



## Viewpoints Project Plan

### Overview of Project

#### 1. Background

This project will develop a suite of co-ordinated tools and services, which will use learner based timeline scenarios to assist staff to reflect upon and formalise innovative adjustments to the curriculum. These tools will utilise standard data schemas to:

- Permit the targeted querying of data rich resources such as course documents and student data.
- Export key information into downstream curriculum development tools.

The project will liaise with key institutional learning support departments including the Academic Office, Quality Assurance and Audit Unit, Library, Staff Development and the Centre for Higher Education Practice.

The project will work closely with academic staff engaged in curriculum development work to ensure that project outputs are specified, developed and evaluated relative to the practitioner perspective and will draw on the development and evaluation processes of the CETL for Institutional E-learning Services.

#### 2. Aims and Objectives

Aims	Objectives
To develop a suite of co-ordinated tools and services which will use learner based timeline scenarios to assist staff to reflect upon and formalise innovative adjustments to the curriculum.	<ol style="list-style-type: none"><li>1. To identify key principles of best practice to underpin the thematic tools.</li><li>2. To work with stakeholders to develop effective reflective questions for use within the timeline tools.</li><li>3. To establish an effective user interface that engages users and encourages reflection.</li><li>4. To create a range of outputs to assist the repurposing and reuse of captured data for a range of audiences</li><li>5. To capture and evaluate how stakeholders use the project tools to support the introduction of innovative adjustments to the curriculum;</li><li>6. To capture and evaluate how project outputs are incorporated and embedded within the curriculum development policies, processes and support activities of the University of Ulster and the UK FHE sector</li></ol>

### 3. Overall Approach

**Methodology** – The project is using an agile development methodology to engage with stakeholders throughout the design, development and implementation phases of its outputs (tools, services and resources). This inclusion of end users, key experts and stakeholders throughout the development process will best ensure that outputs are:

- educationally fit for purpose;
- usable and engaging for end users;
- recognised benefits for practitioners and other stakeholders;
- used by practitioners engaged in curriculum review / development activities
- embedded within relevant institutional curriculum related processes, resources and services

#### **Issues to be addressed**

**Collaboration** – The project will involve stakeholders and end users as development partners throughout the development, implementation and lifecycles.

**Evaluation** (usability and fit for purpose). The project will draw on a range of evaluation tools to effectively measure the usage and impact of the project on practitioners, course curricula, institutional curriculum development processes and resources and related stakeholders.

**Scope and boundaries** – The project will develop a suite of reflective tools to allow users to reflect upon the following key curriculum issues that influence the learner experience from a learner timeline perspective.

1. Student Profiler
2. Assessment and feedback
3. Information Skills
4. Communities
5. Teaching and Learning
6. Options and Pathways

The project will not extend this functionality to other curriculum development processes that are facilitated by other tools such as PHOEBE and the London Planner. The project will however ensure data is maintained in a standards based format to best facilitate data exchange with such systems.

#### **Critical success factors**

The project has identified a number of critical success factors that it will use as a reference point to inform formative and summative evaluations.

<b>Critical Success Factor</b>	<b>Measurement tools</b>
Evidence of stakeholder engagement in the activities of the project	Stakeholder participation in development activities and in pilot / exemplar implementation studies
Positive evaluation of project outputs in terms of educational effectiveness and usability	Data from quality plan activities
Demonstrable usage of project outputs and services by staff within the University of Ulster to support course review / planning processes	Case studies; Digital stories; Numerical data: participants at training sessions and workshops
Embedding of Project outputs into institutional curriculum and pedagogic support processes and services	Project engagement matrix

#### 4. Project Outputs

##### Definitions:

- Phase One – Assessment & Feedback tool and Information Skills tool
- Phase Two – Community tool and Options & Pathways tool
- Phase Three – Teaching & Learning tool
- Online tool – online version of the Viewpoints tools
- Workshop – classroom version of the Viewpoints tool

##### Key development stages of each phase:

1. Wire-framing - UI design, content and iterative workflow by user engagement
2. Online tool - technical appraisal and requirements gathering, prototyping, testing, refining and final version
3. Workshop - design, demo and evaluate
4. Disseminate - User guides, train-the-trainer events, implement and embed online tool
5. Evaluate - effectiveness of the tools

##### Other key tasks:

- Student Profiler
- Viewpoints toolset (overview framework)
- Viewpoints tool output options
- Viewpoints tool enhancements (e.g. Module View & Course View, tool connections)
- Technical synergies with other projects/tools

	Preparatory tasks
Dates/Duration:	Q2 2009
Deliverables:	<ul style="list-style-type: none"> <li>• Identify and publish user requirements and use case scenarios for tools</li> <li>• Establish outline evaluation framework</li> <li>• Establish templates for user experience stories and case studies</li> <li>• Publish evaluation framework</li> <li>• Establish case study repository</li> </ul>
	Wire-framing Phase One, Viewpoints toolset and Baseline Review
Dates/Duration:	Q2-Q3 2009
Deliverables:	<ul style="list-style-type: none"> <li>• Phase One wire-framing - UI design, content and iterative workflow</li> <li>• Viewpoints toolset (overview framework) development</li> <li>• Student Profiler wire-framing</li> <li>• Complete baseline review report</li> <li>• Publish baseline review report</li> </ul>
	Developing Phase One
Dates/Duration:	Q4 2009–Q1 2010
Deliverables:	<ul style="list-style-type: none"> <li>• Phase One online tool - technical appraisal, requirements gathering, and prototyping</li> <li>• Phase One workshop – design, demo and evaluate</li> <li>• Phase One dissemination – User guides and train-the-trainer events</li> <li>• Student Profiler development</li> <li>• Output options wire-framing and development</li> <li>• Identify technical synergies with other projects/tools</li> <li>• Publish interim evaluation report</li> </ul>

Finishing Phase One and developing Phase Two	
Dates/Duration :	Q2-Q3 2010
Deliverables:	<ul style="list-style-type: none"> <li>• Phase One online tool - testing, refining and creating final version</li> <li>• Phase One dissemination – implement and embed online tool</li> <li>• Phase One evaluation</li> <li>• Phase Two wire-framing, online tool, workshop and dissemination</li> <li>• Identify tool enhancements</li> <li>• Develop technical synergies with other projects/tools</li> </ul>
Finishing Phase Two, developing Phase Three & final integration	
Dates/Duration :	Q4 2010 - Q2 2011
Deliverables:	<ul style="list-style-type: none"> <li>• Phase Two evaluation</li> <li>• Phase Three wire-framing, online tool, workshop and dissemination</li> <li>• Integrate and evaluate Student Profiler</li> <li>• Integrate and evaluate output options</li> <li>• Develop and complete tool enhancements</li> <li>• Integrate, test and refine all tools working together</li> <li>• Complete technical synergies with other projects/tools</li> </ul>
Completion of Project tools and outputs	
Dates/Duration :	Q3 2011
Deliverables:	<ul style="list-style-type: none"> <li>• Phase Three evaluation</li> <li>• Complete evidence gathering for final project evaluation</li> <li>• Software and visual resources freely available to sector under open source/Creative Commons licences</li> </ul>
Completion Phase	
Dates/Duration :	Q4 2011-Q2 2012
Deliverables:	<ul style="list-style-type: none"> <li>• Publish final project and evaluation reports</li> </ul>

Project Acronym: Viewpoints  
Version: Four  
Contact: Dr Alan Masson  
Date: 21 September 2009

# **Case Studies:** Digital stories of stakeholder experiences of using project related tools and services. These will be in a mix of formats (static text / image, video or audio) according to individual contributor preferences.

\* **Project output user guides:** Guidance and support materials for a range of stakeholder perspectives (i.e. practitioners, course directors, staff developers institutional decision makers)

## Out of Scope

The project is focussed on conceptual reflection tools to assist the identification of strategic aims and objectives that can underpin the development of innovative curricula. The project is not committed to integrating this data to a curriculum/course document tool. It will rather focus on providing data outputs in and structured format that offers the potential for such data to be integrated with other systems.

## 5. Project Outcomes

The project will contribute to following vision and outcomes of the overarching JISC Curriculum Design programme as described in the JISC Circular 05/08: E-Learning Programme: Call for projects on institutional approaches to curriculum design.

<b>Vision</b>	<b>Contribution</b>
<i>Learning and teaching practice</i>	
Curriculum design processes are efficient and flexible, enabling the design of learning opportunities which meet the diverse and changing needs of a wide range of learners.	Tools Case Studies Digital Stories Practice Guides
Staff involved in designing learning opportunities have access to design tools and information about learner requirements, different pedagogic approaches and delivery options including the use of e-learning.	Tools Case studies Digital Stories Practice guides
Assessment of learner progress and appropriately timed feedback meets the needs of learners and staff during the course and can provide employers with suitable measures of achievement.	Case studies Digital Stories
Tools and processes support feedback from delivery into design, for example learner and staff feedback, learner performance, attendance patterns, and timetabling, scheduling and other resource considerations.	Tools Case studies Digital Stories Practice guides

<b>Vision</b>	<b>Contribution</b>
<i>Technology and Standards</i>	
Interoperable systems and data standards support information flows in a number of directions, for example the use of information on learner achievement and prior learning in tools to support the design and tailoring of learning opportunities.	Use case scenarios Case studies Data schemas
<i>Strategy and Policy</i>	
Curriculum offerings meet the needs of a wide range of learners, and support widening participation.	Exemplar Curriculum related resources Case studies Digital stories
<b>Outcomes</b>	
Enhanced curriculum design processes in place which support flexible delivery to meet diverse and changing learner requirements;	Case studies Digital Stories Practice guides
Improved understanding at practitioner and senior management level of effective curriculum design, and of how design processes can be supported by technology to help the institution achieve its strategic objectives;	Case studies Digital Stories Practice guides
The stimulation of positive and informed change in curriculum design processes in the sector through enhanced capacity, knowledge and skills in the use of technology to support curriculum design;	Case studies Digital Stories Practice guides
Enhanced understanding of how the use of technology in the curriculum design process can lead to tangible benefits in terms of efficiencies, enhancement of the student and staff experience, and other key changes in what institutions can offer learners, to inform the decision-making of JISC and institutions.	Tools Case studies Digital Stories Practice guides

The project will work with stakeholders to ensure that the project outputs are appropriately mainstreamed into the curriculum development / review processes, activities and resources of the institution. This is described in the sustainability

section of this report. The institutional engagement and integration of the project will be recorded in a project engagement matrix, which will map project activity against the institutional policies, processes, services and resources identified in the baseline review.

## **6. Stakeholder Analysis**

The project has undertaken an initial Stakeholder analysis review, which is presented in Appendix 1. This review will be used as a reference point in the initial cycle of stakeholder engagement meetings to facilitate the identification of an agreed stakeholder profile and potential project – stakeholder synergies and opportunities. This stakeholder profile will provide a means to identify, agree and review the project / stakeholder engagement through the life of the project in terms of the distinct roles identified.

The project team will hold at least four stakeholder engagement meetings with the identified stakeholder groups throughout the duration of the funding period. These meetings will begin with an initial project briefing and will be followed by a longitudinal study of stakeholder perceptions of issues relating to the project, which will inform part the project evaluation process.

## **7. Risk Analysis**

### **7.1 Risk Management Approach**

The Project Director will maintain a risk matrix for the project, which will be accessible to all project staff via the Viewpoints wiki space. This document will be an integral part of all reporting communications of the project (management reports, steering group meetings etc.). In the event of a potential risk occurring, the Project Director will, in the first instance, review the risk and the potential mitigation options with the Director of Access and Distributed Learning.

### **7.2 Risks**

The project has established a formal risk matrix, which is accessible to all project staff via the Viewpoints Wiki. A copy of the current version of this document is presented in Appendix 2. This register is reviewed at monthly project team meetings by the project team and will be reviewed by the Project Steering Group.

### **7.3 Constraints**

The data model of the University of Ulster Word based course document template relative to external referenced information models of course / curriculum may impose some functional (i.e. data integration) constraints of what can be automated within the context of University of Ulster workflows.

## 7.4 Assumptions

Project Assumptions
Provision of infrastructure: appropriate office space, computers and relevant software is available for the project team.
IT support: relevant IT and communication infrastructure (in particular network and software support) is available to the project team.
Training and staff development. Relevant training and staff development opportunities are available to support staff to best meet the needs of the project.
Staff availability of project staff will be as indicated in the project proposal (both existing and employed for the duration of the project).

## 8. Standards

The following data standards will be used as a reference point by the project team in the development of data hosting and integration methodologies.

- XCRI
- COVARM
- Emerging Learning Design standards arising from PHOEBE, LPP, LAMS, HLM etc initiatives
- Emerging educational schemas and ontologies

The project team will liaise with JISC-CETIS to ensure that appropriate standards are identified and referenced appropriately to ensure project tools can interact and integrate with other related tools and data-sources.

## 9. Technical Development

The projects main technical focus will be the effective cultural presentation and capture of key curriculum related objectives and narratives and the hosting and repurposing of this information into curriculum development resources (course documents, curriculum development workflow tools) and supporting reference artefacts for use with learners, course teams and course validation panels.

The project will develop a student timeline based tool that will permit users to reflect upon a number of key aspects that influence the learning process. These will be developed in three tranches during the lifetime of the lifetime of the project as described in Section 4 of this project plan.

The specification, development and evaluation of these tools will be done in conjunction with users and stakeholders using a collaborative development process described in the project quality plan.

The project team will use a wiki tool to facilitate the collaborative development of tools and resources and to capture and retain the deliberations and discussions that inform these processes. The wiki will also maintain key project documents such as the stakeholder analysis table, project engagement matrix and risk register.

The project will use a software version control application (Subversion) to manage and maintain the development of project related software coding. The project will also maintain data schemas and use case scenarios where appropriate.

## 10. Intellectual Property Rights

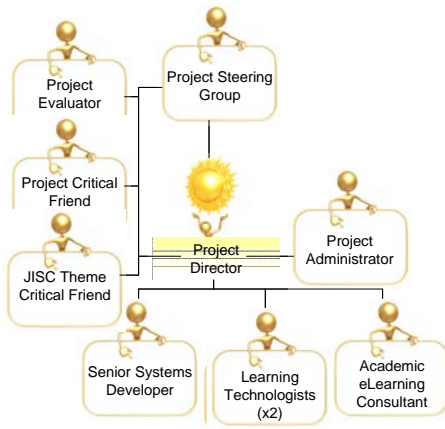
The Project will make generic technical outputs and available to the programme and greater educational communities community through appropriate open source liaising agreements. Technical and information outputs will be disseminated using relevant forums such as CIRCLE, Cloudworks and JORUM.

## 11. Project Partners

No partners were written into the project.

## 12. Project Management

### Roles and Responsibilities



PROJECT DIRECTOR (**Alan Masson**) will provide expert guidance and support to the project in the areas of developing usable, learner-focused tools, effective pedagogic and curriculum practices and conceptual integration of workflows and information between diverse educational services.

PROJECT ADMINISTRATOR (**Sharon Hayes**) oversee the monitoring, recording and administration of income and expenditure, the organisation and co-ordination of internal and

external events and take the lead in the preparation of reports and ensure records are adequately maintained.

SENIOR SYSTEMS DEVELOPER (**James Gheel**) will provide specialist support to the project in the areas of data schemas and vocabularies, systems interoperability development and testing, visualisation of complex information and on-line database systems.

ACADEMIC ELEARNING CONSULTANT (**Catherine O'Donnell**) will provide specialist support to the project in course team liaison, curriculum and assessment practices and the modelling of user requirements.

**INSTRUCTIONAL TECHNOLOGISTS (Fiona Doherty and Karen Virapen)** will provide the project with skills in the areas of multimedia design, visual storyboarding, ergonomic information display and capture tools and the identification and evaluation of user requirements. These posts will work under the direction of other project staff to specify, storyboard, pilot and evaluate online tools and services associated with the project.

Project Role	Number of People	Days per Week
Project Director (Alan Masson)	1	1
Project Administrator (Sharon Hayes)	1	1
Educational Lead (Catherine O'Donnell)	1	1
Technical Lead (James Gheel)	1	1
Instructional Technologists (Fiona Doherty and Karen Virapen)	2	5

### **Steering Group Membership**

- Chair: Professor Mark Stubbs (Manchester Metropolitan University)
- Ms Sarah Knight (JISC)
- Sheila MacNeill (JISC – CETIS)
- Professor Peter Bullen (Programme Cluster Critical Friend)
- Ms Kate Guy (Manager, RSCni)
- Professor Denise McAlister (PVC Teaching and Learning)
- Professor Desmond Hunter (Head of Centre for Higher Education Practice)
- Ms Janet Alleyne (Head of Quality Enhancement and Assurance Unit)
- Mr Alan Faulkner (Head of Academic Office)
- Ms Sylvia Alexander (Head of Access and Distributed Learning)
- Ms Colette McKenna (User Services Librarian)
- Faculty Representatives (TBC)
- Dr Alan Masson (Project Director)
- Project staff

The Project Director will report regularly to the Director of Access and Distributed Learning as part of the Technology Enhanced Learning Unit briefing. The Director of ADL will further report progress of the project to the monthly Teaching and Learning Heads of section meeting which is chaired by the PVC Teaching and Learning and includes the Head of Staff Development, Academic Office and Quality Management & Audit Unit.

The Project Director will also report to the Steering Group on a twice-yearly basis.

### 13. Programme Support

This will be developed as the project rolls out, initially areas of support include:

1. Rapid Development Project Management (ie SCRUM),
2. XCRI and COVRAM data schemas
3. Longitudinal stakeholder evaluation methods

### 14. Budget

Overall budget management, including financial liaison with JISC, will be carried out by the Research Grants and Contracts division of the Research Office in line with University procedures for externally funded projects.

Project expenditure will be subject to relevant University of Ulster policies and guidelines and will require appropriate approval from the Project Director and/or Project Sponsor.

The project administrator will review the expenditure and budget projections of the project on a quarterly basis and report these reviews to the Project Director and to the Steering Group.

### Detailed Project Planning

#### 15. Workpackages

The development lifecycle for the project related tools has been developed and is provided in Appendix 3. This separates the development process into five phases and articulates the component workpackages within each phase. This process is complemented by in the Project Quality Plan, which describes how user input and feedback will be used to best inform the development process. The project will develop a single tool framework with five pedagogical perspectives, each of which will be developed using this workplan. These tools will be developed in three tranches as follows:

Phase 1: Learner Cohort Profiles (stand alone tool), Assessment and Feedback;  
Phase 2: Information Skills and Resources, Community and Groupwork;  
Phase 3: Teaching and Knowledge Provision, Pathways and Flexible Curricula.

#### 16. Evaluation Plan

The activities and outputs of the project will be evaluated against the aims, objectives and critical success factors for the Viewpoints project as described in sections 2 and 3 of this project plan and those of the JISC Curriculum Design programme.

The evaluation will be done in two phases:

- **Formative evaluation:** will review the progress of the project to assist it to identify the effectiveness of the project plan and to identify opportunities to

improve the work of the project. The formative evaluation will build upon the project quality plan, which will provide an ongoing evaluation of the operational activities of the project.

- **Summative evaluation:** will examine the achievements and successes of the project against project and programme defined aims and objectives.

These evaluations will draw on the following information sources, which will involve input and feedback from end users and stakeholders:

- Outputs from the project quality plan;
- Longitudinal review\* of stakeholder perspectives of the project;
- Review\* of curriculum related outputs and resources developed by practitioners with the support of the project / project outputs;
- Review\* of the use / embedding of project outputs across institutional curriculum support activities (project engagement matrix).

The review of key project related activities (indicated \*) will be facilitated by an external critical friend / evaluator employed by the project.

The setting of project related evaluation criteria such as positive evaluation thresholds and targets for institutional embedding will be negotiated with stakeholders. This involvement of institutional stakeholders will:

- Facilitate early stakeholder engagement in the implementation planning process for project tools and services;
- Identify realistic targets for the project;
- Best align the project activities with institutional priorities and initiatives.

The formative and summative evaluations of the project will take place on a schedule agreed with JISC.

### **Baseline Review**

The University of Ulster has recently launched a new Teaching and Learning Strategy, a First Year Learner Experience paper and a streamlined curriculum approval and revalidation process. These developments are described in the original Viewpoints project proposal document.

The baseline review will report this revised formal curriculum development process and augment this with a mapping of formal and informal policies, processes and resources, which can directly and indirectly inform changes to the curriculum. This mapping will include the identification of “owners” and “clients” of these potential “agents of change”. The review will be carried out by means of an analysis of institutional documentation and interviews with key stakeholders such as the Academic Office and Staff Development.

This baseline review will support the project and inform its evaluation through:

- Identification of opportunities to pilot, demonstrate and embed project outputs;
- Provide an operational reference point for stakeholder engagement meetings;

- Permit the project to record and monitor the usage and embedding of project outputs by means of an implementation matrix.

Frameworks for these evaluations are summarised in Appendix 3.

## 17. Quality Plan

It is important that the tools and outputs developed by the project meet the needs of users and are effective from both an educational and usability perspective. The project will manage the quality of the tools and services it develops through the use of:

1. established theoretical frameworks to underpin the educational aspects of the tool;
2. an agile development process that has at its core end user / stakeholder engagement throughout the design and implementation process;
3. a range of evaluation tools and approaches to best ensure that tools meet the functional and usability expectations of end users;
4. peer review at key times of the development process to ensure key aspects of project outputs such as data structures are in line with existing / emerging standards and practices.

A detailed overview of the tool development process is described in the workplan (Section 15). This development cycle will be replicated three times during the lifetime of the project to deliver the project outputs in three tranches as described in section Y. Each phase of this development process will involve end-user / stakeholder input.

The quality control processes for the development of project tools is described below.

Development phase	Quality Criteria	QA Method(s)	Evidence of Compliance
Conceptual design	<ul style="list-style-type: none"> <li>• Best practice for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-structured interview</li> <li>• Focus Group</li> <li>• Peer Review</li> </ul>	Proposed theoretical maps to education requirements
Wireframe	<ul style="list-style-type: none"> <li>• Fitness for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Semi-structured interview</li> <li>• Focus Group</li> <li>• Peer Review</li> </ul>	Positive end user evaluation of a conceptual wireframe of the tool
Prototyping	<ul style="list-style-type: none"> <li>• Usability</li> <li>• Validity of outputs</li> <li>• Adherence to data standards</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Semi-structured interview</li> <li>• Focus Group</li> <li>• Peer Review</li> <li>• Compliance test</li> </ul>	Positive end user evaluation of: <ul style="list-style-type: none"> <li>• Functional specification for the tool</li> <li>• Specification of tool outputs</li> <li>• Compliance of data schemas to relevant</li> </ul>

			standards
Final output	<ul style="list-style-type: none"> <li>Usability</li> <li>Fitness for purpose</li> <li>Adherence to specification</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Semi-structured interview</li> <li>Focus Group</li> <li>Peer Review</li> <li>Compliance test</li> </ul>	Positive end user evaluation of: <ul style="list-style-type: none"> <li>Educational effectiveness</li> <li>Tool usability</li> <li>Compliance with agreed specification</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>Usability</li> <li>Fitness for purpose</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Semi-structured interview</li> <li>Focus Group</li> </ul>	Positive end user evaluation of: <ul style="list-style-type: none"> <li>Educational effectiveness</li> <li>Tool usability</li> </ul>

The adoption of this collaborative approach to the development process will best ensure that the outputs developed by the project team are effective, usable and suitable for dissemination both within the University of Ulster and across the wider F/HE sector

### Quality plan responsibilities

	Operational responsibility	Internal review	External review
Quality plan	Fiona Doherty Karen Virapen	Alan Masson	Programme support team. Inspire
Educational effectiveness	Fiona Doherty Karen Virapen	Catherine O'Donnell	Project Critical Friend REAP Project SCONUL
Software Usability	Fiona Doherty Karen Virapen	James Gheel	
Software Accessibility	Fiona Doherty Karen Virapen	James Gheel	JISC Techdis
Project Outputs	Fiona Doherty Karen Virapen	Catherine O'Donnell	
Supporting Workshops and services	Fiona Doherty Karen Virapen	Catherine O'Donnell	
Data schemas	James Gheel	Alan Masson	JISC - CETIS
Software codebase	Fiona Doherty Karen Virapen	James Gheel	JISC - CETIS
Software change control	James Gheel	Alan Masson	

## 18. Dissemination Plan

The project will interact with key internal and external stakeholders in three distinct modes:

1. **Stakeholder engagement process:** to brief and engage with stakeholders and to conduct longitudinal reviews of stakeholder perceptions relating to the project / curriculum design processes to inform the evaluation of the project. (Section 6)

**2. Tool / Service development process:** the project is using agile development methods to support the development of project tools and services. These methods involve active engagement of stakeholders in the design and development process. (Quality Plan, section 17)

**3. Knowledge transfer of key project tools and experiences to internal and external stakeholders:** This section will describe this aspect of the dissemination activities of the project.

### Dissemination outputs

The project team have reviewed its outputs against stakeholders using a matrix developed by the JISC Learning Experience programme. This matrix provides a useful approach to mapping outputs to stakeholder needs.

The table below is an initial mapping of the project dissemination outputs to this matrix.

<b>Audience</b>	<b>Content / key messages</b>	<b>Output type</b>
Research community	Rationale, methodology, findings, emerging themes, implications for future research	Academic papers
Practitioners and research community	Digital stories; Voices from practitioners. Key findings and implications for practitioners	Conferences and Workshops
Practitioners and curriculum development stakeholders	Digital stories; Voices from practitioners and learners and implications for practice; Re-usable and stakeholder specific "How to....." resources.	Case Studies, digital stories (video, audio and text), exemplar resources
Learners	Digital stories.	Exemplar student outputs and digital stories
Technical developers	Use Case Scenarios	Conferences, Workshops, re-usable code (open source)

### **Year one**

The initial phase of the project will focus on awareness raising and the dissemination of use case scenarios.

### **Year two**

As examples of use of tools and services become available, the emphasis of the dissemination will shift to the sharing of evaluation experiences, case studies and digital studies along with how to workshops and resources.

### ***Year three and beyond***

In the final phase of the project, the dissemination will expand to include institutional factors and the evaluation of the project and associated outputs.

### ***Dissemination forums***

**Communities:** JISC Curriculum Design and Delivery Programme Communities (including cluster), JISC, JISC CETIS, JISC Teaching Experts Group, JISC Regional Support Centres, SEDA, ALT, CETL networks

**Conferences:** JISC, SEDA, ALT, HE Academy and associated Subject Centre conferences, AISHE

In addition to the project website, project staff will maintain personal public blogs. The project will also maintain a private Ning Community area to provide managed access and discussion with emerging conceptual developments.

The review and approval of a formal outward facing dissemination plan will be a standing agenda item for Steering Group meetings

## **19. Sustainability**

The process of take up and embedding of project outputs will be facilitated by the inclusion of key stakeholders in the design and development phases of the project and the use of targeted exemplar pilot studies. These activities are described in detail in sections x and y. This involvement of institutional stakeholders in the design, development, piloting and evaluation of project activities and tools will ensure these are usable and fit for purpose. This stakeholder engagement will also permit the early identification of appropriate institutional embedding opportunities.

It is expected that project outputs will be embedded into the curriculum design and review processes of the University in a number of ways. A list of possible institutional embedding scenarios are described below. These and other possible outcomes of the project will be reviewed and prioritised as part of the stakeholder engagement process as the project tools and services are introduced.

1. ***The formal inclusion of project provided tools in University Course Development and Review processes.*** i.e. The use of assessment review checklists in the module review process for fully on-line courses
2. ***Evidence of demand for knowledge transfer and capacity building in the use of project outputs in key curriculum support departments (Centre for Higher Education Practice, Staff Development, Library, Quality Assurance and Enhancement, Academic Office and RSC-NI.*** i.e. Evidence of targeted staff development and “train the trainer” workshops in the use of project tools and services;

3. **Adoption of project outputs in core academic staff development activities.** i.e. Inclusion of project tools and services into the PGCHEP and the SEDA accredited courses for Academic and teaching support staff.
4. **Adoption of project outputs in course and curriculum specific academic staff development activities.** i.e. Inclusion of project tools and services into Course Director targeted staff development courses and workshops;
5. **Inclusion of project staff in key institutional curriculum related Working Groups and development activities.** i.e. project representation on Centre for Higher Education Practice Working Groups for Innovation in the Curriculum and Pedagogic Research;
6. **Inclusion of project outputs in relevant Institutional policy and practice literature.** i.e. specific referencing of project outputs in the University Assessment Handbook;
7. **Evidence of the widespread use of project outputs being used to support student orientation and induction;** i.e. examples of project outputs being included in student induction resources by teachers, course directors, discipline teams and/or support departments (i.e. Library)
8. **Evidence of the widespread use of project outputs being used to facilitate learner engagement in the course review / planning processes;** i.e. examples of student use of project tools to inform course review processes.
9. **Evidence of the project baseline review leading to improvements in the awareness raising and signposting of curriculum development and review support resources.** i.e. the use of student and process timeline maps as curriculum support information gateways.

### Project engagement matrix

The project will map the use and adoption of project related tools and services against the curriculum support activities identified in the baseline review exercise. This mapping will be maintained on the project wiki site and will identify:

- type of usage (adoption into core curriculum support process or service, use by staff of project outputs to inform a curriculum support process or service or provide a supporting resource);
- stakeholder(s) involved (institutional and external);
- related project case studies / digital stories and evaluation activities.

This maintenance of a project engagement matrix will triangulate the stakeholder and operational uptake and adoption of project outputs and will provide a valuable resource for the project team to inform the evaluation process and stakeholder engagement meetings.

## **External sustainability**

The external dissemination and sustainability of the project will build on JISC programme related activities (workshops, cluster meetings etc.) and will focus on:

- Liaison with fellow cluster members and other projects and support staff involved in the Curriculum Design and Delivery programmes;
- Participation in key communities / events including SEDA, ALT, JISC and the HE Academy to best raise awareness and disseminate project experiences and outputs to key stakeholders in other institutions;
- Liaison with key external stakeholders (i.e. the REAP project and SCONUL) in the project development process;
- The project will also establish a close working relationship with the RSC-NI to promote and support the use of project outputs across the Northern Ireland FE sector and beyond.

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## **Appendix 1**

# **Stakeholder Analysis Review**

## Stakeholder Analysis Table

Stakeholder	Strategic	Managerial	Operational	Direct Influence	Indirect Influence	Champion	Support	Evaluation
<b>INTERNAL</b>								
Academic staff								
• Course director		A	A*			A	A	A
• Module Co-ordinator		B	A	B		B	B	B
• practitioner			C	B		A	A	A
Heads of School					B	A	B	B
Co-ordinators of student learning (and other relevant T&L roles)					A	A*	A	A
PVC Teaching and Learning	A*				A	A	B	B
Learners			B	A*		C	A	A
Academic Office		B			A	B	B	B
Quality Management and Audit					A	B	A	A
Staff Development	B	B	A		A	A	A	A
Centre for Higher Education Practice	A	B	A		A	A	A	A
Access and Distributed Learning								
• Academic e-learning consultant		C	A			A	A	C
Student Support			C			C	C	C
Library		C	B			A	A	B
Student Marketing					C			
International Office					C			
Career Development Centre			C			C	C	

Stakeholder	Strategic	Managerial	Operational	Direct Influence	Indirect Influence	Champion	Support	Evaluation
<b>EXTERNAL</b>								
Project critical friends	C				A	A	A	A*
JISC	A					A	A	
Other related projects (esp from this programme cluster)	D				C		C	D
HE Academy (incl subject centres)					B	A	C	
JISC - CETIS	C				C	D	B	C
RSC(NI) - link to FE sector			C	C		B	D	D
QAA	D							
DEL	D							
Professional bodies	D							
Other Universities						D		D
FE Colleges						D		D

Stakeholder importance: A\* - D (with A\* highest priority)

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## **Appendix 2**

# **Project Risk Register**

## Project Risk Matrix

Risk	Description	Risk Owner	Prob. *	Impact*	Rank	Response
<b>Personnel Risks</b>						
Staff turnover	Loss of a project core member due to a change of career.	Alan Masson	Medium	High	A	<ol style="list-style-type: none"> <li>1. The allocation of two development officers to the core project team will limit the risk to the project in the event of one staff member being unavailable for a significant proportion of the funding period.</li> <li>2. In the event of one of the specified existing member of staff being unavailable for a significant period of time, the project will draw on the experiences of staff within the Institute of Lifelong Learning who have similar roles and experience.</li> </ol>
Staff illness	Loss of a project core member due to long-term illness or personal circumstance.	Alan Masson	Low	Medium	B	<ol style="list-style-type: none"> <li>1. The use of established staff with relevant skills and experience from within the University of Ulster (Access and Distributed Learning) and the availability of experienced external consultants provides the project team with a managed approach to risk relating to knowledge, expertise and skills.</li> <li>2. The allocation of two development officers to the core project team will limit the risk to the project in the event of one staff member being unavailable for a significant proportion of the funding period.</li> <li>3. In the event of one of the specified existing member of staff being unavailable for a significant period of time, the project will draw on the experiences of staff within the Institute of Lifelong Learning who have similar roles and experience.</li> </ol>
Skill shortages	Staff involved in project lack key skills to complete essential tasks in project plan	Alan Masson	Very Low	Medium	B	<ol style="list-style-type: none"> <li>1. Key skills and knowledge included in project staff job specifications.</li> <li>2. Review of required skills and resources embedded within workplan.</li> </ol>
Motivation	Project staff	Alan Masson	Low	Medium	B	<ol style="list-style-type: none"> <li>1. Staff involvement in setting</li> </ol>

	performance is inhibited by poor motivation.					project objectives and workplans. 2. Project staff involvement in project and programme level meetings
<b>Technical Risks</b>						
Scalability	Project tools and services require too much support / resources to be embedded on an institutional basis	Catherine O'Donnell	Low	High	B	1. End user involvement in the design of tools and services will ensure tools are intuitive and require minimum technical training. 2. Pilot testing of tools and services will provide exemplar support resources. 3. Stakeholder engagement meetings will address scalability and sustainability issues.
Usability	Project tools are not user friendly or require extensive user training.	Fiona Doherty, Karen Virapen	Low	High	B	End user engagement in the development and evaluation phases of the project tool process. (Quality Plan)
Functionality	Project tools and services do not meet functionality and impact described in the project proposal.	Catherine O'Donnell	Low	High	B	End user engagement in the development and evaluation phases of the project tool process. (Quality Plan)
Integration	Data produced by project tools unable to be integrated with other documents / services.	James Gheel	Low	High	B	1. Project will map data structures to available educational schemas. 2. Project will liaise with JISC CETIS wrt data schemas and integration.
Loss of data	hardware fault results in loss of project data (personal or team based)	James Gheel	Very Low	High	B	Key project resources to be posted onto the project wiki. Project related data storage devices at PC and service levels (wiki, website) to be backed up on a scheduled basis (weekly)
<b>Project Risks</b>						
Scope	Project plan is impacted on by changes to scope of project tools and services	Alan Masson	Low	High	B	Maintain functional change control processes to manage changes to scope in a risk managed manner.
Budget	Project expenditure exceeds available budget	Sharon Hayes	Low	Medium	B	Budget planning and expenditure to be monitored on a monthly basis and reviewed by the Steering Group.
Timescales	Project outputs jeopardised by significant delays in project plan.	Sharon Hayes	Low	Medium	B	1. Review progress against project plan at monthly team meetings 2. Maintain functional change control processes to manage changes to scope in a risk

						managed manner.
Commitment	Ability of project team to develop and deliver project outputs inhibited by poor user engagement	Fiona Doherty, Karen Virapen	Low	Medium	B	Review user / stakeholder engagement in quality plan activities at monthly team meetings
Lack of user take up of project outputs	Lack of user take up of tools and services beyond pilot studies	Alan Masson	Medium	Medium	B	<ol style="list-style-type: none"> <li>1. Linkage of pilot studies to identified institutional embedding opportunities</li> <li>2. Stakeholder engagement in planning of pilot and embedding activities</li> <li>3. External take up: Specific outputs are based on use cases that are transferable. Generic outputs will be informed by external consultant.</li> </ol>
Lack of Institutional support.	Lack of engagement by key stakeholders	Alan Masson	Low	High	B	Review of stakeholder participation in stakeholder engagement meetings, Steering Group meetings and quality plan activities.

\* Based on 5 point probability matrix as used by Fistrail Training and Consultancy

## Appendix 3

# Evaluation Plan Framework

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**N.B.: Definition of metrics for positive evaluations and feedback from quality plan activities to be defined in conjunction with institutional stakeholders**

**Formative Programme Evaluation**

<b>Programme outcome</b>	<b>Issues to address</b>	<b>Methods</b>	<b>Measure of success</b>
Gather and Disseminate best practice	Has the project identified and incorporated appropriate best practices into its work?	Peer Review Focus groups Semi structured interviews	<ol style="list-style-type: none"> <li>1. Positive evaluations and feedback from quality plan activities regarding educational effectiveness of project approaches.</li> <li>2. Evidence of stakeholder engagement in the development and use of project tools and outputs.</li> <li>3. Evidence of engagement (attendance) and dissemination (presenting / publishing) in non-JISC communities, conferences and workshops.</li> </ol>
Raise awareness of the programme and stimulate discussion amongst the community	Has the project engaged in related curriculum development activities to inform its work and to raise awareness of the Curriculum Design programme?	Attendance statistics	<ol style="list-style-type: none"> <li>1. Participation in cluster, programme and related JISC events.</li> <li>2. Evidence of engagement (attendance) and dissemination (presenting / publishing) in non JISC communities, conferences and workshops.</li> </ol>
Ensure programme outputs are meeting stakeholders needs	Has the project ensured that the end user / stakeholder requirements understood and used to evaluate the developed tools and outputs?	Peer review of project quality plan	<ol style="list-style-type: none"> <li>1. Evidence of guidelines being adopted into use or practice, with feedback/evaluation</li> <li>2. Programme review/quality processes followed</li> </ol>

**Summative Programme Evaluation**

Programme outcome	Issues to address	Methods	Measure of success
Guidelines on various aspects of curriculum design	<ul style="list-style-type: none"> <li>• Curricula meet the diverse and changing needs of learners and support widening participation</li> <li>• Assessment is designed to meet the needs of learners and stakeholders</li> <li>• Better engagement with learning and/with technology <ul style="list-style-type: none"> <li>▪ Staff skills in pedagogy/ learning design are enhanced</li> <li>▪ Creativity and innovation in design and delivery</li> </ul> </li> </ul>	<p>Questionnaire  Semi structured interview  Focus Group  Observation  Peer review of user generated outputs and digital stories.</p>	<p>Staff</p> <ol style="list-style-type: none"> <li>1. Positive feedback from stakeholders and end users</li> <li>2. Evidence of enhanced skills/staff development</li> </ol> <p>Programmes/modules</p> <ol style="list-style-type: none"> <li>1. Larger, more diverse participant group</li> <li>2. Significant innovation when compared with similar modules/programmes</li> </ol>
New design tools and environments	<ul style="list-style-type: none"> <li>▪ Any technical developments have functions, quality and supporting information that make them suitable for uptake by the sector</li> <li>• Technical developments have undergone quality assurance and review, including standards compliance</li> <li>• Staff involved in curriculum design are using available technical tools, environments and information to support their practice</li> <li>• Staff skills in design using technology are enhanced.</li> </ul>	<p>Peer Review of project quality plan and user guides  Usage statistics of project tools and services  Peer review of user generated curriculum resources  Questionnaire  Semi-structured interview  Observation  Focus group</p>	<ol style="list-style-type: none"> <li>1. Enhanced staff/student satisfaction with design process</li> <li>2. Design tools focus on learning</li> <li>3. Enhanced access to/uptake of relevant tools by staff</li> </ol>

<p>Positive and sustainable change in institutional strategy and practice around curriculum design</p>	<ul style="list-style-type: none"> <li>Enhanced curriculum design processes in place which support flexible delivery to meet diverse and changing learner requirements;</li> <li>Improved understanding at practitioner and senior management level of effective curriculum design, and of how design processes can be supported by technology to help the institution achieve its strategic objectives;</li> <li>The stimulation of positive and informed change in curriculum design processes in the sector through enhanced capacity, knowledge and skills in the use of technology to support curriculum design;</li> <li>Enhanced understanding of how the use of technology in the curriculum design process can lead to tangible benefits in terms of efficiencies, enhancement of the student and staff experience, and other key changes in what institutions can offer learners, to inform the decision-making of JISC and institutions.</li> </ul>	<p>Focus groups  Semi structured interviews  Questionnaire  Longitudinal study of stakeholder perspectives  Usage statistics of project tools and services  Peer review of user generated project outputs:</p> <ul style="list-style-type: none"> <li>Exemplar Curriculum related resources</li> <li>Case studies</li> <li>Digital stories</li> <li>User guides</li> </ul>	<p><b>Staff across institution</b></p> <ol style="list-style-type: none"> <li>Increased reflection / awareness of learner context cited by staff using project tools</li> <li>Evidence of curriculum innovations facilitated by practitioner engagement with project tools and resources;</li> <li>Ratio of time spent on different aspects of design process</li> </ol> <p><b>Processes</b></p> <ol style="list-style-type: none"> <li>Project generated outputs used as supporting evidence in curriculum approval processes;</li> <li>Project outputs embedded in institutional processes (project engagement matrix)</li> </ol>
<p>Development/integration of technical systems and data processes to support the design process</p>	<p>Interoperable systems and data standards support information flows in a number of directions, for example the use of information on learner achievement and prior learning in tools to support the design and tailoring of learning opportunities.</p>	<p>Peer review of project generated use case scenarios, case studies and data schemas</p>	<ol style="list-style-type: none"> <li>Curriculum design takes account of best practice, resource constraints and cohort characteristics</li> </ol>
<p><i>Strategy and Policy</i></p> <p>Page 31 of 33  Document title: Viewpoints Project Plan  Last updated: 21 September 2009</p>	<p>Curriculum offerings meet the needs of a wide range of learners, and support widening participation</p>	<p>Peer review of user generated project outputs:</p> <ul style="list-style-type: none"> <li>Exemplar Curriculum related resources</li> <li>Case studies</li> <li>Digital stories</li> <li>User guides</li> </ul>	<ol style="list-style-type: none"> <li>Curriculum design takes account of best practice, resource constraints and cohort characteristics</li> </ol>

**Formative Project Evaluation**

<b>Project objective / critical success factor</b>	<b>Issues to address</b>	<b>Methods</b>	<b>Measures of success*</b>
To identify key principles of best practice to underpin the thematic tools.	Has the project used appropriate educational principles as a basis for the project tools and outputs?	Focus groups Semi structured interviews Questionnaire Peer review of project tools	1. Peer review of theoretical basis used for project tools.
To work with stakeholders to develop effective reflective questions for use within the timeline tools.	Has the project used stakeholder feedback to ensure the tools and services it develops are educationally effective?	Focus groups Semi structured interviews Questionnaire	1. Evidence of significant stakeholder engagement in quality plan activities
To establish an effective user interface that engages users and encourages reflection.	Are project tools and outputs usable by a range of end users?	Focus groups Semi structured interviews Questionnaire Observation	1. Positive evaluations and feedback from quality plan activities.
To create a range of outputs to assist the repurposing and reuse of captured data for a range of audiences	Do the resources generated by project tools and services address a specific	Focus groups Semi structured interviews Questionnaire Peer Review	1. Evidence of user generated resources: <ul style="list-style-type: none"> <li>▪ Exemplar Curriculum related resources</li> <li>▪ Case studies</li> <li>▪ Digital stories</li> </ul> 2. Positive evaluations and feedback from quality plan activities. 3. Project guidelines and outputs have been peer reviewed
To capture and evaluate how stakeholders use the project tools to support the introduction of innovative adjustments to the curriculum;	Is the use and impact of project tools and outputs monitored and evaluated?	Usage statistics Implementation matrix Focus groups Semi structured interviews Questionnaire Peer review	1. Evidence of extent of usage of project outputs by stakeholders (usage and engagement statistics) 2. Evidence of staff engagement with project tools (portfolio of exemplar curriculum based resources)

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**Summative Project Evaluation**

Project objective / critical success factor	Issues to address	Methods	Measure of success*
To establish an effective user interface that engages users and encourages reflection.	Are project tools and outputs usable by a range of end users?	Focus groups Semi structured interviews Questionnaire Observation	0. Positive evaluations and feedback from quality plan activities.
To create a range of outputs to assist the repurposing and reuse of captured data for a range of audiences	Do the resources generated by project tools and services address a specific	Focus groups Semi structured interviews Questionnaire Peer Review	1. Evidence of user generated resources: <ul style="list-style-type: none"> <li>▪ Exemplar Curriculum related resources</li> <li>▪ Case studies</li> <li>▪ Digital stories</li> </ul> 2. Positive evaluations and feedback from quality plan activities. 3. Project guidelines and outputs have been peer reviewed
To capture and evaluate how stakeholders use the project tools to support the introduction of innovative adjustments to the curriculum;	Is the use and impact of project tools and outputs monitored and evaluated?	Usage statistics Focus groups Semi structured interviews Questionnaire Peer review	1. Evidence of extent of usage of project outputs by stakeholders (usage and engagement statistics) 2. Evidence of curriculum innovations facilitated by practitioner engagement with project tools and resources
To capture and evaluate how project outputs are incorporated and embedded within the curriculum development policies, processes and support activities of the University of Ulster and the UK FHE sector	Demonstrable usage of project outputs and services by staff within the University of Ulster to support course review / planning processes  Embedding of Project outputs into institutional curriculum and pedagogic support processes and services	Implementation matrix Focus groups Semi structured interviews Questionnaire Observation	1. Project generated outputs used as supporting evidence in curriculum approval processes; 2. Evidence of guidelines being adopted into use or practice, with feedback/evaluation 3. Project outputs embedded in institutional processes (project engagement matrix) 4. Evidence of engagement with project influencing stakeholders / University policies and practices.