



Project Document Cover Sheet

Project Information			
Project Acronym	DEVELOP		
Project Title	Developing and Enhancing Virtual learning environments and E-Learning Options		
Start Date	1 July 2010	End Date	31 December 2011
Lead Institution	University of Reading		
Project Director	Dr Martha-Marie Kleinhans		
Project Manager & contact details	Ms Maria Papaefthimiou Centre for the Development of Teaching and Learning University of Reading Reading RG6 6AA 0118 931 7141 m.c.papaefthimiou@reading.ac.uk		
Partner Institutions	n/a		
Project Web URL	tba		
Programme Name (and number)	<i>Distributed VLE B: Institutional Pilots 3/10</i>		
Programme Manager	Sarah Davies		

Document Name			
Document Title	<i>Project Plan</i>		
Reporting Period	-		
Author(s) & project role	Dr Julia Phelps: Enhancement Advisor		
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Version	Date	Comments



JISC Project Plan

Overview of Project

1. Background

The following factors have contributed to an institutional review of our virtual learning environment and related systems and have enabled the project team to establish to what extent these systems meet the current and projected needs of the wide range of users in the institution:

- Participation in recent national initiatives (e.g. HEA/JISC e-benchmarking exercise, Pathfinder programme, CETL-funded Centre for Career Management Skills, JISC-funded ASSET project),
- Institutional projects and reviews (e.g. thematic review of PDP and Personal Tutor System, assessment and feedback and the effect of modularisation reviews, Periodic Review of programmes),
- The uptake of new technologies and the 'e-administration' of processes (e.g. increasing online assessment processes, Turnitin/VLE integration, extending the functionality of our VLE, and customisation of existing tools)
- Interaction with local communities of practice (e.g. School e-Learning Co-ordinators, Reading's Blackboard User Group, the University's Sub-Committee for IT in T&L)
- Strong and clearly articulated vision for teaching and learning within the institution.

In addition, our links with the wider HE sector (e.g. ALT, UK Blackboard User Group, Centre for Recording Achievement, Heads of e-Learning Forum) have informed us how our needs relate to others beyond our institution. These factors have pointed to the following areas of development:

Functionality of our VLE

The development of a tagging facility for content items within the VLE to allow teachers to tag their content in support of their pedagogic approach. Further, the exploration of student tagging and the development of a 'recommender' feature to support student-led learning.

While developments to date have improved the functionality of our VLE, we have not yet been able to overcome the limitations on learning/teaching approaches that the rigid folder structure imposes on content delivery. For content-rich courses, this can make navigation to and between particular resources cumbersome and is also becoming a significant issue as staff increasingly adopt enquiry-based learning approaches.

Enhancing employability and PDP

Improving the use and access to different types of content within the VLE. One of Reading's HEFCE-funded CETLs, the Centre for Career Management Skills (CCMS), has developed highly successful online learning resources, most notably a career learning web site Destinations® with over 50 registered HEI users in the UK, as well as Student Stories - offering students access to audio narrative accounts of student and university life; and Beyond the PhD – tailored specifically for arts and humanities PhD researchers. Destinations® is used at Reading in every degree programme to support a compulsory Career Management Skills module. Currently, its use as a wider teaching resource is restricted as Destinations® content can only be linked to very basically from within the VLE.

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Improving the exchange of data between Tribal's SITS (student record system), portfolios and the student transcript/HEAR. This would make it easier to move verifiable information to uploaded to the HEAR from different sources with more subjective and reflective work being developed and stored into a students' PDP/portfolio. Clear and simple demarcation and storage of relevant information for the HEAR and PDP will be extremely useful to students and staff. Students will need to engage with the HEAR as a formative document, rather than simply just taking it away when they graduate. As HEAR is a national initiative this would be attractive across the sector. A simple mechanism for exchanging information will aid this process and highlight the mutually beneficial relationship between the HEAR and portfolios/PDP.

e-Portfolio developments

To support PDP at Reading we have developed a VLE-based e-portfolio tool, iLearn. Students are encouraged to complete an Individual Learner Profile (ILP) at the start of each year and to review progress against set goals at the end of each year with their Personal Tutor. Academic Schools are encouraged to populate their bespoke iLearn area with useful and timely information such as placement opportunities or forthcoming events. Students are able to create portfolios and share these with Personal Tutors, Careers Advisors and Study Advisors. iLearn has been rolled out to all undergraduate students and extensively evaluated.

In addition, Reading has made significant efforts to develop the functionality of the VLE e-portfolio tool in order to enhance its learning and teaching potential, including:

- a. Better integration of portfolio tool into the structure of courses
- b. Step-by-step guidance to set-up of a portfolio, alongside (and embedded within) the tool
- c. Integration of new features: eg. "Preview" button and "Print" button for individual pages
- d. Digitisation of a confidence-rating questionnaire (Individual Learner Profile) that was then integrated into the tool

Despite successful work to improve the appearance and configuration of the VLE portfolio tool, issues remain:

'Make it more interactive because presently it feels like I'm typing a word doc. which no else will ever read and so it feels pointless'.(student)

'The existing templates provided make it very difficult to edit information'. (student)

'iLearn has no provision for staff-led and controlled generation of coursework feedback: this is essential for students' reflection...at the moment we have no way of integrating feedback' (staff)

Integrating current systems to better support assessment and feedback practices

The JISC-funded project ASSET showed that there is vast potential in utilising videos for feedback. ASSET has created a simple solution to allow uploading of videos by staff and then subsequent replay through the VLE. This project will further enhance this by creating a more complete integration where the VLE will be harnessing the functionalities normally found in Web2.0 tools, thus enabling much wider use of ASSET.

In addition, exporting marks from VLE gradebook into SITS will enable easier storing and tracking of marks, and allow work marked in the VLE to be automatically added to other module marks providing a complete mark record in one place. Student development would be further enhanced through the ability to import feedback comments into iLearn portfolios, enabling greater student reflection.

2. Aims and Objectives

2.1 Aims

This project will build on existing VLE development work and good practice at Reading, and elsewhere, to meet the following identified current and projected needs:

- a. Expand the pedagogic models VLEs are able to support, to allow much more student-centred learning than the traditional hierarchical folder-structure offered by VLEs.
- b. Improve the portfolio functionality of VLEs so that they can be used for teaching and assessment purposes not just individual use. Explore the relationship between these kinds of

portfolio and the Higher Education Achievement Record (HEAR) and the portability of portfolios beyond graduation.

- c. Simplify content distribution and share across platforms to allow resources and data held and generated outside the VLE to be used within the VLE in a seamless-looking way.

2.2 Objectives

2.2.1 To improve the functionality of our VLE by:

- Developing a tagging facility for VLE content items
- Exploring the possibility of developing a “recommender” feature for content items

2.2.2 To extend the content which can be used within our VLE by:

- Developing a widget to enable video feedback from the ASSET resource, and other materials, to be integrated with VLE content
- To improve the integration of content from the Destinations® and Student Stories resources with VLE(s)

2.2.3 To improve the interoperability of our VLE and student record system to support PDP and assessment and feedback processes.

2.2.4 To improve the e-Portfolio functionality of our VLE to better support student personal development and planning and the recording of student achievement.

2.2.5 To ensure that wherever possible all developments follow open standards, are transferable to other users of the same VLE and more widely.

2.2.6 To embed these developments within our own institution and as widely as possible by:

- Disseminating information about the project within the University and the wider HE sector via conference presentations, workshops, website, emails and personal representation
- Implementing and piloting developments in our own institution and others
- Producing pilot case studies covering technical and pedagogic issues

3. Overall Approach

3.1 Strategy and/or methodology

The project will undertake the following activities:

- **Initialisation** to establish the project plan, project team, create a project website, create a project blog and establish the project management structure and project team
- **Scoping** to review user needs and technical approaches and solutions
- **Building and development** to design, develop and test prototype tools, resulting in the deliverable outputs
- **Piloting** to implement and pilot the tools in our own institution and in others
- **Evaluation** to evaluate the success and impact of the project
- **Engagement with the community** to support the piloting and dissemination activities
- **Dissemination** to share project outcomes and learning
- **Exit and sustainability** to develop and implement an exit and sustainability plan for the project outputs

3.2 Issues to be addressed

In particular the project will address these issues highlighted in the JISC programme circular:

- Extending the functionality and flexibility of the VLE to meet the needs of users
- Making use of usage data to improve courses and aid resource discovery
- Enabling relevant data from the VLE and student record systems to be used within other systems such as e-portfolios

3.3 Scope and boundaries of the work

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The project will develop a set of tools and approaches to extend the functionality of the VLE at the University of Reading and which can be adopted by other users of the same VLE. Further it will attempt to make this as interoperable with other systems as possible. The project will also explore the pedagogic impact of these tools.

3.4 Critical success factors

- Stakeholder buy-in and support of Senior Management and IT Management (see Stakeholder Analysis), particularly for the development of the data exchange functionality
- Development of easy to use widgets to ensure academic staff buy-in and widespread use within institution.
- Full understanding of the role and purpose of PDP and its relationship to HEAR, to ensure the e-portfolio developments align with teaching and learning objectives.
- Engagement with wider Blackboard user community to ensure that developments can reach as many other HEIs as possible
- Maximum interoperability as possible to ensure as wide engagement with whole HEI sector as possible.

4. Project Outputs

4.1 Deliverables

Tools and widgets:

- **Tagging widget** will allow for the alternative mapping of course content by enabling tutors to label course items with associative keywords that link up with one another and provide students different ways of viewing the course
- **Recommender Widget** allows access to the underlying usage figures and user profiles to allow recommendations based on history and tags.
- **ASSET Widget** allows users to access their own ASSET material and link it to other content in other environments. It will be based on the services produced within the ASSET project. It will be further developed with usability as the highest priority to enable even higher take up of the service.
- **Content widget** provides tutors with an item-browser within the VLE which they can use to select choice segments from other resources (e.g. Destinations®) for importing into their course, without having to link out and away from the course..
- **Portfolio Template widget** provides students with a clear framework within which to work in their portfolios by automatically creating the pages and templates required when selecting a Portfolio option. The structure of these frameworks would be pre-determined by tutors or others.
- **Portfolio Feedback widget** allows tutors or others to comment on specific elements within a student's portfolio, providing more useful feedback.
- **Export Widget** allows access to portfolios and conversion onto a number of different formats.

Documentation:

- Technical architectural model
- Technical documentation of data exchange
- Training/instructional materials, available online

Case studies:

- Case studies of pilots of tools and widgets covering both technical and pedagogic issues

Events:

- 'Celebration' of project milestones to maintain interest in the project and build momentum in the institution and sector
- Workshop / end of project event to disseminate case studies and other pilot work

Reports:

- Reports and project documentation as required by JISC.

4.2 Knowledge and experience

- Shareable expertise in the area of developing and adding new functionality to a VLE system and their integration with other systems.
- Active participation in the wider teaching and learning community e.g. via participation in JISC and HEA events.
- Workshops and conference presentations to share experiences with the sector regarding developing VLE systems
- Networks and contacts with other projects, individuals and institutions working on similar issues.

5. Project Outcomes

- Better use of externally produced content within the VLE
- Staff will be able to use the VLE to better support less directed, more student-centred teaching approaches, such as enquiry-based learning
- Students will be able to take more ownership of their own learning and development and be able to share this to support each other
- More integration and alignment of teaching & learning with assessment & feedback to improve student learning
- Students will find it easier to engage with PDP activities and goals (including self reflection) and to seek and obtain feedback in this area
- More effective recording and presentation of student achievement (both academic and personal), for both formative and summative purposes
- Better use and storage of assessment data to improve institutional assessment administration and individual student use of assessment feedback.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
University senior management Pro-Vice Chancellor (T&L) Faculty Directors of Teaching and Learning	Needs: Support the aims of the University's enhancement priorities Support School L&T plans Enhances the T&L profile of the University Offer: High level support for project, ability to influence other institutional key stakeholders	High
IT management IT Services Student Record System (RISIS)	Needs: Opportunity to improve systems' functionality for users Support for teaching and learning Offer: Advice and support to project	High
T&L Enhancement support staff	Needs: Support the aims of the University's enhancement priorities Opportunity to improve pedagogic approaches Offer: Use of established networks and contacts to support implementation and piloting	High

	Advice and support to project Scope for external dissemination through networks	
Academic staff	Needs: More flexible VLE system with improved functionality Easier integration of external content and resources with VLE Offer: Feedback on project objectives Testing, piloting and evaluation of project outputs Scope for dissemination of project	High
Students	Needs: More student-centred VLE Offer: Feedback on project	Medium
Resource owners Destinations®, Student Stories ASSET	Offer: Content Access to user group	High
Other Blackboard users	Needs: Improvements to own VLE Offer: Advice and support to project Piloting and evaluation of project outputs Scope for dissemination of project	High
Other Tribal SITS users	Needs: Improvements to own VLE/student record set up Offer: Advice and support to project Piloting and evaluation of project outputs Scope for dissemination of project	High
Other resource users Destinations®, Student Stories ASSET	Needs: Improved access to content Offer: Piloting and evaluation of project outputs Scope for dissemination of project	Medium
JISC	Needs: Contribution to the JISC 'network' Offers: Financial and management support; advice and training	High
Other JISC projects	Offers: Advice and support through the project Evaluation Group	High
Wider HE community	Needs: Resources to enhance teaching and learning Offers: Demand for project outputs Opportunities for cooperation and collaboration	Medium

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
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Staffing				
Losing staff within the project team	2	5	10	<ul style="list-style-type: none"> • identify alternates who can step in as necessary • clear documentation of work as progresses to enable any handover
Staff absence due to illness, annual leave, etc	2	2	4	<ul style="list-style-type: none"> • have contingency plan(s) • involve other people in activities where possible appropriate • schedule annual leave in project planning
Organisational				
Some tasks take longer than expected	2	3	6	<ul style="list-style-type: none"> • have contingency plan(s) • build-in flexibility to plans • alter task schedule, if possible
Project is not completed on time	1	5	5	<ul style="list-style-type: none"> • monitor progress against planned timescales • build in contingency plans
Lack of institutional buy-in	1	4	4	<ul style="list-style-type: none"> • Senior management represented on the project Steering Group • project to report to relevant institutional committees
Lack of engagement within institution to pilot developments	2	4	8	<ul style="list-style-type: none"> • engage local champions with project • membership of key staff on Steering Group • identify pilots early and offer incentives for engagement
Lack of engagement of wider HE sector	3	4	12	<ul style="list-style-type: none"> • engage key stakeholders with project early • membership of key stakeholder representatives on Steering Group • identify external pilots early and offer incentives for engagement • strong dissemination strategy
Technical				
Methodology adopted doesn't work	1	4	4	<ul style="list-style-type: none"> • thoroughly research range of approaches • use of rapid prototyping for early testing
Problems arise re: operability of tools developed	1	5	5	<ul style="list-style-type: none"> • Experienced development team • Thorough testing of tools throughout their development

8. Standards

Name of standard or	Version	Notes
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specification		
Leap2a		Research "fit for purpose" contra established BB functionality
e-Framework / SOA		Will follow progression and review technical feasibility
Several video formats (flash, h264)		Further develop ASSET resources
RSS / ATOM / RDF		Data transfer between different services
Widget API (Netvibes API, Google Gadget API or Wookie API)		Depends on BB functionality

9. Technical Development

The project will use a rapid prototyping methodology to produce fast outputs, which can provide feedback from user that aids further development. This approach will result in an improved overall functionality. It is the highest priority that the project outputs meet the needs of users in the institution, however wherever possible all code will be developed with reuse in mind. This should ensure that the developed services will be beneficial widely within the Higher Education sector.

The development team will:

- Develop a technical architectural model.
- Develop technical documentation of the transfer of data between different University services in order to make the reuse and modification of the produced open source services as easy as possible.

10. Intellectual Property Rights

The IPR of the software and technical deliverables produced as part of the project will be owned by the University of Reading.

The IPR of all documentation (including licences, policies and procedures, conference materials, instructional and dissemination materials) produced as part of the project will belong to the University of Reading.

Project Resources

11. Project Partners

N/A

12. Project Management

The project will be managed by the e-Learning Manager (Maria Papaefthimiou), who will report to the Project Director who is a member of the University's teaching and learning Senior Management team (Faculty Director of Teaching and Learning, Dr Martha-Marie Kleinhans). The Project Director will ensure that the Project Manager is leading the project according to the project plan as well as provide support and ensure institutional buy-in. The Project Manager will spend all 0.25FTE of her project time on the project management. The Project Manager's role is to:

- Coordinate and manage project work
- Monitor project progress and performance
- Ensure that the project outputs are delivered on time
- Identify risks, problems, and issues, and escalate them as appropriate
- Manage communication within the project and with the JISC Programme Manager
- Prepare all project reports

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- Manage project resources, including the budget
- Maintain project documentation, the project website and blog
- Ensure that the project abides by the letter of the grant, the JISC Terms and Conditions (and the JISC Project Management Guidelines)

A Project Steering Group will be set up and will meet three times during the project. The Steering Group will:

- Ensure that the project abides by the letter of the grant, the JISC Terms and Conditions (and the JISC Project Management Guidelines)
- Ensure that the project aims and objectives and project outcomes are achieved
- Ensure that project work is done within the allocated budget
- Provide a forum for the project to reflect on its work
- Provide support and advice to the project
- Promote and disseminate the project and its outputs

The Project Steering Group will comprise the following members:

Chair	(Dr Martha-Marie Kleinhans)
Secretary	tbc
Pro-Vice-Chancellor Teaching and Learning	(Professor Rob Robson)
Project Manager	(Maria Papaefthimiou)
Director, Centre for the Development of T&L	(Dr Julia Phelps)
Director, IT Services	(Mr Mike Roch)
Two internal academic stakeholders	(Dr Yota Dimitriadi (tbc), TBC)
Employability/PDP stakeholder	(David Stanbury)
Two student stakeholders	(Faculty Education Representatives, tbc)
Three external stakeholders	(Mark Gamble (University of Bedfordshire), Sarah Sherman (University of London), tbc)

The Project Steering Group will report to the University Board for Teaching and Learning and other committees as appropriate (e.g. Sub-Committee for the Development and Enhancement of Learning and Teaching, Information Strategy Committee, RISIS User Group).

The Project team will meet monthly to review progress and plan work. The project team will consist of the following:

Project role	Name	Institutional role	Contact details
Project Director	Dr Martha-Marie Kleinhans	Faculty Director T&L	Faculty of Social Sciences University of Reading, Reading RG6 6AA 0118 378 7349 m.kleinhans@reading.ac.uk
Project Manager	Ms Maria Papaefthimiou	e-Learning Manager	Centre for the Development of Teaching and Learning, University of Reading, Reading RG6 6AA 0118 378 7141 m.c.papaefthimiou@reading.ac.uk
Technical Advisor	Mr Mike Roch	Director, IT Services	IT Services, University of Reading, Whiteknights, Reading, RG6 6AF 0118 378 8431 d.m.roch@reading.ac.uk
Enhancement Advisor	Dr Julia Phelps	Director, Centre for the Development of Teaching and	Centre for the Development of Teaching and Learning, University of Reading, Reading RG6 6AA

		Learning	0118 378 4331 j.e.phelps@reading.ac.uk
e-Learning Advisor	Professor Shirley Williams	NTFS and University Teaching Fellow	School of Systems Engineering, University of Reading, Reading 0118 378 8613 shirley.williams@reading.ac.uk
Project Officer (Implementation)	Mr Guy Pursey	e-Learning Officer	Centre for the Development of Teaching and Learning, University of Reading, Reading RG6 6AA 0118 378 6098 g.i.s.pursey@reading.ac.uk
Project Officer (Development)	Dr Karsten Lundqvist	Research Officer	School of Systems Engineering, University of Reading, Reading 0118 378 6423 k.lundqvist@reading.ac.uk

13. Programme Support

It is anticipated that the DEVELOP project will benefit most from support and advice in the following areas:

- Conforming to JISC funding and project requirements
- Issues and developments relating the Higher Education Achievement Record (HEAR)
- Liaison with other projects with related aims and objectives
- Support for wider dissemination of DEVELOP across the HE sector using JISC networks

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
Ongoing	Project progress	Have project deadlines been met?	Monitor and review Progress reports	Project deadlines met
	Impact of tagging widget(s)	Has the teaching/learning functionality of the VLE been improved?	Pilot of widgets in different T&L contexts	Case studies Staff and student engagement with functionality offered
	Effectiveness of widgets to integrate ASSET, Destinations®, and other project	Can a wider range of content be used within the VLE?	Pilot of widgets in different T&L contexts	Case studies Staff and student engagement with functionality offered

	resources			
	Effectiveness of e-portfolio widgets	Can the VLE e-portfolios better support PDP and academic progress?	Pilot of widgets in different T&L contexts	Case studies Staff and student engagement with functionality offered
	Data integration	Can marks and feedback be input/transferred easily?	Prototype testing Pilot of widgets	Case studies Staff and student engagement with functionality offered
	Wider impact of project	Have the numbers of external staff/institutions engaging with the project met our expectations?	Pilots of widgets Assess the number of direct enquiries about the project	Number of pilots in other institutions Number of staff attending project events and presentations

17. Quality Plan

Output					
Tools and widgets – design and development					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Nov 2010 Sep 2011	Fit for purpose	Feedback from prototyping stages Feedback from stakeholders	Feedback results	Project team	
Nov 2010 Sep 2011	Usability	Feedback from prototyping stages Usability tests (if appropriate) Feedback from stakeholders	Feedback and testing results	Project team	
Nov 2010 Sep 2011	Conforms to appropriate open standards	Testing against standards	Feedback and testing results	Project team	

Output					
Documentation					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Nov 2010 Sep 2011	Fit for purpose	Feedback from stakeholders Meet any JISC requirements	Results of feedback	Project team	

Output					
Case studies					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)

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Ongoing from Jan 2011	Fit for purpose	Case study pro-forma	Satisfactory completion of pro-forma by pilot lead	Project Manager	
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Output	Events				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Ongoing	Fit for purpose	Feedback / evaluation from stakeholders	Results from feedback	Project Manager	

Output	Reports				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Dec 2010 Jun 2011 Dec 2011	Fit for purpose	Feedback from stakeholders	Reports satisfy JISC requirements	Project Manager	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
July 2010- October 2010	University T&L newsletter (Internal) user group email lists Project website	Internal stakeholders	Awareness	<ul style="list-style-type: none"> • Announce project funding • Key aims of project and benefits to users
termly	University T&L newsletter	Internal stakeholders	Awareness Inform Promote	<ul style="list-style-type: none"> • Updates on project development • How you can get involved
termly	School e-Learning Co-ordinators meetings	Internal stakeholders Pilot leads	Awareness Inform Engage	<ul style="list-style-type: none"> • Updates on project development • How you can get involved • Impact on T&L
Oct 2010 – Sept 2011	Reading User Group meetings	Internal stakeholders	Inform Engage	<ul style="list-style-type: none"> • Development of widgets and tools • Feedback on development
Sept 2010 – Dec 2010	Email discussion / community of practice / user group lists Project website	External stakeholders	Awareness Inform	<ul style="list-style-type: none"> • Key aims of project and benefits to users • How you can get involved
Dec 2010	Workshop / meeting(s)	External	Inform	<ul style="list-style-type: none"> • Development of

- Feb 2011		stakeholders External pilot leads	Engage Promote	widgets and tools • Feedback on development • How to implement / join project
Jan 2010 onwards	Conference / seminar / workshop presentations	JISC projects e-learning community PDP community BB user community Destinations® community	Awareness Inform Engage Promote	• Project progress • Widget development • Impact on T&L • Case studies

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Tools and widgets	Final versions tested and made available	
Documentation	Final project versions to be reviewed and updated where necessary	Supporting documentation to be available from project website
Case studies	Final versions to be reviewed and updated, permission for use sought	Supporting documentation to be available from project website
Events/dissemination	Continue with dissemination activities Ensure staff and students have access to training resources (where appropriate)	Supporting documentation to be available from project website
Reports	Final project versions to be reviewed and updated where necessary	Supporting documentation to be available from project website
Knowledge and experience	Project team to share knowledge and experience with colleagues within the University and the wider HE sector	

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Tools and widgets	To provide continued open access to the tools and widgets developed	Widgets widely recognised as useful an effective in extending the functionality of the VLE	Compatibility with future/other versions of VLE Continued interoperability with other systems in the learning environment
Case studies	To provide further examples of pedagogic approaches and the role of e-learning to support these	Generic, and as well tool-specific issues addressed	Best format and audience

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Appendixes

Appendix A. Project Budget

Appendix B. Workpackages

Appendix A



JISC Project Project Plan Budget Template

Directly Incurred Staff	Aug09–Jul10	Aug10 –Jul11	Aug11–Jul12	TOTAL £
Karsten Lundqvist, Gd6, 0.4FTE	██████	██████	██████	██████
Guy Pursey, Gd 6, 0.4 FTE	██████	██████	██████	██████
Maria Papaefthimiou, Gd 7, 0.25 FTE	██████	██████	██████	██████
Total Directly Incurred Staff(A)	██████	██████	██████	██████
Non-Staff				
Aug09–Jul10	Aug10 –Jul11	Aug11 – Jul12	TOTAL £	
Travel and expenses	██████	██████	██████	██████
Dissemination	██████	██████	██████	██████
Evaluation	██████	██████	██████	██████
Other – incentives for pilots 3 external steering group members, 3 days each	██████ ██████	██████ ██████	██████ ██████	██████ ██████
Total Directly Incurred Non-Staff (B)	██████	██████	██████	██████
Directly Incurred Total (C) (A+B=C)				
██████	██████	██████	██████	██████
Directly Allocated				
Aug09–Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £	
Shirley Williams, 2hrs/wk	██████	██████	██████	██████
Martha Marie Kleinhans, 2hr/wk	██████	██████	██████	██████
Stuart Brown, 2hrs/wk	██████	██████	██████	██████
Julia Phelps, 2hrs/wk	██████	██████	██████	██████
Estates	██████	██████	██████	██████
Directly Allocated Total (D)	██████	██████	██████	██████
Indirect Costs (E)				
██████	██████	██████	██████	██████
Total Project Cost (C+D+E)				
██████	██████	██████	██████	██████
Amount Requested from JISC				
██████	██████	██████	██████	██████
Institutional Contributions				
██████	██████	██████	██████	██████
Percentage Contributions over the life of the project				
JISC 47 %	Partners 53 %			Total 100%

Nature of Institutional Contributions

Directly Incurred Staff				
Post, Grade & % FTE	£	£		£
Directly Incurred Non Staff				
Hardware/Software etc.	£	£		£
Directly Allocated				
Shirley Williams, 2hrs/wk	████	████	████	████
Martha Marie Kleinhans, 2hr/wk	████	████	████	████
Stuart Brown, 2hrs/wk	████	████	████	████
Julia Phelps, 2hrs/wk	████	████	████	████
Estates	████	████	████	████
Indirect Costs				
Indirect Costs	████	████	████	████
Total Institutional Contributions	████	████	████	████

Appendix B



JISC WORK PACKAGE

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1: Initialisation																			
2: Scoping																			
3: Building and development																			
4: Pilots																			
5: Evaluation																			
6: Engagement with community																			
7: Dissemination																			
8: Exit and sustainability																			
9: Project management																			

Project start date: 1 July 2010

Project completion date: 31 December 2011

Duration: 18 months

<i>Workpackage and activity</i>	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
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				Milestone	Responsibility
WORKPACKAGE 1: Initialisation					
<i>Objective: To establish the project, develop the project plan and responsibilities, address stakeholder buy-in</i>					
1. Development of project plan	01/07/10	16/08/10	Project plan, budget and work packages	1	JEP
2. Establish project management structure	Jul 10	Sep 10	Steering group, Project team, technical stakeholder group		MCP
3. Establish project team	Aug 10	Sep 10	Project team meeting		MCP
4. Create project website	Sep 10	Oct 10	website	2	MCP
5. Set up project blog	Sep 10	Oct 10	Project blog	2	MCP
6. Establish a technical stakeholders group	Sep 10	Oct 10	Technical stakeholders group		MCP/KL
WORKPACKAGE 2: Scoping					
<i>Objective: To refine user needs and review technical solutions</i>					
7. Review user needs	Jul 10	Oct 10	Definition of user needs		MCP/GP
8. Review technical approaches and solutions	Jul 10	Oct 10	Definition of technical approach Technical architectural model	3	KL
9. Review wider e-portfolio, PDP and HEAR context	Aug 10	Nov 10	Definition of aims and objectives of e-portfolio work		GP/JP

<i>Workpackage and activity</i>	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
WORKPACKAGE 3: Building and development					
Objective: <i>to design, develop and test prototype tools, resulting in the deliverable outputs</i>					
10. (Further) Develop prototype					
iterative	Nov 10	July 11	Prototype widgets		KL
11. Test prototype with users			Evaluation data		GP
cycle					
12. Final versions	Nov 10	Sep 11	Widgets Technical documentation	4	KL
WORKPACKAGE 4: Pilots					
Objective: <i>To implement and pilot the tools in our institution and others</i>					
13. Recruit users for pilots	Sep 10	Dec 10	Group of pilot leads identified		MCP
14. Implement widgets and set up VLE for pilot use	Dec 10	May 11	VLE set up for pilots to run		KL & GP
15. Run pilots	Feb 11	Sep 11	Staff and external engagement		MCP & GP
16. Evaluation	Mar 11	Oct 11	Case studies	5	MCP & GP
WORKPACKAGE 5: Evaluation					
Objective: <i>To evaluate the success and impact of the project</i>					
17. Steering Group meetings to evaluate progress (three meetings)	Nov 10 May 11 Nov 11	Nov 10 May 11 Nov 11	Interim reports	6	MCP
18. Assess effectiveness of widgets	Dec 10	Oct 11	Development evaluation data Case studies	5	KL/GP GP/MCP

<i>Workpackage and activity</i>	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
19. Assess engagement of internal users with project	Dec 10	Oct 11	Interim reports Case studies	6,5	MCP/GP
20. Examine wider impact of project – user statistics, number of pilots	Dec 10	Dec 11	Interim reports Case studies	6,5	MCP
WORKPACKAGE 6: Engagement with community					
Objective: <i>to support the piloting and dissemination activities</i>					
21. Appoint external stakeholders to Steering Group	July	Sep 10	Steering Group		MCP
22. Establish and maintain Reading User Group	Oct 10	Dec 11	Reading User Group network		MCP/GP
23. Maintain technical stakeholders group	Oct 10	Dec 11	Technical stakeholders group meetings		KL & GP
24. Project meeting/workshop for external stakeholders and pilot leads	Dec 10	Feb 11	Meeting report		MCP
WORKPACKAGE 7: Dissemination					
Objective: <i>to share project outcomes and learning</i>					
25. Disseminate URL of project website through existing T&L networks (internal and external)	Nov 10	ongoing	Project website		MCP
26. Engage with key stakeholders and the wider T&L community through the activities outlined in the project Dissemination Plan	Oct 10	ongoing	A range of events and communications		Project team
27. Engage with wider University T&L community through existing networks, committees	Sep 10	ongoing	Raise awareness and encourage engagement		MCP/GP/KL/S W/MMK
28. Engage with HE sector at external events/conferences	Oct 10	ongoing	Raise awareness and encourage engagement		Project team

<i>Workpackage and activity</i>	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
WORKPACKAGE 8: Exit and sustainability					
Objective: <i>to develop and implement an exit and sustainability plan for the project outputs</i>					
29. Complete final versions of technical outputs	May 11	Oct 11	Widgets	4	KL & GP
30. Complete final versions of documentation	May 11	Nov 11	Technical documentation		KL & GP
31. Complete final versions of case studies	June 11	Nov 11	Case studies	5	MCP & GP
32. Develop recommendations for any outstanding sustainability issues	Oct 11	Dec 11	Final Steering Group report		MCP
WORKPACKAGE 9: Project management					
Objective: <i>To ensure that the project is well managed and meets its objective and timelines</i>					
33. Steering group	Oct 10	ongoing	Steering Group meetings and reports		MCP
34. Project reports	Nov 10	ongoing	Interim reports		MCP
35. Plan, monitor and review progress, including budget	ongoing		Progress reports		MCP
36. Manage project team	ongoing		Team meetings		MCP

Members of Project Team:

GP = Guy Pursey
 JEP = Julia Phelps
 KL = Karsten Lundqvist
 MCP = Maria Papaefthimou
 MMK = Martha-Marie Kleinhans
 SW = Shirley Williams