

Evaluation Plan

Project Description

The University needs its policies, processes and supporting technologies for curriculum development to be more responsive and agile in responding to demand, especially from external stakeholders. This includes the need for flexible management of the existing portfolio of courses, and modules, in addition to the process for creating new awards. It also needs to create guidelines and workflows that encourage innovation within faculties and services. Although the University has a history of innovation, it has struggled to join these innovative initiatives together for overall institutional change.

The Enable project has been designed to enable the University to join together its various change initiatives around curriculum design and development into a coherent and radical change process, ensuring all stakeholder needs are understood, identify overlooked problem areas and provide a sustainable solution to the business problem. As such it is not really a project, rather an unstable programme of initiatives that impact on one area of university business.

Data Collection

The project will be engaging different stakeholders using a multitude of methods including:

- Interviews
- Questionnaires
- Blogs (<http://jiscenable.blogspot.com> and <http://jiscenable.wordpress.com>)
- Forum discussions (in DIVAS Validation Support Network)
- Award Tracking Spreadsheets
- Focus groups
- Annual reports
- Participation in working groups associated with either initiatives or with issues around curriculum design.
- Integration with spoke activities including using forums within the DIVAS project.

This data collection will continue throughout the lifetime of the project due to its iterative nature and will be maintained by the project team and the project partners.

Data Processing

The project will process the information they get from the data collection by using tools such as the project blog which will hold reflections, the Enable project team group in the university Elgg will hold summaries of the Spoke interviews and team experiences, and hold summary documentation based on completed questionnaires. The blogs will be used to inform project reports which will be provided yearly by the project partner colleges and by the project team as required by the project plan.

Stakeholder Identification and Engagement

The Enable project will engage with Stakeholders to ensure that their expectations are met, they will also be assisting initiatives in engaging stakeholders. Most stakeholders will be engaged through informal interviews, however partner colleges will be more involved in developing diaries of experiences to track experiences now and those in the future. These diaries will be in the form of blogs (within a private Ning community) that will be used to inform their annual reports of experiences with curriculum design and development.

Internal

| Stakeholder | Engagement |
|------------------------------------|---|
| Marketing | Interviews |
| Faculty Support Staff | Interviews |
| Faculty Teaching Staff | Interviews |
| University Services (IT/ QIS/ LDI) | Interviews |
| Partner College Tutors | Questionnaires, Blogging, forums, focus groups, Reports |
| Administration Staff | Interviews |
| Learners | Via the Student Union, Interviews, focus groups |
| Executive | Senior Management Working Group |

External

| Stakeholder | Engagement |
|---|--|
| Other Curriculum Design and Delivery Projects | JISC events, CAMEL events, Clusters, Circle.net, blogs |
| Other HE and FE Institutions | Dissemination to wider community |
| Employers | Interviews, Questionnaires, forums |
| Sector Skills Councils | Dissemination to wider community |
| Academy Subject Centres | Dissemination to wider community |
| JISC RSC | Dissemination to wider community |

Evaluation Plans

Global

This table will be expanded during the life of the project to include evaluation questions based around scenarios created by stakeholders during phase one of the project. The Schedule will be used to review whether the evaluation question has been asked and answered successfully.

| Evaluation Questions | Standards and criteria | Base Line | Mid Point | End Point | Source of information | Collection Method | Schedule |
|---|--|-------------------------------|--|---|--|---|--|
| What does the curriculum process look like? | A process map will be available for updating | No overall process map exists | Process map built using Archimate & TOGAF. Identified conflicts, commonalities, omissions and distinctiveness of initiatives linked to process map | Base line process map created and ability to update map and analyse changes and linked to initiative work | Faculty Deans, Service Directors, Partner College Tutors, Administration Staff | Interviews, focus groups, data from initiatives | May 09 for baseline, ongoing to map changes from initiatives. Data gathered by FC, SR and Initiatives. |
| What problems are there with the current curriculum | Using Archimate and stakeholder feedback | N/A | Process Map reviewed & updated due to changes from initiatives, | New initiatives running based on omissions | Faculty Deans, Service Directors, initiative leaders, | Interviews, focus groups | May 09 July 10 July 11 |

| | | | | | | | |
|--|---|-------------------------------|---|--|--|---|--|
| process? | | | Problems raised with SMWG | and conflicts highlighted | learners | | March 12 Data gathered by FC, SR and MS |
| What is the vision for the end of the project? | Stakeholder feedback from questionnaire and Customer Profile (see appendix 1 and 2) | N/A | Vision clearly mapped against Process Maps for CDD and Change Management, developments needed and highlighted with SMWG | Initial vision/ expectations have been met. | Faculty Deans, Service Directors, initiative leaders, learners, SMWG | Stakeholder perception questionnaire; Scenarios; Customer Profile Spreadsheet | July 09 July 10 July 11 April 12 Data gathered by FC, SR and MS |
| What does the current change management process look like? | A process map will be available for updating | No overall process map exists | Process map built using Archimate & TOGAF. Identified conflicts, commonalities, omissions and distinctiveness of initiatives linked | Base line process map created and ability to update map and analyse changes and linked to initiative | Project Mangers, Project Directors, Senior Management | Interviews, data from initiatives | July 09 for baseline, ongoing to map changes as Enable develops. Data gathered by FC, SR and Initiatives. |

| | | | | | | | |
|--|--|-----|---|---|--|---|---|
| | | | to process map | work | | | |
| What are the problems with the current change management process? | Using Archimate and stakeholder feedback | N/A | Process Map reviewed & updated due to changes by Enable | Conflicts highlighted and raised with SMWG | Project Mangers, Project Directors, Senior Management | Interviews | August 09 August 10 August 11 April 12 Data gathered by FC, SR and MS |
| To what extent has Enable enhanced the Curriculum Development process based on success factors from the project plan (p3)? | Stakeholder feedback, Archimate | N/A | Scenarios mapped to project outcomes & success factors from the Project Plan and to the Process mapping | Project outcomes and success factors have been achieved or in process of being achieved | Faculty Deans, Service Directors, initiative leaders, learners, SMWG | Scenarios Questionnaires Interviews | Scenarios collected at the start of the project and then ongoing with questionnaires and interviews |

Initiative

For each of the questions under Initiatives they will be ongoing interviews with initiative leads that will continue until the end of the project. This is ongoing rather than scheduled as new initiatives will join the project as they start up and old ones will drop out as

they finish the work they are doing, however interviews will occur on a regular basis, approx every 3 to 4 months (depending on length of initiative). The initial interviews will be free flowing allowing discussion to be lead by the initiatives, however consequent interviews will be more formal using set questions based around curriculum design and development and change management. The data will be collected and analysed by the core Project team as identified in the Project Plan (p15 & p16), including the use of scenarios, interviews, quick quizzes, and reading blogs written by the partners. A summary of interview data will be included in project reports, as well as reports to the senior management group and in project blogs.

The project will use scenarios, and questionnaires (for example see appendix 1 & 2) to measure initiative & stakeholder expectations of the project, these will be referred back to throughout the project (see above) to ensure the success of the project.

| Evaluation Questions | Standards and criteria | Base Line | Mid Point | End Point |
|--|---|--|---|--|
| How well have initiatives generated by the project identified or dealt with particular issues associated with curriculum design? | Initiatives will no longer create silos, rather link with existing systems/ processes or new systems/ processes will be in place that others can use. | Initiative created to deal with a particular issue without particular overview of impact outside its area. | Identified conflicts, commonalities, omissions and distinctiveness of initiatives provided in confidential report to Senior Management. | Initiatives created/ changed based on understanding wider perspective. Programme and Portfolio support in place for change management. |
| How well has Enabled helped existing initiatives in | Initiatives will have wider appreciation of impact of work. | Limited or no connectivity between initiatives. | Review links with initiatives | Communication processes in place to support linked initiatives. Simple identification of linked initiatives based on |

| | | | | |
|---|---|--|--|--|
| identifying links between each other? | Changes will not negatively impact on other initiatives where there is overlap | | | programme support |
| How well do existing initiatives link to issues raised by current curriculum process? | Initiatives will be created with the support of the process map, with links to other initiatives. | Some understanding of issues raised by current curriculum process. | Complete understanding of how the initiative links to issues with the curriculum process and impact initiative will have on the process. | Initiatives direction will be informed based on issues raised – this could include a change of direction, continuing as normal or stopping the initiative. |

Appendix 1: Stakeholder Profile

Introduction

This document can be used to ask the evaluation question: What is the vision for the end of Enable? It can also be used to identify what project initiatives are hoping to achieve from their work and identify issues that may need to be raised as separate issues (question 1 as part of the initiative evaluation questions)

Once they have been recorded get them to rate those wants based on importance, then ask them how satisfied they are right now with regards to the satisfaction of the provision of that want. These can then continue to be scored throughout the Enable project.

Scoring

- Maximum Score is number of wants x 4
- Actual Score (number of wants)
- CSI is % of maximum total and actual score

Profile

Name: _____ **Spoke:** _____ **Date:** _____

Job Role: _____ **Spoke Role:** _____

| What do you want? | | | | |
|-------------------|--|-----------|-----------------|-------------------|
| | Most Important | | Least Important | |
| | <input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 | | | |
| | Delighted | Satisfied | Dissatisfied | Very Dissatisfied |
| | 4 | 3 | 2 | 1 |
| | Most Important | | Least Important | |
| | <input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 | | | |
| | Delighted | Satisfied | Dissatisfied | Very Dissatisfied |
| | 4 | 3 | 2 | 1 |
| | Most Important | | Least Important | |

| | | | | |
|--|--|----------------------|-----------------|-------------------|
| | <input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 | | | |
| | Delighted | Satisfied | Dissatisfied | Very Dissatisfied |
| | 4 | 3 | 2 | 1 |
| | Most Important | | Least Important | |
| | <input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 | | | |
| | Delighted | Satisfied | Dissatisfied | Very Dissatisfied |
| | 4 | 3 | 2 | 1 |
| | Most Important | | Least Important | |
| | <input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8 <input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 | | | |
| | Delighted | Satisfied | Dissatisfied | Very Dissatisfied |
| | 4 | 3 | 2 | 1 |
| Max Possible Score: | | Actual Score: | | CSI: |
| High Need and Low Performance (The Big One): | | | | |
| High Need and High Performance (The Pat on the Back): | | | | |
| Agreed Feedback Date: | | | | |

Appendix 2: Draft Perception Questionnaire

Introduction

The Enable project is focusing on the area of Curriculum Design and Development (CDD) within Staffordshire University, including validation, planning forms and course documentation. As part of the work of Enable it is engaged with the following initiatives within the university:

- Validation (DIVAS)
- Quality Reviews
- Work Based Learning (WBL-Way)
- APEL
- Distance Learning
- Intranet
- Course information
- Academic Planning Processes
- UK Partnerships

The project is also investigating change management within the University. These statements will be shown to spoke initiatives and stakeholders

This questionnaire asks you to indicate your perception of several aspects of CDD and change management.

When to use?

This perception questionnaire can be used for the following evaluation questions:

- What is the vision for the end of the project?
- What are the problems with the current change management process?
- To what extent has Enable enhanced the Curriculum Development process based on success factors from the project plan?
- How well have initiatives generated by the project identified or dealt with particular issues associated with curriculum design?

The questionnaire will be re-written for each of the above questions but will be the same for all stakeholders.

Respondents: Faculty deans, Service Directors, Initiative leaders, Learners, SMWG

Instructions

There are two columns:

- A. The way I perceive the situation now
- B. The way I perceive the situation should be

Response Scale

- 1. Practically none; to a very small degree
- 2. Not very; not very much
- 3. Moderately (on the low side)
- 4. Moderately (on the high side)
- 5. Very; to a high degree
- 6. Extremely; to a very high degree

Questions

| Example Statements | A (Current) | B (Desired) |
|---|------------------------|------------------------|
| Potential students can see all relevant course information online | | |
| A partner tutor can use an online service to find out who to contact with regards to a new award they want to work on | | |
| A national employer automatically thinks of Staffordshire University for their employees based around WBL | | |
| | | |
| | | |