

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>		<b>JISC</b> e-Learning Programme	
<b>Name of Initiative:</b>		<b>Institutional approaches to curriculum design</b>	
<b>Name of Lead Institution:</b>		University of Greenwich	
<b>Name of Proposed Project:</b>		UG-FLEX – A project to scope the key requirements for the implementation of more flexible curriculum design from the perspective of key stakeholders to inform the phased re-engineering of the essential provisioning systems and services and to facilitate the effective implementation of the University’s Part-time and Flexible Learning strategy.	
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<b>Length of Project:</b>		3 years 9 months	
<b>Project Start Date:</b>		<b>Project End Date:</b> July 2012	
<b>Project Start Date:</b>		September 2008	
<b>Total Funding Requested from JISC:</b>		£400,000	
<b>Funding Broken Down over Academic Years (Aug-July):</b>			
<b>Aug08 – July09</b>		<b>Aug09 – July10</b>	
<b>Aug10 – July11</b>		<b>Aug11 – July12</b>	
£87,234		£151,568	
£101,816		£59,382	
<b>Total Institutional Contributions:</b>		£1,291,793	
<b>Outline Project Description</b>			
Set within the framework of enabling university systems to become more agile to meet the needs and aspirations of individuals and the skills needs of employers and the University of Greenwich’s recently developed Part Time and Flexible Learning Strategy, which has been developed within this context.			
This project will assess and evaluate the models of curriculum design that are currently supported by the systems in place at the University of Greenwich, and engage stakeholders in identifying the critical pinch points that inhibit the development of a wider range of more flexible curriculum design and delivery methods. These insights will be used to clarify where strategic and tactical improvements in the processes could remove these “blockages” and agree a plan for the implementation of these improvements, within an explicit evaluation process which will track the effectiveness of the plan and its implementation. The project will involve stakeholders from across the University in developing new shared models of flexible curriculum design that are currently not able to be realised. A selection of these models will be used to re-engineer key aspects of the provisioning systems, services and associated processes. These will be piloted with live examples of new flexible courses and programmes to test their viability and utility.			
I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box) (appended to the end of this document)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

**UG-FLEX – A project to scope the key requirements for the implementation of more flexible curriculum design from the perspective of key stakeholders to inform the phased re-engineering of the essential provisioning systems and services and to facilitate the effective implementation of the University’s Part-time and Flexible Learning strategy.**

## **1 Introduction**

### **1.1 Overview**

Located within the Thames Gateway and close to the financial heart of the UK in Docklands, the University is well positioned to deliver on national, regional and local agendas relating to diverse learning needs – Continuing Professional Development, Work Based Learning and employer and community engagement, delivered via a mixture of methods (E-Learning, blended learning, work-based learning and face to face teaching) and via a mixture of models (from long thin flexible Part Time degrees to very short bite size CPD courses). This proposal will consider the current pedagogic and delivery models in use at Greenwich and look to build on and expand them to enable the University to meet its strategic aim to significantly increase its part time and flexible learning provision. To make a diverse and agile curriculum viable it is important that, as far as is possible, the offering is more responsive and accessible to learners and employers and the processes are devolved with little or no increase in the administrative burden on academic and support staff. This requires agile systems to ensure responsiveness to demand led learning.

The University commenced a programme of replacing all of its enterprise information systems ten years ago, starting with student records and course management and due to culminate in 2009 when a new integrated timetabling system moves into full production. Incorporating a full enterprise portal, the tightly integrated environment is mature and effective, and therefore the University has no intention to add to, or replace, any part of its systems environment as part of this project. Indeed, the current standards and web services based integrated infrastructure is well positioned to facilitate the interoperability of data and services to facilitate the aims of the Part Time & Flexible Learning strategy.

This project aims to carefully analyse the pedagogic and delivery models to support our Part Time and Flexible Learning (PT&FL) strategy, both current and planned, as well as the business processes which support the design and delivery of those models. Given many of the existing processes were designed in support of the academic environment ten years ago, this project aims to build the new business processes into the academic and administrative systems environment to ensure that the University has a flexible and agile curriculum which can respond to the changing HE agenda and which is built on a foundation of systems and processes which are also agile, flexible, responsive and effective.

### **1.2 Length of project and broad phasing**

The proposal is for a 45 month project commencing in September 2008. It is intended that the project will fit broadly into four phases, although there will be a level of concurrency as is common with complex enterprise wide projects. Dissemination to stakeholders, including JISC and the wider community, will take place throughout the project.

- Phase 1 Detailed project scoping and planning. (Sep 2008 – Dec 2008)
- Phase 2 Detailed analysis of current and future curriculum design processes and delivery models, to inform business process analysis, systems configuration and development. (Jan 2009 – Dec 2010)
- Phase 3 Implement pilot in at least two schools (with local and international collaborative provision) and iterate development as necessary. (Oct 2009 – Aug 2010)
- Phase 4 Review, evaluate and implement University wide. (Jan 2010 – July 2012)

## **2 Fit to programme objectives and overall value to the JISC community**

The proposed project will contribute to the realisation of aspects of the vision for curriculum design as outlined in the call by focussing on the e-administration strand of the JISC e-learning programme to better facilitate and support curriculum design to deliver flexible courses and programmes for life-long and personalised learning, which incorporates work-based learning and extends opportunities for participation.

The initial investigation in this area has identified that there exists both real and perceived barriers to rapid and innovative approaches to curriculum design and redesign at process, system and administrative levels. Working with institutional stakeholders the intention is to highlight the flexibility and agility enabled by current processes and systems whilst piloting solutions to real barriers in a limited number of schools, mainstreaming these changes across the institution in phase 4 of the project.

### **2.1 Learning and teaching practice**

By involving the stakeholders in the identification of blockages that inhibit their ability to design or support flexible curriculum and providing a focus for the articulation of new curriculum models to meet changing demands the project will encourage greater innovation and creativity within course design teams. They will have greater confidence that their requirements and those of the existing and potential students (learner groups) are both understood and catered for.

### **2.2 Technology and standards**

By better understanding the key requirements for agile processes that are needed the systems and business process analysts will be able to make the changes that are required. The University has a proven track record of delivering interoperability and real time-integration (via IMS web services) between a number of systems through its enterprise portal and is well placed to make further step changes where requirements have been clearly articulated and documented. (See section 3.3).

### **2.3 Strategy and policy**

The University has an excellent track record in widening participation and clear policies and strategies in relation to increasing flexible and part-time provision and employer engagement. The necessity to make the supporting administrative systems and processes more flexible, agile and responsive to ensure the deliverability of its policies and strategies has been recognised, and this project is part of that. It is anticipated that as this is a common issue for the whole sector that the approaches taken will be of great interest and relevance to many other Universities; particularly those that are similar to Greenwich in respect of our partnerships with local FE Colleges and overseas collaborations.

### **2.4 Building on previous work by JISC and others**

The intention is to be informed by and build on work already undertaken in this area and in particular that conducted by the JISC CoVaRm and JISC P-spex projects. The domain maps produced by these projects will enable us to look at internal processes in a more systematic way and will reduce the time required to investigate these particular areas in terms of their effect on the design of a more flexible curriculum at our institution. Our paper based validation system, as identified in the CoVaRm project, has already been identified for review to facilitate the agility we require. Both projects have acknowledged the importance of other institutional business processes and areas such as registration, timetabling and marketing in increasing the flexibility of the curriculum development process. It is in these areas that we will extend, building on the work carried out by previous projects. Where we build on any previous work we will produce reference models and case studies.

Other resources we will refer to are provided by the initiative on supporting flexible delivery which was directed by the Scottish Higher Education Enhancement Committee. Whilst these resources are funded by and aimed at the Scottish HE sector their content has relevance to our project. A significant element of this project involves cultural change and we will be drawing upon some work that members of the project team did at the Change Academy in October 2006.

### **2.5 Definition of the problem**

#### **2.5.1 Strategic issue at Greenwich**

The University of Greenwich is a large, modern university with 25,000 students studying on three University campuses and in partner institutions in the UK and overseas. Many of our students study part-time and a significant proportion are non-traditional. Some of the challenges we intend address relate to developing an infrastructure to support flexible teaching and learning strategies for our diverse student body who are studying a wide range of subjects via both traditional teaching methods and e-learning approaches.

Our Part-time and Flexible Learning strategy aims to deliver on this by designing a curriculum to facilitate students in varying the pace and times at which they study and by providing a range of credit rated short courses which can be taken as 'standalone' CPD modules or accumulated and used towards an overall qualification. The strategy, the report<sup>1</sup> (and associated executive summary<sup>2</sup>) of which was endorsed by the university's Academic Council in 2007, has the full support of the University's Executive committee. Implementation of the action plan is being led by the Pro Vice-Chancellor (Learning and Quality).

The introduction of Foundation Degrees and increased focus on employer engagement in Higher Education (Leitch Agenda) has impacted on programme development and delivery and seeks to increase student engagement in a workplace setting. Greater flexibility is required of our processes so that we can engage with employers on a timescale that meets their needs. We must be capable of monitoring a much wider range of student activities that incorporate both employer engagement and workplace learning. We must be able to monitor the impact of these developments, ensuring that milestones are being realized and that the overall goal of strengthening links with employers and their workforce is met. We must also ensure that the requirements in the statutory returns to HESA and HEFCE can be achieved.

A decision made some years ago to build the course management aspects of our Student Records system around programmes rather than modules is now arguably an inhibitor of some key requirements that underpin the sorts of flexibility that we now require. This needs to be reviewed alongside developments to enable rolling programmes of start and finish dates and timetabling for "non standard" patterns of attendance, rapid provisioning of access to key resources

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<sup>1</sup> Development of Part-time and Flexible Learning Provision – Discussion Paper – <http://www.gre.ac.uk/offices/ils/flexlearnprovision>

<sup>2</sup> Development of Part-time and Flexible Learning Provision – Executive Summary – <http://www.gre.ac.uk/offices/ils/flexlearnexecsum>

and services for CPD offerings. Where such provision currently exists, for instance the ACAS example referenced below (section 3.4.2), the same level of academic and administrative overhead is required as is required for a full time undergraduate student, which, given value for money and economy of scale pressures, is clearly neither cost effective or scalable.

### **2.5.2 Facilitating the strategy**

This project will build on the initial stakeholder analysis provided to the implementation group established to drive the Part Time & Flexible Learning strategy with four sub-groups reporting into it. Sub-groups have been tasked with an area requiring detailed investigation namely; Infrastructure, Personnel, Systems and Marketing. This project is seen as a key enabler of the strategy, particularly in relation to freeing up aspects of curriculum design and delivery and improving associated business processes and support systems.

## **2.6 Outcomes**

University of Greenwich and Community:

- Increased understanding at practitioner and senior management level of what aspects of, and how, institutional processes and systems are perceived to impact on the ability of curriculum designers to create and innovate.
- Case studies of identifying and involving multiple stakeholders in defining the problems and sharing responsibility and involvement in developing models around which solutions can be designed.
- A transformation model, agnostic of any proprietary system but within a systems context, which outlines the method of facilitating a flexible curriculum whilst preserving the existing methods of delivery and administration.
- Increased understanding at practitioner and senior management level of inhibitors to implementing an academic transformation model, from a systems perspective and also academic, regulatory and procedural.
- Improved systems configuration, integration and processes to meet the needs of all stakeholders for more agile systems to support more flexible curriculum design.
- Documented models using methods of presentation that can be easily understood and capable of re-use and modification in different institutional contexts.
- Enhanced understanding of how the use of technology at key points in the supporting systems can yield tangible benefits in terms of efficiencies, additional flexibility and enhancement of the student and staff experience, to inform decision making of JISC and institutions.

## **3 Work packages, resources, approach and project management**

### **3.1 Work packages**

Each phase will involve one or more work packages which are a way of bringing cognate work together within the overall project. The precise content and timelines associated with the work packages as well as their connection to the phasing of the project will be defined in detail as part of phase one with the assistance of stakeholders within the University, JISC and the wider programme. Within that context the description of the work packages below is deliberately high level.

#### **3.1.1 Stakeholder activities (throughout project)**

Whilst many of the stakeholders are represented in the project team, others are not. This WP will ensure that broader stakeholder involvement, dissemination and evaluation occur throughout the project. For example; ensuring schools, support services and faculty are involved in the analysis of current and future curriculum design and delivery models; learners invited to contribute to qualitative feedback from the schools pilot; presenting our findings at relevant conferences and workshops. Change management and embedding the new environment as part of the culture of the University are key to the success of this project and is a core part of this WP. This WP also includes project initiation and planning with JISC and the wider programme.

#### **3.1.2 Regulatory framework, quality assurance, validation processes and procedures (throughout project)**

The University is conscious that its current quality assurance and regulatory framework could be more responsive to facilitating the development of novel and flexible courses or programmes. In collaboration with all Schools and relevant Offices, the Learning and Quality Unit will lead a review of all regulatory and quality processes and procedures related to providing such an offer, and explore the development risk-based approaches to quality management. This WP, along with the stakeholder activity WP, will aim to embed the new processes and procedures to remove the real and perceived barriers to flexibility and create the academic culture required to facilitate the Part Time & Flexible Learning strategy. Complementing this, Planning and Statistics will work with Schools to consider the broad issues facing the sector in this area, and in particular the balance between statutory requirements relating to funding (HEFCE, HESA) and the agenda relating to widening participation and increasing flexible, work-based and open learning, largely defined by Leitch and the DIUS high level skills strategy.

#### **3.1.3 Business process and systems development (broadly phase two)**

This WP deals with the process of understanding the requirements delivered from stakeholder activities relating to curriculum design and delivery and transferring them into real business processes and enhanced systems. This will require formal business analysis within the context of the requirements and understanding of our existing systems

architecture, the output from which will be a design document and specification. The second part of this WP will require technical development and configuration changes necessary to reflect the requirements within our systems. The development will occur within the existing Oracle and Java based student system (SungardHES Banner) and will focus on transformation to facilitate the existing interoperability of the wider systems environment.

### 3.1.4 Piloting, working with schools, faculty and learners (broadly phase three)

Three schools have agreed to provide significant input into the project – Schools of Education & Training, Business and Computing & Mathematical Sciences. Each have different requirements from the University’s Part Time & Flexible Learning strategy but share a common goal in working with central offices to facilitate agile and flexible curriculum design and delivery. They will run targeted pilot courses/programmes via this project and will contribute to the stakeholder activity WP, including providing iterative feedback from learners and faculty to enable the developed services to be refined. Schools will also contribute to the iterative evaluation of the project and dissemination activities.

## 3.2 Resources

### 3.2.1 Non staff

The vast majority of the costs relating to this project will be staff related. It is not intended that any enterprise hardware and software will be required although if the detailed project planning identifies a procurement requirement it will be met by the University.

Attendance at relevant events, including the programme related workshops and meetings, will be funded from the project budget. This will include travel and subsistence as well as any attendance cost, if relevant. Other non-staff costs, such as dissemination, evaluation and workstations for the recruited staff will be also be allocated from the JISC budget. All existing staff to be used on the project as well as indirect and estate costs will be met by the University. See section 5.

### 3.2.2 Existing staff

Name	Job Title	Project Role	Time allocated (days per month)
Maureen Castens	Director, Information & Library Services	Project Director	1-2
Paul Butler	Head, Corporate Information Systems	Technical Lead	1-3
Margaret Noble	PVC, Learning & Quality	Overall Project Sponsor	0.5-1
Linda Cording	University Secretary & Registrar	Strategic level work as required by the project	
Clifton Kandler	Manager, Web Services Team	Portal integration lead	2-3
David Mutti	Head, Student Systems & Data in Student Affairs	Systems Analysis Lead	3-4
Group resource	Senior Analyst/Programmer		1 FTE throughout
Group resource	Business Analyst		1 FTE throughout
Group resource	Central and school based Learning and Quality Officers		As required
Simon Walker	Education Development Team Leader	CAMEL and Change Academy expertise	As required
Wendy Cealey Harrison	Head, Learning & Quality Office	Regulations Lead	1-2
Christine Couper	Head, Planning & Statistics	Statutory requirements lead	1-2
Computing & Maths school staff	Liz Bacon, Head of School and others as required	School context, analysis and pilot	As required
Business School staff	<ul style="list-style-type: none"> <li>▪ Robert Mayor, Director of Enterprise and Research Services</li> <li>▪ Nola Stair, SL in Learning Technology</li> <li>▪ Paul Dennison, PL &amp; Teaching Fellow</li> <li>▪ Paul Stoneman, SL &amp; Teaching Champion</li> <li>▪ Doreen Nielson, SL in Learning Technology</li> </ul>	School context, analysis and pilot	As required
Education School	Malcolm Ryan	School context, analysis and pilot & expertise - PM SEEL	As required
To recruit		Project Manager/Senior Academic Analyst	Full time – 0.5 PM/0.5 Analyst
To recruit		Analyst/Programmer	1 FTE for one year
To recruit		Business Analyst	1 FTE for 18 months

### 3.2.3 Staff to recruit

We propose to recruit three staff for this project which will be related to the indicative phasing.

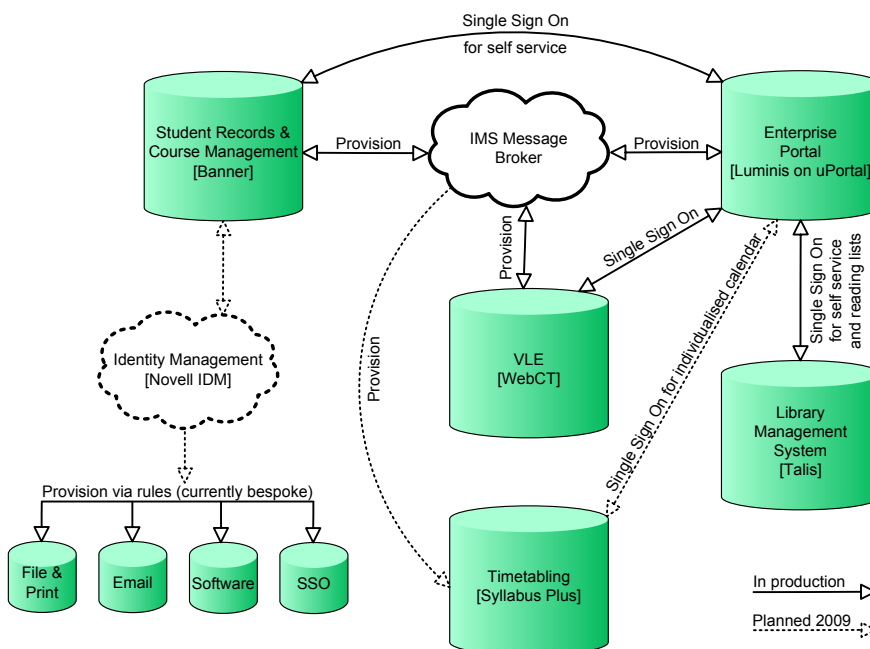
- Project manager/lead academic analyst. This role will work with senior managers to lead the project and also facilitate the academic analysis aspect of the project. We will appoint as soon as possible after notification for the duration of the project. Consideration will be given to securing a secondment from an academic department in the first instance, something we have done to good effect with a previous project.
- Business Analyst. This position might come from industry or a secondment from within the University. Required for 18 months to contribute to the analysis, specification, testing and training.
- Developer. Skills required will be Java and Oracle. However, the University will be significantly matching this resource with existing staff, so if the skills are either Oracle or Java we could deal with any gap with existing resource. Required for one year.

### 3.2.4 Contingency for loss of key staff or failure to recruit

On the development and analysis side the University will use existing staff to fill any gaps due to recruitment or retention problems. If the Project Manager role is difficult to recruit to then the University will undertake to allocate the task to an existing member of staff from within the defined project team who has experience of managing large scale projects. If this occurs any existing duties of that person be reallocated.

### 3.3 Current systems infrastructure

The illustration below shows the academic oriented information systems within the University. Both current production systems and those that are due to be implemented during late 2008 and 2009 are shown (in both cases the projects are currently well advanced).



Our strategy is to facilitate real time integration and provisioning as far as possible, underpinned via the principle of 'authoritative source' in respect of data storage and single sign on for access to self service systems by students, faculty and affiliate users.

The University has no plans to change this infrastructure as part of the proposal; instead, by undertaking business process review and some configuration and development within the Student Records and Course Management system, we aim to leverage the existing infrastructure more effectively to facilitate the University's Part Time and Flexible Learning strategy.

### 3.4 Planned developments

#### 3.4.1 Policy and procedure

The current authorization and approval process is based on an 18-month cycle of programme development. New flexible learning and employer engagement initiatives will require a more client-focused orientation and rapid market responsiveness, entailing transformation in both policy and procedures. As a member of a network of business-facing universities, the University is currently involved in discussions with the QAA about the possible re-drafting of the relevant sections of the QAA Code of Practice to support such developments.

#### 3.4.2 Business process and systems

The current business processes and systems configuration within our student record system are based primarily on how the University operated ten years ago which is largely oriented towards standard degree oriented programmes. The intention of this project is to rework those processes and the underlying systems configuration to preserve the processes for the standard degree oriented model whilst at the same time enabling a course (module) oriented environment which is devolved, agile and responsive to enable the University to meet the goals of the Part Time & Flexible Learning strategy and of government priorities and targets. As the outline plan (3.5.3) shows, the development work will be phased to expedite a pilot by Q1 2010, with the initial work focussed on ensuring the core administrative configuration within the systems is present to facilitate the flexible academic model. As that progresses, successive work will focus on enhancing the systems to provide faculty and learners with the tools they need to operate within a devolved and self service environment.

The goals of this re-working of our systems can be best described using the following scenarios.

**Example 1 – a scenario; programme leader perspective**

*I co-lead a professional development programme primarily for teaching/training staff in the Further, Higher, Adult and Community sectors of education and also the training sector. The programme attempts to be very flexible, providing small bite sized chunk comprising blended learning workshops of a half day's attendance at a University campus and/or training providers premises and a number of hours of on-line learning. All workshops are accredited and can be taken over a period of time from a pick and mix menu generating 15 credits to receive a Certificate of Credit (e-Learning) that may also be used towards a series of minor awards of 30, 45 or 60 credits. Single one-off courses may also be taken as blended learning or wholly on-line and provide appropriate professional development opportunities. Delivery of workshops and courses may occur at the client's premises or a centrally agreed location such as a City Learning Centre (<http://www.standards.dfes.gov.uk/sie/eic/clc/>). There are opportunities to accredit prior experiential learning and to engage in institutional projects for credit. We need flexible, at the point of delivery, registration procedures that are simple and provide access to specified on-line and physical resources, including tutoring and assessment on demand and a flexible means of recording achievement electronically in the form of a Professional Development Portfolio (PDP). Similarly, rapid and effective feedback of result will facilitate future learner progression. There also needs to be an easier, quicker approvals procedure that allows the development of bite sized chunks of accredited learning to be created almost on demand in order to be more responsive to the needs of clients and the ever changing e-learning technology landscape.*

**Example 2 – a scenario; FE teacher in partner college**

*I am required to engage in 30 hours of CPD activity per year by LLLUK and want this time to count towards a first degree in Education & Training at the University of Greenwich. I have attended their annual e-learning conference that has given me lots of new ideas and I have implemented some of these with my students. I have also attended a number of the workshops they offer over a two year period and am currently managing a VLE project at my college. I want the learning that has been generated from attending these events and aspects of my college-focused project to be accredited and count towards the degree but there are currently no mechanisms to easily facilitate this. I want to be able to negotiate my learning with a University based mentor who is also able to support my professional development and the project I am engaged with at my college and I want all of this activity to be accredited. I also have time to study after our exam period from mid June to mid August but there are no courses/workshops available at that time and no University tutors. This is a shame as I would be able to advance my studies alongside planning for the new academic year but there is no provision.*

**Example 3 – a currently working example which was problematic to set up and is difficult to run**

*The Business School were approached by ACAS to develop a training programme to provide CPD for their staff in Alternative Dispute Resolution which would interlink with other areas of their own CPD programme. After discussion, a PG Certificate qualification was designed that accredited some of ACAS's own CPD training as part of the qualification. The course needed to be delivered in four separate locations nationally in 3 hour blocks in the evening or at weekends. Course materials were therefore provided on-line through WebCT and these were facilitated through the face to face workshops. The first delivery of the programme was delayed by 3 months because of accreditation difficulties regarding ACAS's in-house CPD. There are currently 50 students on the programme with a commitment from ACAS to provide a further 100 over the next two years.*

### **3.5 Project details**

#### **3.5.1 Business process and software life cycle procedures**

Greenwich has operated a formal software development life cycle process for some years, backed by a procedural document and certified by the University auditors as effective. At the heart of the process is a work management tool which mirrors the process and ensures that documentation and information about a task or project are maintained electronically. Similarly, any development related to a project is stored in a version control system to ensure that change and source control are effectively managed.

#### **3.5.2 Project management methodology**

As this project is large, complex and involves lots of stakeholders it will be managed using the JISC project management toolkit. Greenwich has used the toolkit to good effect previously, for example during our enterprise portal project, and we are currently running two major business change projects via this method. The Corporate Information Systems department has recently received substantial assurance from internal auditors that processes surrounding project management and systems governance are effective.

Communication and control are clearly important to the effective running of any project and given the variety of the project team members it is intended to;

- Have a bi-monthly steering group meeting, chaired by the PVC for Learning & Quality or project director and attended by senior project team members as well as other senior colleagues from around the University to provide guidance and ensure the project is progressing to plan and to assure appropriate financial management.

- Have a short monthly project team meeting, chaired by the project director and serviced by the project manager. Each meeting will have an agenda, be minuted and consider actions from the previous meeting.
- Have a project website which will include all of the project management documentation as well as minutes from the steering group and project team meetings.

### 3.5.3 Outline plan

High level task / Quarters by year	08		2009				2010				2011				12	
	1	2	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Develop PID	■															
Detailed phasing and planning of work packages of project with JISC		■														
Recruitment process for Project Manager/Academic Analyst	■															
Review of statutory requirements and regulatory & quality framework	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Stakeholder activities - evaluation, dissemination & review	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Mapping of current and desired delivery models with stakeholders			■													
Development and marketing of flexible curricula for limited pilot			■	■	■											
Systems analysis, model production and initial systems development			■	■	■	■										
Limited pilot with two schools							■	■	■							
Iterate pilot findings back to analysis and continue development							■	■	■							
Planning for implementation university wide (inc. collaborations)								■	■	■						
Formal evaluation of the project, writing reports, dissemination											■	■	■	■		
University wide and iterate back to analysis/development											■	■	■	■		

### 3.5.4 Milestones

Year 1	1	Working with project team, stakeholders and the JISC, completion of the PID and detailed project plan.
Year 1	2	Completion of curriculum and delivery model analysis (current and future) and preparation of resultant documentation.
Year 2	1	Business and systems analysis leading to a transformation model and formal specification for the technical work.
Year 2	2	Re-configuration and development within student records and course management system.
Year 2	3	Piloting across two schools potentially leading to iteration of milestone (yr 2/2), defined below in (yr 3/1).
Year 2	1	Documentation of iterative analysis and development, oriented towards a self service model for faculty and learners.
Year 3	2	Revised quality assurance, validation and regulatory framework within the University.
Year 4	1	University wide use of the new environment.
Year 4	2	Production of final report and documentation covering entire project lifecycle through to completion.

### 3.5.5 Sustainability

The inception of this project reflects the strategic decision by the University to facilitate agility and flexibility in the way in which its curriculum and underlying services are managed. The University is therefore very serious in its intent to ensure that the results from this project become a mainstream part of the University, managed and supported as part of the core business. By gaining funding from and being able to work with JISC and the wider programme we believe that our project will be advantaged, the sector will benefit and the result will be better prepared to become a mainstream part of the institution.

### 3.5.6 Risk analysis

Risk	Probability (1 – 5)	Severity (1 – 5)	Score (P * S)	Mitigating Action
Failure to sufficiently engage stakeholders in project activities	2	4	8	Senior management support of the project has been secured from outset and the project is recognised as of institutional importance. <i>Residual score 4.</i>
Project scope is over ambitious	3	5	15	Detailed planning incorporated into phase one of the project will enable clear boundaries for the scope of the project to be defined. <i>Residual score 5.</i>
Conflicting stakeholder requirements prevent the realization of the projects objectives	2	4	8	Project objectives are closely aligned to the university's corporate objectives which in turn were determined in consultation with stakeholders. <i>Residual score 4.</i>

Current systems and processes prove to be incapable of providing the required levels of flexibility	2	5	10	Sufficient work has already been done in identifying key areas where modifications to existing systems are required. <i>Residual score 5.</i>
Regulatory frame work prevents achievement of project objectives.	3	4	12	Consideration of the impact of university and national regulatory frameworks are designed into the initial phase of project planning. <i>Residual score 4</i>
Failure to recruit key staff identified in project plan	3	5	15	See item 3.2.4 above. <i>Residual score 10.</i>

### 3.5.7 Indicative deliverables

Deliverable	Date	Responsibility
Detailed project plan	4 <sup>th</sup> Quarter 08	Project Manager
Report outlining evaluation of current institutional approaches to curriculum design identifying real and perceived barriers to innovation and recommendation for change.	2 <sup>nd</sup> quarter 2009	Project Team
Report outlining findings and recommendations from businesses process and systems analysis to include specification for systems changes. This will include a transformation model.	4 <sup>th</sup> quarter 2009	Systems analysis and development staff
A wiki used to record reflections of project stakeholders and provide access to project documents; open to JISC.	Throughout project	Project Team
Report identifying recommendations for change to regulatory, quality assurance and validation processes and procedures.	3 <sup>rd</sup> Quarter 2010	Wendy Cealey Harrison & Christine Couper
Report outlining the findings from School pilots (incl. learner feedback).	3 <sup>rd</sup> Quarter 2010	Project Manager & Schools
Project report and recommendations for institutional deployment.	1 <sup>st</sup> Quarter 2011	Project Team
Project evaluation report.	3 <sup>rd</sup> quarter 2012	Evaluation consultant
Six Monthly interim reports.	6 month iterations	Project team

## 4 Engagement with community, stakeholder analysis and dissemination

### 4.1 Stakeholder analysis

The JISC	Funding body for the project, responsible for managing the overarching programme within which the University of Greenwich project will coexist, and work with, others.
HE Community/ programme community	Much of the sector is facing similar issues to Greenwich, so will be able to contribute to the project and benefit from it.
Professional statutory and regulatory bodies/ employers	Both PSRBs and employers are crucial to ensuring that course offerings, particularly CPD, WBL and PT vocational courses, meet the demand of industry.
Partner organisations (collaborative provision)	The University collaborates with a number of UK FE colleges and international centres, whose students and faculty are also users of the Greenwich systems environment (license restrictions permitting).
University Schools	Required to deliver on the goals set out in the Part Time & Flexible Learning strategy and employer engagement. Pilot Schools [Business; Education & Training; Computing & Mathematical Sciences] are committed to working on the project on behalf of the University through the development of innovative courses and forms of delivery.
Vice-Chancellor's Office	The Pro Vice-Chancellor (Learning & Quality) is responsible for the development of the PT&FL Strategy, chair of the implementation group and the overall project sponsor.
Corporate Information Systems (Information & Library Services)	Enablers of business processes, developers of the information systems and owners of the infrastructure supporting all of the corporate systems.
Office of Student Affairs	Functional owners of the student records system and course management process and leaders on systems analysis.
Planning & Statistics (Vice-Chancellor's Office)	Responsible for relationship with HEFCE, for meeting statutory requirements and reporting, and for University compliance with associated regulations.
Learners	Key to helping to determine the curriculum and driving ongoing refinement over time.
Learning & Quality (Vice-Chancellor's Office)	Management of the framework, policies and procedures for quality assurance and enhancement, including protocols for validation and review and the academic regulations.
School Directors of Learning & Quality	Along with local Quality Officers and School Quality Committees, responsible for the operation of quality assurance and validation processes at local level.
Educational Development	Responsible for enhancing the quality of teaching and learning University-wide, including

Team	staff development and change management oriented towards the curriculum.
Learning Services and ICT (Information & Library Services)	Providers of learning resources and computing laboratories to students and faculty.
Marketing Office (Development & Communications Office)	Responsible for marketing the new curriculum to potential students and guiding Schools on market requirements to help inform curriculum development.
Facilities Management/ Space Management Unit	Owners of the space allocation function, important to the effective delivery of a flexible and adaptive curriculum model.

#### 4.2 Engagement with JISC and the wider programme synthesis project

Greenwich has a track record for effective engagement with the JISC and wider community within funded projects, for example CAMEL, eLISA, eLIDA CAMEL and SEEL. A key reason for engaging with this programme for Greenwich is to enable us to participate and contribute to a community of institutions working on various aspects of curriculum design within a strategic framework. We anticipate that this may help us better focus our work in key areas whilst benefitting from the insights of others and provide real synergy. The outputs from our project will raise some issues which hopefully can be taken up more widely within the sector (balance between governmental data requirements to inform funding and PI's and agendas such as Leitch) but also provide good practice and evidence that a University can change its academic model and enable that change to be implemented within an existing systems environment.

In order to sufficiently engage with JISC, the University will set up a mail list and repository to cover all communication and documentation for the project. We would invite the JISC programme manager/team to be a member of the project email list, provide access to the document repository and we would also welcome attendance at any of the steering group or project team meetings. Dates for these meetings will be set six months ahead to ensure the widest possible availability. Participation will be facilitated via video or tele-conference if physical attendance is problematic.

Greenwich will participate in all of the programme meetings and workshops as required and set out within Circular 05/08, including senior University staff as required.

It is important to note that any code which is developed within the proprietary systems environment cannot be released to the wider sector due to licensing and contractual restrictions. However, principles, models, analysis and specifications can and will be released as part the outputs and dissemination of the project.

#### 4.3 Dissemination

The project team will adopt a mixed approach to disseminating the findings throughout the duration of the project. A detailed dissemination plan will be developed during phase one and will include at least the following;

- Build internal dissemination of the project outputs into the University's current committee structures by identifying it as a standing item on the relevant school and institutional meeting agendas.
- Workshops with stakeholders drawn from within and outside of the University will be held at key stages of the project to both facilitate the contribution from the stakeholders but also to allow dissemination of the projects work.
- Presentations and papers will be submitted to relevant journals and conferences. This will include presentations to user groups of the proprietary systems our project will involve.
- A project Wiki will be developed and promoted to the wider community via the relevant news groups and mail lists.
- Participation in the community meetings identified as part of the bid.
- A final project report will be produced.

#### 4.4 Evaluation

As identified in 1.2 above, phase one will cover detailed project scoping and planning and it is our intention at that point to produce a detailed evaluation plan. As our guide to this we will be using Six Steps to Effective Evaluation - A handbook for programme and project managers by Glenaffric, as well the project evaluation guidance provided by the JISC Infonet project management website. Given the scale of the project and size of funds involved we will (during the project scoping and planning phase) build in external evaluation in to the project at both the formative and summative level by engaging an external evaluator. We will retain just under £10K in the project budget to cover the cost of evaluation and issue a tender within the first two months of phase one to ensure the evaluator is engaged early in the project.

### 5 Budget

The University's contribution to this project is significant although related to the direction of existing resources rather than the provision of additional funding. Whilst attributed to the project budget for FEC purposes all costs apart from those directly incurred will be covered by the University. The PM/Academic Analyst will be appointed as a 1 FTE throughout the project but the developer will be 1 FTE for one year and the Systems Analyst will be appointed as a 1 FTE for 18 months.

<b>Directly Incurred Staff</b>	<b>Aug08–Jul09</b>	<b>Aug09–Jul10</b>	<b>Aug10–Jul11</b>	<b>Aug11–Jul12</b>	<b>TOTAL £</b>
Project Manager/Academic Analyst					
Developer					
Systems Analyst					
<b>Total Directly Incurred Staff (A)</b>					
<b>Non-Staff</b>	<b>Aug08–Jul09</b>	<b>Aug09–Jul10</b>	<b>Aug10–Jul11</b>	<b>Aug11–Jul12</b>	<b>TOTAL £</b>
Travel and expenses					
Hardware/software					
Dissemination (materials, excl. staff costs)					
Evaluation (external, £550 per day)					
Staff dev't, conferences & training					
Other					
<b>Total Directly Incurred Non-Staff (B)</b>					
<b>Directly Incurred Total (C)</b>					
<b>Directly Allocated</b>	<b>Aug08–Jul09</b>	<b>Aug09–Jul10</b>	<b>Aug10–Jul11</b>	<b>Aug11–Jul12</b>	<b>TOTAL £</b>
Staff					
Estates					
Other					
<b>Directly Allocated Total (D)</b>					
<b>Indirect Costs (E)</b>					
<b>Total Project Cost (C+D+E)</b>					
<b>Amount Requested from JISC</b>					
<b>Institutional Contributions</b>					
<b>Percentage Contributions over the life of the project</b>	<b>JISC 24%</b>	<b>Greenwich% 76%</b>			<b>Total 100%</b>
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	<b>No FTE's = 16.5</b>	<b>Staff to recruit, existing development, analysis and L&amp;Q staff plus project staff (see section 3.2.2 above for list).</b>			

## 6 Experience of the project team

Reading through the CV's attached to this proposal will clearly demonstrate that the University is committed to this project as a strategic priority and able to ensure its effective management and control. This is demonstrated by the level, breadth and number of senior stakeholders who will be contributing to the project and the existing development and analysis resource we will commit.

Over the last ten years the University has undertaken a number of large scale enterprise change projects, for example, implementing Banner student records, Banner Finance, Oracle HR, Luminis enterprise portal, student records self service, e-learning (WebCT) as well as development and maintenance projects within the existing infrastructure, for example, online registration for continuing students, successive major functional upgrades, devolved reporting and IMS web service based integration. A number of the staff listed in the proposal document were involved in or led the majority of those projects. Similarly, some staff have been involved in collaborative development projects with other Universities – Kent, CCUC, and also development projects jointly with suppliers and other institutions, such as HESA, UCAS and SLC projects with SungardHE and the Universities of Liverpool and Birmingham.

Additionally, some of the team have experience working on JISC projects; for example CAMEL, eLISA and SEEL. In terms of project management and governance the University has a strong track record of successful delivery to plan with a number of staff listed in the bid having managed, sponsored or steered previous large scale projects within a controlled environment. To entrench the principles of project management amongst more senior staff the University recently invited JISC to run a project management workshop at Greenwich for approximately 25 staff. Existing development and analysis staff each have between 3 and 20 years relevant technical and domain experience as well as extensive experience working within the current systems environment.

A recent audit provided substantial assurance that programme and project management procedures (including an assessment of exemplar projects), along with procedures surrounding systems development and governance, are effective and of good quality.

### FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure	Justification
None		

Baroness Blackstone  
BSc (Soc) PhD  
Vice-Chancellor

Sarah Knight  
JISC Executive  
Northavon House  
Coldharbour Lane  
Bristol  
BS16 1QD

Direct Line: 020 8331 8880  
Direct Fax: 020 8331 9857  
Email: [vcmail@gre.ac.uk](mailto:vcmail@gre.ac.uk)

Date: 19<sup>th</sup> June 2008

Dear Ms Knight

I am writing in support of the attached bid from the University of Greenwich in response to the JISC call on institutional approaches to curriculum design (Circular 5/08).

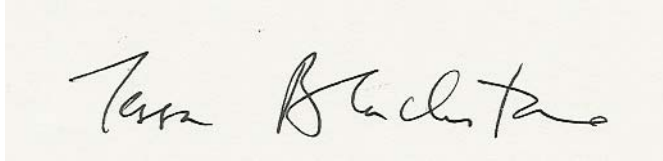
The University has been at the forefront of widening participation with a history of employer engagement, work based learning and extensive partnerships with the further education sector. Our location in this part of London and within the Thames Gateway means that we are particularly well placed to engage fully with the government agenda to provide increased access to higher education to communities with a lower rate of participation.

The bid has been developed on the basis of sound systems that require some focussed development if we are to realise fully our aspirations. These are set out in our Corporate Plan 2006-2011 which focuses on expanding opportunities for students of all ages and many backgrounds; providing programmes with an emphasis on employability; and the application of enterprise and research to defined needs. In April 2006 the Academic Planning Sub-Committee established a short-life working group, chaired by the Pro-Vice-Chancellor (Learning and Quality) to assist us to look at the gap between the national and regional requirement for increasing part-time and flexible provision and current provision. The recommendations of the group were debated and endorsed by Academic Council on the 24<sup>th</sup> January 2007. An implementation group has been established with a particular focus on the systems requirements to create increased agility and flexibility in curriculum design and delivery.

[Maritime Greenwich Campus](#)  
Old Royal Naval College  
Park Row, Greenwich  
London  
SE10 9LS  
Telephone: +44 (0)20-8331 8000

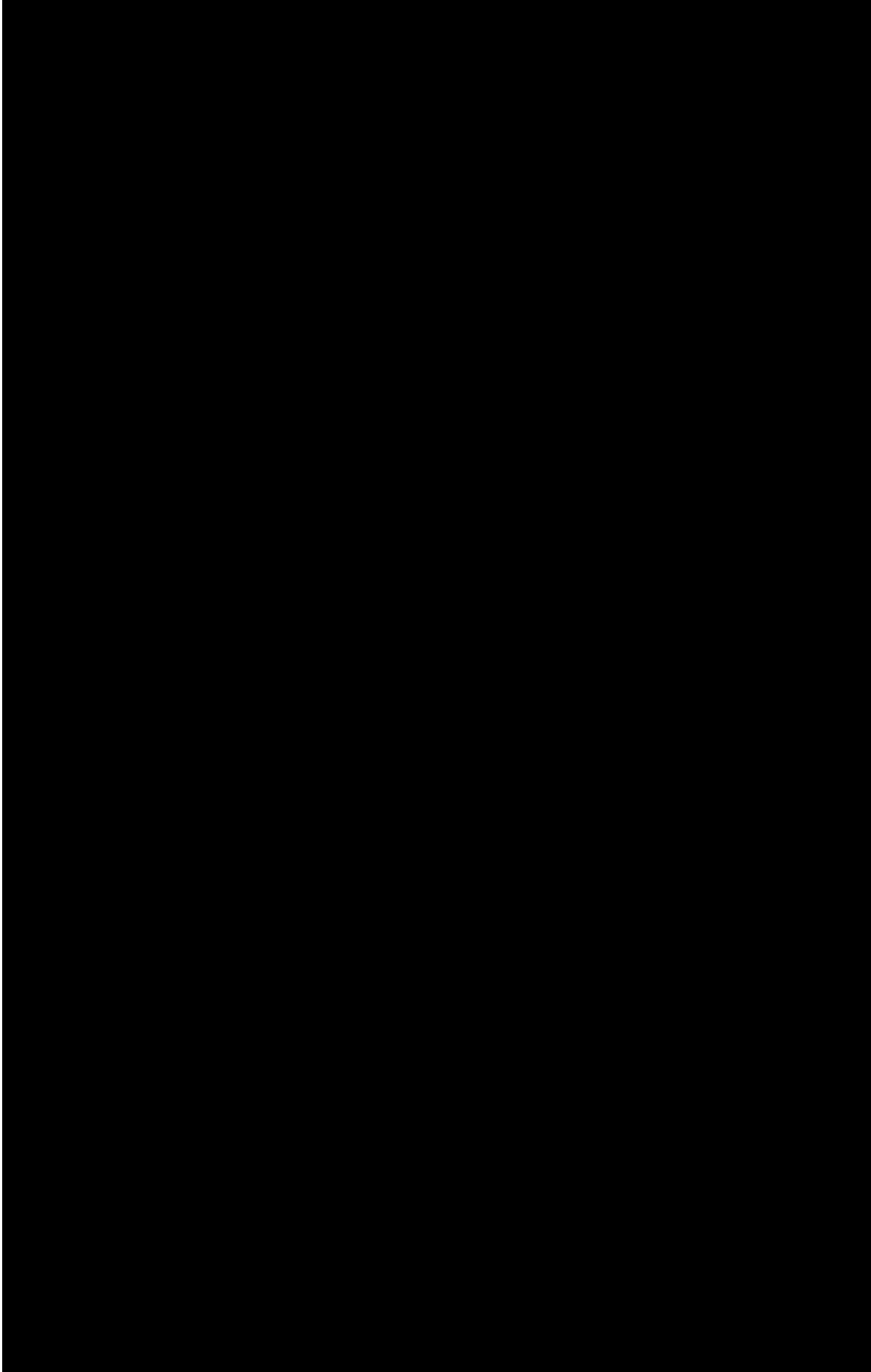
The proposals set out in the bid arise directly out of this. They are designed to help us develop the appropriate systems to support a flexible curriculum. We are well placed to do this as we have a sound foundation of enterprise level systems, with a good level of interoperability and sufficient flexible provision to be aware of the issues.

Yours sincerely

A rectangular area containing a handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and appears to read 'Tessa Blackstone'.

Tessa Blackstone

Please note, should an original or facsimile copy of this letter be required it can be provided by contacting Paul Butler (p.butler@gre.ac.uk) or Maureen Castens (m.castens@gre.ac.uk)



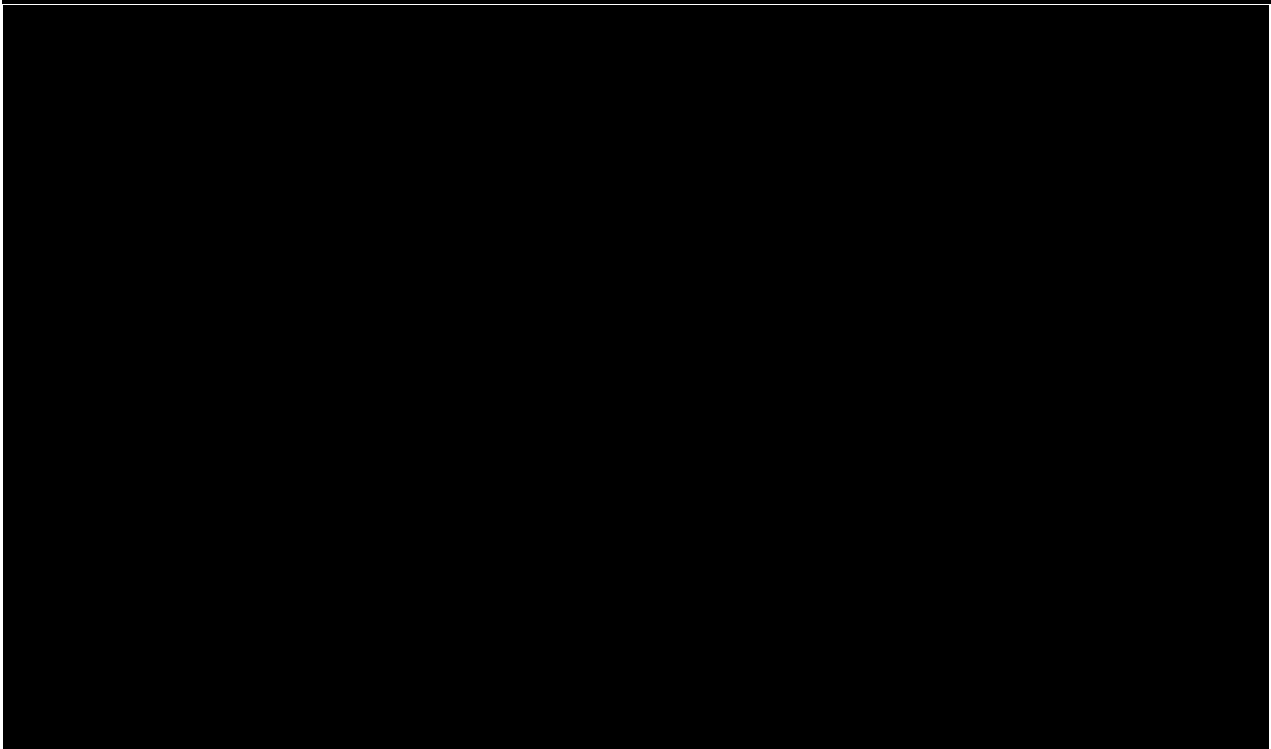
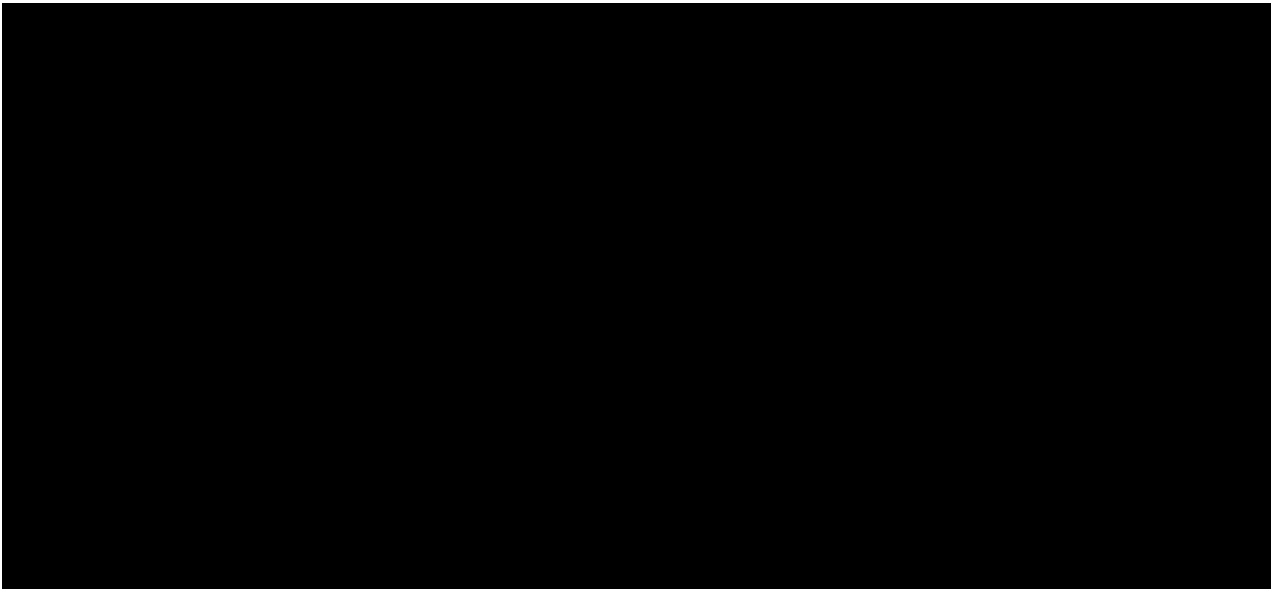
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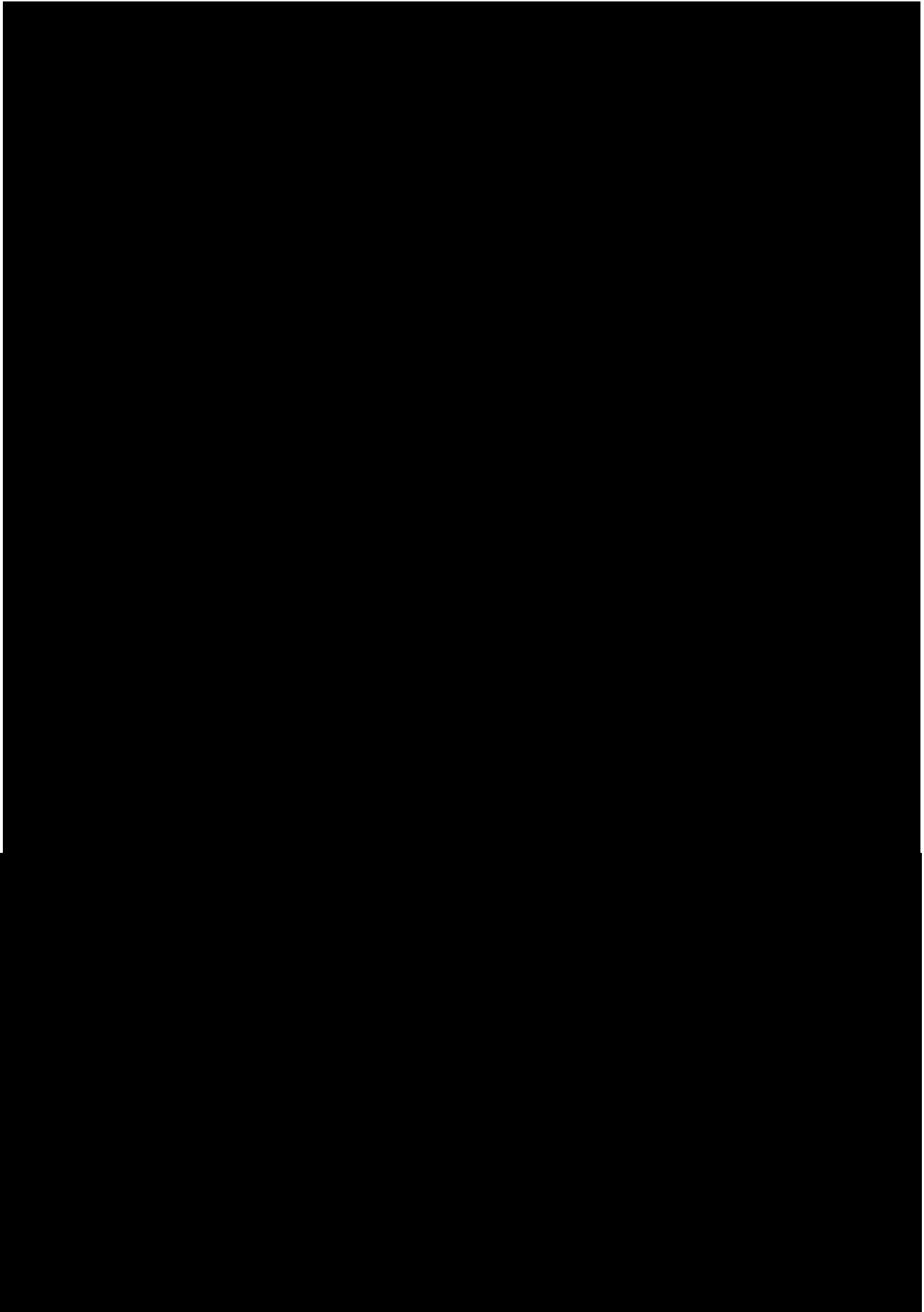
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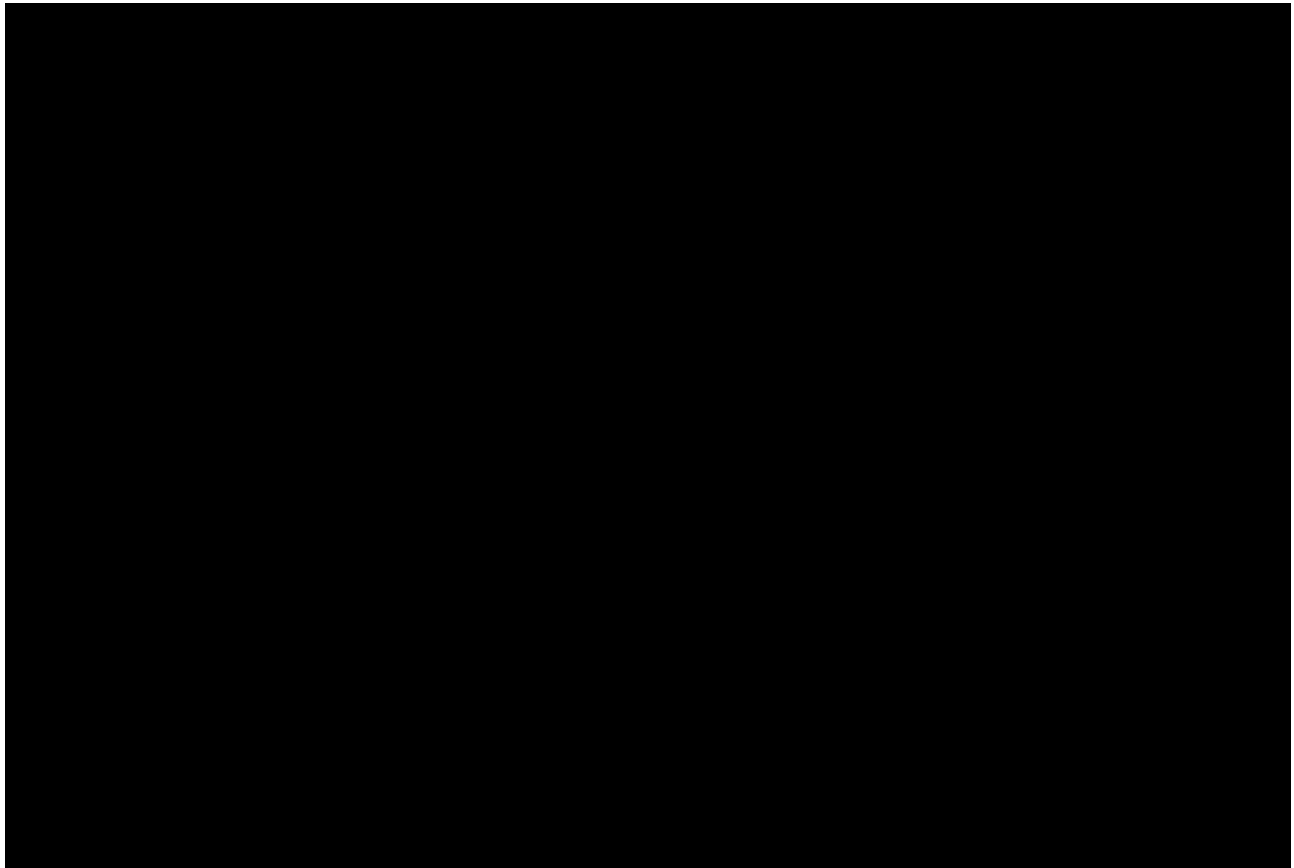
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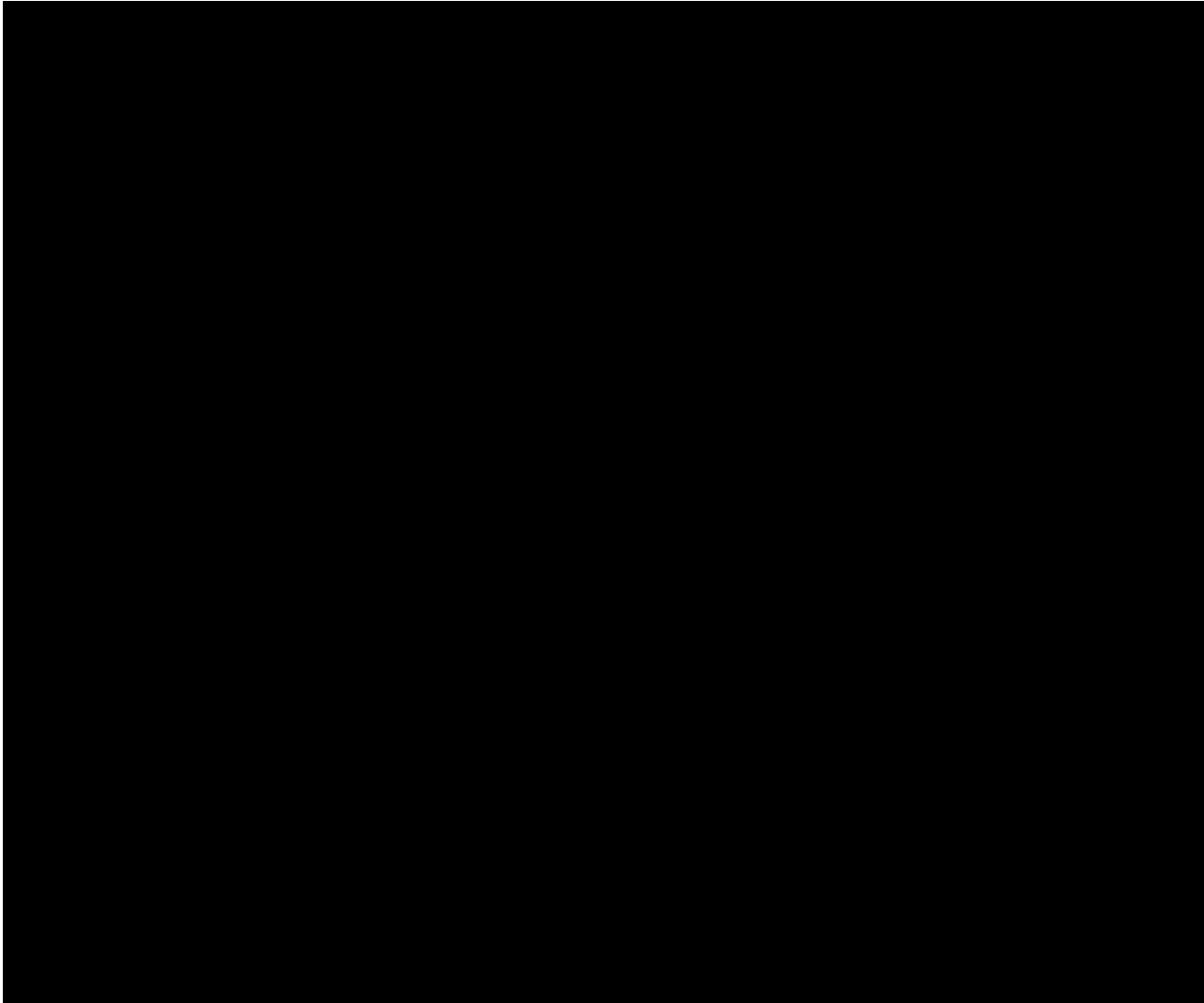
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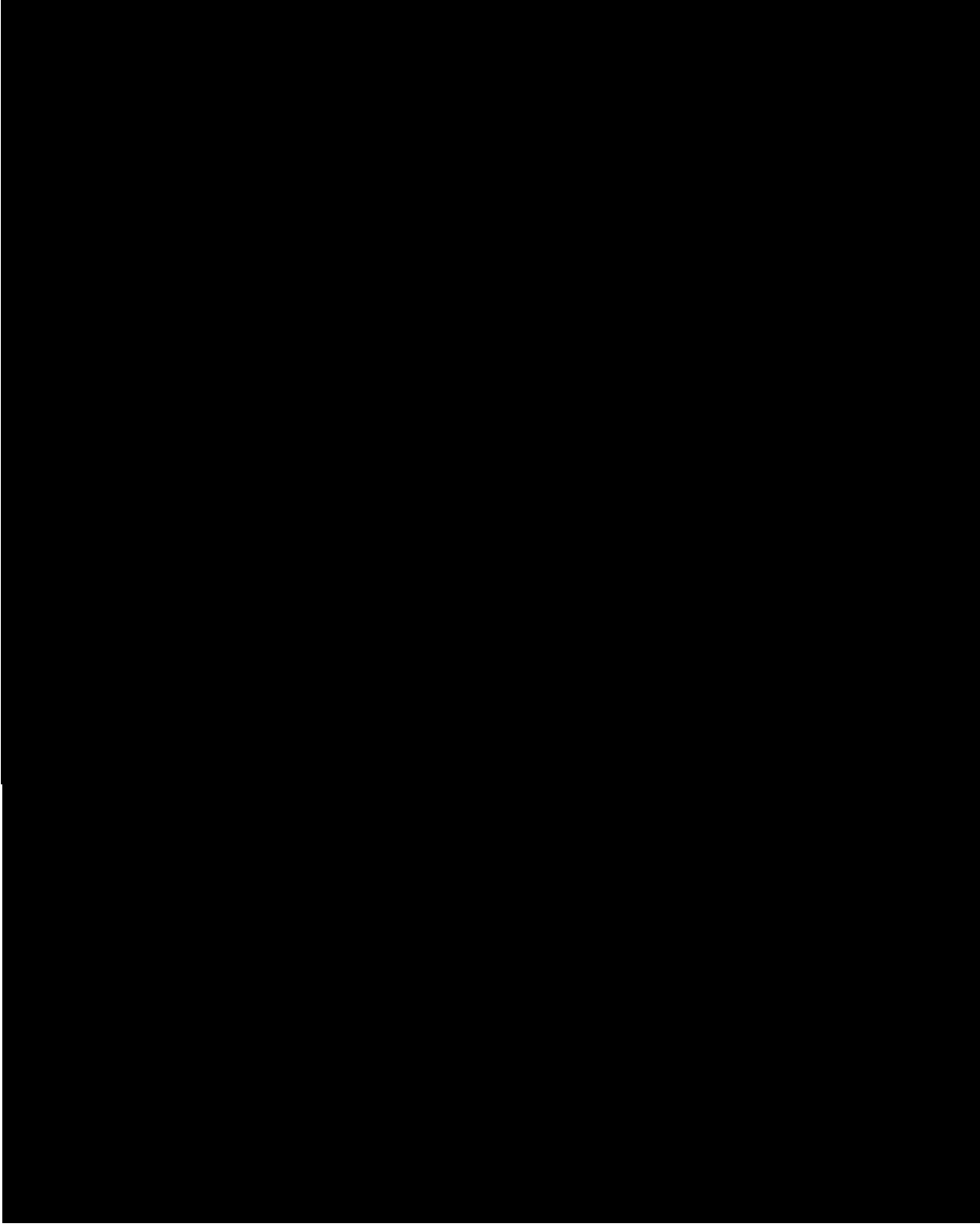


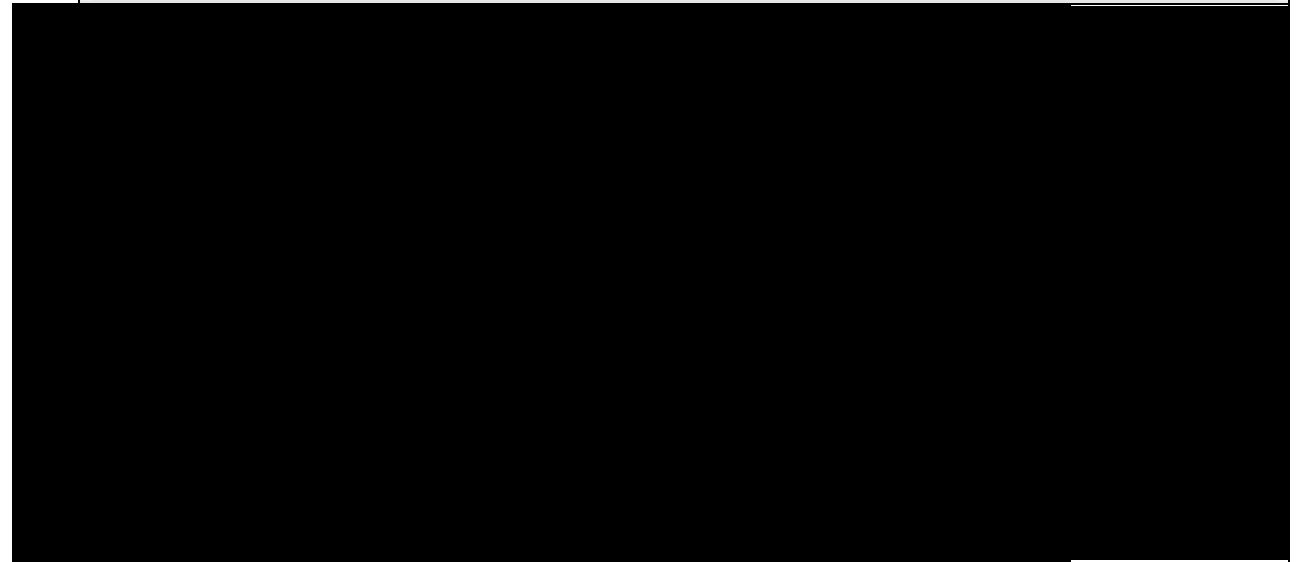


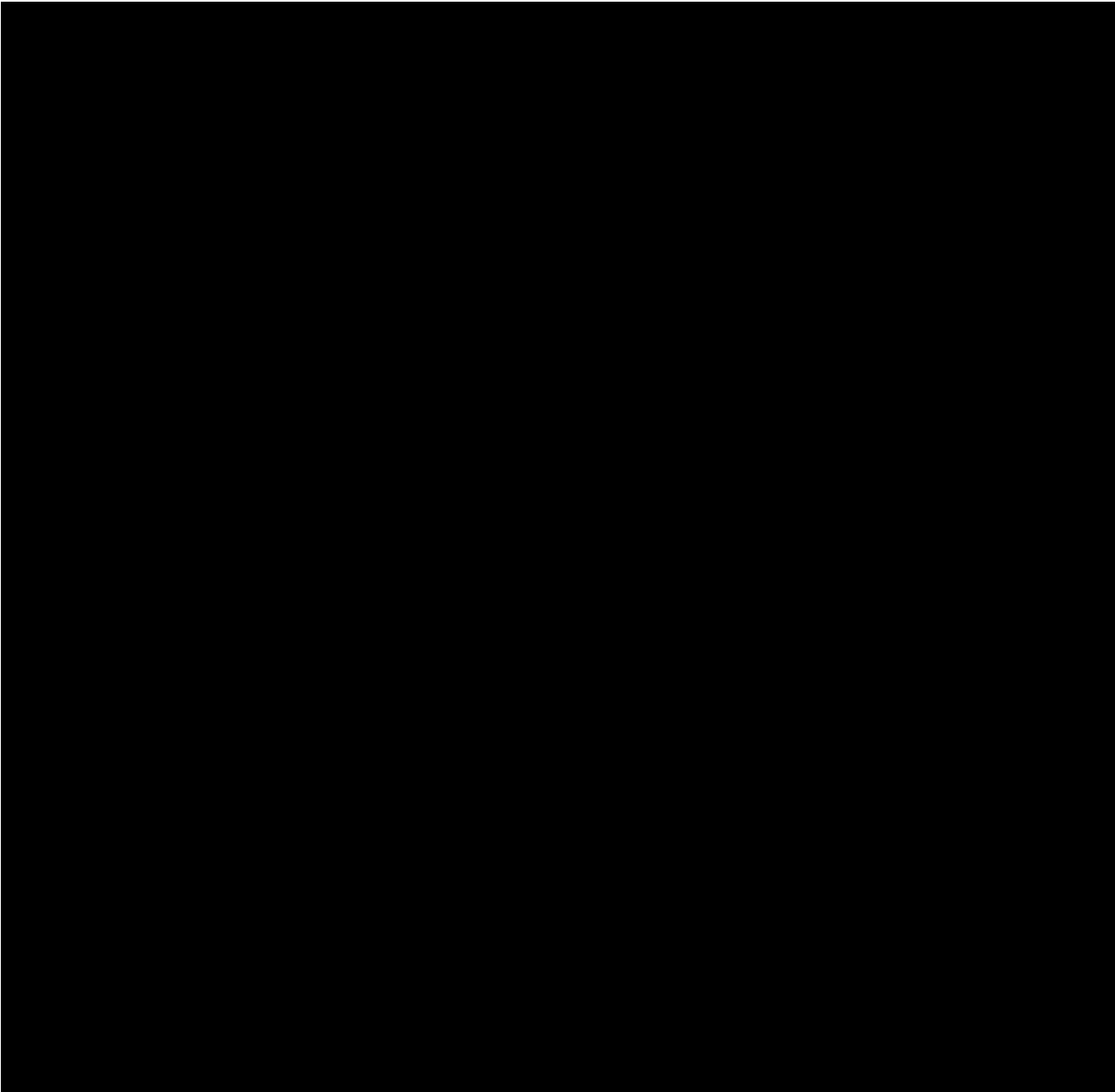


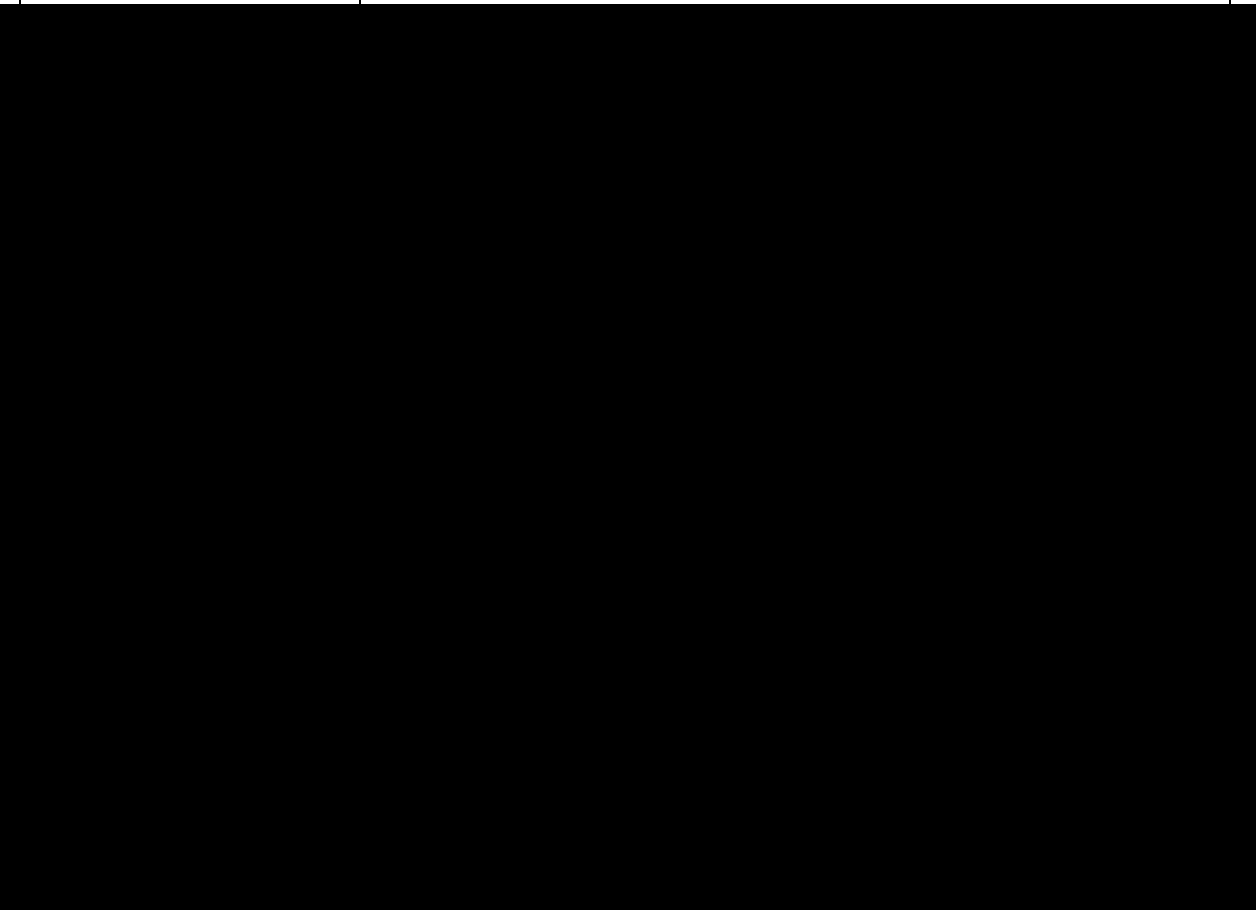
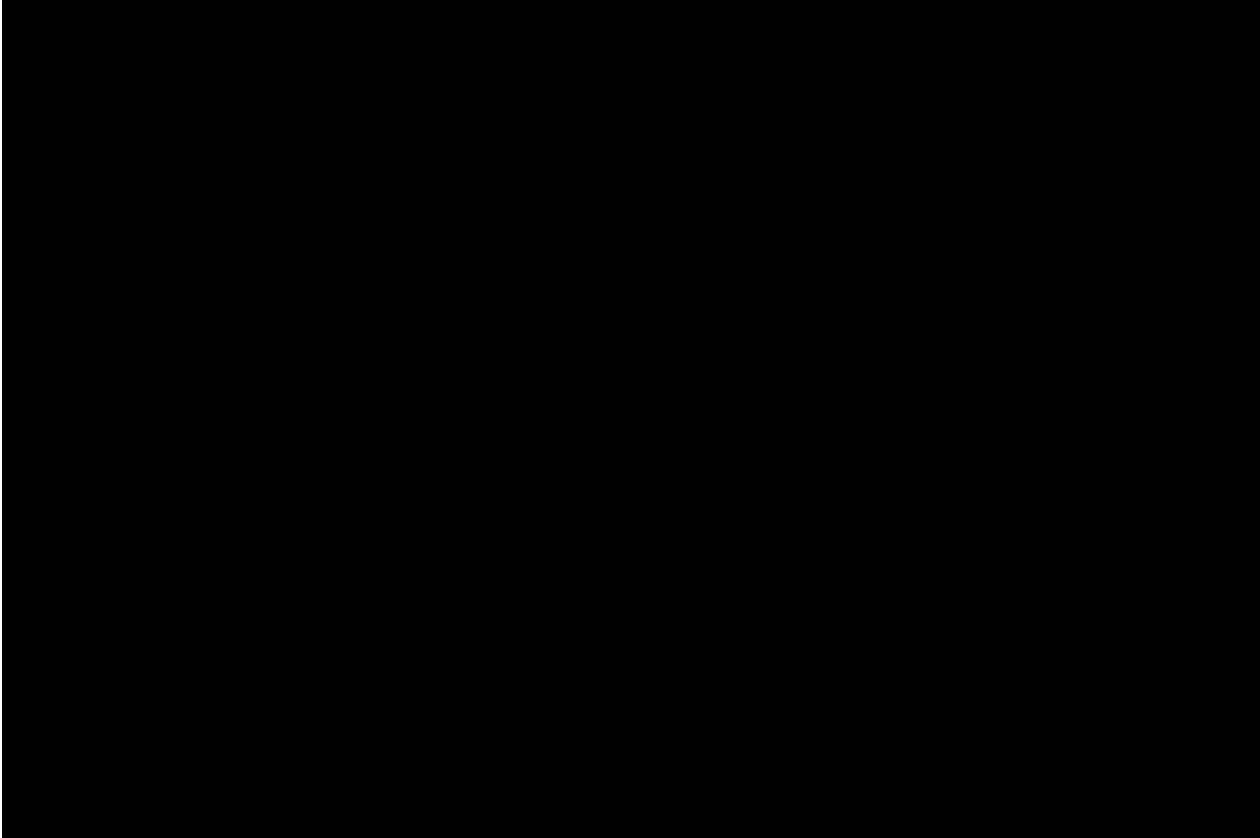


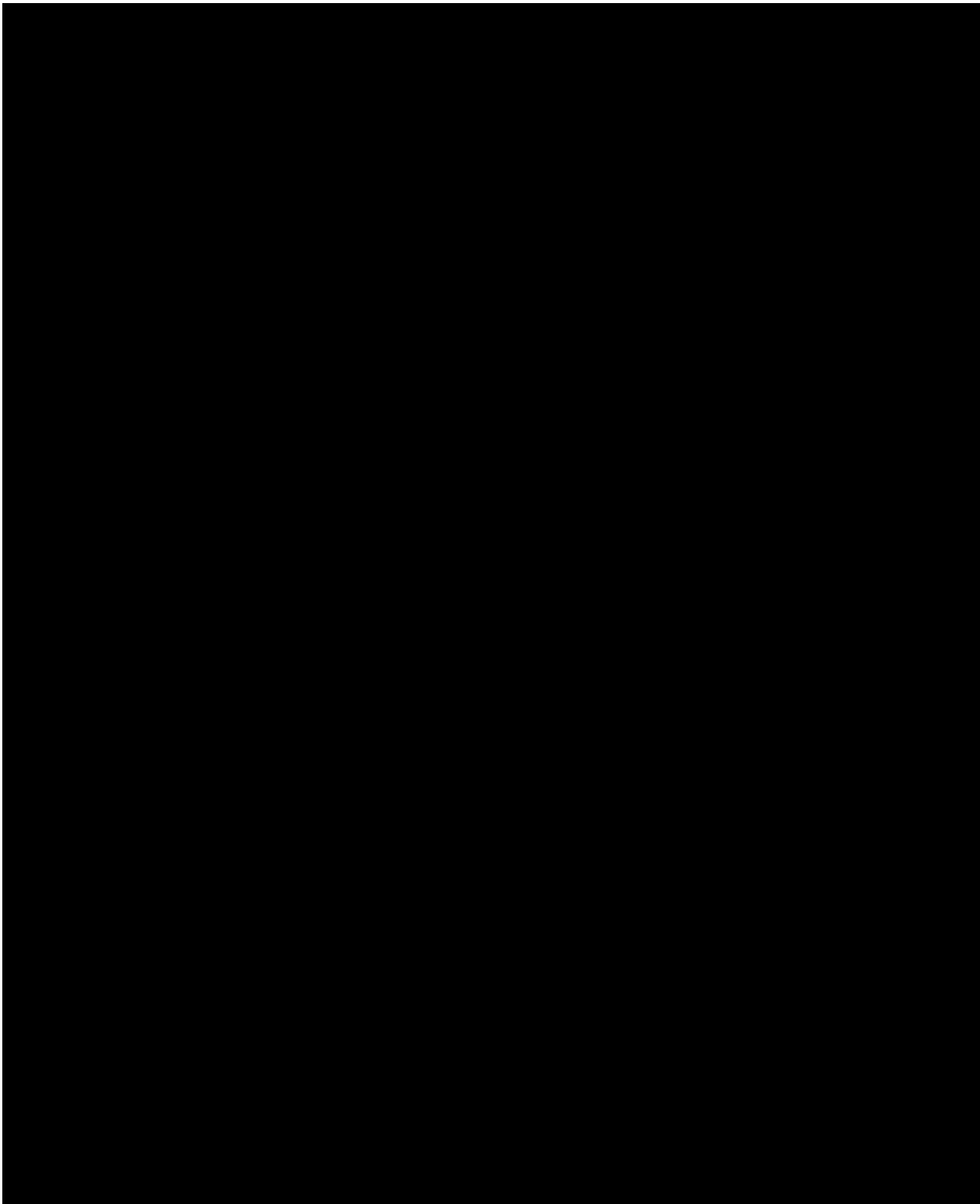


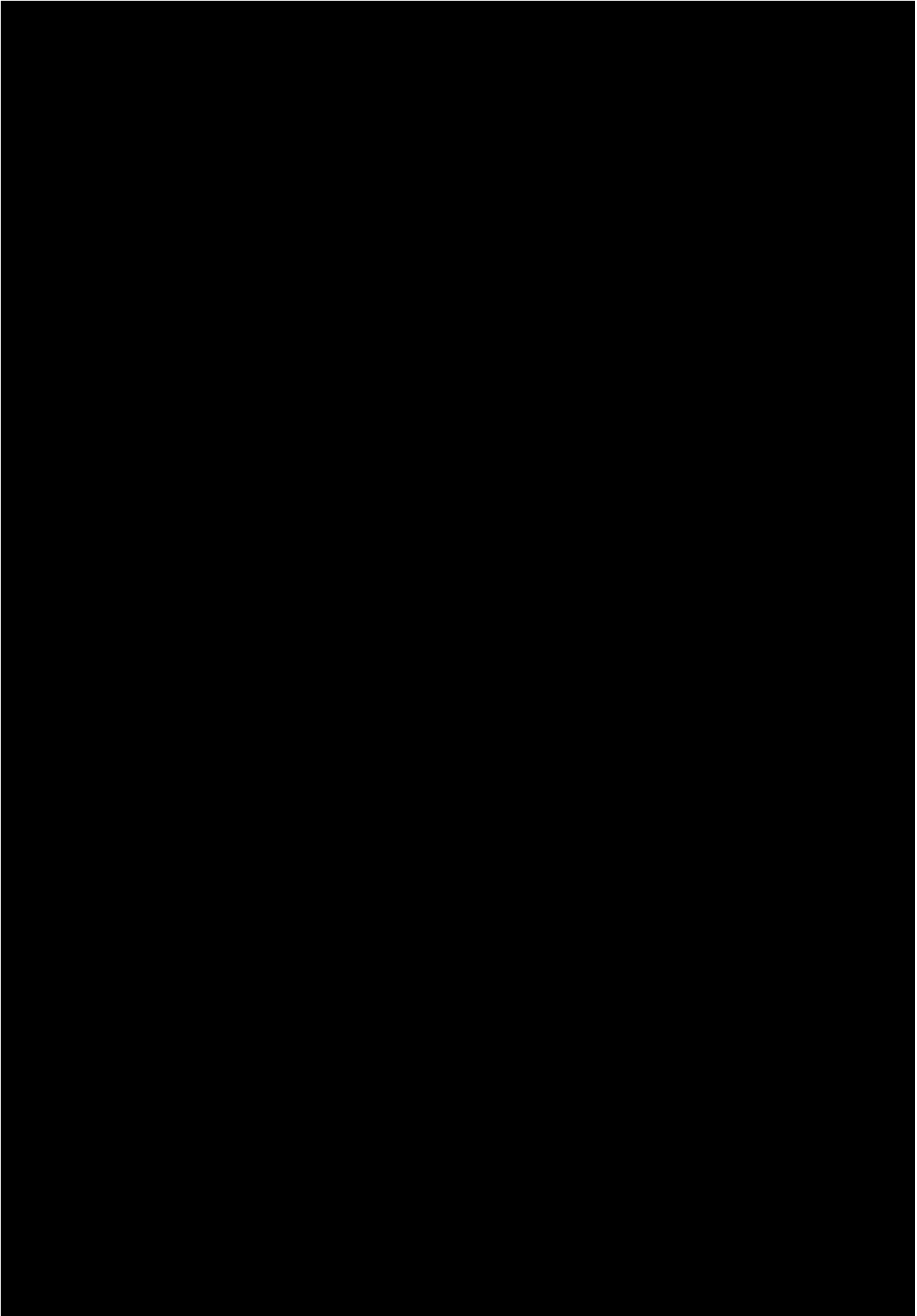


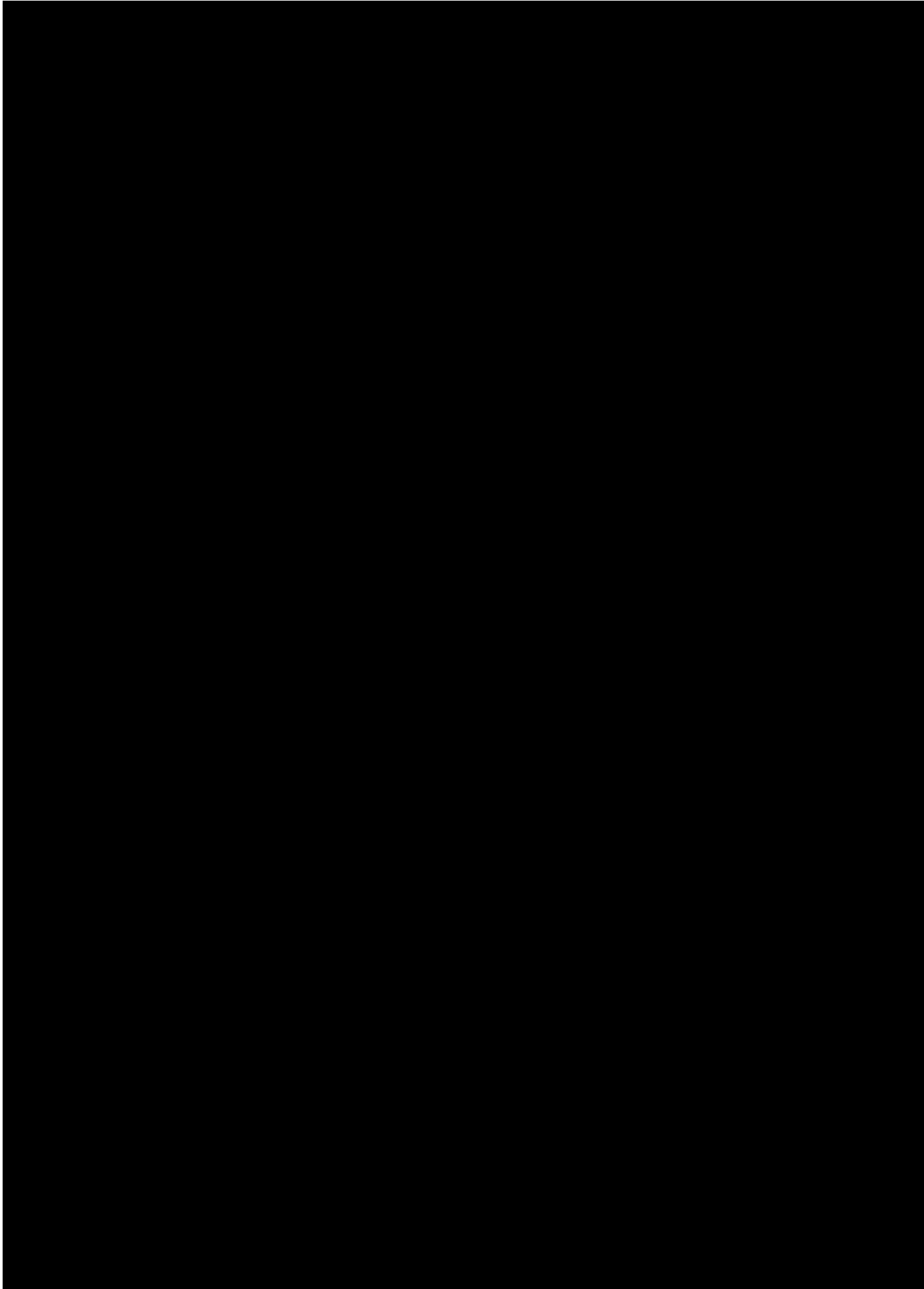


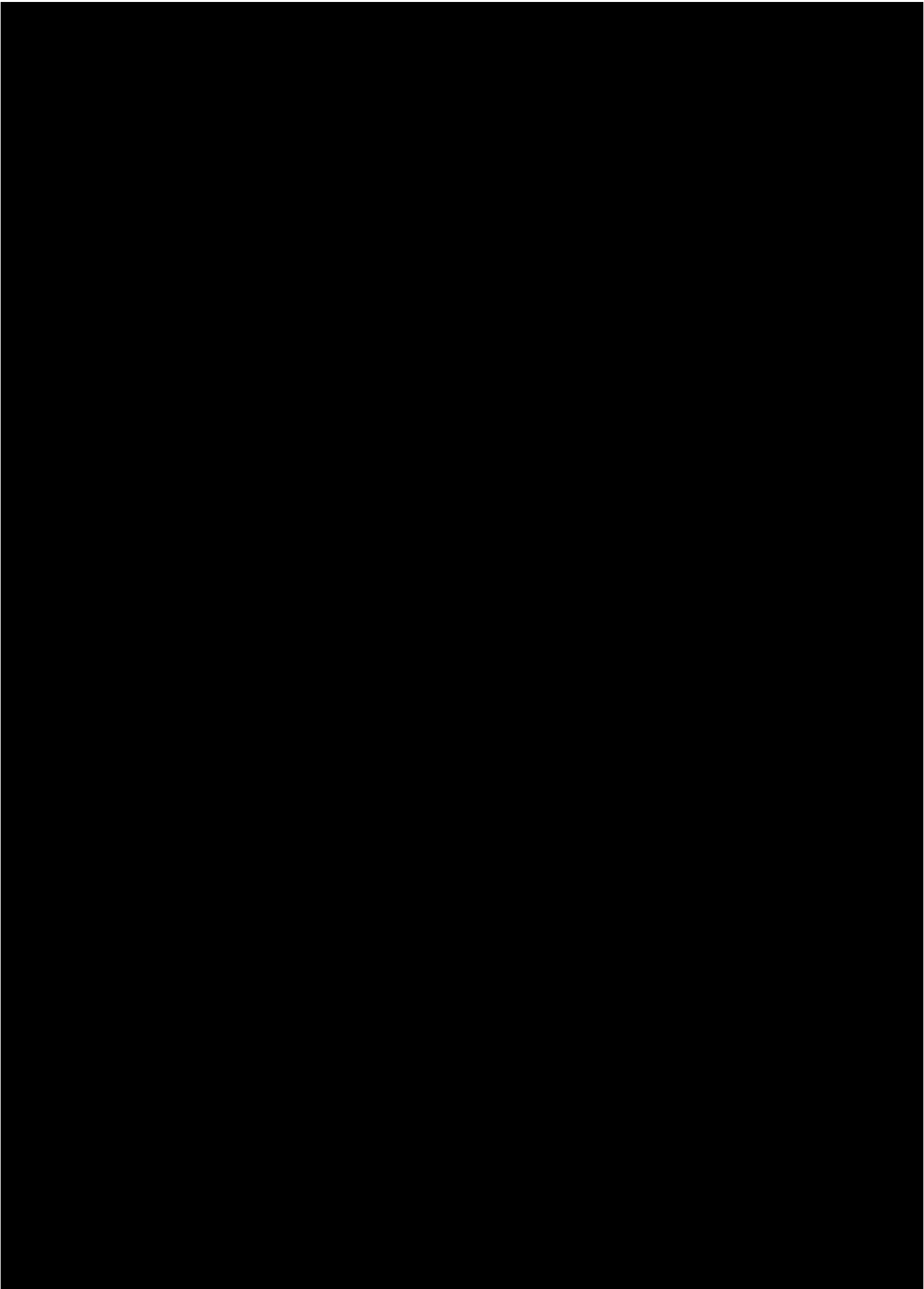


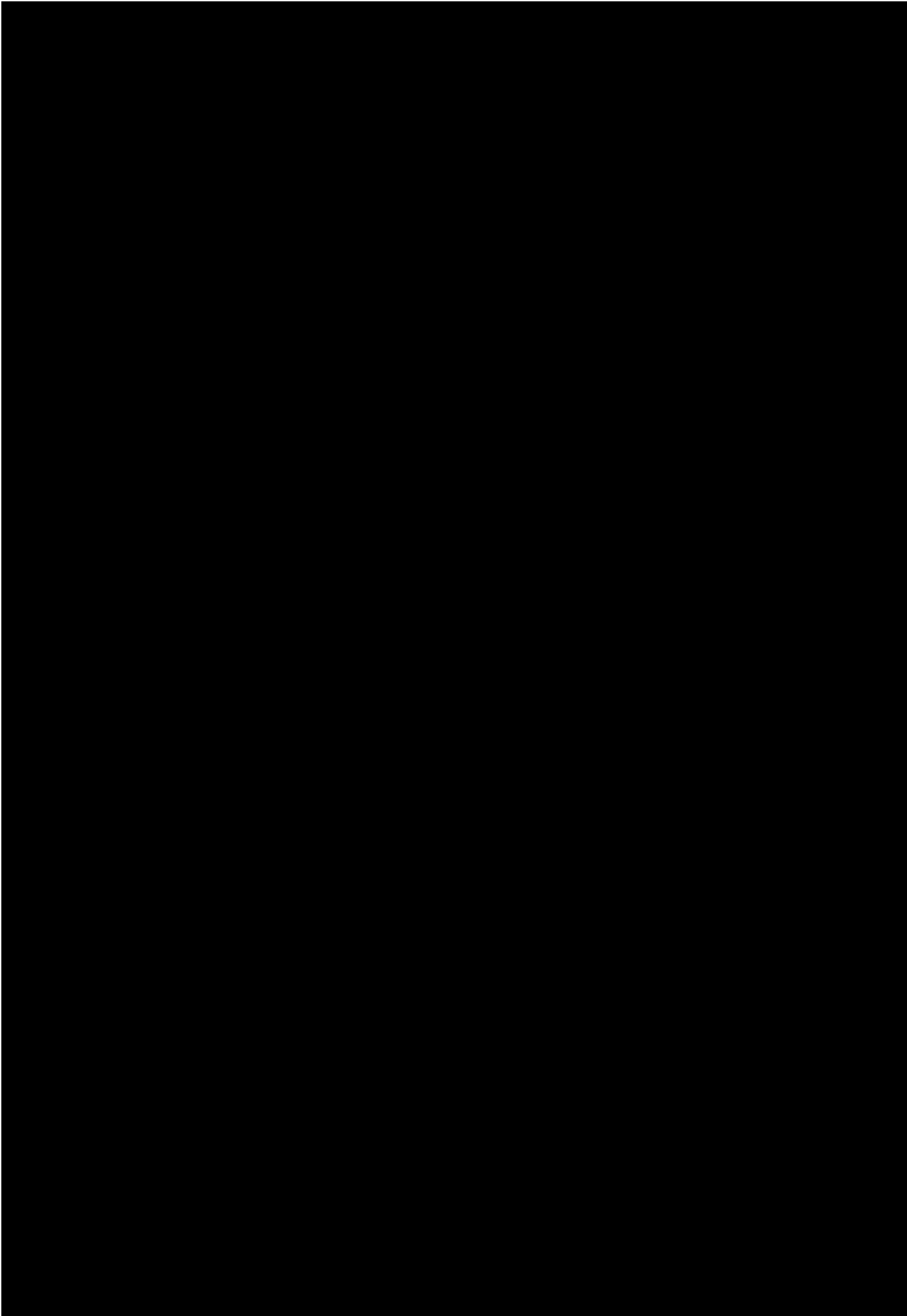


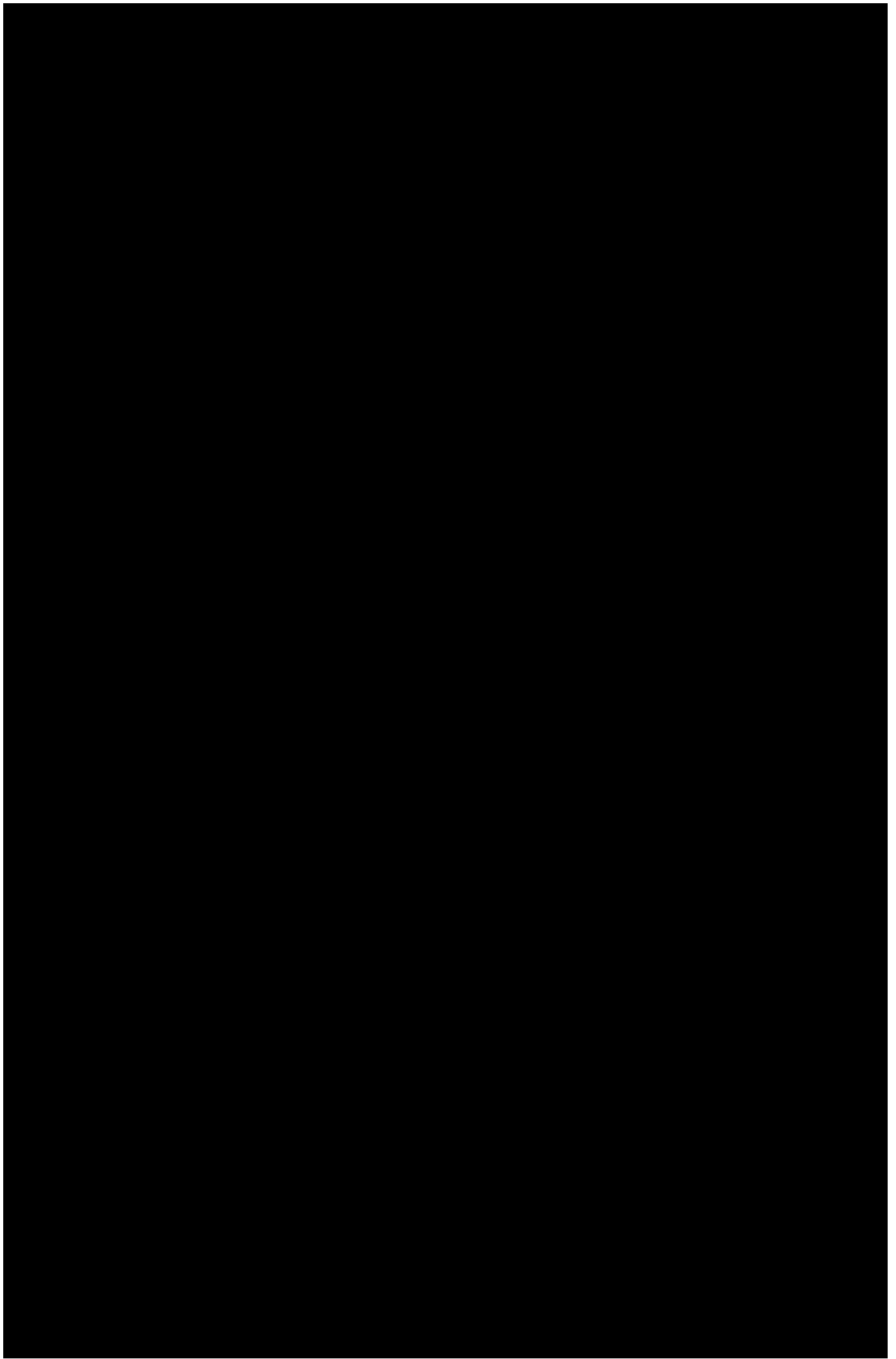


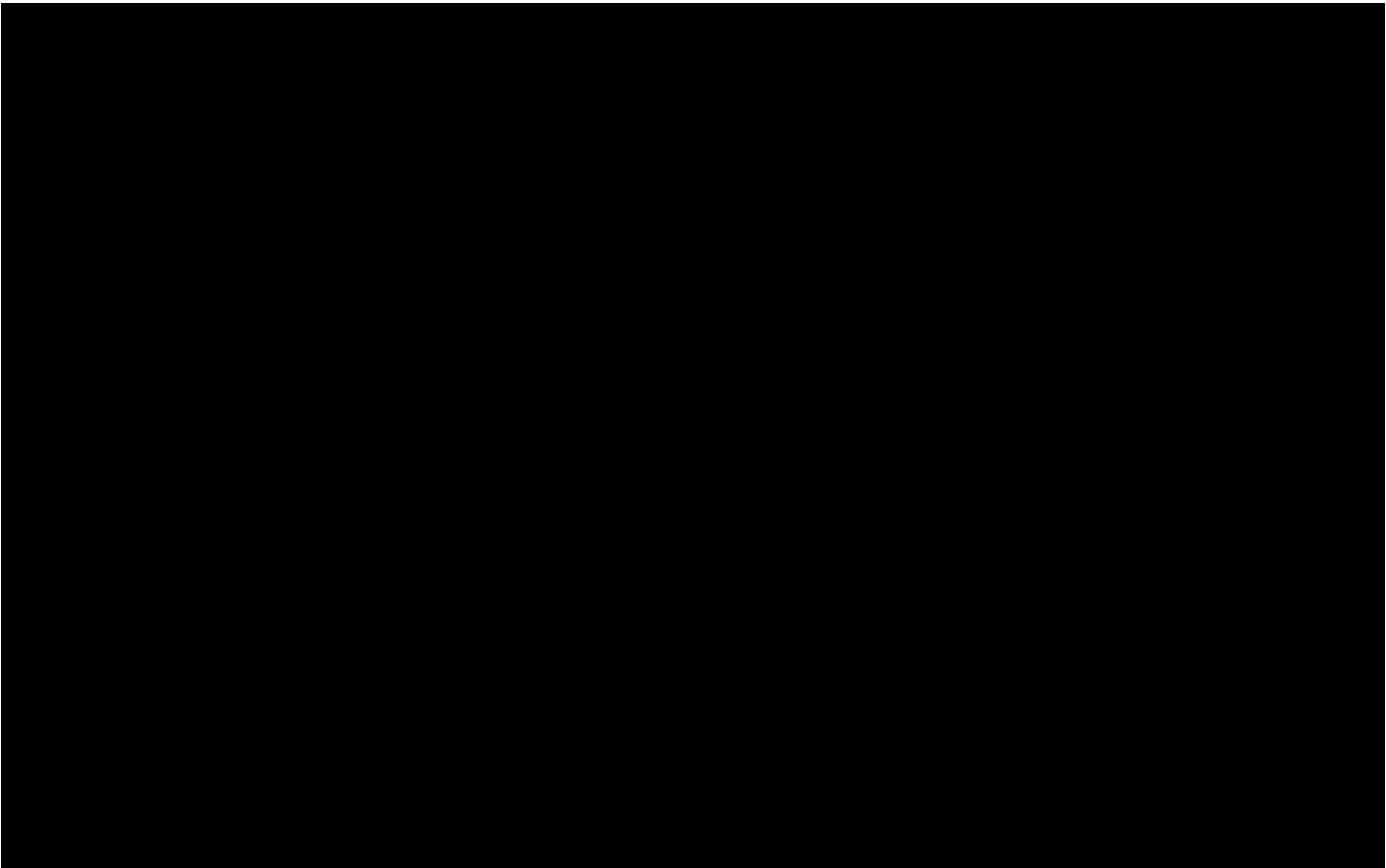












<b>NAME</b>	<b>Christine Couper</b>
<b>POSITION</b>	Head, Planning and Statistics
<b>RESUME:</b>	Planner and policy analyst with over 20 years experience of working in Higher Education both in a sector level institution and a University. Significant expertise in relating programme design and student study patterns to various regulatory structures including statutory returns. Experience of representing HE Institutions on sector level working groups. Part of a successful bid, led by the University of Leeds, to the HEFCE Leadership, Management and Governance Fund to develop the Higher Education Information Database for Institutions (HEIDI).
<b>QUALIFICATIONS</b>	
<b>Dates</b>	
1982	BSc (Hons) in Biological Sciences, 2:1, University of Edinburgh
1986	PhD in Biological Sciences, University of Edinburgh
<b>PREVIOUS POSTS</b>	
<b>Dates</b>	
1991-1993	Management Information Systems Manager, University of Greenwich
1988-1992	Part-time Lecturer, teaching computing and information technology, University of Greenwich
1989-1991	Faculty Officer, Faculty of the Built Environment, University of Greenwich
1987-1989	Policy Analyst, The Royal Society
<b>PROFESSIONAL EXPERIENCE/RESEARCH AND CONSULTANCY</b>	
<b>Dates</b>	
Current Post	Respondent to key stakeholders (HEFCE, HESA, TDA, GTC, etc) and in relation to statutory returns for teaching and research. Significant experience as a provider and user of data and guide on regulations related to the provision of data. Providing Executive information that underpins the effective running of the University within a knowledge environment. Monitoring performance benchmarks in relation to targets in the University's Corporate Plan. Providing impact assessment in relation to policy changes introduced at the sector level like the change in Equivalent or Lower Qualification (ELQ) regulations. Managing the National Student Survey exercise on behalf of the University. Enabling staff in Schools of the University to access easily UoG statistical data. Project management and change management in a variety of contexts.
2007-2008	Member of the HEFCE Steering Group on League Tables.
2005-current	Member of the Higher Education Information Database for Institutions (HEIDI) Development Working Group at HESA.
2004-2005	Member of Higher Education Management Statistics (HEMS) review group at HESA.
2003-2005	Member of the HESA Destination of Leavers from Higher Education (DLHE) review group and the HESA DLHE Longitudinal Survey Working Group.
Previous Posts	Policy studies work including a review of teaching and research costs in Higher Education. Programme development and quality assurance experience. Systems design and development experience.
<b>RESEARCH INTERESTS</b>	
HE Policy research.	

<b>NAME</b>	<b>David Mutti</b>
<b>POSITION</b>	Head of Student Records Systems and Data, Office of Student Affairs
<b>RESUME</b>	
<p>Responsible for the functional development, maintenance and support of the University's student record system (SunGard HE Banner). Process areas supported include Student Records, Admissions, Pastoral Services and Accommodation as well as self-service facilities for both faculty and students.</p> <p>Currently responsible for managing a team of analytical staff with skills encompassing the following IT related professional disciplines: business analyst, software tester, technical writer and trainer.</p> <p>I have ten years experience of working with the University's corporate student information system in an analyst and managerial capacity. Over that period I have been involved with and lead many process re-engineering projects including the current curricula to systems implementation project in 1998.</p> <p>As Head of the Programmes and Courses Office responsibility for the business processes which govern how new offerings are entered onto the university systems reside with me.</p>	
<b>QUALIFICATIONS</b>	
2004	MSc Computing Information Systems (project pending)
1992	A Level English Literature, Design and Technology, General Studies
<b>PREVIOUS POSTS</b>	
2002 - 05	Senior Student Records Systems Development Officer, University of Greenwich
1999 - 02	Student Records Systems Development Officer, University of Greenwich
1995 - 99	Conferment Officer, University of Greenwich
1992 - 95	Student Records Officer, University of Greenwich
<b>PROFESSIONAL EXPERIENCE/RESEARCH AND CONSULTANCY</b>	
<b>PUBLICATIONS</b>	
<b>EXTERNAL EXAMINING</b>	
<b>COMMITTEES/WORKING PARTIES</b>	
<p>Academic Planning Sub Committee</p> <p>Part-time and Flexible Study Implementation Group and Systems Sub Group</p> <p>University Data Group</p> <p>Portal Management Group</p> <p>Admissions Review Working Party</p> <p>Information Strategy Working Party</p> <p>Recruitment Review Working Party</p>	
<b>PROFESSIONAL/RESEARCH INTERESTS</b>	

<b>NAME</b>	Dr Liz Bacon BSc, PhD, CEng, CSci, FBCS, CITP, FHEA	
<b>POSITION</b>	Head of School of Computing and Mathematical Sciences	
<b>RESUME</b>		
Experienced teacher, researcher and external examiner with a wide involvement in University and external activities. These include vice-chair of the Professors and Heads of Computing. University accreditation and membership on behalf of the British Computer society. Significant experience in educational collaborations and distance education.		
<b>QUALIFICATIONS</b>		
Dates		
1993	PhD in Artificial Intelligence (University of Greenwich)	
1986	BSc (Hons) Computing Science, first class honours (Thames Polytechnic)	
<b>PREVIOUS POSTS</b>		
<b>Dates</b>	<b>Employer</b>	<b>Post Held</b>
April 2004-present	University of Greenwich	Head of School, Computing and Mathematical Sciences
January 2003-March 2004	University of Greenwich	Acting Head of School Computing and Mathematical Sciences
January 2002-October 2003	University of Greenwich	Director of Learning & Quality
September 1997-December 2001	University of Greenwich	Senior Academic
March 1966-August 1997	University of Greenwich	Principal Lecturer
May 1991-February 1996	Thames Polytechnic	Senior Lecturer
September 1989-April 1991	Thames Polytechnic	Lecturer II
July 1984-July 1985	European Organisation for Particle Physics (CERN), Geneva	Placement Student
<b>PROFESSIONAL EXPERIENCE/RESEARCH AND CONSULTANCY</b>		
2-3 April 2008	Hosted Council of Professors and Heads of Computing Conference. Member of the organising committee.	
18-19 March 2008 and 2-4 April 2007	Member of the SQM2007/INSPIRE2008 International Advisory Committee.	
21 May 2007 and 26 March 2008	Invited talk, representing the Council of Professors and Heads of Computing, at e4Busines Conference hosted by Thames Information Centre – Think Big and the University of Greenwich.	
14-16 July 2005	Member of the organising committee and programme committee for the 6th National Women into Computing Conference, hosted by the University of Greenwich. Chair of a session and closed the conference.	
April 2005	Reviewed papers for the 6th Annual Conference for the Higher Education Academy Subject Network for Information and Computer Science.	
April 2005	Reviewed papers for The Self-Adaptive and Autonomic Computing Systems Workshop at the DEXA 2005 conference.	
September 2004	Led (from the University side) a successful bid for Specialist School Status in Computing and Mathematics for the Wilmington Grammar School for Girls in Dartford. The bid was worth £400,000 and the University of Greenwich was awarded £80,000 to support the e-learning development and research work.	
Sept 2004 to date	Supervising six PhD students.	
March 2003 and March 2004	Co-chair of Programme Committee for DEXA conference – reviewed as referee papers for two workshops on Autonomic Computing Systems and Knowledge, Ontology, Metadata & Meaning Matters.	
Sept 2001 to August 2003	Partner in a EU funded research project “Model for a European Networked University for e-learning. 10 other European institutions were involved. Generated £25,000 funding.	
Sept 98 to August 2000	Partner in a European SOCRATES funded research project “A university - workplace model for developing knowledge for European Collaboration”. Six other European institutions were involved. Generated £30,000 funding.	
Feb 2002 to March 2003	Part of a team to develop an on-line events management system for Lewisham Council.	
<b>EXTERNAL EXAMINING</b>		
<b>Dates</b>	<b>Activity</b>	

January 2009 to December 2012	Modular Masters Programme in Computer Science, University of Hertfordshire.
Sept 2006 to 2010	External Examiner for modules on both the BSc and MSc in Smart Systems at Abertay Dundee University
Sept 2003 to 2008	External Examiner for MSc Computing Programmes at Brighton University.
Sept 2002 to Sept 2006	External Examiner for MSc Computing programmes at Northumbria University.
Sept 98 to Dec 2002	External Examiner for University of East London MSc Information Technology.

**COMMITTEES/WORKING PARTIES**

Communications officer for PITCOM (Parliamentary IT Committee), Vice-Chair CPHC (Council of Professors and Heads of Computing), member of CPHC Information Group. Member of British Computer Society Council, Academic Accreditation Committee and Qualifications and Standards Board. Member of various external working parties involving Professional bodies and the sector skills council. Within the University, member of the Executive Committee, Resources Sub-Committee, Academic Council, various working groups and committees within the School.

**PROFESSIONAL/RESEARCH INTERESTS**

Research interests include the semantic web, personalised e-learning, methodologies for the design of computer systems. 2: conference and journal publications to-date.

**RECENT PUBLICATIONS:**

- Semantic Web and e-learning. S. E Peter, M. Dastbaz, E. Bacon. Proceedings of the Higher Education Academy Information and Computer Sciences “e” Teaching and Learning 2008. Workshop 3rd June 2008.
- Ma, Chaoying; Bacon, Liz; Petridis, Miltos; Windall, Gill. A Design Pattern for Integration of Business Process Management Systems, In Proc. of IEEE International Conference on Information Reuse and Integration, 2007 (IEEE IRI07), 13-15 Aug. 2007 Page(s):239-244.
- COMPACT Web Design Approach: A Methodology and Modelling Technique for communicating the High-level Design of Struts Web Applications. Neil Axtell. Liz Bacon, Gill Windall. In proceedings of the British Computer Society International Conference on Software Quality in the Knowledge Society. SQM 2007. ISBN: 978-1-902505-96-1.

<b>NAME</b>	MALCOLM RYAN
<b>POSITION</b>	Principal Lecturer / SEEL project manager / Head of TALENT
<b>RESUME:</b>	Principal Lecturer, Head of Teaching And Learning Enhancement Team (TALENT), Programme Co-Leader Certificate of Professional Development in e-Learning, Teaching and Training, Director of the Greenwich Initiative in Learning and Teaching (GILT), EU transnational consultant in e-Learning, SEEL project manager
<b>QUALIFICATIONS</b>	
1995	Certificate in On Line Education & Training (London)
1995	BTEC Assessor Awards D32 and D33
1989 – 92	MEd. in Educational Computing, (Kings College, London)
1984 – 87	Diploma in Educational Technology, (Garnett College)
1977 – 78	Certificate in Media Resources, (South Thames College)
1968 - 71	Certificate in Education, (Cardiff College of Education)
<b>PREVIOUS POSTS</b>	
2006 - 07	University Learning Enhancement Coordinator (0.5 SECONDMENT)
1998 - 07	Flexible Learning Co-ordinator School of Education and Training
1994 - 96	Academic Development Officer in Resource-Based Learning (0.5 SECONDMENT)
1990 - 98	Thames Polytechnic/University of Greenwich, Senior Lecturer in Education and I.T.
1990/1	Community Education Lewisham, P/t Tutor in Charge of I.T. and Co-ordinator of Interface Computer Project
1987 - 90	Community Education Lewisham, P/t Tutor, Interface Youth Computer Project
1986 - 90	Garnett College/Thames Polytechnic, Lecturer II in Learning Resources, Education and I.T.
1983 - 86	I.L.E.A., Special Education Resources Team, Media Resources Officer
1982 – 84	Community Education Lewisham, Riverside Youth Club, P/t Youth Worker
1977 - 83	I.L.E.A., Haberdashers' Aske's Boys School, Media Resources Officer
1972 – 74	Essex County Council Education Department, p/t youth worker at Torells Youth Club
1971 – 77	Essex County Council Education Department, Torells Comprehensive School, Teacher (Scale 2) i/c Drama and TV
<b>PROFESSIONAL EXPERIENCE/RESEARCH AND CONSULTANCY</b>	
2007 -	eTTCampus 2.0 – e-social reputation of teachers and trainers
2005 - 07	Team member of JISC eLIDA CAMEL Design for Learning project
2005/6	Team member of HEA/JISC Infonet CAMEL project
2005/6	Team member of JISC DEL eLISA project with University of Oxford
2004 – 06	eTTCampus – training of teachers and trainers across Europe
2003 - 04	eTTNet: e-learning for teachers and trainers – innovative practices, skills and competences
2003 –	Co-Organiser <i>e-Learning@greenwich</i> annual conference
2003 - 06	Consultant to Workers Education Association (WEA), Kent New Technology Institute, Learning and Quality Office, , North Circular Staff Development Group
2002 -	Director of Greenwich Initiative in Learning & Teaching (GILT)
<b>PUBLICATIONS (selected)</b>	
2008	<b>Ryan, M., Lapham, A., Currant, B.</b> Pathfinding with a CAMEL in World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA) 2008
2007	<b>Ryan, M., Berlanga, A., Gray, D.</b> eTTCampus: Developing a Virtual Campus for the Training of Teachers and Trainers Across Europe, in World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA) 2007
2006	<b>Ryan, M., Garner, R. and Walker, S.</b> Fostering a Spirit of Exploration in the Development of e-Learning at the University of Greenwich; Some Initial Results in World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA) 2006
2006	<b>Walker, S. and Ryan, M.</b> Designing for effective practice in Persson, M. (Ed.) <i>A vision of European teaching and learning</i> . Karlstad, Sweden.
2005	<b>Walker, S. and Ryan, M.,</b> Towards Learning Design for the Information Age in Persson, M. (Ed.) <i>Learning for the Future</i> . Karlstad, Sweden.
2004	<b>Gray, D.E., Ryan, M. and Coulon, A.</b> The Training of Teachers and Trainers: Innovative Practices, Skills and Competencies in the use of eLearning. EURODL
2004	<b>Battezzati, L., et al.</b> <i>E-learning for teachers and trainers</i> . Cedefop Reference 49. Office for Official Publications of the EC: Luxembourg.
2003	<b>Walker, S &amp; Ryan, M.</b> R U ready for 100% online? ED-MEDIA and ED-TELECOM 2003 Proceedings, Hawaii, USA.

**EXTERNAL EXAMINING**

1997-09 External examiner for Kent Access Programme at North West Kent College

**COMMITTEES/WORKING PARTIES**

2007/8 University Audit Group

2005 - Chair of ICT Strategy Group – Education & Training

2005 - University's e-Learning Implementation Group (e-LIG)

2005 - ALT Further Education Committee

2005 - AACE Steering Committee of World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA)

2003 - School Learning & Quality Committee

2003-05 ALT-C Programme Committee

2002-07 University's Staff Development Focus Group

**PROFESSIONAL/RESEARCH INTERESTS**

Flexible learning with adults, Exploitation and impact of ICT in and on learning and teaching, Training of trainers across Europe with particular reference to e-Learning, Continuing professional development of teachers and trainers. Current focus on the student experience of learning with technology.

<b>NAME</b>	<b>Simon Walker</b>
<b>POSITION</b>	University Educational Development Co-ordinator
<b>RESUME:</b>	
Experienced academic manager leading innovation and enhancement across the University. Appointed Principal Lecturer for Excellence in Teaching (2002); National Teaching Fellow (2006) for developmental work with teachers in e-learning. University of Greenwich Teaching Fellow, Head of Educational Development Co-ordination, Co-programme Leader Certificate in Professional Development in e-Learning, Teaching and Training, EU Transnational Consultant Education and Training, HEA University representative, International Conference organiser, Deputy Director JISC DEL and D4L projects, Director BECTA Research <b>project</b> .	
<b>QUALIFICATIONS</b>	
1999	MA Electronic Arts, Centre for Electronic Arts, Middlesex University
1995	BTEC Assessor Awards D32 and D33
1991 – 1992	PGCE (FE), Thames Polytechnic
1982 – 1985	BA (Hons.) (First Class) 3-Dimensional Design Central School of Art and Design.
1981 - 1982	Diploma in Foundation Studies in Art & Design, Sir John Cass School of Art
<b>PREVIOUS POSTS</b>	
1990-present	VL/Senior lecturer. University of Greenwich. Appointed Principal Lecturer for Excellence in Learning and Teaching (PLT) in 2002.
1993-4	Visiting lecturer. Kent Institute of Art and Design, Maidstone, Kent
1990-97	Visiting lecturer. The University of the Arts, London
1987-93	Visiting lecturer. Hackney Community College, London Visiting lecturer. Community Education, Lewisham, London
<b>PROFESSIONAL EXPERIENCE/RESEARCH AND CONSULTANCY</b>	
2004 - present	Contributor to university's policies on e-Learning, Teaching and Learning and (forthcoming) Information Strategy. Editorial board; AACE Ed Media Conference; Journal of Partnership and Professional Development. Co-programme Leader: Certificate of Professional Development in e-Learning, Teaching and Training. Emerald-funded conference software development <b>Role and responsibilities:</b> Driving enhancement and promoting research and scholarship in learning and teaching across the university; Established an Educational and Professional Development Programme for all staff. Project leader for university Feedback and Assessment project. Co-organiser international annual e-learning@greenwich/conference and the University's first Learning and Teaching conference 2008.
<b>RECENT PUBLICATIONS</b>	
Walker, S & Masterman, L. (2006), Learning Designs and the Development of Study Skills: Reuse and Community Perspectives in Philip, R., Voerman, A. & Dalziel, J. (eds) (2006), <i>Proceedings of the First International LAMS Conference 2006: Designing the Future of Learning</i> , 6-8 December 2006, Sydney: LAMS Foundation; Walker, S, Ryan, M. (2006), Designing for Effective Practice: A Method for Professional Development in Persson M (ed), <i>A Vision of European Learning and Teaching</i> . Swan Nordic, Sweden pp265 - 272. <i>Conferences: Beyond Distance Research Alliance: Beyond Futures</i> , 2008; ALT-C Nottingham, 2007; First Learner Activity Management System (LAMS) International Conference. Sydney, Australia, 2007; Open Source VLEs: The Next Generation JISC/ HEA. University of Cambridge, 2006, (forthcoming) Walker, S, Ryan, M, Teed, R, (ed) June 2008 Designing for Learning. Post Conference Reflections.	
<b>EXTERNAL EXAMINING</b>	
EdD External Examiner Brunel University	
<b>COMMITTEES/WORKING PARTIES</b>	
University Information Strategy, University Staff and Educational Development Working Group, University Learning and Quality Committee.	
<b>PROFESSIONAL/RESEARCH INTERESTS</b>	
Learning Design, Change Management	