



## Cover Page

Project Information			
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<b>Lead Institution</b>	Staffordshire University		
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<b>Partner Institutions</b>	Stafford College, Newcastle Under Lyme College, Shrewsbury College of Arts and Technology, Ashton Sixth Form College		
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Document History		
Version	Date	Comments

## Interim Report

**Project Name:** ENABLE, Staffordshire University

**Report compiled by:** Professor Mark Stiles

**With contributions from:** Sam Rowley

**Reporting period:** November 2010 – end April 2011

### ***Section One: Summary***

The project is now entering its fourth phase "Pilot and Evaluation 2". The project period reporting on started off being a difficult one due to the loss of the executive sponsor and the university appointing a new Vice-Chancellor, along with the project manager being on maternity leave. However the start of 2011 has seen a new Vice-Chancellor in place, the return of the project manager, and a new executive sponsor in the form of the deputy Vice-Chancellor Paul Richards. Since these developments the project director has spoken with the Vice-Chancellor with regards to the Enable project and the need to move forward, and has presented him with the Managing Information document mentioned in the last interim report.

Although work has slowed with the development of the Programme Office (now promoted as a Change Management Office to reduce the confusion around the term "Programme") the executive have picked up on the Enable message that managing both change and information needs to be handled centrally. This message is also being repeated by other senior management members <http://jiscenable.blogspot.com/2011/04/dripping-tap.html>.

The external examiners work is now entering its final, pilot phase and the work of the TransAPEL project has been demonstrated to senior management and is also entering its pilot phase. Depending on the successful pilot by the relevant services the plan is to pass these tools on to the relevant teams as core services, which will enable Enable to develop further tools to support CDD for both the university and its partners.

### ***Section Two: Activities and Progress***

The Technology Supported Learning Strategic Plan mentioned in the last interim report has now gone to committee members and been discussed (and approved) at the Learning Teaching and Assessment Sub-committee. It has been used during meetings to demonstrate the need to understand relationships between processes, systems and information. It has also been used to inform the Information Systems Strategic Plan.

Since achieving the opportunity to speak to the Deputy Vice-Chancellor (DVC) about the aims of the Enable project he has now taken on the role of the Executive Sponsor and has already chaired his first SMWG meeting. We were pleased that during this meeting the message of the need to manage our information was vital was positively received. This was thanks to us being able to show a model of the processes/ information that faculties engage in with the external examiners. By showing the "as is" model we were able to clearly show the duplication of effort and information taking place, and the "to be" demonstrated a much cleaner, streamlined approach with a single information source for all users.

The project team has spent time developing a number of pages within the Design Studio, around the themes, Managing Change, Stakeholder Engagement, and Information Management (including modelling using Archimate). These are available via the Sandbox, and are constantly being updated and reflected on. The project team hopes to have some of these pages "live" for the Programme meeting in May.

## Institutional Approaches to Curriculum Design Programme

Spokes highlighted by the project as influencing Curriculum Design and Development are still being supported by the Enable team in ways highlighted in previous reports. As the institution has had some changes to the executive a number of new programmes have been created to build on the work of Enable and previous spoke work. The themes are:

- Portfolio Management
- Quality
- Student Experience
- Customer Relationship Management

The Deputy Vice-Chancellor is leading the overall co-ordination of the themes and in two cases the Senior Manager responsible for the theme is also part of the SMWG. The Enable team have been involved in advising on the programme initiation documents. The creation of the Portfolio Management theme is of particular interest, the Enable team (and the Learning Development and Innovation team) will be working closely with the theme leaders (Steve WynWilliams and Mike Goodwin) on the development of a Flexible Learning Toolkit. This work will build on and bring together work already undertaken for Enable - including the process models produced as part of the baseline report, the guidelines and models, roles and competencies work done by LDI, faculties and QIS to create a workflow for curriculum design teams. The toolkit gives Enable a tangible output for the project that was not previously envisioned.

The managing information document has now been seen by all relevant senior managers and has been discussed with the project director. There are a number of actions attached to the document, one of which is the appointment of a CIO, although the university has yet to agree to this appointment discussions have begun round how the university can fill this role (with one option being bringing in a consultant to work with the Enable team and mentor an existing member of staff).

A new document has been produced from interviews with Deans in Faculties that Enable has participated in. The summary document given to senior management highlights the priorities for faculties and any issues that the faculties have with the processes around award design and development. Thanks to the work of the individual spokes, and the Enable team, issues highlighted focused less on the technologies but more on processes and accessing information. It is acknowledged that there are still problems with Quality Assurance but less specific complaints around validation and award development. Although improvements have already taken place in this area, this may also be due to the fact that there is a review in this area already and the Enable team are piloting technology to improve this area (via the External Examiners work).

Development has continued on the external examiner "mini-project" which is now been modified to include the specific behaviour of one faculty. Originally the project envisioned developing the modified tool in tandem with the launch of the pilot, however further investigation has demonstrated it would be best to embed the new behaviour before moving to the pilot phase. The project team is handing over the responsibility for the pilot to the Quality Improvement Service.

The development of the enterprise architecture model covering the entire curriculum design domain has stalled as the team have been focused on completing its technical development commitments both of the external examiner work and TransAPEL. With this commitment and without the executive backing for the Managing Information action points it is difficult to move this work forward, in particular with developing a complete "to be" model. The managing information document, and the demonstration of using EA to the benefit of new developments, means we are now at the stage of awaiting a decision on whether the approach will be adopted more widely across the university (as discussed in the last interim report).

As part of ENABLE's Phase 3, the project manager, and the project director have completed a series of in-depth interviews with Faculty Learning & Teaching Deans and Directors to discuss their views on what their priorities are for the next year, and how they felt about CDD within the university and how it is supported. This is the second year these interviews have taken place and the outcomes of these meetings have been fed back into ENABLE and issues raised with other parts of the University as required. In addition, contact with the partner colleges has been maintained.

## **Section Three: Risks, Issues and Opportunities**

### **Risks**

- Loss of key personnel

The Project Manager has now returned to work full time.

- Senior Management: Unengaged

The Deputy Vice-Chancellor is now chairing the ENABLE SMWG meetings which, has helped with attendance, we have used this opportunity of new SMWG engagement to review the Enable message, ensuring it is clear what we want to achieve and what we have achieved to date. The university has recently announced it's appointment of a new Pro Vice-Chancellor (PVC) which may impact on who becomes the executive sponsor for the project and subsequently who chairs the SMWG. However short the official engagement of the Deputy Vice-Chancellor has with the Enable project it is clear that he sees the project of real value and we hope that continued communication will be achieved if he chooses to pass the chair to the new PVC

- Loss of Senior Management Staff/ restructure of services/ faculties

The project has already experienced and responded to this risk in a positive light. It has been possible to use the loss of staff as a positive experience to learn from past mistakes and engage with new senior staff with clear messages, with real examples now that the project is successfully up and running. The project recognises a senior manager sponsor is vital to the success of the project, however it believes that it is important to get all senior management to understand the message of Enable, and as such uses its strong links to senior management to continue to pass its messages on.

- Loss of Social Networking Tool

The project team had successfully changed from Ning to the social networking tool group.ps, which at the time of the Project Manager going on maternity was a free tool. Since going on maternity the tool is now subscription based, and there have been a number of technical difficulties with the site which has resulted in a loss of access for the project team and its partners. The project team is assessing the impact this has on the project and whether a new tool needs to be selected or if they are happy for the group to be more open.

### **Issues & Opportunities**

The Senior Leadership Team Programmes were initially an issue as they had been started in isolation with the work of Enable team. However two opportunities have come out of the programmes, the first has already been mentioned, which is the engagement of Enable with the Portfolio team, the second is that during a meeting called by the DVC with the Project Director it has been agreed that the Enable team should be involved in supporting all the Programmes, and as such has written a short introduction to the project for each of the programme leaders.

The mobile technology initiative is still an issue/ opportunity; the mobile survey has clearly demonstrated a need for the institution to engage with mobile developments, while it highlights the issues the university has with communication and information. Whilst taking part in the mobile technologies survey discussions with other members of staff showed that the university was already moving in a number of different directions with regards to purchasing different solutions without understanding the wider impact of embedding those systems into existing systems. This work has greatly enforced the Enable message, and more positively has enabled other stakeholders in the institution to repeat the message.

## **Section Four: Outputs and Deliverables**

The project outputs and deliverables have not changed since the project plan. The project blog continues to be updated (<http://jiscenable.blogspot.com>) and stakeholder feedback has been summarised and published on our website, <http://projects.staffs.ac.uk/enable>. Write-ups from the evaluation of Phase 3 will appear once the project manager returns (all the required information is in place to enable this)

We will be making the following outputs available via links in the Design Studio:

- a summary report based on our “Managing Information” paper
- XCRI-based domain model and Java Persistence mapping code.
- An evaluative report and code for “The Change Heap”

The project manager has been working with Helen to develop a number of pages in the Design Studio including pages on:

- Managing information (with the intention to link this to the paper mentioned above)
- Modelling (Using EA)
- Managing change

Another output agreed with the support team was to develop an output around the college partnership i.e. a generalised curriculum design workflow especially around the relationship with WBL/employer engagement. This will also be progressed upon the return of the project manager.

### ***Section Five: Evaluation***

The project manager is continuing to collate information from interviews held in her absence and from the annual reports collected from the project partners. However interviews summarised so far has shown a slow change in culture with those individuals interviewed, as already noted discussions are no longer about solutions (i.e. the technology) but on the issues underlying the surface issues. Partners have noticed an improvement in communication between themselves and the university thanks to the implementation of partnership managers, something that was highlighted as a need from last years annual reports and from the partnership review spoke.

The external examiner mini-project and the TransAPEL spoke (with the Pineapple involvement) are being recorded and formatively evaluated as is all ENABLE activity. This area is in progress while the projects are still running and will be completed once the pilot phase has been run.

The project manager is developing a survey with the project director that will investigate the influence of governance and financial models on innovation within institutions. They hope that the survey will be released by May and that other institutions will feel comfortable in completing it.

### ***Section Six: Outcomes and Lessons Learned***

It is still worth noting that the position of the Enable team has been extremely useful in a number of different ways:

- Stakeholders feel confident in being open and not pointed at a later date
- Management for the project is at the right level to be heard by senior management
- Messages can be taken on board without fear of blame – often seen as a neutral party (by both stakeholders and senior management)

Even with these benefits to position it is worth noting

- Changing culture/ attitudes takes time
- In this environment focus is on saving costs immediately which can be the detriment of long term projects/ requirements

### ***Section Seven: Communication and Dissemination Activities***

Our communication and dissemination activities have not changed since our last interim report. The project team continue to communicate via formal and informal methods. The project team is still working closely with the Quality Improvement Service (QIS) and faculty administrators with the development of models and workflows around award development.

The project team continues to use the project blog & twitter to communicate its reflections to external (and internal) stakeholders. The weekly email has stopped since the project manager went on maternity leave, and since returning it has not been restarted due to the request of those receiving it. It was felt a weekly digest was “information overload” and that the message was being lost.

The ENABLE Technical Manager has now contributed to the JISC "Just enough TOGAF" guidance.

## Institutional Approaches to Curriculum Design Programme

The project manager has written a submission with Manchester Metropolitan University for ALT-C on Managing Information and Change in HE. The project director is a co-presenter for the Cluster paper on Employer Engagement, Employability, and the responsive curriculum. We are awaiting feedback on both these paper submissions.

The project managers peer-reviewed paper on the work of the ENABLE project that was delivered at EISTA 2010 will be published in the Journal on Education, Informatics and Cybernetics (JEIC).

## ***Section Eight: Collaboration and Support***

There are ongoing collaborations with Bradford, MMU, and Plymouth universities

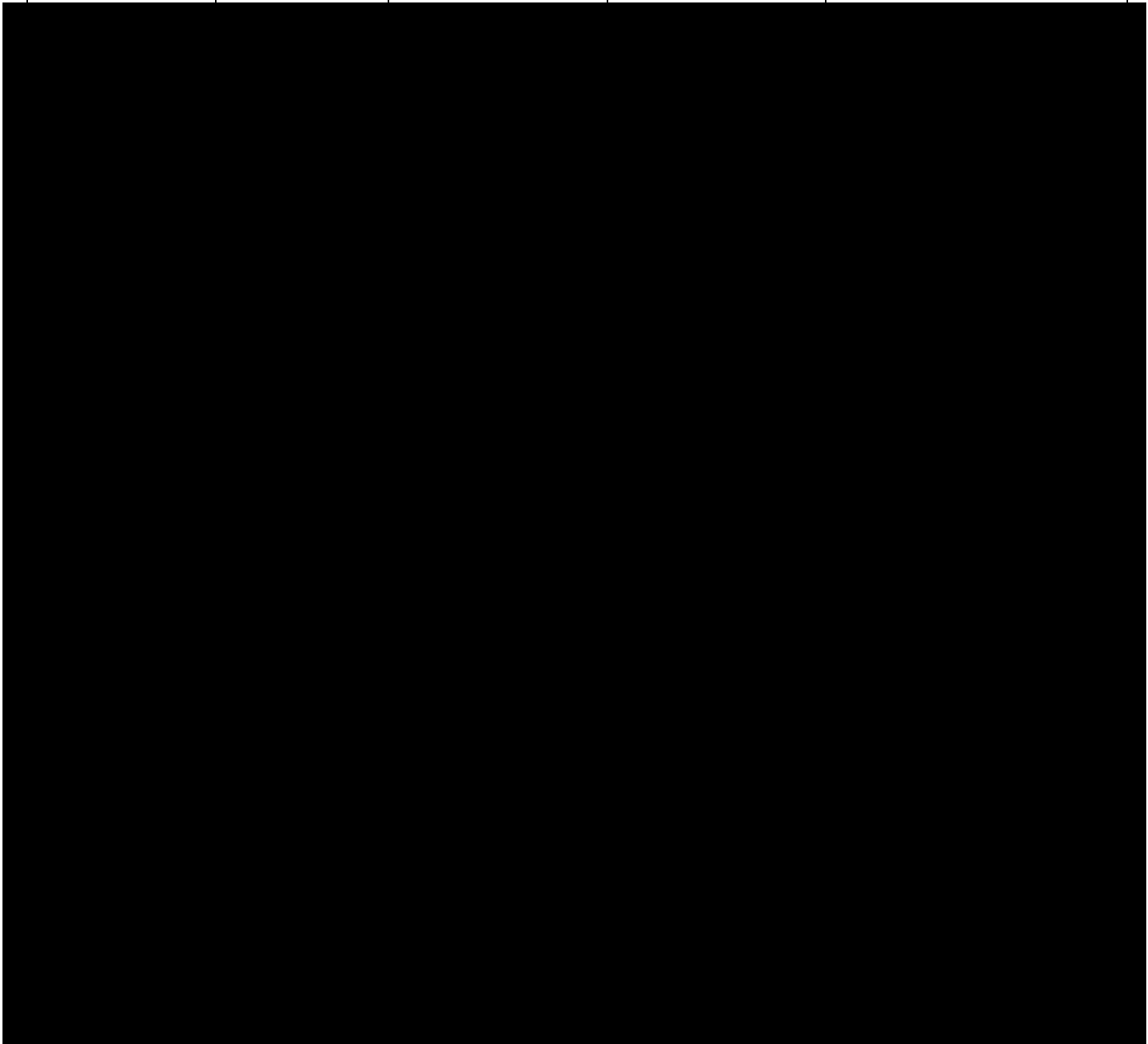
We are continuing the Cluster meetings, the next one to be hosted here at Staffordshire University, which have been extremely valuable. The opportunity to learn more about other projects and approaches is essential, as is the ability to have the wider experience of other project members focussed on your project.

Enable team are still engaging with the Flexible Service Delivery Programme and have received some very useful guidance in creating smaller models to support new developments. It is clear that the second iteration of the EA Foundations course would be of use to the project team and the Business Re-engineering Manager (BRM), and the intention is (once dates etc are confirmed) that the main project team (including the Project Director) and the BRM will be attending this course.

**Section Nine: Financial Statement**

<b>Total Grant</b>	<b>£400,000</b>	<b>Duration of project</b>	<b>Sept 2008 – May 2012</b>
<b>Reporting Period</b>	<b>22<sup>nd</sup> October 2010 – 11<sup>th</sup> March 2011</b>		

<b>Budget Headings</b>	<b>Total budget allocated</b>	<b>Expenditure this reporting period</b>	<b>Total expenditure to date</b>	<b>Further information</b>
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**Checklist:**

Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: [www.jisc.ac.uk/curriculumdesign](http://www.jisc.ac.uk/curriculumdesign)
- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.
- Identify and name any areas within this report that you'd like removed before the report is made public (\*see below)

**\*Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.