy-in	4. Creation of blueprints	Susan Reid
WORKPACKAGE 3: Develop and test prototypes	1 st October	31 st October			
Objective: To identify prototypes to proceed to pilot stage					
11. Set criteria for evaluating prototypes		30 th Sept	Criteria selection checklist		Susan Reid
12. Review Blueprints and identify all possible prototypes	1 st Oct	2 nd Oct	Gap analysis; possible prototype list.		Susan Reid

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
13. Evaluate all possible prototypes for relevance and feasibility	1 st Oct	2nd Oct	Completed criteria checklist		Susan Reid
14. Chose prototypes for testing <ul style="list-style-type: none"> Approval by steering group 	1 st Oct	9 th Oct	Minutes from steering group		Susan Reid
15. Using Service Design methodology, design final prototypes for testing	12 th Oct	16 th Oct	Prototypes	5. Creation of final prototypes	Susan Reid
16. Test prototypes <ul style="list-style-type: none"> Appropriate methodology used depending on nature of prototype 	19 th Oct	30 th Oct	Could include: Focus groups, Interviews, Trials, Technical tests, Workshops, Scenario testing, Survey/questionnaires		SR
17. Evaluate results from prototype testing: <ul style="list-style-type: none"> Disseminate to decision-makers (steering group) and wider JISC community 	19 th Oct	30 th Oct	Report on outcomes of testing with recommendations for pilots.	6. Select prototypes to go forward to pilot phase.	Susan Reid
Phase 3: Delivery	1st Nov	30th April 2010			
WORKPACKAGE 4: Develop and run pilots					
<i>Objective: Run pilots to test processes with a view to establishing feasibility for wider implementation</i>					
18. Set criteria for evaluating Pilots		30 th Oct	Criteria selection checklist		Susan Reid
19. Selection of Pilots following approval of recommended pilots by steering group		30 th Oct	Minutes from steering group		Susan Reid
20. Design final Pilots	2nd Nov	6 th Nov	Mini project plans	7. Create pilot project plan	Susan Reid
21. Communicate to operational stakeholders for feedback and buy-in	2nd Nov	6 th Nov	Stakeholder buy-in		Susan Reid
22. Implement pilot		9 th Nov	Execution of mini project plans		Susan Reid
23. Evaluate Pilot success	2 nd Nov	30th April	Surveys/Questionnaires/Interviews		Susan Reid

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
24. Draft final report	March	31 st March 2010	Draft report	8. Submit draft report	Susan Reid
25. Final Report	April	30 th April 2010	Final Report	9. Submit final report	Susan Reid
Phase 4: Evaluation	August	30 th April 2010			
WORKPACKAGE 5: Formative Evaluation Objective: Undertake ongoing evaluation to assess the project's development with a view to ensuring effective progression Please note: Complete evaluation plan is included in Project Plan	August	30 th April 2010			
26. Assess progress towards meeting project's aims and objectives: <ul style="list-style-type: none"> Regular meetings of project groups Feedback from key stakeholders, including students and the RMSAS project team Measured success of prototype and pilot testing. 	August	30 th April 2010	Project group minutes; stakeholder feedback; prototype analysis; ongoing scrutiny of results of pilots		SR/LC
27. Gather and disseminate best practice; <ul style="list-style-type: none"> Regular meetings with project groups and stakeholders. Update blog and website Ensure ongoing engagement with JISC and other SLRM projects 	August	30 th April 2010	Meeting minutes; stakeholder feedback; updated project blog/ website; JISC interim questionnaires, attendance at JISC events.	10. Interim reporting to JISC	SR/LC
28. Identify gaps and issues: <ul style="list-style-type: none"> As specified in the risk analysis Unforeseen circumstances 	August	30 th April 2010	Communication with JISC (programme manager).		SR

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
WORKPACKAGE 6: Summative Evaluation <i>Objective: measure success and identify lessons learnt in order to inform future developments in the area of SLRM</i>	March 2010	April 2010			
29. Assess project's aims and objectives have been achieved: <ul style="list-style-type: none"> Final analysis of all data collected from project 	March	April 2010	Final Report		SR
30. Assess impact and benefits of project in wider context <ul style="list-style-type: none"> Analyse feedback from key stakeholders, including students Discuss achievements and lessons learnt with wider JISC community 	March	April 2010	Final Report		SR
31. Identify areas for future development work <ul style="list-style-type: none"> Carry out benefit realisation exercise to determine potential future developments and discuss with wider JISC community. 	March	April 2010	Final Report		SR/SG/RW
32. Develop exit and sustainability plan	March	April 2010			SR/SG

Members of Project Team:

Project Acronym: CABLE

Version: 1

Contact: Susan Reid: susan.reid@cengage.com

Date: 14th August 2009

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
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JISC Project Project Plan Budget

Directly Incurred Staff	Days	June 2009 - July 2009	August 2009 - April 2010	TOTAL
ICS - Project Co-ordinator (full-time)	1.0FTE			
Total Directly Incurred Staff (A)				
Non-Staff		June 2009 - July 2009	August 2009 - April 2010	TOTAL
Travel and expenses		£500	£4,500	£5,000
Recruitment		£1,000	£0	£1,000
Hardware/software		£1,100	£900	£2,000
Dissemination		£0	£1,000	£1,000
Evaluation		£0	£2,000	£2,000
Training and partnership working		£200	£1,800	£2,000
External Consultancy		£200	£1,800	£2,000
Total Directly Incurred Non-Staff (B)		£3,000	£12,000	£15,000
Directly Incurred Total (A+B=C) (C)		£4,600	£26,400	£31,000
Directly Allocated	Days	June 2009 - July 2009	August 2009 - April 2010	TOTAL
Indirect Costs (E)		£1,855	£16,693	£18,548
Total (C+D+E)		£11,492	£89,727	£101,219

Amount Requested from JISC		£5,000	£45,000	£50,000
Institutional Contributions		£6,492	£44,727	£51,219
Percentage Contributions over the life of the project		JISC	UEL/ICS	TOTAL
		49%	51%	100%
		UEL	ICS	TOTAL
Institutional Contributions (match-funded)		£27,219	£24,000	£51,219
		53%	47%	100%
JISC Contribution (grant funded)		£30,500	£19,500	£50,000
		61%	39%	100%

Nature of Institutional Contributions

Directly Incurred Staff	Days	June 2009 - July 2009	August 2009 - April 2010	TOTAL
Directly Allocated		June 2009 - July 2009	August 2009 - April 2010	TOTAL
Estates		£196	£1,767	£1,963
Indirect Costs				
Indirect Costs		£1,855	£16,693	£18,548
Total Institutional Contributions		£6492	£44,727	£51,219