



Project Document Cover Sheet

Project Information			
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Project Title	Enable		
Start Date	10/2008	End Date	07/2012
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Partner Institutions	Stafford College, Newcastle Under Lyme College, Shrewsbury College of Arts and Technology, Ashton Sixth Form College		
Project Web URL	http://projects.staffs.ac.uk/enable		
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Interim Report

Project Name: *Enable, Staffordshire University*

Report compiled by: *Fleur Corfield*

With contributions from: *Professor Mark Stiles and Sam Rowley*

Reporting period: *November 09 – April 10*

Section One: Summary

The project is now midway through its 3rd phase, "Pilot and Evaluation 1". This phase includes working in partnership with initiatives that took place during phases 1 & 2 to support the development of solutions for the issues they raised. The project is developing a strong relationship with the Business Re-engineering Manager and the vice chancellors office.

Some governance documentation has been written to support the development of an "enterprise programme office" (EPO) to support initiatives working in similar areas. The focus of the EPO in this instance is Curriculum Design and Development and is being used to support the work above. The EPO is being used as an approach within the Enable team, and is using Enterprise Architecture as a strategy for change. The project Technical Manager, Sam Rowley, has been working on an "As Is" model but we are now looking at scoping it to Course Related Information, and in particular linking it to issues raised during the Quality Review carried out by our Business Re-engineering Manager.

A paper has been accepted into the EISTA Conference in Florida in June based on the experiences of the project team in looking at EPO approaches, along with the use of Enterprise Architecture in office and the same presentation has been accepted, and delivered to the Plymouth e-Learning conference during April 2010.

Section Two: Activities and Progress

A mini project has been initiated as part of the Pilot phase which will be focusing on the External Examiners involvement in CDD. The mini project is designed to pilot the Enterprise Programme Office approach as investigated by the project team, Enterprise Architecture modelling and the use of technology to support the administrative processes involved in CDD.

The work has been planned to produce tangible business benefit – i.e. streamlining external examiner processes - in the short timescale required by senior management. In other words, it is a quick win to buy us time to develop the larger EA model.

The technical team has begun investigation of suitable technologies to support streamlining of the business processes. Additional members of the Learning Development and Innovation team are contributing to the technical work so work has begun to get everyone up to speed with the relevant technologies (Spring, Hibernate, Alfresco).

In parallel with the external examiner work, an 'as is' EA model is being developed which will encompass all of the curriculum design domain in more detail than the model included in the JISC baseline report. The project team will capture variance in processes between faculties and services and will distil a 'best practice' model which will document best practice for each process. In this way, the business will gain some explicit value from the 'as is' model

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because the intrinsic value of the model as a stepping stone to strategic change does not appear to be recognised/understood currently. The model and external examiner process improvements are due for completion in September 2010. The 'as is' model will allow the business lead, the Director of the Quality Improvement Service, to identify priority areas for improvement which will subsequently be tackled using EA after September.

A new initiative is in the process of being formed around the subject of APEL. This project arises from issues raised by one of the original spokes. This will be an extremely innovative initiative focused on highly on larger employers with a view to producing a highly streamlined and cost effective solution to APEL for the employees of such organisations. This initiative is not being funded by JISC rather from the university business evolution funding (HEFCE). Technical work is currently planned to be led by LDI and the project will be managed by the Change and Project Manager from Sales and Student Recruitment. The project, which is essentially a pilot initiative is scheduled to end towards the end of 2010.

Whilst work on the mini project initiation has taken place the project has also continued to contact relevant initiatives within CDD and has been able to move forward some of the issues highlighted during the initial investigation and refinement phases, including reviewing requirements and scoping the needs of a document management system. The project is refining its goal to being able to pass the pilot work done during this phase of the project to the responsible staff for future developments, while focusing their work on more strategic and innovative development in CDD.

Section Three: Risks, Issues and Opportunities

One risk highlighted by the project plan was loss of key staff. This has become a reality as the Project Manager is intending to go on maternity leave in September. The project team has discussed this and have agreed that most of the work of the project can continue with limitations whilst she is away. The Project Manager intends to do a staged leave as a way of getting the team used to her absence and will be supporting the next stage of the project pilot with discussions with the team and the creation of any relevant documentation. Project Management during this period will be covered by the Project Director and Technical Manager.

The project scope has been managed by focusing on "mini projects" for the first pilot phase, this will be used to demonstrate how approaches identified by the team can be used in practice to support flexible curriculum development. By focusing on administrative tasks the project is aiming to reduce staff focus on the bureaucracy and allow them to concentrate on the creative aspects of curriculum design and development.

A risk has emerged regarding the direction of the project. The project team have been almost too successful in conveying the value of the enterprise architecture approach to key stakeholders. The result has been external pressure to redirect the EA strand towards implementing recommendations of the University quality process review. Implementing these recommendations will achieve benefit for the University but it commits the Enable project to focus on orthodox improvements in administrative processes. Though these improvements will bring benefits, the project team believe the real value lies in supporting the more ad-hoc and dynamic 'processes' and want to investigate the potential of adaptive and event-driven systems. By being tethered to deliver the relatively minor benefits of administrative improvements, the project runs the risk of losing the chance to develop innovative solutions that would deliver major business benefits.

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Projects and staff within the institution have recognised the need for programme level support and have shown appreciation of the need for the support not being central to any particular service or faculty. Whilst the SMWG have fulfilled their core role, and are very supportive of the project, somewhat predictably getting its members engaged outside of this core role has been more problematic. One of the ways we have addressed this is the creation of the “mini project” and the initiation documents so that they have clear decision making responsibilities. This is also part of the idea of programme management, although in the future the Enable team themselves will not be responsible for delivering the mini projects.

Section Four: Outputs and Deliverables

The project outputs and deliverables have not changed since the project plan. A project blog has been created (<http://jiscenable.blogspot.com>) and stakeholder feedback has been summarised and published on our website, <http://projects.staffs.ac.uk/enable>. Additional outputs have included:

- A paper and leaflet detailing the theory behind supporting a flexible curriculum in a traditional HE environment which can be accessed via the project website under P3M3.
- A presentation supporting the paper and leaflet, again under P3M3
- A copy of the mini project initiation document from the website under Outputs.

Section Five: Evaluation

The project has been following the Evaluation Plan and has successfully created a high level model of the whole CDD which is being used as the baseline for initiative work. This map is continuing to be updated in further detail, as described above. The model, along with interviews from initiatives and outputs from initiative reviews, has demonstrated a number of problems with CDD but most of these issues are not at the process level. The issues have been raised with the SMWG and new initiatives have started based on these (including work mentioned above). The modelling is a long process and difficult to manage/ scope, and will continue during the next 6 months of the project at different levels.

Mapping change management has been a challenge and is going beyond the date given in the Evaluation Plan. This is due to changes occurring at Executive level within the university. The project team has been focused on developing a way of organising managing change, supporting the work of the SMWG and the executive.

The project has been working on developing scenarios from initiatives at the start of their work, along with general questionnaires relating to their expectations due to work taking place. Initiatives have started to recognise the importance of being linked to a Programme and each other, as demonstrated by the “mini projects” mentioned above.

The project has been successfully engaged in, and will continue to engage in, one to one interviews with initiative managers and staff within the university and its partner colleges. Along with interviews the project is working towards a number of workshops to collect views on the models produced at this point of the project. Online engagement for evaluation purposes has been difficult although the project team hope that as outputs from the project become clear this method of engagement will become stronger. Summary documentation from the interviews can be found on the project website, more detailed feedback is available

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to those at Staffordshire University through the internal project group in SUN (an internal Elgg site).

Section Six: Outcomes and Lessons Learned

We have learned that it is counter-productive to explicitly talk about Enterprise Architecture (EA) for the majority of stakeholders. Enterprise Architecture is a tool to be used to solve problems - a means to an end. It is better to talk only about the problems that will be solved and the strategic benefits that will be realised.

This is a problem for organisations where EA has not been adopted as an institution-wide senior management-driven approach. In this case, the emphasis on the need to wire EA activity and governance into other management frameworks in the organisation steers EA proponents towards trying to explain the EA concept to senior management in order to secure backing for the organisational changes required.

Our approach has been to identify problems that would be very hard to capture and solve without using EA and then solve some of those problems to demonstrate the benefit. With evidence of benefit in hand, we will then push for the approach to be made institution-wide.

We are finding that the EA models and especially the Archimate modelling language promote effective communication. Stakeholders instinctively understand what a model is representing, especially for business architecture elements (processes, actors, roles, interactions, collaborations, etc). They immediately get involved in discussing problems with the represented processes rather than what the symbols mean.

Section Seven: Communication and Dissemination Activities

External Dissemination

- Joined the FSD Programme as Explorers to share Enterprise Architecture experiences. The Project Manager and Technical Manager have participated in all events since they have joined up.
- Technical Manager presented the Enable EA work at the FSD Enterprise Architecture Practice Group meeting in March 2010 including a shameless plug for the work of the Curriculum Design Programme and the Design Studio site.
- Presented Managing Change at the JISC conference
- Presented "Supporting an innovative curriculum in a Traditional HE environment" at the Plymouth eLearning Conference.
- Poster presentation at the XX eLearning Experts Group
- IASK –TL 2009 Porto, Invited Keynote
- CETIS Conference 2009 General dissemination
- The Learning and Teaching Practice Experts Group 2010 Presentation and Poster
- RSC-N e-Merging Practice Gateshead general dissemination
- Tied to SLRM Programme via Project Director for Enable as a Critical Friend for SLRM

Internal Dissemination

- SURF Curriculum Group – Fleur Corfield attends these internal groups to give updates on the project to the partner colleges and enable those not directly involved in the project to feedback into the project.
- Poster Presentation at the Internal TSL Showcase

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Project Communication

- Twitter, #jiscenable
- Main Project Blog <http://jiscenable.blogspot.com>
- Internal Social Network Group (Elgg)
- Project Partner Social Network Group (Ning)
- Weekly email updates
- Senior Management Working Group

Section Eight: Collaboration and Support

The project has had regular and timely contacts with the programme manager, critical friend and contact with the support time within the context of various programme activities.

Overall the projects experience of the programme related activities has been positive and in particular the cluster and critical friend processes have worked extremely well with excellent communication between cluster members with positive and valuable meetings.

Whilst the project has not identified any particular needs from programme support it welcomes the opportunities presented and looks forward to continuing to engage with them.

Section Nine: Financial Statement

TBC