



Project Document Cover Sheet

Project Information			
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Start Date	September 2008	End Date	July 2012
Lead Institution	University of Greenwich		
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Partner Institutions	Not applicable		
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Interim Reporting Template

Project Name	UG-Flex, University of Greenwich
Report compiled by	Claire Eustance, UG-Flex Project Manager
With contributions from	Duncan Reeder (Business Analyst until mid March 2011); Paul Butler (Technical Lead); Maureen Castens (Project Director) & Dave Mutti & Clifton Kandler (core team members).
Reporting period	01 November 2010 – 28 April 2011

Section One: Summary

In the period from November 2010 – April 2011 the UG-Flex project has:

- Communicated the project’s research, outcomes and recommendations to date with the university’s senior managers and succeeded in securing a pro-active response.
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- Identified a solution it considers will improve the experience of students on ‘non-standard’ programmes and best meet the course-related information and management of stakeholders and invited tenders for a cost benefit analysis exercise;
- Developed, tested and embedded a new data item in the student records system designed to capture ‘start month’ to enable staff to better distinguish cohort of students based on their start dates;
- Organised a series of workshops and activities aimed at sharing knowledge on and in some cases piloting and extending good practice emerging from other projects in the JISC curriculum design programme, notably T-SPARC’s use of video and SharePoint; Viewpoints’ course review methodology and MMU’s (and others) XCRI standard;
- Started to review staffing requirements and seek to maximise use of project resources in the context of staffing changes and a review of the project’s evaluation approach.

Section Two: Activities and Progress

For the period November 2010 – April 2011 the UG-Flex Project can report the following activities in support of our objectives to reveal and enhance curriculum development processes in order to support a more agile and diverse curriculum:

Activities and progress will be reported under three headings, in line with the project’s scope statement.

SCRUTINISE AND ENHANCE SYSTEMS AND PROCESSES TO MANAGE AND COMMUNICATE INFORMATION ON FLEXIBLE PROGRAMMES AND COURSES;

- Following detailed research and scrutiny, in the last quarter of 2010 the UG-Flex project team identified a solution it considers will improve the experience of students on 'non-standard' programmes and best meet the course-related information & management requirements articulated by project stakeholders. This solution, which has a working title of "student centric terms", involves a reconfiguration of the university's student records system that will in effect subsume the current 'standard model' of registration/ assessment/ progression and the manually managed 'non-standard' models into a new flexible model. The new model will utilize an annual student centric registration cycle and will operate up to 12 monthly registration points.

In December 2010 this solution was endorsed as technically feasible by a small 'expert' team made up of internal stakeholders and an external specialist. Following discussion on this option during a presentation to the university's Executive Committee in January 2011 and further discussion at the UG-Flex Project Steering Group in February, a decision was taken to conduct a cost benefit analysis (CBA) of implementing "student centric terms" in order to quantify both the costs of implementation (on the primary system and dependent systems and processes and functions) and the savings and payback and softer impacts.

An invitation to bid for the CBA work was sent out to six external consultants identified through JISC and university networks and a decision is due at the end of April 2011, with work scheduled for the period May – July 2011.

- The project team identified that the CBA places a constraint on further analysis and development work on student centric terms and mindful that the UG-Flex project is time limited and has staff on fixed term contracts, a decision was taken in February 2011 to allocate project resource to delivering a series of "interim" enhancements that would deliver some improvement to the management of "non-standard" courses with effect from April 2011.

These interim enhancements included development and testing to embed the concept of 'start month' as a critical data item in the student records system. It is considered that this will deliver more immediate benefits to the administration of 'non-standard' programmes as well as help staff to distinguish cohorts of students on the student records system based on their start dates. It is anticipated that the Greenwich students most likely to benefit (and in addition, the staff responsible for teaching and supporting these students) are those starting in January, April and May, those studying with overseas partners and with UK partner colleges, as well as those studying non-credit bearing short courses and CPD. This new functionality is due to be launched at Easter 2011 and resource will be allocated to assessing the impact of this as part of the UG-Flex evaluation.

- The project is also able to report progress on addressing other stakeholder requirements in relation to improving the management of flexible curricula and course-related information that have been exposed through the project's extensive consultation with stakeholders over the past 2 years.

For example, the UG-Flex project was a key driver in the decision to implement "study paths" functionality into the 2011 upgrade of Greenwich's student records systems to help track students who study more than one programme in a single academic year.

The UG-Flex project has also been a key driver in raising awareness about the need to improve the design and management of short courses and CPD. Direct responsibility for this area of work was taken over by the university's Research & Enterprise division (GRE) around the time that the UG-Flex project reviewed and narrowed its scope in 2010. Subsequently, the project has shared with colleagues in GRE relevant research and artefacts produced by the project during the previous 20 months. Further, the UG-Flex project has provided assistance and advice to school CPD champions. The outcome has been a decision taken by the university to purchase a piece of off-the-shelf software to administer short courses and CPD – which will be piloted in the coming months and rolled out from September 2011.

- In early April 2011 UG-Flex organised for Alan Paull to come to Greenwich to run a workshop to help Greenwich managers to consider the adoption of the XCRI standard and XCRI-CAP. It was agreed that XCRI may be appropriate in order to: increase capacity to satisfy internal and external demands for authoritative course information; achieve KIS compliance and/or enhance Greenwich's strategic capability. It was noted that JISC will be issuing a new capital funding programmes for XCRI-CAP in May 2011.

INFORM, DEVELOP AND SHARE PRACTICE ON CURRICULUM DESIGN TOOLS AND TECHNIQUES

- There has been a growth in this area of activity by the project in this reporting period, partly in response to feedback from JISC and also in recognition of the benefits of knowledge transfer that have flowed from the strong networks established through our Cluster and with other projects in the Curriculum Design programme.

In 2011, the UG-Flex project has continued to support quality enhancement activity across Greenwich by assisting the Education Development Unit (EDU) to identify best practice and to develop appropriate curriculum design tools and review processes for curriculum teams.

The UG-Flex project manager has organised the following events and activities designed to share good practice emerging from other projects in the JISC programme as follows:

- Arranging to borrow of one of T-SPARC's VOXUR units over a 2 month period in December 2010 and January 2011. The T-SPARC project kindly loaned one of their VOXUR units to the UG-Flex project and Oliver Jenkins from T-SPARC gave an introduction to the unit, guidance on usage and some top tips at a workshop at Greenwich in early December 2010.

While on loan to the UG-Flex project, the VOXUR was demonstrated and trialled at an e-centre meeting and by at least six members of staff on an ad hoc basis. The most concerted period of use was in January 2011 when it was used to collect feedback from students on assessment and feedback and over 270 clips of video feedback were collected.

- UG-Flex and T-SPARC have also been liaising on the use of SharePoint as a document management and workflow tool for course approval and review. It is apparent that T-SPARC are further ahead than UG-Flex, who are at the stage of plotting how SharePoint might support current validation and review workflow and will be discussing progress at the next project management group meeting in May 2011. (Stakeholders at Greenwich are currently reviewing a range of tools and T-SPARC has been helpful in sharing information on the alternatives they have considered to date.)
- In March 2011 Alan Masson, Director of the Viewpoints project visited Greenwich to give a lecture as part of an open lecture series.
<http://viewpointsproject.blogspot.com/2011/03/greenwich-university-open-lecture.html>

Alan was also invited by UG-Flex to take part in an exchange of information and progress made by the two projects: Alan conducted a initial “training the trainer” session and discussion with representatives from some of Greenwich’s schools on the Viewpoints materials and methodology and representatives from the UG-Flex project team provided an overview of the work conducted at Greenwich to enhance the quality, use and visibility of course related information (specifically progress around SharePoint and short-courses/CPD.)

An outcome of the session was agreement to further explore how UG-Flex can facilitate the use of the Viewpoints materials by course teams at Greenwich who are coming up for periodic review as well as undertake further work to adapt the hands on / participatory workshop methodology developed / championed by Viewpoints. At this stage, firm plans are underway to hold a staff development workshop on “new arrivals” in late May using aspects of the methods shared by the Viewpoints project. Additionally, a further “train the trainer” workshop on the Viewpoints materials is being planned for late May / June 2011.

SEEK TO INFLUENCE DISCUSSION AND SERVE AS A CATALYST FOR AN AGREED POLICY ON FLEXIBILITY IN THE CURRICULUM AND HOW IT WILL BE DELIVERED AND RESOURCED

- The last report to JISC drew attention to the risks posed by changes in external drivers and internal organisation change affecting the project outcome and outlined the steps being taken. In the period since November 2010, the project has worked in the following ways in order to influence change in the way the university addresses a sustainable and agile approach to curriculum design and delivery in the post-Browne world:

In January 2011 the project manager gave a presentation to the university Executive committee giving details of the progress made by UG-Flex and recommending that the university consider reviewing its current academic calendar. Subsequently, meetings and discussions have taken

place involving the Project Director and Project Manager and DVCs Professor Simon Jarvis (Academic Development) and Professor Neil Garrod (Resources). A further discussion was organised at the UG-Flex Project Steering Group (February 2011) on “What does the post-Browne world mean for flexible curriculum design and delivery at Greenwich”.

The outcomes of these activities has been the drafting of a series of draft statements that will be discussed by the Project Management Group and Project Steering Group, to be followed up at a specially convened meeting of the university’s Academic Planning Committee in June/July 2011 to review the university’s academic calendar and to discuss issues and impact of changing it.

A review of project progress in terms of work packages reveals the following:

There have been a number of changes to project staffing in this reporting period as follows: Duncan Reeder (the project’s business analysis) resigned his post in March 2011 in order to return to Australia. Although this move was unexpected and unwelcome to the project team, in hindsight the timing has worked out relatively well for the project, given that a significant piece of analysis work on student centric terms has been completed and is awaiting review and scrutiny by the university’s Academic Planning Committee. Duncan Reeder is continuing to work for the project remotely, on a number of evaluation and dissemination activities. Some project resource has been reserved for additional analysis work (of up to six months) following the outcome of the APC meeting in June/July 2011.

Emlyn Biswas (the project’s developer/programmer) has had his contract extended for a further period to October 2011 (with the project covering the costs from Aug-Oct 2011), by which time it is envisaged that a decision will have been made on whether to alter the academic calendar and/or adopt the “student centric” model.

Claire Eustance (the UG-Flex Project Manager) has been seconded to work directly with members of the university’s Educational Development Unit for two days a week until July 2011 in order to concentrate on sharing good practice and also to start to embed the project’s goals and findings to ensure they are sustained after the project’s lifetime.

- It is the view of the Project Management Group that UG-Flex’s project management infrastructure continues to meet need as evidenced in the strong profile the project has achieved with senior and middle managers across the institution. It is noted that the latest evaluation report points to significantly less awareness among “root and branch staff”, however it is envisaged that this will increase as the project’s impact and outputs are disseminated.
- The project has sought to achieve best value from project resources in the available timeframe by allocating a higher proportion of its resource to practice sharing activities and to internal and external communication and dissemination activities, as described previously. Of note was the trip two members of the core project team made to the SEUG 2011 conference to give a presentation on the outcomes of the project’s research on student centric terms, which was reported on the project blog on 17 Jan 2011 at <http://www.ugflex.blogspot.com/>.

- Stakeholder consultation and engagement has continued, although in this reporting period the project has taken the deliberate decision to collaborate with relevant university networks/initiatives in order to help stakeholders make direct connections between the work the project has done, and is doing, and their own work load and priorities. This approach has been used in relation to the launch of a new supported programme review processes for programme teams and the major upgrade of the student records system due to go live after Easter 2011. This more indirect method of engagement and dissemination was described at the Cluster B CAMEL event in January/Feb 2011 at City University as the “submarine approach”
- In this period it has become apparent to the project team and to the wider Project Management Group that the approach being taken by the project evaluators is not sufficiently meeting the project’s needs. Specifically it was felt that the “scattergun” approach used by the evaluators to date to measure the project’s impact and levels of awareness was expensive and rather limited in informing the project’s work and assessing its impact. Following the submission of the latest report a decision was taken to seek a new approach to evaluation in order to better inform and support the project’s work for the remainder of its lifetime, possibly through the use of targeted questionnaires and interviews with specific people / small groups either in person or using technology.

Section Three: Risks, Issues, Opportunities

Analysis of UG-Flex’s risk profile is conducted regularly by the Project Manager and annually by the Project Management Group and Steering Group.

Action taken on risks/issues previously identified:

- *Dramatic Change in external drivers:* - The project has identified a technical solution to the management of information on flexible programmes and courses that if implemented will ensure the university is well placed to respond to changes signalled by the comprehensive spending review and post-Browne.
- *Organisational change which may affect impact of project outcomes:* - You are asked to note that on 5 April it was announced that Professor David Maguire has been appointed as Vice-Chancellor of the University of Greenwich, with effect from 1 October 2011. He is currently Pro Vice-Chancellor (Corporate Development) at Birmingham City University and he has a successful track record of senior leadership in the private sector and higher education in both the US and the UK. During a discussion with the project’s critical friend, it was suggested that one option would be to seek to organise a meeting between JISC representatives and the new VC to discuss the UG-Flex project and other related issues at the earliest opportunity.

Replacements to the two other senior post holders who serve on the project Steering Group have been secured.

Professor Simon Jarvis has acknowledged the correspondence from JISC's JLT secretary, Elizabeth Lathwood dated 13.4.11 and notes that he is already taking step to ensure that the project's objectives are well aligned with Greenwich's evolving strategic priorities, citing recent meetings held with the Project Manager and Project Director (in February 2011). It should also be noted that his counter-part Professor Neil Garrod, DVC (Resources) is also engaging with the project.

- *Additional costs (lack of resource – i.e. loss of project staff):* - This risk has been realised with the departure of Duncan Reeder in March 2011 and mitigated to a certain extent by the decision to continue to employ Duncan on a series of evaluation and dissemination tasks.

Additional resource had been identified in the project budget to fund a further three months of the project's developer from Aug – Oct 2011. The university has also agreed to cover his salary from its own fund for the period April – July 2011 and has signalled that it has agreed an additional investment in business analysis functions and systems development of some £200,000 over the next three years. In part at least, this can be acknowledged as an opportunity to continue to respond to issues raised by stakeholders as a direct consequence of the UG-Flex project.

New issues identified in this reporting period:

- *Approach to evaluation:* - An issue (not considered to be a risk to the project) that has grown in significance in this reporting period relates to the evaluation of the project. A decision has been taken to review our evaluation approach and measures are in hand which are covered in more details in the later Evaluation section.
- *Institutional responses to the Comprehensive Spending Review (post-Browne)*

The UG-Flex project taken the opportunity in this reporting period to share its research and outputs at a senior level across the institution. The core team has noticed a greater receptiveness to the project and to stakeholders issues and concerns and we are actively seeking to capitalise on this interest in order to build a case for mainstreaming the approaches developed by the project in particular around stakeholder consultation and business analysis.

Section Four: Outputs and Deliverables		
The following outputs are expected to arise from the UG-Flex Project:		
Type of output	Details	Proposed audience: who will use this output and why?
Final Project Report (& Executive Summary)	Describing approaches taken, key challenges, recommendations, lessons learned, outputs and outcomes, progress towards achievement of aims and objectives, recommendations etc.	External and internal audience will use this output to get information on what the project did and did not achieve, and how. The Executive Summary will summarise key information from the report and will be targeted at audiences who may like to have more information before they commit to reading the full report.
Case Studies	<p>A maximum of five case studies to describe challenges of curriculum design at University of Greenwich as identified by different stakeholders and the steps taken to address these.</p> <p>These case studies will be produced as a briefing document, using a standard template. Video testimony will also be produced and will function as both a stand-alone resource and an accompaniment to the briefing documents.</p>	<p>Mainly external audiences in order to become more informed on ways to address challenges in curriculum design from a systems and business process perspective.</p> <p>Internal audience too may use this output, mainly for publicity and possibly training purposes.</p>
Curriculum Guide	<p>A web based guide to curriculum design at the University of Greenwich which provides a step by step guide on the range of curriculum design and delivery options possible.</p> <p>(Developed in collaboration with the university's Educational Development and Learning & Quality Units).</p>	<p>Mainly internal audience, with the language and approach aimed at University of Greenwich staff to ensure knowledge is widely available and used.</p> <p>External audiences will have access to the Guide which they may use as an example of practice and adapt accordingly.</p>
Process Maps and Functional & Technical specifications.	<p>A process map of the university's Validation & Review process is available on the design studio and on Circle.</p> <p>Functional and Technical Specification documents on management of data on programme approval and review</p>	<p>Internal audiences will be informed of the potential for wider university-driven enhancements that may have been identified through the modelling process.</p> <p>External audiences will have access to these models to inform their work and as a</p>

Institutional Approaches to Curriculum Design Programme

	are available on request w.e.f October 2010.	comparison/example.
Academic Models	New 'flexible' academic calendar/framework	Internal audiences and external audiences for same reasons given above.
Video / Audio Clips to exemplify practice of engaging stakeholders in curriculum design review	A selection of no more than 6 videos and audio clips showing practice of engaging stakeholders (academic, support staff, students and other) in curriculum design review.	Both internal and external audiences to share examples of practice and/or issues.
Project Materials	Three rich pictures outlining stakeholder's perceptions of curriculum design & delivery at the University of Greenwich are available on Circle and the design studio.	Both internal and external audiences to share examples of practice and/or issues.

Expected Technical Outputs

The University of Greenwich uses a proprietary student records and associated systems ("Banner") from SunGard Higher Education and where necessary adds or alters functions and processes in response to identified need.

In this reporting period UG-Flex has developed, tested and launched an additional piece of functionality in Greenwich's student records system to add 'start month' data to every student record. As of the end of April, the start month data relating to programmes is still in testing and due to be rolled out in May/June 2011. All reports have been revised to include information on start months and this will enable users (both staff and students) to manage student and course records more effectively and with additional granularity.

As a direct result of the stakeholder engagement conducted by the UG-Flex project, Greenwich's (Banner) student records system has become one of the first HEIs in the UK to implement SunGard's "study paths" functionality (a key component in managing complex student study pathways) as part of a major upgrade due to go live from Easter 2011. The impact of this new functionality will be scrutinised as part of the project's evaluation and shared and disseminated.

The UG-Flex Project has offered the technical documentation for its Enhanced Authorised List of Programmes (launched in Autumn 2010) to the University of Ulster and also to other Banner Universities through the SEUG network.

Engagement with Design Studio

Project documents and assets are available on the Design Studio.

Outputs produced in this reporting period

- Written paper describing case for student centric terms (in draft)
- Technical documentation and code for 'start month'
- Project Evaluation report (February 2011)
- Presentation to SEUG Conference (January 2011) <http://www.slideshare.net/UGFlex/greenwich-concept-diagrams-seug-presentation-flexibility-jan-2011> and <http://ugflex.blogspot.com/2011/01/ug-flex-at-seug-conference-in-durham.html#comments>
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Section Five: Evaluation

The following evaluation activities have taken place in this reporting period:

1. Online questionnaire on impact of stakeholder engagement devised and circulated to staff in support offices (December 2010 & January 2011)
2. Report by project evaluators on scope and impact of UG-Flex project's engagement with offices (February 2011);
3. Regular communications (face-to-face meetings and email correspondence) between project evaluators and Project Manager;

What have we learned from the evaluation activities?

The two reports produced by the project's evaluators in October 2010 and February 2011 drew attention to the apparent lack of awareness of the project among "root and branch" staff at the university. This evidence was considered on two separate occasions at Project Management Group meetings, and while it was recognised that the findings were based on a very small sample of respondents, members still felt it might be useful to consider possible implications. It was observed that both staff engagement and awareness levels and response rates to the surveys themselves were indicative of organisational culture and individual office / school practices rather than any obvious omissions or lack of effort on the part of the project team. It is possible that these suggestive patterns are a result of attitudes/policy (not unique to Greenwich) whereby staff are deliberately distanced or choose to distance themselves from management information and/or do not recognise their responsibility for the data held in records systems and how it is organised.

These observations have helped the project to identify a need to provide more guidance and training to encourage users to understand how information is managed and used and the potential benefits to both students and staff.

Plans for future evaluation

Feedback provided by JISC on the previous report was useful in helping the project team to review the impact the evaluation activities were having on the project, particularly in terms of helping the project to reflect on its work and the impact.

A decision has been taken to discontinue with the current evaluation team and to adopt a new approach for the remainder of the project's lifetime. Current options being considered in the drafting of a revised evaluation plan are:

- To compile a series of evaluation measures that reflect the project's revised scope;
- To use external evaluators (or internal evaluators who commit to applying the principles that underpin JISC's approach to evaluation);
- To adopt an approach that captures views of targeted individuals through targeted questionnaires, face-to-face meetings, and through informal videoed or audio recorded "discussion sessions" with groups of stakeholders.

This work is scheduled to be complete by early June 2010 and in the meantime work is ongoing to capture and analyse the impact on key stakeholders of the introduction of the Enhanced Authorised List of Programmes.

Section Six: Outcomes and Lessons Learned

The project would like to share the following outcomes and lessons learned over the course of this reporting period:

- Systems changes in themselves will not deliver a more agile, flexible curriculum at Greenwich and any change must be grounded in a clear academic rationale. The assumption that enhancing appropriate technologically supported systems and processes can alone effect major beneficial organizational change aligned with corporate objectives does not give the full picture. On the contrary, there is clear evidence that systems in themselves are not exclusively "the problem" preventing flexible curriculum innovation and that consideration must be given to academic practice, allocation of resources as well as to organizational culture and mindsets. The plans to hold a special Academic Planning Committee meeting in June/July 2011 to consider changing the university's academic calendar is an indication that senior management at Greenwich have acknowledged this lesson learned.
- Low key "pervasive" interventions by the project that encourage stakeholders to identify and understand problems and to engineer their own solutions appear to be an effective strategy employed by the UG-Flex project, particularly when collaborating with and working through related initiatives sponsored and supported by schools/offices. Examples of this practice include dissemination events/demonstration/training sessions for Greenwich staff using resources produced/used by other projects in the curriculum design programme.

- Technology-driven enhancements alone do not appear to be the most effective means to influence or deliver significant institutional change at Greenwich. Providing structured opportunities for stakeholders to meet and discuss issues face to face and following this up with clear and timely documentation and communicating next steps – e.g. in a world cafe or a workshop adopting aspects of the methodology developed by the Viewpoints project – are proving to be effective catalysts for organisational change.
- Following the two-month loan to Greenwich of one of T-SPARC’s VOXUR units, colleagues at Greenwich were invited to give feedback on the unit in terms of ease of use; requirements for support/guidance documentation; benefits and challenges compared to other methods of feedback capture; their plans for using the feedback collected. A summary of this can be found on the UG-Flex blog. <http://ugflex.blogspot.com/2011/04/feedback-on-voxur-video-unit-pilot.html> There was general consensus that the VOXUR trial was a useful exercise which added to our knowledge about use of video as feedback evidence. The UG-Flex project would like to put on record its thanks to T-SPARC, Paul Bartholomew and Oliver Jenkins for their interest and generosity.

Section Seven: Communication and Dissemination Activities

- i. Workshop with T-SPARC on using video to capture feedback and its use as evidence, 8 December 2011, Greenwich; <http://ugflex.blogspot.com/2010/12/t-sparc-comes-to-greenwich.html>
- ii. Presentation by UG-Flex Project to the university Executive Committee, 11 January 2011 http://www.gre.ac.uk/_data/assets/pdf_file/0009/499932/UG-Flex-Report-to-Executive-Committee-11.1.11.pdf and subsequent meetings with DVC (Academic Development) Professor Simon Jarvis.
- iii. Presentation ‘Flexibility – Easy to demand but hard to deliver?’ to SEUG Conference, 14 January 2011, University of Durham; <http://ugflex.blogspot.com/2011/01/ug-flex-at-seug-conference-in-durham.html?showComment=1304000426810#c3004791007101892436>
- iv. Project Manager attended an XCRI Awareness Raising Event, 26 January 2011, Birkbeck University and organisation of a follow up workshop at Greenwich involving staff from CIS, Web Services, Marketing and Communications on 6 April 2011.
- v. Project team participation in CAMEL meeting at City University (London) 31 Jan – 1 Feb 2011.
- vi. Project Manager participated in the Elluminate session “Using video within the Curriculum Design programme: from personal reflection to evaluation evidence”, Wed 16th March 2011.
- vii. Project Manager organised for Alan Masson, Director of the Viewpoints project on visit to Greenwich to take part in an exchange of information and progress between the two projects; to conduct a “training the trainer” session with Greenwich staff on Viewpoints materials and methodology.

The UG-Flex project blog www.ugflex.blogspot.com has been maintained, albeit less regularly, in this reporting period. Total hits as of 28 April 2011 stands at over 650. (Note the JISC logo has been incorporated).

The UG-Flex project web pages were reviewed and updated in January 2011 www.gre.ac.uk/ils/ug-flex (note the JISC logo has been incorporated).

The UG-Flex Project Manager and other members of the project team have continued to make presentations on the project at internal university meetings and/or to meet with staff from two schools; six offices and the Students' Union.

The UG-Flex Project Management Group has met four times in this reporting period; the UG-Flex Project Steering Group has met once.

Section Eight: Collaboration and Support

Contact with the JISC programme manager, critical friend and support team has continued throughout this reporting period and is valued highly. We note in particular the help provided by Gill Ferrell and others in providing suggestions for consultants to conduct a cost benefit analysis.

The project does not have any specific needs or requests at this stage over and above the support we currently receive.

Section Nine: Financial Statement

Please refer to separate Excel file: *UG-Flex Budget Report to JISC 28.4.11*