

# JISC Project Plan

## Overview of Project

### 1. Background

#### The Business Problem

The University needs its policies, processes, and supporting technologies for curriculum/product development to be more responsive and agile in responding to demand, particularly demand from employers. This needs to include flexible management of its existing portfolio of courses and modules in addition to that of the process for creation of new products, along with guidelines and workflows to encourage a culture of innovation.

#### The Functional Problem

Whilst the University is already quite successful in these areas, and has a number of existing initiatives, both internally and externally funded, targeted at further improvement and innovation, it has struggled to join these various initiatives together to form a coherent basis for institutional change. It is planning to enable it to manage the overall transformations that are needed from those initiatives.

#### The Project

The project will enable the University to join together its various change initiatives around curriculum development into a coherent and radical overall change process, which will ensure all stakeholder needs are understood, identify overlooked problems areas, and provide a sustainable solution to the business problem above. The project is aligned to the [University Plan 2007-2012 - Executive business plan](#)<sup>1</sup> and the Technology Supported Learning Plan (2008 – 2012)

Areas include:

- Employer Engagement and Work-based Learning (WBL)
- Product Portfolio and Course Related Information
- Planning, Validation, and Overall Curriculum Development Processes
- Pedagogy, Flexible Curriculum and Supporting Curriculum Development

### 2. Aims and Objectives

The project aims to develop a sustainable strategy for portfolio/ programme management of the various change initiatives relating to curriculum design and development, developed throughout the university. With the development of the strategy a number of groups may be created to ensure that stakeholders needs are covered and the overall view across the university is taken into account.

- join together its various change initiatives around curriculum development into a coherent and radical overall change process
- ensure all stakeholder needs are understood by engaging them in initiatives as well as in Enable

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<sup>1</sup>[http://crusearch1.staffs.ac.uk/search/click.cgi?url=http%3A%2F%2Fwww.staffs.ac.uk%2Fimages%2Fsecure%2Funi\\_plan\\_business\\_plan.pdf&rank=4&collection=main](http://crusearch1.staffs.ac.uk/search/click.cgi?url=http%3A%2F%2Fwww.staffs.ac.uk%2Fimages%2Fsecure%2Funi_plan_business_plan.pdf&rank=4&collection=main)

- identify overlooked problems areas using TOGAF and Arcumate to assist in identifying areas
- provide a sustainable solution to the overall curriculum design/development process for Staffordshire University that will be taken up by the institution
- produce models, technical solutions, and advice which will inform the wider community – not just on curriculum development but on sustaining information at the same time as embedding change
- institutional take-up of the developed strategy for portfolio/ programme management

### 3. Overall Approach

#### Methodology

The project is more of a programme, drawing together a number of initiatives running in the university which have its own project management. These different initiatives have different start and end dates to the Enable project, and to each other, with some having started before the Enable project. This creates a difficult, but real, programme environment for the Enable team as they try to guide existing initiatives and encourage new ones. As part of this we are using an agile project management strategy, allowing us to add and remove initiatives from the project as they go through their own lifecycle.

The project is a hub to a series of "spoke" initiatives which the university has (or will have) in place during the life of the Enable project. The hub and spokes address five themes:

- Employer and partner engagement and work-based learning
- Innovating planning and approval processes for curriculum development for responsiveness and flexibility
- Identifying and addressing issues around the availability and access to core data related to curriculum development and addressing the provision and management of course related information
- Ensuring that curriculum developments are inclusive and remain innovative in terms of pedagogy, skills and assessment and that good practice is effectively identified and made use of.
- Refining, or developing and implementing interoperability between the various technical systems employed to support the curriculum design process

For the first phase of the project we are planning the following activities within the university:

- Interviewing those involved in initiatives around curriculum design/development and discovering issues and any process holes.
- Put together a process plan and map issues raised by the initiatives. These issues will be categorised against the themes listed above.
- Initiatives will be linked where necessary

At the partner institutions:

- Agree a consortium agreement
- Work online using tools provided by initiatives (DIVAS)
- Discover new product developments and record stage they are at
- Provide a review of experiences via online tools and formal reports at the end of each year.

#### Issues

As this is the start of the project a full list of issues can not be given until the end of the investigative stage, however some initial issues being raised by the investigations include:

- Role and Identity Management
- Costing and Resourcing New Awards
- Stakeholder engagement in initiatives
- Data lack and silos of information

## Scope

The project will identify initiatives based around a scoping criteria, from the view point of curriculum design/ development processes and associated professional and organisational cultures. The criteria is based on the following categories:

- Transformative - a step change
- Improving - iterative change
- Facilitation - assists a transformative or improving initiative
- Supporting - needed in place but not core to Enable.

The curriculum design/development process is considered to embrace all processes concerned with:

- Genesis of new product
- Academic planning
- Product approval
- Quality assurance and enhancement
- Development
- Readiness
- Monitoring

## Success Factors

The following success factors will be made clearer through the writing of a number of scenarios that will be published on the Enable website.

- Coherent and flexible product portfolio which is sufficiently small to be effective
- A “better” student experience based on scenarios developed by the project and the students themselves. These scenarios will be created during the Investigative Phase.
- Regional and national employers engaged with the university which is known to be responsive in nature by delivering demand led awards, matching employer’s time expectations.
- Business processes around curriculum design are sufficient and operate coherently across partners
- Above processes will be transparent to all involved
- Use of technology to support and enhance is both diverse and connected
- Policies exercise minimal level of control while sustaining innovation.

## 4. Project Outputs

Tangible outputs are highlighted in bold.

- **Models** of the domain and current business processes (baseline) and capturing the new orchestrated processes.

- Discussions and outputs relating to service-based aspects fed to the JISC e-Framework as appropriate.
- A project **blog** will be kept with a requirement on key staff to contribute appropriately.
- An in-depth **report of the outcomes of the Investigative stage** covering all processes and experiences
- **Case studies** from each Spoke initiative, including innovations implemented and discussion linking to the Hub collected through interviews of both those involved in the initiatives and stakeholders engaged. Blogs will be created by some stakeholders about the changing experience of partners based on work taken along with yearly reports.
- **Guidance Report** for supporting HE in FE
- An **evaluation report** from each Piloting and Evaluation phase covering the impact of project innovations, and things learnt, including the degree to which learner and employer (in particular) expectations have been met.
- A final **report on the issues around addressing the tensions between sustaining innovation and embedding/establishing necessary institutional control** plus a **critical review and model of the hub/theme/spoke approach** adopted as a means to achieving institutional innovation in the context of meeting corporate goals
- As requested, **descriptions of the course products developed or redesigned** which have been (re)designed, with materials to exemplify both how the new curricula are structured and how they work in practice.
- Six-monthly **interim reports** and a **final report**.

All ENABLE Spokes will have the following required **formative outputs**:

- "process holes" identified
- process improvement opportunities
- "data lack" identified
- process and system connectivity issues

## 5. Project Outcomes

The project aims to have the following outcomes based on the text above:

- Flexible award frameworks that do not need validation each time they are filled with learner specified modules
- Lean processes that enable tutors and administration staff to develop new awards without duplicating data and allow validation to occur in a quicker cycle
- More learners engaged with "non traditional" awards such as flexible study and work based learning at both undergraduate and post graduate level
- Employers engaged at all levels of awards and participating fully in award development
- Process Frameworks that enable awards to be developed flexibly and can be used by other faculties, and institutions to develop their own framework
- To provide support, advice and guidance for other institutions that wish to review their curriculum design and development processes.

These outcomes will be embedded through the project with the support of senior management, the project team are investigating best methods of supporting strategic and change management to ensure that the best approach will be used. The project, at this point, is reviewing the use of P3M3 to support the institution in embedding new processes into its existing policies and practice.

## 6. Stakeholder Analysis

### Internal

Stakeholder	Interest / stake	Importance
<b>Marketing</b>	Involved in using course content from new developments Recruitment	medium
<b>Faculty Support Staff</b>	Creating support documents for new awards Updating systems about new awards	medium
<b>Faculty Teaching Staff</b>	Creating new product, using & developing supportive processes	high
<b>Partner Colleges</b>	Involved in university processes around creating new awards (i.e. Foundation degrees)	high
<b>University Services</b>	Supporting the development of new awards (for example supporting documentation, validation events etc)	medium
<b>Learners</b>	Participate in new awards	high
<b>Executive</b>	Change management	high

### External

Stakeholder	Interest / stake	Importance
<b>Other curriculum design and delivery projects</b>	Sharing findings, engaging in discussion, shared understanding. Interest in tools, approaches and resources developed.	High
<b>Other HE and FE institutions</b>	Potential customers for the guidance and tools the project develops	Low
<b>Employers</b>	Engagement with university to create new awards/ adapt existing awards	High
<b>Sector Skills Council</b>	Engagement with university to create new awards/ adapt existing awards	Medium
<b>Academy Subject Centres</b>	Dissemination to the wider community.	Medium
<b>JISC Regional Support Centres</b>	Dissemination to the wider community.	Medium

## 7. Risk Analysis

Risk	Probability	Impact	Score	Action to Prevent/Manage Risk
Loss of key personnel	3	1	3	There is capacity for (temporary) filling of any personnel losses, thus minimising impact.
Project is overambitious	4	1	4	Whilst there are risks within some of the "spoke" initiatives, failure of an individual spoke would not invalidate the overall initiative. The "hub" project is considered realistic.
Project scope is too complex	3	2	6	A scoping document has been written to limit scope. Each initiative needs to be reviewed to ensure fits within scope of project
Initiatives reject programme level	2	4	8	A clear document detailing the requirements for each initiative at

support				the start, make sure they understand why Enable is in place and the benefit to their project, and as a LAST resort contact the relevant senior manager.
Project Partners fail to input into the project	1	3	3	Create a consortium agreement, provide clear deadlines, have a one email, one phone call, one visit policy
Senior Management: 1) Unengaged 2) Overtly enthusiastic	1) 1 2) 2	1) 4 2) 4	1) 4 2) 8	1) Creation of SMWG; Creation of internal community to deliver content directly to them; Weekly emails to give them updates. Ongoing conversations will mention emails, along with using e-stats to check views, attendance to SMWG meetings will be recorded. 2) Ongoing meetings with Executive, clear scoping of project; clear guidelines and documentation available centrally.
Disruptive organisational strategy changes	1	4	4	The plans and strategies underpinning the project are very recent and change is unlikely during the project timescales. New policy formation is inherent to the project goals, by engaging Senior Management Enable will be able to inform strategy change and can therefore help reduce its disruptiveness.
Loss of Senior Management Staff/ restructure of services/ faculties	1	5	5	The university has a relatively new SM group, and has been through recent restructuring. Underlying strategies are designed to be in place until 2012, and the project will be able to continue regardless of the position of the team in the University due to the cross over nature of the project (i.e. it crosses over a number of faculties and services)
Technical problems with linking systems	2	5	10	Whilst a difficult area, the hub/spoke technical teams are experienced with the social, portal and repository technologies involved. Giunti (new owners of Hive) have indicated that the proposed work fits with their vision for the Hive repository product. The highest risk area is around identity and personal management, but mitigation by avoidance is possible.

Failure to address business process shortcomings	1	5	5	This very high impact, but the issue is seen as core to University plans and the involvement of senior management along with Enables separation to individual initiatives means that this will not invalidate the Enable project.
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## 8. Standards

Name of standard or spec	Version	Notes
<b>BPMN</b>	1.1	To be used for modelling processes at a more detailed level than the Archimate model.
<b>Archimate</b>	1.0	Recommended at the JISC Process Review Meeting. Recently adopted open standard.
<b>TOGAF</b>	8.1.1	Chosen to support use of Archimate

## 9. Technical Development

Any technical development will be undertaken by the Learning Development and Innovation technical team who have extensive experience of open standards-based technical development work for JISC projects. The team uses an Agile software development lifecycle, i.e. iterative, feature-driven development employing use cases (or user stories) to ensure value for customers and stakeholders. Standard best practices including software configuration management, unit and integration testing, continuous integration and bug/issue tracking are employed in the software development process to ensure software quality. Technical outputs and information will be disseminated early and often via the project Web site.

Software developed for Enable will use Java-related technologies and frameworks where appropriate to capitalize on existing skills within the team but alternative technologies will be considered and adopted if more appropriate with the preferred approach being the use of free open source software. Software outputs from Enable will be released under a BSD-style free software licence.

The project plans to use Phoebe at a later stage of the project, there are no anticipated technical developments at this time, however this could change during the life of the project.

## 10. Intellectual Property Rights

The SURF Consortia has an existing agreement, and the project is developing a “memorandum of understanding” for all contributing parties to sign covering IPR and Copyright in the context of the wider project goals which will be incorporated into the consortium agreement.

The project will be posting the project outputs in the university repository, and make them available online through appropriate tools such as the website, JORUM, CircleSpace.net etc.

All the project deliverables, reports and other relevant outputs will be published via the project website and made freely available to the academic community. Where appropriate, materials will be offered to relevant repositories (including circle, JORUM and CloudWorks) to support wider dissemination and sustainable access.

## Project Resources

### 11. Project Partners

The project has produced a Consortium agreement that is based on previous agreements created by Staffordshire University. The partners have agreed on the agreement and have now all signed it and have sent it back to the project. College partners are already engaging with the projects online community.

#### College Partners; Co-ordinators

College	Name	Role at College	Tel	Email
Ashton-Under-Lyne	Jo Fletcher-Saxon	Lifelong Learning Director	0161 330 2330	<a href="mailto:jmf@asfc.ac.uk">jmf@asfc.ac.uk</a>
Newcastle-Under-Lyme	Janet Scrivens	Head of Lifelong Learning	01782 254227	<a href="mailto:janet.scrivens@nulc.ac.uk">janet.scrivens@nulc.ac.uk</a>
Shrewsbury College of Arts and Technology	Dr Phillip Bentley	Head of Quality and Curriculum	01743 342342	<a href="mailto:philipb@shrewsbury.ac.uk">philipb@shrewsbury.ac.uk</a>
Burton College	Gary Phillips	Higher Education Manager	01283 494400	<a href="mailto:garry.phillips@burton-college.ac.uk">garry.phillips@burton-college.ac.uk</a>
Stafford College	Emma Reed	HE Co-ordinator	01785 275661	<a href="mailto:e.reed@staffordcoll.ac.uk">e.reed@staffordcoll.ac.uk</a>

### 12. Project Management

The project is not planning on having a Steering group with external members, however it will be using the Cluster group and its critical friend to have open discussions about the progress of the project and to ensure that it doesn't lose focus. The main group used for steering the direction of the project will be the Senior Management Working Group.

#### Senior Management Working Group

The SMWG has been created to "enable" core requirements for the success of the project. The members of the Group have been carefully selected to ensure alignment of the work of the ENABLE project to the University's business goals and to ensure that spoke activities do indeed join to the hub.

There is a core membership of the SMWG, along with a standing invitation to Tony Toole (the Critical Friend) to attend any meetings. Other external stakeholders will be invited to when the work of the SMWG would benefit from their input. Membership of the SMWG is:

Name	Role	Responsibilities
<b>Gill Howland (Chair)</b>	Executive Pro-Vice Chancellor	Leads the academic development of the University and its response to the new HE agenda.

<b>Richard Benefer</b>	Enable Project Co-ordinator for Partners	Along with Fleur Corfield, Richard reports on the experiences of the project partners to the SMWG.
<b>Fleur Corfield</b>	Enable Project Manager	Day to day running of Enable Project, supporting the continued development of the WBL Support Point
<b>Francesca Francis</b>	Dean of Students & Academic Registrar	Enhancing the student experience including student regulations, student administration and enrolment and student support and guidance.
<b>Mary Furness</b>	Director of Quality Improvement	Quality assurance and improvement, including overseeing QAA audits and subject reviews
<b>Cathy Gilbert</b>	Director of Sales & Student Recruitment	Managing both UK and International recruitment across the full range of courses & delivery methods.
<b>Mike Hamlyn</b>	Faculty Director - Learning & Teaching – Faculty of Computing Engineering & Technology	Quality assurance of all awards in the Faculty, learning and teaching development including staff development and e-learning initiatives; and management of the student experience.
<b>Dawn Holding</b>	Faculty Director - Learning & Teaching – Faculty of Health	The strategic development of learning teaching and assessment in all of its forms, staff management, leadership, quality, student retention and staff development
<b>David Jenkins</b>	Director of Educational Partnerships	Oversight of the Staffordshire Aimhigher programme, the Staffordshire/Shropshire Lifelong Learning Network and the Staffordshire University Regional Federation (SURF)
<b>Dave Parkes</b>	Head of Learning Support	Responsible for libraries and eResources, first line support of learners, information and digital literacy, and study skills
<b>Sam Rowley</b>	Enable Technical Manager	Responsible for technical development in the LDI team. Will lead the process modelling effort and manage technical development.
<b>Bernard Shaw</b>	Director of Information Services (formerly Head of Corporate Information)	in previous role, responsible for the provision and availability of core applications, including student information systems and course related information
<b>Mark Stiles</b>	Head of Learning Development and Innovation	Researching the use of technologies for learning and corporate responsibility for the University's Technology Supported Learning Strategic Plan
<b>Steve Wyn Williams</b>	Head of Academic Development Institute	oversight of quality assurance and enhancement, widening participation, research and scholarship, learning and teaching (including flexibility agenda), learning development and innovation, academic planning/portfolio development, work-based learning.
<b>Jenny Yorke</b>	Learning Development Coordination Manager	Responsible for strategy for the quality enhancement of eLearning, including eLearning models and evaluation of eLearning

The core functions of the SMWG are:

- Agree hub plans and activities, review progress and generally steer the hub project
- Champion, and ensure alignment of the ENABLE project to University goals
- As ALL spoke activities are either under the charge of, or directly led by, SMWG members, to ensure spokes remain connected to, and fully inform, the hub project.
- As ALL related business processes are “owned” by SMWG members the group has a vital role in agreeing and ensuring adoption, changed processes as a result of the hub projects work
- Work together, and in issues groups, to ensure success of the hub project and that new spoke activities are not initiated in an ad-hoc and disconnected manner

The SMWG will meet every two months (more frequently during the project start-up phase) and will employ a community software application linked to the Hive repository for organizational and communication purposes.

## Issue Working Groups

These would be drawn as small groups from the above group (or their assigned representatives) to address specific issues e.g. Process innovation, employer engagement, partnership working etc in the context of curriculum development see [Figure 1](#). Issues will be targeted at specific themes and would involve collections of theme-related spokes. Issue groups would report formally to the SMWG and on a routine basis to the project's strategic managers.

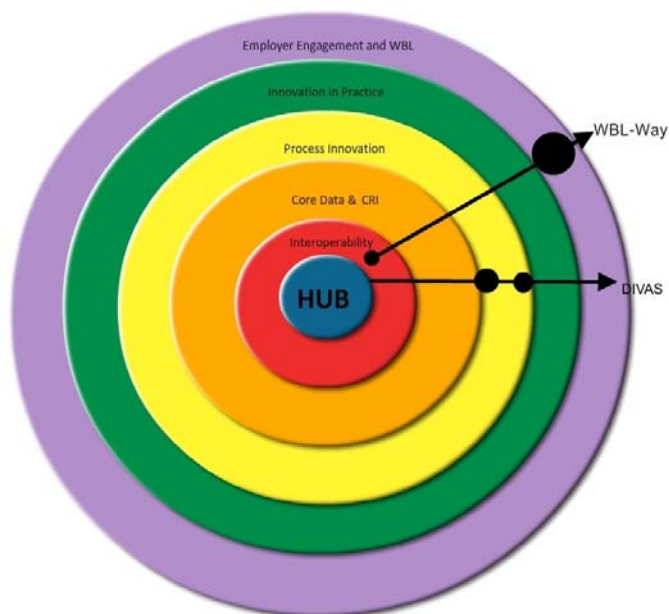


Figure 1: Working Themes

## Core Project Staff

Project Role	Name	Time on Project	Tel	Email
<b>Director &amp; Strategic Manager</b>	Professor Mark Stiles	0.4 FTE Years 1 to 3, 100 hours in Year 4	01785 353647	<a href="mailto:m.j.stiles@staffs.ac.uk">m.j.stiles@staffs.ac.uk</a>
<b>Strategic Manager</b>	Dr Jenny Yorke	0.2 FTE Years 1-3, 100 Hours in Year 4	01785 353438	<a href="mailto:j.m.e.yorke@staffs.ac.uk">j.m.e.yorke@staffs.ac.uk</a>
<b>Operational Manager</b>	Fleur Phillips	1 FTE Years 1 to 3, 0.5 Year 4	01785 353783	<a href="mailto:f.m.corfield@staffs.ac.uk">f.m.corfield@staffs.ac.uk</a>
<b>Technical Manger</b>	Sam Rowley	0.5 FTE Years 1 to 3, 0.2 FTE Year 4	01785 355730	<a href="mailto:c.s.rowley@staffs.ac.uk">c.s.rowley@staffs.ac.uk</a>
<b>Technical Officer</b>	Song Ye	0.5 FTE Years 1 to 3	01785 355790	<a href="mailto:s.ye@staffs.ac.uk">s.ye@staffs.ac.uk</a>

<b>Admin Assistant</b>	Gill Marino	0.5 FTE	01785 353298	<a href="mailto:g.m.marino@staffs.ac.uk">g.m.marino@staffs.ac.uk</a>
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The some of the team has taken part in the JISC training around Programme Management.

### 13. Programme Support

As the project moves forward the team will be requiring support from the programme around the areas of issues that arise during the investigative phase. The project team has already participated in training events around Complex Project Management, Evaluation and Process Reviews.

### 14. Budget

See Appendix A

## Detailed Project Planning

### 15. Work Packages

Year	2008	2009		
Dates	Sept - Dec	Jan - Mar	April - Jun	July - Sept
Phase	Investigative			Refinement

Year	2009	2010				2011				2012	
Dates	Oct - Dec	Jan - Mar	April - Jun	July - Sept	Oct - Dec	Jan - Mar	April - Jun	July - Sept	Oct - Dec	Jan - Mar	April - Jun
Phase	Pilot and Evaluation 1				Pilot and Evaluation 2				Final Evaluation and Sustainability		

### Investigative Phase

This phase consists of gathering/aligning findings from “spokes” that have existing analyses of processes, policies and stakeholder needs, identifying and filling gaps in the analysis and findings, planning and implementing further stakeholder feedback and analysis, mapping current practice, and agreeing plans for future phases including an evaluation plan.

#### Milestone 1

- Establishment of Issue Working Groups for this phase
- Collation of evidence already gathered by spokes such as SURF WBL-Way and DIVAS
- Remapping of the COVARM maps of Staffordshire processes to reflect subsequent changes
- Agree on approach to further investigation/evaluation
- Agree focus with spokes to avoid divergence
- Create project blog for team and identify community tools for use in the project

## Milestone 2

- In depth investigation of needs of stakeholders involved in core “current developments”
- Collection of base information from ALL current developments to include
  - Case Studies
- Refine the statements of the core the problem(s)
- Establish a final goal and success criteria for the overall initiative
- Production of a refined evaluation plan
- Review spoke progress
- Report of Outcomes of this Phase

## Refinement Phase

This phase is about enabling the Pilot and Evaluation work to take place successfully and assuring, as far as possible, alignment of Spokes to the Hub.

## Milestone 3

- For spoke initiatives, agree changes needed to current spoke plan
- Develop hub project plan establishing priorities, sequencing and dependencies between “spokes”.
- Incorporate the work required into the plans and staff commitments for all Faculties and Services involved
- Agree Issue Working Groups/ for Pilot & Evaluation Phase 1
- Agree work commitments with partners.
- Agree a schedule for “formative piloting” with “spokes” to enable each innovation to be examined
- Identify and agree core and other curriculum developments for participation in the next phase
- Gather stakeholder expectations of Investigation Phase developments

## Pilot and Evaluation Phase 1

The various spokes will be at different stages this phase will enable each to be evaluated and its contribution to the whole assessed and aligned. A “stakeholder expectation review” will be carried out to ascertain if employers and learners involved in the Investigative Phase who are now experiencing the delivery of the courses feel expectations have been met.

## Milestone 4

- Review of spoke progress
- Formative piloting and evaluation of some spokes and hub elements
- Review of pilot outcomes
- Refinement of hub goal
- Refinement of spoke plans and spoke alignment

## Milestone 5

- Expectation review of Investigative Phase
- Review of spoke progress
- Formative piloting and evaluation of remaining spokes and hub elements
- Review of pilot outcomes

- Refinement and “final” agreement of hub goal
- Ensure all spokes connected ready for next phase
- Gather stakeholder expectations of Phase 1
- Phase 1 Evaluation Report

### **Pilot and Evaluation Phase 2**

This phase will pilot and evaluate, using all key stakeholders, the full curriculum development process with all innovations in place

#### Milestone 6

- Expectation review of developments from Phase 1
- Agree with partners developments to be the subject of “whole solution” piloting –from mainstream, innovative, and partnership developments
- Refine summative evaluation plan
- Pilot and evaluate “whole solution” against the criteria established at the end of the Investigative Phase.
- Gather stakeholder expectations of Phase 2
- Phase 2 Evaluation Report

### **Final Evaluation and Sustainability Phase**

As the “exit” phase from the JISC project, this phase will develop a plan for embedding successful innovations into institutional policies and processes so that they can be sustained beyond the end of the project.

#### Milestone 7

- Expectation review of developments from Phase 2
- Review components against evaluation outcomes
- Develop/implement a plan for embedding successful innovations into institutional processes and practice to sustain them beyond the end of the project.
- Final Report

#### Milestone 8

- Ensure all policies in place for operation of innovated curriculum development process
- Ensure deliverables complete and sustainable

Ongoing Activities throughout the Phases:

- Review policies to identify barriers to innovation
- Dissemination to the institution, partners and JISC community
- Engagement with the Support Project and other JISC events and activities
- Modelling of domain and business processes and contribution of these to JISC/eFramework
- Technical support and further development for interoperation of component systems

## **16. Evaluation Plan**

There is a separate evaluation plan being written that covers the fact that the Enable project is more of an unstable programme than a project within Staffordshire University, as such it will need to be very agile in its approach to consider the fact that initiatives will be constantly joining and leaving

the project. The project aims to collate data using a number of different methods, although the main method will be via interviews with the stakeholders listed earlier. The table below is not a full plan, rather an example of what needs to be considered during this project.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Start of project & ongoing	Project Scope	Have we managed to scope the project correctly? What are stakeholder expectations for the project? What state are we in now? What do we think will be different in 4 years?	Informal interviews Process reviews Scenario building Reports from Partners Blogs from partners through the Validation Support Network developed in Ning from the DIVAS project. Blogs from other stakeholders through their project Blogs	Bid plan matches Project plan Issues raised match issues in bid Creation of process plans Creation of baseline for the project
ongoing	Assumption of improvements by initiatives	What is your experience now? How was the experience compared to last x months?	Informal Interviews Blogs (as above) Forum discussions Short Polls Formal yearly reports from partners Spreadsheets collected from partners to inform blogs and reports.	Positive reflection on blogs Successful support in forums due to initiative work

## 17. Quality Plan

Output	Online support for Project			
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
Start of project	Creation of: <ul style="list-style-type: none"> <li>• Blog</li> <li>• Website</li> <li>• Online Calendar</li> </ul>		Website address supplied to JISC  Website has link to Blog  Blog shows online calendar	<ul style="list-style-type: none"> <li>• Project manager</li> </ul>
ongoing	Up to date content on website		All documents as released to JISC are also on the website	<ul style="list-style-type: none"> <li>• Project Manager</li> <li>• Core Project team</li> </ul>

			All dissemination events are shown on the site as they are attended	
	Up to date notifications on blog		Most recent blog post is within 3 weeks of today's date	<ul style="list-style-type: none"> <li>• Project Manager</li> <li>• Core Project team</li> </ul>
	Up to date information on Calendar		Calendar information is present for the period of the project, and should demonstrate at least 3 SMWG events in the future.	<ul style="list-style-type: none"> <li>• Project Administrator</li> </ul>

Output	Process Maps				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
At start of project	Creation of baseline process maps not covered with initiatives	Using Standards such as TOGAF and Archimate	Process Maps submitted to JISC by end of Investigative Phase	Technical Manager, Project Manager	
At start of initiatives	Creation of baseline process maps	Using Standards such as TOGAF and Archimate	Process Maps submitted to JISC by end of Investigative Phase	Spoke Initiatives, Technical Manager, Project Manager	

### 18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Start of the Project	Project Introduction	SMWG	To inform relevant senior managers about the project	We need you to make this project a success
Every 2 months	Project Updates	SMWG	Formal reporting about the progress of the project	How the project is going and key issues raised from Spokes
Start of the project	Project introduction	Partner Co-ordinators	To inform each of the project partners about the project	We need you to make this project a success
Yearly	Project Updates	Project Co-ordinators	Formal reporting about the progress of the project	How the project is going
Start of	Project Introduction	Project Partners HE	To inform each	We need you all

Project		forums	project partners involved in HE about the project	to make this project a success
Ongoing	Blogging by Partners	University & Partner Colleges	To inform each other about experiences around curriculum design and impact of the project on them	Help understand partner needs and how different initiatives help the partners
Tri-Yearly	Cluster Meetings	Cluster group members	To discuss work and implementation issues	What are we doing that is successful/ or not
Ad Hoc	Forum	SMWG/ Spokes/ Project team	To give central communication to the project and store documents	Lets Talk!
Ad Hoc	Conferences (JISC/ ALT-C)	University, other institutions, funding bodies	To allow other institutions to benefit from the work we are doing	To communicate successes and issues raised by the project
Ad Hoc	JISC Learning and Teaching Experts Group	University, other institutions, funding bodies	To allow other institutions to benefit from the work we are doing	To communicate successes and issues raised by the project
Ad Hoc	JISC RSC WM	Other Institutions, funding bodies	To allow other institutions to benefit from the work we are doing	To communicate successes and issues raised by the project
Ad Hoc	Journal Articles	University, other institutions, funding bodies	To allow other institutions to benefit from the work we are doing	To communicate success and issues raised by the project
At least weekly	Blogging by team	University, other institutions, funding bodies	To keep anyone interested in the project about the day to day experiences of the project team	How the project handles day to day project management
Weekly	Email	SMWG and Project team	Summary of project work from that week	Reminder to audience to check out blog and forum

## 19. Exit and Sustainability Plans

As already mentioned this project is an unstable programme, as such it hopes to achieve a sustainable change in practice within the university with the support of the institution and its partners. However what nature this will form is not clear at this stage in the project. As mentioned the project is aligned with both the University Plan and the Technology Supported Learning Plan, and work is already taking place to review how the university manages its strategy, change and developments with the Senior Management Working Group.






















## Appendixes

### Appendix A. Project Budget

<b>Directly Incurred</b>	<b>Aug08– Jul09</b>	<b>Aug09– Jul10</b>	<b>Aug10 – Jul11</b>	<b>Aug11 – Jul12</b>	<b>TOTAL £</b>
<b>Staff</b>					
Fleur Phillips Grade 7 1 FTE Years 1-3, 0.5 FTE Year 4 From December 2008 (Proj Manager)					
Song Ye Grade 6 0.5 FTE Years 1-3 From December 2008 (Technical Officer)					
Administrative Assistant 0.5 FTE					
<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					
Dissemination					
<b>Total Directly Incurred Non-Staff (B)</b>					
<b>Directly Incurred Total (C) (A+B=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>
Prof Mark Stiles Grade 11 0.4 FTE Years 1-3, 100 Hours Year 4 (Project Direction and Strategic Management)					
Dr Jenny Yorke Grade 8 0.2 FTE Years 1-3 100 Hours Year 4 (Strategic Management)					
Sam Rowley Grade 7 .5 FTE Years 1-3, 0.2 FTE Year 4 (Tech management and mapping)					
Estates					
Payments to College Coordinators					
PHOEBE Consultancy					
Other Staff Participating in JISC Activity per call					
<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 54%</b>	<b>Partners 46%</b>			<b>Total 100%</b>
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	<b>No FTEs: 2.127 Y1 2.177 Y2 2.228 Y3 2.281 Y4</b>		<b>At Acad/Res/PGR Rate</b>		

## Appendix B. Work Packages

### First Quarter

ID	Task Name	Duration	Start	Finish
0	 <b>Enable</b>	<b>87.69 days</b>	<b>Wed 01/10/08</b>	<b>Thu 12/02/09</b>
1	 <b>Investigation Phase</b>	<b>87.69 days</b>	<b>Wed 01/10/08</b>	<b>Thu 12/02/09</b>
2	<b>Focus</b>	<b>87.69 days</b>	<b>Wed 01/10/08</b>	<b>Thu 12/02/09</b>
3	<b>Set up project communication</b>	<b>32.47 days</b>	<b>Wed 01/10/08</b>	<b>Fri 14/11/08</b>
4	 Create Forum	2 days	Mon 06/10/08	Tue 07/10/08
5	 Set up fist SMWG Meeting	1 day	Wed 08/10/08	Wed 08/10/08
6	 Email SMWG re Forum access	1 day	Thu 09/10/08	Thu 09/10/08
7	 Remind SMWG re Forum Access	1 day	Mon 20/10/08	Mon 20/10/08
8	 Agree Project Partner Representatives	5 days	Wed 01/10/08	Tue 07/10/08
9	 Meet Project Partners	0.47 days	Fri 24/10/08	Fri 24/10/08
10	 Project Partners invited to DIVAS	1 day	Mon 27/10/08	Mon 27/10/08
11	 Write a consortium Agreement	5 days	Fri 24/10/08	Fri 31/10/08
12	 Consortium Agreement Out to Project Partners	0 days	Fri 31/10/08	Fri 31/10/08
13	Signed Consortium Agreement	10 days	Fri 31/10/08	Fri 14/11/08
14	<b>Linking Spokes to Project</b>	<b>78.97 days</b>	<b>Wed 01/10/08</b>	<b>Fri 30/01/09</b>
15	 Write overview template	2.81 days	Wed 01/10/08	Fri 03/10/08
16	 Identify SMWG member responsible for projects	0.94 days	Mon 06/10/08	Mon 06/10/08
17	 Release templates	0 days	Wed 15/10/08	Wed 15/10/08
18	 Complete Templates	9.38 days	Wed 15/10/08	Tue 28/10/08
19	 Publish Overviews on Forum	0 days	Tue 28/10/08	Tue 28/10/08
20	 Review overviews	4.69 days	Tue 28/10/08	Tue 04/11/08
21	 Introduction Interviews with Spokes	48.41 days	Tue 04/11/08	Thu 22/01/09
22	 Create Issue Working Groups	4.69 days	Fri 23/01/09	Thu 29/01/09
23	Agree focus with spokes	1.29 days	Thu 29/01/09	Fri 30/01/09
24	<b>Remapping of the COVARM maps</b>	<b>37.94 days</b>	<b>Mon 27/10/08</b>	<b>Wed 17/12/08</b>
25	 Review COVARM documentation	3.75 days	Mon 27/10/08	Thu 30/10/08
26	 Identify Spokes relating to COVARM	2.81 days	Wed 05/11/08	Fri 07/11/08
27	Meet with relevant Spokes	18.75 days	Fri 07/11/08	Thu 04/12/08
28	Remapp COVARM maps	9.38 days	Thu 04/12/08	Wed 17/12/08
29	<b>Set Focus and Investigation for Project</b>	<b>10 days</b>	<b>Thu 29/01/09</b>	<b>Thu 12/02/09</b>
30	Document results from Linking Spokes	5 days	Thu 29/01/09	Thu 05/02/09
31	Draft Project Plan	5 days	Thu 05/02/09	Thu 12/02/09
32	Complete Draft Project Plan	0 days	Thu 12/02/09	Thu 12/02/09