

Project Acronym: ESCAPE
 Version: 1
 Contact: Mark Russell
 Date: 9 /2/ 2009



Project Document Cover Sheet

Project Information			
Project Acronym	ESCAPE		
Project Title	Effecting Sustainable Change in Assessment Practice and Experience		
Start Date	October 2008	End Date	September 2010
Lead Institution	University of Hertfordshire		
Project Director	Mark Russell		
Project Manager & contact details	Dominic Bygate Email :D.Bygate@herts.ac.uk Address: The Blended Learning Unit University of Hertfordshire College Lane Hatfield Hertfordshire AL10 9AB		
Partner Institutions	Higher Education Academy (HEA) Subject Centres of: <ul style="list-style-type: none"> • Business, Management Accountancy and Finance (BMAF) • Biosciences Inspire Research (the JISC Curriculum Delivery Programme External Evaluators)		
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Document History		
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1.1	26/03/09	Final report – revised following feed back on draft



ESCAPE Project Plan

Overview of Project

1. Background

The ESCAPE project responds to National and Institutional concerns regarding assessment and feedback. Working with two Schools – the School of Life Sciences and the Business School - the project will develop assessment for learning activities to enhance the assessment experience for learners and staff.

Nine modules have been identified by senior managers across the two schools as being suitable for inclusion in the project. The modules have been chosen as they exhibit diverse, yet recognised problems across the sector. The five **Life Science modules** exhibit features / challenges including:

- as low student engagement and attendance
- students with a wide range of academic ability
- large proportion of international students
- disparity of coursework and exam achievement
- high failure rate
- unpopular scientific or mathematical module content
- poor assessment and feedback on some modules

The five modules are drawn from all three discipline areas within the school (Geography, Sports Science and Bioscience) to spread the impact of the project across the school.

Within the **Business School** we will be working with four modules within one programme – The BA Business Administration programme. Business Administration is the only programme within the Business School which does not include a sandwich placement. Consequently, the programme attracts a large proportion of international students who cannot afford to study on a four year sandwich degree. . It also acts as a default option for other Business School students who are unable to secure a sandwich placement.

Features that the have been identified include:

- large class sizes (approximately 130 students)
- Use of visiting lecturers
- Numbers of direct level 3 entrant international students
 - Misaligned expectations of Higher Education and ways of UH working
- High failure rates due to lack of critical thinking and self awareness
- Problems with group work such as
 - students not contributing effectively
 - lack of communication within a group
 - direct entry international students who have not been exposed to group work before

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Within the two schools we will review the current assessment practices and working with the module teams develop assessment for learning activities, to support the module delivery.

We will draw together curriculum development activities and change management techniques to investigate and embed the use of ICT with the object of improving the effectiveness and efficiency of assessment practices.

The project will identify activities and practices that will be transportable to all disciplines and will act as a springboard for widespread change in philosophy, strategy, policy and practice across the Institution.

A significant intention is to change thinking about assessment and the assessment experience of our students long after the project funding has finished. This project is not about identifying short term interventions, but becoming the catalyst for medium and long term institutional change.

2. Aims and Objectives

The overarching aim of the ESCAPE project is to enhance the assessment experience of students and staff.

Objectives supporting the aim include:

- Creating a baseline of current practice. within the two schools
 - Establishing the likely learning potential of current assessment practice
 - Investigate the initial rationale for the current assessment regime both at modular and programme level within the two schools.
 - Capturing the staff and student experience of the current assessment landscape with an emphasis on detailing quantifying how the students engage with their learning and with the feedback staff give and students receive on the module
- Developing and implementing appropriate ICT supported assessment activity
 - Collaborative working with module teams in CABLE type activity
 - Constructively aligning the curriculum, assessment and module learning outcomes.
 - Draw on the e.assessment 'menu (developed as part of the project)
 - Help module teams respond to '*enhancement potential*' identified in the benchmarking activity
- Evaluating the impact of the assessment interventions
 - Capture the staff and student experience of the delivery of the re-engineered assessments in the nine modules. In particular capturing and measuring the students' engagement with their learning and the use of feedback on the re-engineered modules
 - Plot the assessment experiences against dimensions of resource efficiency and educational effectiveness.
 - Explore the rationale for the development of assessment and e.assessment (hearts and minds)
- Investigate, develop and engage in ways of embedding and sustaining the successful changes in assessment practices across the two schools.
 - This will be through a range of activities such as report preparation, mapping the assessment landscape and workshops. These activities map onto the work packages.
 - We expect that other embedding and sustainability opportunities will emerge, during the lifetime of the project – as the project develops and evolves
- Disseminating findings to the Institution and the wider community
 - Through HEA Subject Centre activities (BMAF, Biosciences)
 - Through Conference activity (CAA, ALT-C, BLU, JISC and subject related conf's)
 - Journal publications
 - Assessment and Technology Supported Learning related SIG's, and CETL'S
 - Through Curriculum Design and Delivery events (including HEA, CAMEL and CIRCLE activity)

3. Overall Approach

To stage the development, seven activity areas are proposed:

1. Review the current practice:

For both the schools we are working with we will review the current assessment practice at both modular level at programme level. This will lead to the production of an *assessment landscape map*.

We will work with senior managers within the school to identify approximately four modules from each of the two schools. We will identify modules that raise challenges for the School and also (where possible) demonstrate challenges shared with sector.

Modules will be identified by

- Significance of challenge
 - Size and knock-on effect to other modules
- Importance of the challenge to the school
 - recurring challenge
 - reviews and validation of module
- Challenge being 'typical'
- Strategic position of the module within the school (number of staff associated with the module, numbers of students exposed to the module, number of programmes the module links to)

Once the modules for re-engineering have been identified we will meet with the senior management to present, for discussion, our plans for stakeholder engagement. We will bring our experience and expertise of change management to the meetings and work with the senior management to ensure its suitability for their context.

The public support of the senior management to the project will be demonstrated to the school through promotion of the ESCAPE project at school AQEC and through "all staff" communications.

We will capture the **assessment practice** by producing assessment and module related case studies. The case studies will map out the assessment practice of the modules as seen by the module teams / teachers. The rationale for the case study would be to determine patterns and symptoms of behaviour that influence module assessment practices. The results of the case study will be used to inform our sustainability planning with reference to how ESCAPE will influence other modules within a school

The **assessment experience** will be captured with discussions and input from the students. We will use student produced case studies as well as collect responses to existing assessment related questionnaires. i.e. the Assessment Experience Questionnaire (AEQ). The case studies and questionnaire responses will map out the assessment experience as seen by the students

We will map the school assessment profile, by module and level, and establish the nature of the assessment tasks within each module. This will produce an overall assessment profile for each of the schools. The positions of the modules on the map will indicate the assessment mix and their potential to support learning. We will look for patterns and connections between ESCAPE and non ESCAPE modules, their assessment profiles, programmes and teaching staff. This school-wide mapping will allow us to capture secondary benefits and unintended consequences.

Within the School of Life Sciences five modules (ranging in level) will be chosen from across the three subject areas within the school.

In the Business School the Business Administration programme have been identified by senior managers as appropriate for assessment re-engineering.

II. Describe and develop our understanding of our initial challenge

We will share with the module teams the initial work done in identifying the modules across the schools and the issues raised. We will also use the module assessment mappings to raise the awareness in the schools of the wider assessment picture.

The first meeting with the module teams will be a joint event between them, the ESCAPE team and the school management group. This will be used to describe the project and our ways of working. We will introduce the Appreciative Inquiry methods. Appreciative Inquiry is being used because of its positive focus and the likelihood to increase stakeholder engagement.

Small video cameras – flip cams, will be distributed to the module teams to enable them to capture and share their reflections and experiences of the assessment processes relating to their module(s). Individual and paired interviews will take place to enable them to reflect upon the current practices, influences and drivers.

The above activities will result the emergence of a shared understanding of the assessment practice / landscape and the consequent challenges within the schools. The shared understanding will relate in particular to

- *How students are engaging with their learning in a module* - measured through reviewing how much time is spent on tasks and how the students' effort is distributed across the module/semester(s). This would be captured via student and staff interviews.
- *How and when students are engaging with feedback*. In particular we would look to capture the timelines and subsequent actions resulting from the use of feedback.
- *Provide a measurement of the alignment of the current assessment tasks against a set of agreed assessment principles*. (e.g AEQ and the 7 Principles of Good Feedback Practice Nicol and McFarlane-Dick)

III. Plan and design new curriculum delivery methods in conjunction with the module teams.

These will be specifically framed around assessment-for-learning developments .Building on the work done in the previous two activity areas the module teams will re-engineer the assessment regime. The module teams and the ESCAPE team will work closely together to design and develop assessments and assessment processes that respond to the challenges identified. In addition to highlighting areas for improvements, through the benchmarking activity, we will ask the questions "what has worked well? how can we do more of it?"

Module leaders will lead, and have ownership of, this re-engineering activity with the ESCAPE team acting as enablers to the process.

Underpinning this work will be the research informed principles of effective assessment for learning. Specifically we will look to align the assessment with the learning and teaching and the curriculum requirements of the modules (Entwistle, 1987; Ramsden, 1992; Biggs, 2003). Where appropriate we will apply the 11 conditions identified by Gibbs and Simpson (2004) on conditions under which assessment supports learning (the AEQ. We will draw upon the work of Black and William (1998) and Nicol and Macfarlane-Dick (2006) specifically looking at the role of feedback within the modules and how this can be reengineered and aligned to reflect assessment-for-learning opportunities.

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IV. Pilot the innovations with two Schools

The schools will run the modules with the new assessment for learning regime over the 2009/10 academic year. There are two groups of modules - the 30 credit semester AB modules and the 15 credit semester A modules.

V. Evaluation of the new practices.

The evaluation of the reengineered assessment practice will be formed around:

- i. Creation of suitable module based assessment for learning tasks
- ii. Measurement of students engagement with their learning with new assessment tasks including the role and use of feedback
- iii. Evaluation of the extent of embedding and subsequent sustainability of the initiatives piloted

VI. Embed new practices and plan for sustainability

The work packages identify a number sustainability activities, processes and outputs. These will change and evolve as the project develops.

- Report on the baseline study of assessment practice
- Model of assessment practice across programmes and schools
- Module implementation case studies
- Dissemination report detailing changes curriculum delivery methods
- Evaluation report with reference to using specific ICT technologies
- School and UH wide ESCAPE workshops
- Resource pack – the ESCAPE tool kit

VII. Disseminate to the community. This will occur through both on-line and conventional settings. In particular we will look to target our dissemination partners with the most suitable dissemination method. We will engage partners identified in section 2.0. Further information is provided in section 18

4. Project Outputs

Our work plan has identified the following deliverables:

- A report of the key findings from the baseline study indicating examples of good practice and areas that would benefit from development. This report would include :
 - a map of the assessment practices / landscape in the two schools
 - capturing the culture, patterns and practices that determine the assessment practice within the schools.
- Descriptions of the changes to curriculum delivery methods made as a result of the project
- A description of various assessment activities and processes and their relation to learning*
- A description of technologies to support assessment for learning activities and processes*
- An evaluation report with particular reference to; benefits of using specific ICT, transferable activities/ideas, and identification of any recommended changes in institution processes/structures - this would be an important part of the project sustainability agenda
- ESCAPE workshops sharing our approaches and emerging findings

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- Module, and where appropriate (particularly in the Business School) programme-wide, implementation case studies. Case studies will be collected from students and teachers. We will also look for vicarious benefits, gains and unintended consequences from modules not specifically tied to the ESCAPE project
- An evaluation of the project
- A resource pack – the ESCAPE Toolkit which details the project processes and activities, including insights into critical success factors and guidance for implementation elsewhere
- A project website acting as a central container for our information / activities
- A project blog describing our ongoing thoughts, activities and progress. The blog will be updated on a regular basis and will compliment and fill the gaps created by the more traditional end-of-activity evaluation

* These items are intended to be stand-alone descriptions of various technologies and assessment types that can be used by other institutions as a decision making resource.

5. Project Outcomes

Our ESCAPE activity will include the use of technology to enhance the assessment experience. At this moment in time it is not possible to identify particular solutions and / or technologies. Change management techniques and exploration of current practice will help us identify the most appropriate technologies and standards.

We want to be sure that, where practicable, we deploy technologies to meet the need rather than impose technologies on the Schools. We will identify through our project website our progress in this area and share the technologies as they are identified

Anticipated specific project outcomes are:

- Transformative change in the Student Learning Experience in two academic Schools (Life Science & Business) at the University of Hertfordshire
- Emergence of two “agents for change teams” within each school that have experience of applying assessment for learning and curriculum and realignment and techniques on a modular basis. It is anticipated that these individuals and teams having had the exposure to the techniques and will have a crucial role in sustaining and evolving the transformative change within their schools.
- Sustainable enhancements in students’ assessment and feedback experiences will include
 - Students will be exposed to a more constructively aligned curriculum
 - Students will be demonstrably using the feedback to, for example,
 - Feeding forward into future assessment tasks
 - Planning their PDP activity
 - Encouraging greater reflection, awareness and self regulation
 - Better understand the assessment expectations relevant to HE and the standards required (eg level descriptors)
 - Student engagement with the assessment process will increase
 - Student active participation in their learning will increase
 - Student attainment will improve
 - Student retention will increase

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- The encouragement and fostering of an environment and process that will enable all relevant stakeholders to question the existing assumptions, expectations and practices in order to bring about a sustainable change in assessment ethos and practice.
- Lessons learned will inform future strategic and policy developments across all Schools at UH.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Wider dissemination partners such as: i. The CETIS Assessment Special Interest Group (SIG) ii. IMS Global Learning Consortium	Disseminate to wider assessment communities	Med
HEA Subject Centres of: i. Business, Management Accountancy and Finance (BMAF) ii. Biosciences	Dissemination channel to learners/teachers in similar areas external to the University of Hertfordshire	Med
Centres for excellence in Teaching and Learning relating to assessment and Technology Enhanced Learning e.g. I. AFL – Northumbria II. ASKe Oxford Brookes III. BLU Hertfordshire	Can provide useful inputs from their experience and expertise	Med
Critical Friend	Appointed by JISC – to offer advice and guidance on planning and operational matters.	Med
Escape Steering Group	To review progress and advise and guide ESCAPE team when appropriate	High
Escape Advisory group	To provide another source of advice and guidance with an more eclectic remit than the steering group	Low-Med
The Blended Learning Unit	To ensure that the affordances offered by technology are maximised to support the assessment and feedback processes	High
Learning & Teaching Development Unit	To guide and support the	Low-Med

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	proposed development of ICT as required with particular interest in the pedagogical perspective	
Heads & Deputy Heads of Academic School: School of Life Sciences & Business School	To ensure that academic quality processes are adhered to; that the practices flowing from this work enhance the learner experience across the school; that staff are provided with appropriate development opportunities and the resources are in place in the school.	High

Faculty Registrars	Ensure that academic quality processes and that statistical and other supporting information is accessible to the project team	Med - high
Faculty Information Consultants	Ensure we embed centralised learning and information sources which have been developed but which have not yet been fully integrated into current curricula (e.g. ispy)	Low
Programme Managers (BS & LFS)	Responsible for the management of the programmes that include the modules that the ESCAPE project team looking at.	High
Students taking selected modules(BS & LFS)	Key stakeholders in the project: it is their experiences and voice we are trying to capture. Their experiences will underpin the whole project	Med-High
Module leaders of selected module(BS & LFS)	Responsible for the delivery of the module and the coordination of the module teaching team. Module leaders will cooperate and work closely with the ESCAPE team to develop, pilot and embed the modified curriculum	High
Module teaching teams(BS & LFS)	Along with the Module Leader, teaching teams will be creating & delivering the assessment tasks which will be aligned to assessment for learning	Med
School Learning Technologists	When appropriate we will engage local technical support including learning technologists in the schools this will be supported by the work of the LTDU	Med

Equality Unit	Ensure that the assessment developments and changes to the curriculum are inclusive, accessible and fair.	Med-high
English language Unit		Med-high
Disabled Student Tutors		Med-High

VIII. Risk Analysis

The following Risk Analysis includes items included in the original submission document as well as new entries following on from our explorations post funding.

Risk	Severity S (1-5)	Probability P (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Appointment of appropriate project leader and team members	4	1	4	The Project Manager and Project Director are now in post and have been released from their Academic Schools
Project manager/ team member(s) unwell/leave University	4	1	4	Other highly qualified senior staff members of the BLU / LTI are available to take over and manage the project. Appropriate reporting and recording structures will be put in place so that the knowledge gained and progress made during the project is shared with a wider group. This will help mitigate against any core ESCAPE team members leaving the team
Identified Schools not interested / change in immediate focus	5	1	5	The identified Schools have re-affirmed their interest in the project and are keen to engage with the project. Both Schools need to respond to the challenges raised by assessment and feedback and this project will help them in their endeavours. Should the selected Schools change their focus (for some unforeseen reason) we will work with other Schools from the University. Assessment and feedback is challenging all Schools and not just those identified to work with ESCAPE

Module teams do not share the same willingness to engage with the project as the School Management Group	5	1	5	The modules have been chosen based on pre-identified need. Management buy-in along with the challenges raised by assessment at module level will help create an appropriate top-down and bottom-up driver for engagement. Should module teams from the selected modules desire to opt-out, the team will explore the reasons why and if needed engage with other module teams.
Processes / technology not in place to support curriculum delivery changes	2	2	4	The expected engagement is not overly reliant on technology. Hence the project can still progress with many of the assessment activities in the absence of these.
Lack of engagement of staff with e-assessment and Blended Learning Technologies	2	2	4	Early planning and identification of key individuals plus alternatives. Utilise existing staff networks to ensure effective staff engagement
Discontinuation of Senior Management support	4	1	4	Long history of support for successful system process information and project is fully aligned with UH strategic plan
Students do not wish to engage in evaluation activity	3	2	6	We will look at a variety of ways in which to elicit the views of students. We will use focus groups, on line surveys, surveys embedded within assessment tasks and also invite case studies. Where appropriate we will look to incentivise student engagement
Staff do not wish to engage in evaluation activity	3	2	6	As with the students, we will look at a variety of methods in which to elicit the views of the teachers. We will support case study writing and use the data captured to prepare a variety of outputs. We will use 'quick and dirty' methods to get some of the moment reflections as well as more planned evaluation activities. We will work with the Schools to try to ensure that the busy academic is also incentivised to engage with the project and its evaluation.

Churn of module staff – particularly with small teams	1	2	3	Can not prevent churn but appropriate reporting and recording structures will be put in place so that the knowledge gained and progress made during the project is shared with a wider group
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IX. Standards

Technologies & solutions will evolve from our discussions with schools. We will adhere to the appropriate University of Hertfordshire and external standards and protocols such as the IMS Question and Test Interoperability specification (QTI) when appropriate.

9. Technical Development

The project does not have a major focus on technical development. There are, however, likely to be technological developments and solutions emerging as the as the project progresses. Any technological developments will be discussed and fed through to the Learning and Technology Development Unit (LTDU).

For developments to be sustainable and accessible they need to be supported and embedded within current systems and structures. LTDU currently take a lead in managing such activity at UH. Technology developments, as identified, will be piloted first in a proof of concept phase before being suggested for adoption and inclusion in UH systems.

Initial discussions with the schools has identified the following technologies as a useful jumping off point to look at further development for use with the development of the assessment for learning processes.

- Studynet – UH Managed Learning Environment – consideration will be made to -
 - On line coursework submission systems
 - Reporting students' grades direct to the student record system
 - Batch download
 - On line marking
 - On line moderation
 - Online feedback feeding into students PDP
 - Monitoring students engagement
 - Quiz systems
- electronic voting systems
 - monitoring engagement
 - Instant feedback
 - Supports teaching
- virtual groups
 - connecting students
- use of video diaries
 - new methods of eliciting student feedback
 - new opportunities for assessment
- illuminate video conferencing for tutorial and seminar work
 - Teacher led and student led sessions
 - Bringing the voice of the expert to the students
 - Real time and recoded sessions

10. Intellectual Property Rights

The University of Hertfordshire will be the intellectual property owner of the project and of any intellectual property produced by the project. The team will explore ways to ensure the free dissemination of the project outcomes and any releasable outputs.

The particular outputs that will be made available for wider dissemination are:

- Report of the baseline study of assessment and the assessment modelling pertaining to that
- Module implementation case studies
- Report on the change in curriculum delivery methods emerging from the project
- Specific ICT based solutions evaluation report
- Contents of internal and external ESCAPE workshops
- Recordings of on-line synchronous dissemination activity (Elluminate)
- Project evaluation report
- *Assessment Types* menu
- *Technology to support assessment* menu
- ESCAPE Toolkit

We will make all the above resources freely available for download through the ESCAPE project web site.

Project Resources

11. Project Partners

The LTI / BLU are directing and managing the ESCAPE project. To support the activity there are three partner sets:

- **Activity partners**
 - The Business School and School of Life Sciences at the University.

- **Dissemination partners**

There are two dissemination partners, the Higher Education Academy (HEA) Subject Centres of:

- Business, Management Accountancy and Finance (BMAF)
- Biosciences

The HEA Subject Centres supporting education in Life Sciences and Business have acknowledged the significance of this project to their community. To support dissemination activity BMAF and LS have agreed to act as 'dissemination partners'. This is significant since the project is now immediately able to use their existing networks to communicate findings and share activities with relevant external groups. This activity will also help ESCAPE since it will also be able to draw on the communities experience and expertise to feed into the project.

BMAF (Lead contact: Steven Probert) have offered the ESCAPE project financial support to run workshops and support dissemination activity within their community. Biosciences (Lead contact: David Adams) have also agreed to support the project through a project associate group.

- **Evaluation partner**

The ESCAPE project will also engage with Inspire Research (the JISC Curriculum Delivery Programme External Evaluators). Inspire Research will be engaged to support the development of an Appreciative Inquiry approach to project evaluation. This engagement and support will be over and above that funded by the JISC and as such will be funded elsewhere by the university.

12. Project Management

The project will be run on a day to day basis by Dominic Bygate the Project Manager, overseen by Mark Russell the Project Director. Mark and Dominic are based in the Blended Learning Unit office and will have regular informal meetings including a review of activities at the end of each working day.

The Project Team consists of:

- **Project Director**

Mark Russell Deputy Director of BLU 01707 285 083 m.b.russell@herts.ac.uk
Mark is seconded to the project on a fractional (0.2) basis for the duration of the project.
Mark will provide significant input into the direction of the project and act as the main interface between the steering group, the JISC and the Project Manager.

- **Project Manager**

Dominic Bygate d.bygate@herts.ac.uk
Dominic is seconded to the project on a full time basis for the duration of the project
As Project Manager Dominic will undertake all of the day-to-day planning and running of the project.
Dominic will plan and execute the evaluation activity as well as facilitate engagement with the Academic Schools, the Project Director and LTO / BLU representatives. Dominic will be responsible for providing weekly updates and setting out action plans for the coming week.

- **Representatives of the BLU / LTI**

To support the core ESCAPE team and assist with the project implementation, additional BLU / LTI representatives are available on an ad-hoc basis. These additional team members include:

- Irene Anderson – CABLE project manager - expertise and experiences in change management
- Helen Barefoot – Deputy Head of the UH Learning and Teaching Institute – expertise and experience in promoting & leading staff development activity across the university
- Areles Molleman – lead representative from School of Life Sciences
- To be confirmed - lead representative from Business School
- The Project Team will also seek advice and guidance from the Head of the University Equality Unit, Marcella Wright
- The Project Administrator – Lesley Bodman

Steering Group

To help provide an overall steer to the project a Steering Group has been established. The Steering Group will comprise representatives from inside and outside UH and is composed of:

- Representatives from central university units as required and staff with expertise relevant to the project
- Project Steering Group including external membership
 - Dr Jon Alltree – Chair and Head of the Learning and Teaching Institute (chair)
 - Dr Helen Barefoot – Deputy Head of the Learning and Teaching Institute
 - Prof. Peter Bullen – Director of the Blended Learning Unit
 - Dominic Bygate – Project Manager ESCAPE
 - Karen Robins (Lead, Activity Partner - Business)
 - Mark Russell – Deputy Director of the Blended Learning Unit and Project Director ESCAPE

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- Peter Stanbury (Lead, Activity Partner – Life Sciences)
- Lisa Gray – JISC Curriculum Delivery Programme Manager
- Prof. David Nicol - University of Strathclyde
- Prof. Margaret Price - Oxford Brookes University
- Malcolm Ryan - JISC appointed Critical Friend

Advisory Group

An advisory group has been set up under the following auspices:

- I. To bring an international dimension to the project work and help the team see a wider perspective
- II. To engage with appropriate dissemination partners
- III. To allow the team to be challenged on its plans by experts that are not intimately connected with the project team nor the steering group

The advisory group members are:

- David Adams - University of Leeds (Dissemination partner Biosciences)
- Stephen Probert - Oxford Brookes University (Dissemination Partner BMAF)
- Ian Cameron (tic) – University of Queensland
- Trish Andrews – University of Queensland

Critical Friend & project cluster

The project Critical Friend is Malcolm Ryan – University of Greenwich. It is envisaged that there will be a degree of networking with similar projects in the cluster. It is expected that members of the cluster will meet three or four times during the life of the project to share experiences and to offer expertise, share good practice and advise where appropriate. The meetings will be facilitated by Malcolm Ryan. The cluster consists of the following projects:

- University of Exeter - *The University of Exeter Business School : Integrative Technologies Project*
- University of Westminster – *Making Assessment Count*
- University of Bristol – *eBioLabs, a personalised virtual environment to support laboratory-based bioscience.*

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Project Management, Reporting and Communication

There will be a formal weekly planning & review meeting between the Project Director and the Project Manager at which notes are taken. This meeting will review progress to date and alignment of future weeks activities with the planned activities.

Formal update & progress reports will be produced on a monthly / bi-monthly basis by the Project Manager. The reports will be circulated to the Project Team, the Steering Group and the Advisory Group. These reports will also be provided to the project web site.

In addition the steering group will meet at six monthly intervals and will be sent a formal review of progress report to consider, discuss and make recommendations

An ESCAPE project blog – “blogging from the mud movers” - has been established and is updated on a regular basis to reflect current project events, achievements and milestones. Additionally there are reflective end-of-week posts by the team members. The posting of entries by other interested and stakeholders and interested parties are encouraged. The blog can be found at: <http://escape-uh-jisc.blogspot.com/>

An ESCAPE project website has also been established to provide a public face for the project. It will be updated on a regular (once a week) basis to keep interested parties informed of the project's developments. The website can be found at:
<http://www.herts.ac.uk/about-us/learning-and-teaching/blended-learning-institute/projects/blu-national-projects/escape-project.cfm>

Document Management

The project will use a shared area for document storage. This will minimise the damage to the project due to local system or pc failures and help ensure the team are working with the most up-to-date information and documentation.

13. Programme Support –

The team would welcome opportunities for the project to be enhanced by dialogue and identification of synergies with other related projects and interested parties. It is anticipated the Critical Friend, the Project Cluster and the Support and Syntheses Project Team will offer the support needed in these endeavours.

The team is engaging with Inspire Research to support the evaluation activity. This activity is over and above that supported by the Programme and this extra evaluation activity will be funded by the project.

14. Budget

Please see Appendix A

Detailed Project Planning

15. Workpackages

Please see Appendix B

16. Evaluation Plan

Preamble

The ESCAPE projects significant focus is on developing assessment activity that is both educationally effective and resource efficient. Further, the assessment activity needs to be sustainable and hence maintained long after the project funding has finished. To facilitate this development the project will work closely and collaboratively with students, module and management teams from the partner schools. Evaluation activity will be purposely developed to support the collaboration and elicit views relating to assessment developments and changes in thinking about assessment. ESCAPE is a 'hearts and mind' campaign.

To enhance the stakeholder engagement in the evaluation process the team will use the so called 'Appreciative Inquiry' approach to evaluation. Appreciative Inquiry is non-threatening, focuses on the positive and encourages widespread user engagement.

The team will develop Appreciative Inquiry plans and frame appropriate questions in collaboration with Inspire Research – see section 11 – Project Partners. Table 1 is an overview of the ESCAPE evaluation plan.

Table 1: ESCAPE evaluation plan:

Item #	Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
1		Current status of assessment practice	What is the current (pre ESCAPE) status of the assessment practice in the partner schools	Desktop study of Module Documentation	Mapping the current assessment landscape
2		Rationale for current assessment activity	What is the motivation for deploying the assessments found in item # 1	Questionnaire (Staff variant of AEQ+Nicol+Rust), individual discussions, video diaries and production of case studies	Gain insights into the thinking of staff relating to assessment

3		Student view of the learning benefit of the assessment task	What is the students perception of the learning benefit of the current assessment experience	Questionnaire (Student variant of AEQ+Nicol+Rust), Focus group and case study production	Production of baseline data of the student experience
4		Staff and Student perceptions of current assessment experience	How do the different stakeholders views and experience of current assessment practice compare	Comparison of data collected from item #'s 2 & 3	Descriptions of similarities and differences
5		Status of assessment practice	What is the (post ESCAPE) status of the assessment practice in the partner schools	Desktop study of Module Documentation	Mapping the developed assessment landscape
6		Rationale for developed assessment activity	What is the motivation for deploying the assessments found in item # 5	Questionnaire (Staff variant of AEQ+Nicol+Rust), individual discussions, video diaries and production of case studies	Gain insights into the (changed) thinking of staff relating to assessment
7		Student perception	What is the students' perception of the benefit of the developed assessment experience	Questionnaire (Student variant of AEQ+Nicol+Rust), Focus group and case study production	Production of baseline data of the student experience
8		Staff and Student perceptions of current assessment experience	How do the different stakeholders views and experience of current assessment practice compare item #'s 6 & 7	Comparison of data collected from above	Descriptions of similarities and differences
9		The shift in assessment practice	What difference did ESCAPE make to thinking and Practice	Comparisons of... * item # 7 with 3 * item # 6 with 2 * item # 5 with 1	Descriptions of differences.

The evaluation activity will have a major focus on comparing and contrasting the pre- and post-project experience and practice. Implicit in the project is the necessity to enhance student learning. As such four critical success factors are identified. Two relate to the students' experience and two relate to the teachers activity and the embedding the assessment developments.

Success factors relating to the students experience:

- a. **Students engaging on their learning**
- b. **Engaging students with their feedback**

Success factors relating to teachers activity and embedding:

- c. **Assessment tasks are created that are more learning oriented**
- d. **Assessment enhancements are sustainable and embedded for future post-ESCAPE students**

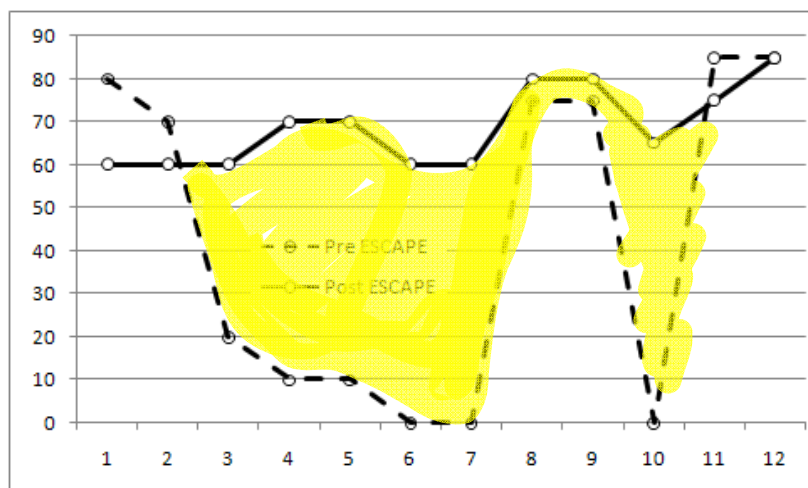
a. Students engaging on their learning

Measures

- Time-on-task
- Effort is distributed across topics and weeks
- 15 Credit = 150 hours - look for assessment contracts.

Methods

- Capture data through study diaries and student responses through on line surveys.



Student study diaries

Study diaries highlight patterns of student engagement through the semester and the influence of the assessment on the study patterns. In the example shown above the Pre-ESCAPE profile is peaky whereas the post-ESCAPE profile is more uniform. The highlighted area (shaded yellow) represents an enhanced study pattern which in turn heightens the potential for learning. The area under the curve relates to activity and hence relates to 'learning potential'.

To support this activity a template will be provided and students asked to respond via an online survey e.g. Zoomerang, BOS, and SurveyMonkey. The team will explore distributing the data collection to

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mobile phones. Following discussions with students the team will review and agree appropriate data collection timeframes i.e. daily, weekly and fortnightly. The team will look to work with ESCAPE and non-ESCAPE modules for comparison and contrast.

b. Engaging students with feedback

Measures

- Feedback is prompt
- Feedback is collected
- Feedback is acted upon

The team will also look for interactions between assessment tasks within and across modules. Specifically it will explore if the 'in module' assessment tasks are joined up and are the 'across module' assessment tasks joined up.

Methods

- Capture the time it takes to provide feedback (late / long feedback cycles reduce engagement opportunities)
- Capture the 'location in time' of the feedback in the semester - i.e. if feedback is prompt but the task is set at week 10 the activity might still not promote learning!
- Capture examples where feedback is acted upon - or not
- Use of surveys, focus groups and explores assessment briefing sheets.

c. Assessment is more learning oriented

Measures

- Alignment of assessment tasks with the Principles set out in item #2 (evaluation table) and the modules' Intended Learning Outcomes

Methods

- Capture case studies and overlay the Principles on the case studies
- Capture case studies from teachers **and** their students
- Align the relationships between the two voices

d. Assessment enhancements are sustainable

Measures

- Are the assessment tasks repeated / repeatable elsewhere
- Do the teachers thinking and understanding of assessment suggest the activity is sustainable
- Have the examples of good practice been shared with modules not connected with ESCAPE

Methods

- Exploration of module documentation – i.e. Assessment Briefing Sheets, Definitive Module Documentation, Programme Review and Validation documentation
- Use of alternative forms of assessment / and appropriately technology supported?
- Plot of effectiveness and efficiency of assessment task

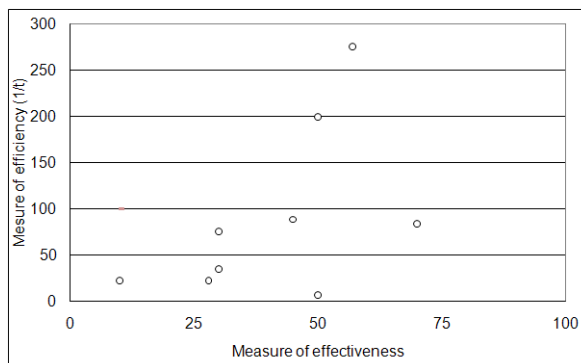
For items c and d, the team will look for shifts in the location of the tasks or removal and replacement of poorly located assessments and hence replacement with better alternatives.

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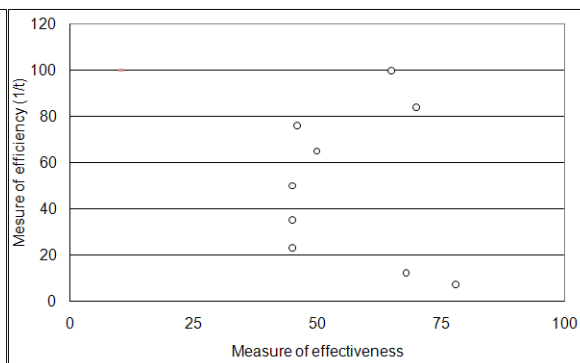
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Pre-ESCAPE view of assessment



Post-ESCAPE view of assessment

We will identify and characterise each assessment (entity on the grid) and generalise the features of the better assessment tasks.

17. Quality Plan

Output	<i>Project Plan & the Project Evaluation Plan</i>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
March 2009	Approval of project & evaluation Plans	Formal review of plan	Approved by Jisc Approved by ESCAPE Steering Group	MBR & GDB	

Output	Review curriculum delivery in school of life sciences. Report of key findings to indicate areas of good practice and areas for development.				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Mar 09	Approval of the report of key findings	Review of report	Approved by Module team, Programme committee & School AQEC	Module team, school AQEC	

Output	<i>Design of modified curriculum in school of life sciences with use</i>
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	<i>of ICT to support the assessment & feedback process</i>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Sept 09	Approval of the modified curriculum	Formal Review of new curriculum	Approved by: Programme Committees & School FAQEC	Module team	

Output	<i>Review curriculum delivery in Business School for four modules from the BA Business administration Programme</i>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
April 09	Approval of the report of key findings	Review of report	Approved by Programme committee & School FAQEC	School AQEC	

Output	<i>Design of modified curriculum in Business School with use of ICT to support the assessment & feedback process</i>				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Sept 09	Approval of the modified curriculum	Formal Review of new curriculum	Approved by: Programme Committees & School FAQEC	Programme committee School FAQEC	

Output	Apply and embed changes in curriculum delivery in the school of life Sciences				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
June 2010	Module documentation handbooks & DMDs reflect new curriculum	Formal review and approval	Programme Committee & FAQEC records DMDs	Programme committee School FAQEC	

Output	Apply and embed changes in curriculum delivery in the Business				
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	School				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
June 2010	Module documentation handbooks & DMDs reflect new curriculum	Formal review and approval	Programme Committee & FAQEC records DMDs	Programme committee School FAQEC	

Output	Evaluation of curriculum changes in life sciences				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Aug 2010	Increased student engagement with curriculum	monitoring of relevant metrics	Metrics indicate increased engagement	Module team in conjunction with ESCAPE team	

Output	Evaluation of curriculum changes in Business School				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Aug 2010	Increased student engagement with curriculum	monitoring of relevant metrics	Metrics indicate increased engagement	Module team in conjunction with ESCAPE team	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Continuous	Blogging	JISC, Critical Friend, UH and other stakeholders and parties interested	To share current thinking, and current project activity in an informal way. To	Current status of the project. Feeding out and providing an opportunity to

		in the project	seek comment from the wider community	gain feedback
As required	Web Site	JISC, Critical Friend, UH and other stakeholders and parties interested in the project External and Internal to UH	To update the central area with information relating to progress,	Progress reporting and future planning activity
Quarterly	Workshops (Brokered through HEA Subject Centres).	Business and Life Sciences communities External and Internal to UH	To share activity and engage with colleagues in the disciplinary areas we are working	How might ESCAPE be transported to other HEI's?
Quarterly	On-line (mini-workshop) activity	Business and Life Sciences communities. Communities interested in Assessment and Technology supported assessment External UH	Similar to above workshop activity but with a shorter focus and a desire to engage colleagues not able to get to the workshops	How might ESCAPE be transported to other HEI's Feed in also what came out of the workshops.
As required	Project reports	JISC, Critical Friend, project cluster External and Internal to UH	To formally report on progress and seek input into the developments an activity	Progress to date
6 monthly	Steering group reports	Steering roup / JISC	To formally report to Steering Group progress and to seek input to support / shape future planned directions	Progress to date. Approval of planned direction
As appropriate	Conference and Journal activity <i>Conferences.</i> CAA Loughborough, Improving Student learning, Oxford Brookes, Assessment (Cumbria) BLU – Hertfordshire	External to UH.	To share findings with the wider community.	Various but likely to focus on - Methods used, findings, use of technology, Student and staff engagement

	Journals Elearning at Greenwich <i>Journals</i> Assessment and Evaluation in Higher Education Innovations in Education International			
Project end	Final project report	JISC, Critical Friend, Cluster, HEA Subject Centres External and Internal to UH	To reflect on the project, the lessons learnt and implications for other HEI's	

19. Exit and Sustainability Plans

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Project web site	There will be much learning and also many resources produced and collected during the life of the project. These, quite rightly, should continue to be accessible long after the project has finished. Challenges in assessment and feedback are unlikely to be resolved overnight. ESCAPE resources and learning should be accessible to support developments ...	LTI/BLU to continue supporting. Cluster the activity and resources with other centres interested in assessment.	Assessment SIG's, What is happening to the AfL (Northumbria) and ASKe (Oxford Brookes) CETL's post funding? How might the Curriculum Delivery and Curriculum Delivery programmes (or clusters / projects with an assessment interest work collaboratively to share the load and resource implications of making the outputs accessible.
Project philosophy	The project centres on sustainable change. We will want to establish a culture of constant reflection and review of assessment and feedback processes and the role of technology to support	Learning and Teaching Institution supported events days to review progress, Embed developments as part of staff CPD activity	CPD frameworks, Review success and issues form similar projects, e.g. FAST, SPRInTA, ASEL and CABLE

	these processes		
A report of the key findings from the baseline study	output for wider dissemination	Taken forward and disseminated ,promoted as part of Learning and Teaching Institute wider agenda on curriculum development	Include as part of evolving sustainability agenda
Descriptions of the changes to curriculum delivery methods made as a result of the project	Part of a bank of resources that can be used to support sustainability agenda	Taken forward and disseminated ,promoted as part of Learning and Teaching Institute wider agenda on curriculum development	Include as part of evolving sustainability agenda
An evaluation report with particular reference to benefits of using specific ICT, transferable activities/ideas, and identification of any recommended changes in institution processes/structures	Part of a bank of resources that can be used to support sustainability agenda	Will be made available as a as curriculum development tool within UH	Include as part of evolving sustainability agenda
ESCAPE workshops sharing our approaches and emerging findings	Wotrkshop activities and themes can be picked up by BLU/LTI and school champions	Taken forward and disseminated ,promoted as part of Learning and Teaching Institute wider agenda on curriculum development	Include as part of evolving sustainability agenda
An evaluation of the project	Will be disseminated via JISC official channels	JISC promotion and dissemination mechanisms	Include as part of evolving sustainability agenda
A resource pack & toolkit with details of the project process	Part of a bank of resources that can be used to support sustainability agenda	Taken forward, disseminated and promoted as part of Learning and Teaching Institute wider agenda on curriculum development	Include as part of evolving sustainability agenda
Module and where appropriate programme-wide implementation case studies	Promoted by BLU/LTI and school champions as part of sustainability and embedding agenda	Taken forward, disseminated and promoted as part of Learning and Teaching Institute wider agenda on curriculum development	Include as part of evolving sustainability agenda
A project blog describing ongoing thoughts, activities and progress	Blog will be available after end of project as a resource to wider community	Maintained as part of Learning and Teaching Institute wider agenda on curriculum development	Include as part of evolving sustainability agenda

Appendices

Appendix A. Project Budget

Revised Budget

Directly Incurred Staff	Apr08–Mar09	Apr09–Mar10	Apr10 – Mar11	TOTAL £
				£26,951
				£124,420
Total Directly Incurred Staff (A)	£36,264	£75,789	£39,318	£151,371
Non-Staff	Apr08–Mar09	Apr09–Mar10	Apr10 – Mar11	TOTAL £
Travel and expenses	£1,500	£3,250	£1,750	£6,500
Hardware/software	£1,300	£2,100	£800	£4,200
Dissemination - Embedded within project activity	£0	£0	£0	£0
Evaluation - Embedded within project activity	£0	£0	£0	£0
Consumables	£500	£1,000	£500	£2,000
Student engagement	£500	£1,000	£500	£2,000
Staff engagement with CABLE activity	£1,500	£3,000	£1,500	£6,000
Consultancy and Steering Group	£1,500	£2,500	£1,000	£5,000
Total Directly Incurred Non-Staff (B)	£6,800	£12,850	£6,050	£25,700
Directly Incurred Total (C) (A+B=C)	£43,064	£88,639	£45,368	£177,071
Directly Allocated	Apr08–Mar09	Apr09–Mar10	Apr10 – Mar11	TOTAL £
Contribution to School teams for their engagement with the project (~ 125 days per team)	£33,977	£35,336		£69,313
Central teams to support School engagement including admin support	£10,432	£19,497	£11,226	£41,155
Estates	£3,492	£7,123	£3,631	£14,246
Directly Allocated Total (D)	£47,901	£61,956	£14,857	£124,714
Indirect Costs (E)	£19,504	£39,787	£20,283	£79,574
Total Project Cost (C+D+E)	£110,469	£190,382	£80,508	£381,359
Amount Requested from JISC	£50,000	£100,000	£50,000	£200,000
Other Contributions to project (BMAF)	£500	£1,250	£750	£2,500

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Institutional Contributions	£59,969	£89,132	£29,758	£178,859
Percentage Contributions over the life of the project	JISC 52.40%	Partners 46.9% (UH) 0.7 % (BMAF)		Total 100%

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Appendix B. Work packages

Please see separate document

JISC WORK PACKAGE

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	Calen- dar month	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
1a: Set up project team & project support framework																									
1b. Draw up project & evaluation plan																									
2: Review curriculum delivery in school of life sciences for four modules																									
3: Design of modified curriculum in school of life sciences																									
4: Review curriculum																									

	<i>Start</i>	<i>Finish</i>	<i>Outputs</i>	<i>Milestone</i>	<i>Responsibility</i>
<p>WORKPACKAGE 1a: <i>Set up project team & project support framework</i></p> <p>WORKPACKAGE 1b <i>Draft the Project Plan & the Project Evaluation Plan</i></p> <p><u>Objective:</u></p>	11/08	01/09			MBR / LTI / BLU
Form project team	11/08	01/09	Project team is formed with structure in place and lines of reporting and areas of responsibility allocated		MBR / LTI / BLU
Set up steering group <ul style="list-style-type: none"> • Choose, approach and appoint members • Agree protocols and remit of group 	11/08	01/09	Steering group is formed Appropriate Protocols are agreed		MBR
Set up advisory group <ul style="list-style-type: none"> • Choose, approach and appoint members • Agree protocols and remit of group 	11/08	01/09	Advisory group is formed		MBR
Draw up draft project plan	11/09	02/09	Completed Project Plan approved by steering group and submitted to JISC		MBR/DB

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Draw up draft evaluation plan	01/09	02/09	Completed Project Evaluation Plan approved by steering group and submitted to JISC	MBR/DB
Draw up final project plan incorporating comments from : <ul style="list-style-type: none"> • steering group • JISC 		03/09	Final project plan approved by steering group and submitted to JISC	MBR/DB
Draw up final evaluation plan incorporating comments: <ul style="list-style-type: none"> • steering group • JISC 		03/09	Final evaluation plan approved by steering group and submitted to JISC	MBR/DB
WORKPACKAGE 2: <u>Objective:</u> <i>Review curriculum delivery in school of life sciences</i>			Report of key findings to indicate areas of good practice and areas for development.	DB - > MBR
Meet with head of school & senior key stakeholders to agree work plan and timeline and milestones	01/09	02/09	Draft plan of meeting schedules and tasks	DB - > MBR
Initial meeting with the programme & module teams	01/09	03/09	Agreement of general audit methodology and time lines	DB / MBR
Meetings with stake holders(staff & Students) to discuss evidence gathering	01/09	03/09	Record of meetings, interviews and focus groups containing evidence of current practice	DB - > MBR

methods and timelines				
<p>Audit current assessment practices in School of Life Sciences</p> <ul style="list-style-type: none"> • Look at current assessment model • Evaluate staff feedback • Interview students & staff • Review relevant records of student achievement • Identify areas of current good practice and areas for development 	01/09	03/09	Rich harvest of current assessment material & record of student/staff voice:	DB - > MBR
<p>Review current assessment practices against accepted sound pedagogical principles. Identify:</p> <ul style="list-style-type: none"> • Constructive alignment • strengths • Weaknesses • Opportunities for enhancement 	01/09	03/09	<p>Schedule of</p> <ul style="list-style-type: none"> • Alignment • strengths • Weaknesses • Opportunities for enhancement 	DB - > MBR
<p>WORKPACKAGE 3:</p> <p>Objective: <i>Design of modified curriculum in school of life sciences with use of ICT to support the assessment & feedback process</i></p>				DB - > MBR
Develop suitable assessment for learning	04/09	09/09	Range of suitably aligned assessment - for -learning	DB /MBR / Module teams

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activities in conjunction with key stakeholders and reflecting sound pedagogical practices			activities are generated for the five modules concerned	
Use of specific ICT / Blended Learning techniques embedded in module assessment/ delivery			Appropriate ICT/Blended Learning Techniques applied and embedded for the	Module teams
Stakeholder consultation & agreement of curriculum changes			Assessments "signed off" by stakeholders involved in the development	Module teams, MBR/DB
curriculum changes agreed for five selected LFS modules			Agreement of HoS and programme managers and module leaders to curriculum changes proposed	Module teams
WORKPACKAGE 4: Objective: <i>Review curriculum delivery in Business School for four modules from the BA Business administration Programme</i>	03/09	05/09	Report of key findings to indicate areas of good practice and areas for development.	DB -> MBR
Meet with head of school & senior key stakeholders to agree work plan and timeline and milestones			Draft plan of meeting schedules and tasks	DB -> MBR
Initial meeting with the programme & module teams			Agreement of general audit methodology milestones & timelines	DB / MBR

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Meetings with stake holders(staff & Students) to discuss evidence gathering methods and timelines			Record of meetings, interviews and focus groups containing evidence of current practice		DB - > MBR
Audit current assessment practices on BA Business Administration Programme <ul style="list-style-type: none"> • Look at current assessment model • Evaluate feedback • Interview students & staff • Review relevant records of student achievement • Identify areas of current good practice and areas for development 			Rich harvest of current assessment material & record of student/staff voice:		DB - > MBR
Business School - review current assessment practices against accepted sound pedagogical principles. Identify <ul style="list-style-type: none"> • strengths • Weaknesses • Opportunities for enhancement 			Schedule of <ul style="list-style-type: none"> • strengths • Weaknesses • Opportunities for enhancement 		DB - > MBR

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<p>WORKPACKAGE 5:</p> <p>Objective: <i>Design of modified curriculum in Business School with use of ICT to support the assessment & feedback process</i></p>	05/09	09/09			DB - > MBR
Develop suitable assessment for learning activities in conjunction with key stakeholders and reflecting sound pedagogical practices			Range of suitably aligned assessment - for -learning activities are generated for the four modules concerned		DB /MBR / module teams
Use of specific ICT / Blended Learning techniques embedded in module assessment/ delivery			Appropriate ICT/Blended Learning Techniques applied and embedded		Module teams
Stakeholder consultation & agreement of curriculum changes			Assessments "signed off" by stakeholders involved in the development		Module teams, MBR/DB
curriculum changes agreed for all four BA BA modules			Agreement of HoS and programme managers and module leaders to curriculum changes proposed		Module teams

WORKPACKAGE: 6	<i>05/09</i>	<i>11/09</i>			
Objective: Report of baseline study findings including modelling assessment practices in the schools					DB - > MBR
Drawing together the findings of the work done with schools on assessment landscape			Baseline study report detailing the current assessment practise on ESCAPE modules and wider assessment landscape of school		DB / MBR
Mapping out the module assessment profile and practices for the related modules in the school			Mapping of assessment practice		DB / MBR
Look for patterns and connections with modules, assessment practices, programme structures and teaching staff with a view to developing a quotient or index of influence within the school			Module based model of assessment practice		DB / MBR
WORKPACKAGE 7:	<i>10/09</i>	<i>02/10</i>			
Objective: Adopt, apply and embed changes in curriculum delivery in the two schools for the semester A modules Sciences					DB / MBR/module teams
Adoption of the assessment for learning activities developed in previous work package			Assessment -for -learning activities incorporated in to curriculum		DB / MBR/module teams

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Application of suitable Blended learning techniques across modules			Curriculum includes suitable blended learning techniques at module level		DB / MBR/module teams
Evidence of embedded curriculum changes incorporating the developments piloted in the modules investigated			Module, programme and student documentation reflect new assessment practices		DB / MBR/module teams
WORKPACKAGE 8: Objective: Adopt, apply and embed changes in curriculum delivery in the two schools for the semester AB modules	10/09	05/10			DB / MBR/module teams
Adoption of the assessment for learning activities developed in previous work package			Assessment -for -learning activities incorporated in to curriculum		DB / MBR/module teams
Application of suitable Blended learning techniques across modules			Curriculum includes suitable blended learning techniques at module level		DB / MBR/module teams
Evidence of embedded curriculum changes incorporating the developments piloted in the modules investigated			Module, programme and student documentation reflect new assessment practices		DB / MBR/module teams

WORKPACKAGE 9: Objective: Evaluation of curriculum changes in semester A and semester AB modules	11/09	08/10			
Meet with individual module leaders and teams at appropriate junctures to monitor effects of curriculum delivery changes			Assessment Evaluation schedules drawn up with statistical data harvested by module teams at appropriate points		DB / MBR/module teams
Capture student and teacher experience on module			Production of logs & diaries of assessment experience across duration of module		DB / MBR/module teams
Collate module assessment results data and relevant engagement data (e.g. attendance statistics, studynet usage figures)			Record of statistical data pertaining to assessment and engagement results on the modules		DB / MBR/module teams
Measure student engagement with learning on module			Collate and Compare measures of engagement		DB / MBR/module teams
Measure student engagement with feedback on module			Capture student engagement with feedback through interviews and questionnaire		DB / MBR/module teams
Evaluation of the results and experience of the curriculum changes			Production of an evaluation report on the effects of the curriculum delivery changes		DB / MBR/module teams

<p>WORKPACKAGES 10 & 11:</p> <p>Objective: Continued development & implementation of curriculum change in Life Sciences & Business School</p>	06/10	09/10			DB / MBR/module teams
<p>Development of self sustaining re-engineering process within each school</p>			<p>School based plan for continuation/expansion of the constructive alignment and assessment for learning activities- to include</p> <ul style="list-style-type: none"> • Modules • Programmes • Champions • Individuals/teams 		DB / MBR/module teams
<p>WORKPACKAGE: 12</p> <p>Objective: Production of module implementation case studies</p>	10/09	08/10			DB / MBR/module teams
<p>Bring together the experience of the ESCAPE project on a modular level with a view to the production of case studies that can be used for applying the lessons learnt from the re-engineering process. To include insights for critical success factors and guidance for implementation</p>			<p>Module implementation case studies detailing for each module re-engineered:</p> <ul style="list-style-type: none"> • Pre ESCAPE landscape • Post ESCAPE landscape • Reengineering process • Resource support available • Staff and student voice pre, post and during reengineering process • research informed 		DB / MBR/module teams

			<p>principles of effective assessment for learning and how they were applied to the particular module</p> <ul style="list-style-type: none"> • module results pre and post ESCAPE 		
<p>WORKPACKAGE: 13</p> <p>Objective: Production and dissemination of report detailing the changes in the curriculum delivery methods as a result of the project</p>	06/10	<i>08/10</i>			DB / MBR/
Drafting report			Report produced		DB / MBR
Dissemination report			<p>Dissemination activities to include presentations to:</p> <ul style="list-style-type: none"> • School learning and teaching committee • FAQEC • LTI Seminars • Wider academic audience 		DB / MBR

WORKPACKAGE: 14					
Objective: Production of evaluation report with particular reference to benefits of using Specific ICT - and identification of any recommended changes in institution processes/structures					
Production of draft report			Draft evaluation report produced and circulated to stakeholders for comment		DB / MBR
Circulation to stakeholders for comments and approval where appropriate			Final evaluation report produced and submitted to JISC For approval		DB / MBR
Approval and final submission of report			Final evaluation report produced and submitted to JISC		DB / MBR
WORKPACKAGE: 15					
Objective: ESCAPE workshops sharing and dissemination of emerging findings					
Planning of dissemination and evaluation workshops		03/09	Workshop timetable and content mapped out		DB / MBR/module teams
Running of workshops		09/09	Modified curriculum workshop - review of new design		DB / MBR/module teams
		04/10	Modified curriculum workshop - review of new curriculum delivery semester A modules		DB / MBR/module teams DB / MBR/module teams

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		09/09	Modified curriculum workshop - review of new curriculum delivery semester AB modules		
WORKPACKAGE: 16	10/09	05/09			
Objective: Production of a resource pack with details of the project process and activities, including insights into critical success factors and guidance for implementation					
Institutional initiatives re curriculum design toolkit					
Production of a toolkit			Resource pack/toolkit produced		DB / MBR
WORKPACKAGE: 17					
Objective: An evaluation of the project					
Draw up draft evaluation report			Draft evaluation report		DB / MBR
Circulate report for comments			Final evaluation report		DB / MBR
Draft final report					DB / MBR

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WORKPACKAGE 18:	05/09	09/10		
Objective: Institution and sector wide dissemination				
Posting ESCAPE Blog entries	10/08	09/10	ESCAPE blog updated on a weekly basis and reflects current position and noteworthy news items	MBR/DB
Developing and running interactive ESCAPE workshops (06/09) Video Blogs and podcasts from involved parties (05/09-08/10)	05/09	06/09 08/10	Escape workshops running Video blogs and podcasts created as an ongoing activity	DB / MBR/module teams
An evaluation of the project (09/10)		09/2010	Project Report	DB / MBR
Production of a resource pack with details of the project process and activities, including insights into critical success factors and guidance for implementation (09/10)		09/2010	ESCAPE Resource Pack/ Tool Kit	DB / MBR
Two programme-wide implementation case studies		09/ 2010	Business School Case Study Life Sciences Case Study	DB / MBR

Members of Project Team:

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MBR - Mark Russell
GDB - Dominic Bygate