

Technology-Supported Processes for Agile and Responsive Curricula

(T-SPARC)

Project Initiation Document



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Reference: _____
Project Title: Technology-Supported Processes for Agile and Responsive Curricula

Initiating Author: Paul Bartholomew

Department: Centre for the Enhancement of Learning and Teaching

Revision History

Date	Version	Description	Changed by
26/11/08	1	Initial draft for consultation	P.Bartholomew
03/12/08	1.2	Post Project Director Comments	P.Bartholomew
17/12/08	1.3	Post JISC InfoNet Process Mapping event	P.Bartholomew
23/12/08	1.4	Review of document	S. Brand
13/03/09	1.5	Post comments from the JISC and Stephen Brown	P.Bartholomew
30/04/09	2	Post Project Operation Group – starting version submitted to the JISC	P.Bartholomew

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1. Introduction

Following the development and approval by Senate in November 2007 of the University Learning and Teaching Strategy for 2007 – 2012 and a review of the Academic Regulations, Birmingham City University Senate took the decision in February 2008 to restructure its undergraduate programmes from a 12 to a 15 credit framework; this has, as a consequence, created an opportunity to review and redesign the learning experience offered to our students. This opportunity is being realised through the RoLEx (Redesign of the Learning Experience) project. It is within RoLEx that this JISC funded project *Technology-Supported Processes for Agile and Responsive Curricula (T-SPARC)* is situated.

T-SPARC will impact upon all academic provision designed and delivered by Birmingham City University. Specifically the project will support four facets of activity:

1. Enhanced provision of information pertaining to programme design processes by making available data, in electronic form, which will provide an information rich environment for course teams. This data will comprise:
 - A central repository for longitudinal course and module data such as retention and progression statistics; external examiners' reports; annual reports; module evaluations; and course evaluations.
 - Regularly updated market analysis data
 - Regularly updated collations of narrative student experience data
2. Redesign of the ICT infrastructure which underpins the workflow of curriculum design and programme approval.
3. Support for the collaborative activity which underpins programme design through the facilitation of course team dialogue and the sharing of resources by electronic means. These electronic means include:
 - Moodle – with Wimba Voice Tools integration
 - Mahara – using shared views and group editing
 - Microsoft SharePoint – using 'team sites'
4. Facilitation of systems which allow for the electronic representation of a programme, and more importantly evidence of the design process, at the point of approval. Supplementary to our ongoing use of Moodle, we are piloting the e-portfolio tool Mahara for this purpose.

The approach to the project will be to work with all University staff who play a role in the design or delivery of academic programmes to identify and map current challenges to effective and efficient programme design and approval. These challenges will inform the redesign of our information infrastructure and as such a 'Sliding Window' approach to project management is being adopted, with our 'starting window' bracketing our initial review period.

In parallel with the deployment of technology based support for curriculum design, the project will focus on catalysing the engagement of staff with the technology on offer. This will be achieved through the facilitation of faculty based 'champions' who will act as advocates and advisors for the project. The nature of their roles, situated within faculties, and their relationship to each other as part of their wider role will offer us an opportunity to make use of both vertical and horizontal peer

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2. Goals and Objectives

The primary aim of T-SPARC is to complement the institution's RoLEx project, which has as its aim, the delivery of enhancements in the students' learning experience. Our philosophical position is that better design leads to better programmes; and that better design is achievable through the enhancement of our institutional approaches to curriculum design and the associated approval mechanisms.

In contributing to the philosophy outlined above, T-SPARC will deliver an information and communication technology (ICT) infrastructure that will facilitate greater levels of dialogue between stakeholders in curriculum design; more authentic and transparent representation of the courses (and their underpinning rationale) for the purposes of approval; more streamlined end-to-end workflow for the creation and distribution of the documentary artefacts which support and describe courses and their design; and most importantly, enhanced support for people so as to encourage all relevant stakeholders to engage with the technologies made available to them.

Goals	Objectives
1. The systems deployed will facilitate the representation of course designs, for the purposes of approval, with a wider range of media than is currently possible.	<ul style="list-style-type: none"> a) Course teams will be able to use evidence of redesign (such as video clips from team meetings) which emerge from their work rather than having to write post-hoc reports on their meetings. b) Agents (those people drawn from within and outside the University such as internal academic staff, external examiners and representatives of professional, statutory and regulatory bodies) who confer approval upon programmes will have access to more authentic representations of the programme to be approved; including access to data which demonstrate the construction of a rationale for particular programme design choices.
2. The systems deployed will facilitate enhanced access to programme-design relevant information.	<ul style="list-style-type: none"> a) <i>Data which the University routinely collects as part of its annual monitoring and evaluation, along with new streams of information being set-up as a consequence of this project, will be far more accessible to all members of the programme team – ensuring that design decisions are fully informed.</i>
3. The systems deployed will facilitate support for a greater degree of consultation and collaboration between the members of the programme team during the programme design phase.	<ul style="list-style-type: none"> a) Programme teams will become far less dependent on the limited opportunities they have to meet physically to co-design programmes. b) A wider range of members of the course team will become more involved in the process of programme design.
4. The systems deployed will facilitate more	<ul style="list-style-type: none"> a) <i>Server-based solutions will deliver better management of version control of definitive programme documentation.</i>

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<i>efficient approaches to the sharing and distribution of the documentary artefacts associated with programme design.</i>	<p>b) <i>The use of XML standards will ensure efficient re-use and exchange of programme data across a variety of publications and outputs.</i></p> <p>c) <i>The process of facilitating programme approval will not be so reliant upon the physical distribution of large volumes of paper.</i></p>
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2.1 Critical Success Factors

- 1a. At least ten course teams, with coverage across all six faculties, will have generated redesign evidence using a variety of media and have represented this data, along with definitive course documentation, in an electronic format for the purposes of programme approval.
- 1b. At the point of evaluation, agents who have a role in conferring approval upon those programmes included within the project sample provide an evaluation of the representation model used to describe each programme and the associated account of the design process.
- 2a. i. Programme data relating to: progression and retention statistics; module and programme evaluations; external examiners' reports; and admissions data are more readily available to University staff.
- ii. Regularly updated marketing information related to the institution's existing and potential programmes is available to the programme team.
- iii. Regularly updated student experience information derived from narrative accounts is available to the programme team.
- iv. At the point of evaluation, staff responsible for designing the academic programmes within the sample report state that they have usable access to the information on offer.
- 3a. Programme teams responsible for the design of the programmes in the sample use Moodle and/or Mahara and/or SharePoint to facilitate and collate online discussions relating to the programme designs within the sample.
- 3b. At the point of evaluation all academic, learner support, library and learning resources staff, external examiners, placement partners, and representatives of Professional, Statutory and Regulatory Bodies confirm that they have had access to opportunities to contribute to programme design.
- 4a. Only server based (not locally based) definitive descriptive documentation is accepted for the purposes of programme approval.
- 4b. All definitive descriptive documentation exists in XML format.
- 4c. i. At the point of evaluation, agents who have a role in conferring approval upon those programmes included within the project sample indicate that they were offered electronic versions of all media relating to the design of the programme under scrutiny.
- ii. Prior to initial appraisal of the programmes that form part of the project sample, all agents responsible for the conferment of approval upon programmes report that they have been fully briefed on how to access and interrogate the descriptive documentation and media offered as an account of the programme design process.

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3 Scope

3.1 Organisational Scope

This project (T-SPARC) is nested within a wider institutional project (RoLEx); the RoLEx Project Board is chaired by the University's Vice Chancellor, with the other members of the Project Board being the T-SPARC Project Directorate Lead, the T-SPARC Project Director, the T-SPARC Project Manager and the University's Academic Registrar. The nested nature of the T-SPARC Project ensures the closest possible integration with the University's strategic operation.

We identify the JISC as a partner to this project and as such we acknowledge a need to remain in regular contact through effective and timely reporting and through engagement with the support programme on offer, including the CircleSpace.net facility.

Given the innovative nature of our approach to representing curriculum designs at the point of approval via electronic means, we acknowledge our need to discuss our intended approach with representatives of Professional, Statutory and Regulatory Bodies well in advance of any approval event which would include such agency.

3.2 Logical Scope

- Construction and representation of programme descriptive documentation
- Construction and representation of media which demonstrate the programme design process
- Construction and representation of contextual information relating to our market, including data which represent the views of students. By market, we mean the market environment in which our programmes are made available to potential students.
- Facilitation of enhanced electronic communication between members of the programme team.
- Liaison with external bodies.
- Development of new processes which lead to programme approval.

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3.3 Temporal Scope/Phasing

Eleven broad phases were identified within our bid, the specifics of each phase will be subject to the findings of our initial review, but for the purposes of an initial Project Initiation Document, our anticipated phases of activity are tabulated below:

Phase:	Review of current processes and practice
Scope:	Initial mapping of processes followed by iterative cycles of collection of narrative accounts. The new systems, technical and those that define business processes; will need to address the emergent needs of the relevant stakeholders. Consequently, ongoing communication which will inform this redesign is essential in developing systems that will elicit necessary buy-in by the stakeholder groups.
Dates/Duration:	Mapping to be complete by the end of May 2009; cycles of collection of narrative accounts by the end of May 2009 and then again in the second quarter of 2010.
Deliverables:	A report on the current state of processes and procedures for programme design, review and reapproval including descriptive accounts of processes and narrative accounts of a range of University staff who interact with the processes throughout the life cycle of course design through to approval.
Users/Locations:	Project Operations Group for the purposes of planning
Phase:	Understanding the issues and identifying the changes desired by the end of the project
Scope:	Though the overarching RoLEx project mechanisms will define those changes desired by the end of the project – the review of processes, especially the narrative accounts, will offer us valuable information as to where to target resources to expedite our overall aims. The tight integration of the T-SPARC project with the strategic management of the University offers high levels of integration with the institution's strategic decision making mechanisms. Consequently, the aims of the project cascade from a wider agenda, though the specifications of the mechanisms which will deliver these aims must and will emerge from stakeholder engagement.
Dates/Duration:	Early (pre-report) analysis will be presented at the T-SPARC Project Operation Group meetings held in the second quarter of 2009.
Deliverables:	A report on how the initial review has been interpreted by the University's management and how the information has informed policy.
Users/Locations:	University management and the JISC.
Phase:	Planning innovations in curriculum design processes to realise the desired changes
Scope:	Development of technology based solutions which have already emerged through the RoLEx project and subsequently through our initial review for that work. Ongoing consultation as part of the T-SPARC review work and the iterative approach outlined above will be supplemented by an inclusive, stakeholder focussed communication strategy.
Dates/Duration:	Start of project until the end of 2009; and again as part of an iterative cycle between the fourth quarter of 2010 and the end of the second quarter of 2011.

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Deliverables:	A suite of platform and design process independent pedagogic planning resources derived from Birmingham City University's 'Module Designer' tool; representations of our use of Moodle, Mahara and SharePoint; repurposable XML based templates for the generation of definitive course documentation; access to and / or outputs from a generic version of the marketing and student narrative data streams.
Users/Locations:	Our programme teams and the JISC.
Phase:	Piloting the innovations
Scope:	We will ensure a minimum of 10 programme teams across the six faculties of the institution will engage with the project over the life of the project.
Dates/Duration:	An initial course to act as a primary pilot has been identified (BA Animation) and the course team have identified a further 24 programmes from three faculties (Business, Health, Art & Design) who will be approached with a view to selecting four further pilot studies prior to commencement of the 2010/11 academic year. Another five programmes, including post-graduate courses and those from the other three faculties will be recruited prior to the start of the 2011/2012 academic year.
Deliverables:	A series of case studies to be shared comprising a portfolio of evidence of engagement with the design processes, template based definitive course documentation and narrative accounts (in a variety of media) from the course team and programme reviewers who will share their experiences of using the technology on offer.
Users/Locations:	The wider academic community via the JISC
Phase:	Evaluation of the new processes
Scope:	This first evaluative phase will evaluate the fitness for purpose of the pilot technology put in place to support the initial redesign of programmes prior to the 2009 / 2010 academic year. We will deploy a mixture of narrative inquiry, scrutiny of the Moodle logs and tracking of the growth of the Mahara portfolios to track, analyse and report progress.
Dates/Duration:	From the second quarter of 2009 through to the third quarter of 2010; then a second phase of evaluation from the second quarter of 2011 through to the end of the project.
Deliverables:	Publication of a report for both internal use and for sharing with JISC for the wider community. This report will be supplemented by the institution's action plan response and made available to JISC by the end of the third quarter of 2010.
Users/Locations:	The wider academic community via the JISC
Phase:	Embedding the innovations and planning for sustainability
Scope:	The University has already taken a decision that programmes designed after the conclusion of the 2009 / 2010 academic year will be approved via a new process to be informed by our experiences using the streamlined processes which accompany the initial RoLEx project driven redesign of programmes. Decisions will be taken at this point which will determine the profile of technologies we will deploy to support subsequent programme redesign activity.
Dates/Duration:	Second and third quarters of 2010; then again in the second and third quarters of 2011
Deliverables:	Publication of a report for both internal use and for sharing with JISC for the wider community. This report will be supplemented by the institution's action plan response and made available to JISC by the end of the third quarter of 2010.

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Users/Locations:	Institutional management and the JISC
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3.4 Related Projects

Projects	Expected Completion
Student Records System – the institution is currently engaged in the commissioning of its new Student Records System and we recognise potential for some data to be shared between that system and both Moodle and SharePoint.	Purchasing decision to be made by June 2009. Initial (limited) use of system – September 2009
Roll-out of XML capability for Microsoft Office software to all clients across the institution.	TBC
Roll-out of SharePoint for wider University use.	April 2009 (initially limited to selected pilots)
Roll-out of Wimba Voice Tools for wider University use. Availability of this software for general use will match that for this project.	June 2009
Roll-out of Mahara for wider University use. The notions of availability for wider use and for this project are separate, T-SPARC can be delivered within the current pilot architecture; wider roll-out will require the development of new policies and processes.	March 2009 (on a pilot basis)

Articulation between these projects and T-SPARC will be monitored on an ongoing basis. T-SPARC project responsibility for these systems is devolved to named individuals who have wider responsibility and / or influence for the system in the wider University context. This allows for very close monitoring of the systems as they relate to the needs of this project and the wider University context.

3.5 Limits of Scope

Institutional approaches to curriculum design, where curriculum design defines all activity associated with taking a new or renewed programme from initial idea to the point of delivery, is clearly wider in scope than that which can be addressed through this project alone. *Responsibility* for delivering and sustaining changes to these processes is the domain of the University's Senate and senior management team who will do so within the context of the University's mission and its operational plan. However, outputs from the T-SPARC project will inform the development of such policies.

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Though cultural shift in curriculum design practice as a result of staff being involved in this project is anticipated and will be reported; any change in policy will be facilitated by those who are constitutionally empowered to effect such change. However, since there is good representation of the University's senior management on the T-SPARC Project Operations Group, the project team are in a position to steer such change.

A review of the existing approval processes informed by the RoLEx Project is scheduled and this parallel work will lead to changes in these processes and a decision to mandate the use of systems designed through T-SPARC for all programme design and approval processes is anticipated. Where technology based systems have a role in supporting activity outside of the T-SPARC processes, the delivery of the technology in those wider roles is considered to be out of the scope of this project; though as stated in 3.4, tight articulation is required and planned for.

4. Risks, Constraints and Assumptions

4.1 Risk Management Approach

A Risk Log will be maintained by the Project Manager on the SharePoint website for this project. This will indicate an assessment of the probability and potential impact of the risk, together with anticipated early warning signs and planned countermeasures.

For each risk, an "owner" will be assigned; this will be someone identified as being well-placed to watch for the warning signs as they may occur, and it will be their responsibility to do so, and to report their occurrence to the Project Manager. It will then be the responsibility of the Project Manager to implement the planned countermeasures (mitigating actions) – or to implement alternative countermeasures as warranted by the situation.

If the countermeasure plan for any individual risk is sufficiently complex, details will be recorded in a separate document (also on the project's SharePoint site), and the Risk Log will contain a link to that document.

The Risk Log for this project is located here:

<http://intranet.bcu.ac.uk/ict/teamsites/po/TSPARC/Lists/Risk%20Log/AllItems.aspx>

4.2 Risks

Risk	Likelihood	Impact	Risk Management Approach/ Mitigating Actions	Owner	Early Warning Signs
<i>There is a risk that critical, identified resource is not available for specified stages of the project e.g. caused by illness, allocated to other</i>	<i>This is probable at the outset of the project start-up until the work involved is more clearly defined and the release of</i>	<i>Delays to products being completed and targets being met.</i>	<i>Highlight possible conflicts in availability of the identified resource early with</i>	<i>Project Operations Group</i>	<i>Resource not being identified in time to start planning involvement. Identified</i>

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<i>projects, overloaded with other tasks from inside and outside the project.</i>	<i>individuals required, with appropriate time commitment to the project, achieved.</i>		<i>management and full support given by the appropriate management to progress this projects work before and during the time the resource is on the project.</i>		<i>resource 'switched' some time after original agreement. Resource having conflict between project tasks and other non-project related work. Repeated delays in the resource meeting agreed targets.</i>
<i>Human resources not to the identified and required expertise.</i>	<i>The resources are yet to be fully identified and expected standards stated.</i>	<i>Delays to project products being progressed to required timings and standards.</i>	<i>Emphasise resource on critical paths to be of specified background and aptitude.</i>	<i>Project Manager</i>	<i>Resource expectations not clearly defined early in project. Delivered products not of expected quality and/or timing Possible repeated queries or delays in stage progress.</i>
<i>Identified technical products/ platforms not of required quality to progress project</i>	<i>The major technical products have been identified but have yet to be fully explored – our approach of using technologies we have already adopted makes this unlikely.</i>	<i>Delays to project products being completed and targets being met.</i>	<i>Emphasis on expectations of technical products being clearly specified and produced early in project. Targeted testing will help meet expected results.</i>	<i>Project Manager</i>	<i>Technical products expectations not clearly defined early in project. Unclear progress of use of technical products /platforms.</i>
<i>Institutional re-organisation</i>	<i>The university has just undergone a major re-organisation but there may still be some areas where the filter-down of the new University Mission and the Corporate Plan has yet to occur.</i>	<i>Resource may be changed or availability altered.</i>	<i>Be aware of any communications or discussions that take place with areas involved with the project.</i>	<i>Project Operations Group</i>	<i>Communications or discussions that take place with areas involved with the project.</i>

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<i>More transparent systems being regarded by some members of staff as offering a potential mechanism for monitoring the activities of staff</i>	<i>Union consultation for the wider RoLEx project has already taken place and the Unions have indicated their broad satisfaction with the aims of that project. This diminishes, though does not eliminate the likelihood of objections to the specific aims of T-SPARC</i>	<i>Staff may not use the systems put in place.</i>	<i>Ensure communications strategy is effective in communicating the aims of the project and gives due emphasis to the central tenet of designing systems which address the needs of stakeholders. Maintain an open dialogue with staff representatives throughout the project.</i>	<i>Project Operations Group</i>	<i>Union representatives or other stakeholder groups raise this as a potential concern.</i>
<i>Complexity of project content</i>	<i>The understanding of the project objectives have yet to be fully passed onto to other parties for whom there will be impact.</i>	<i>Delays to project products being completed and targets being met.</i>	<i>Background to and understanding of the project to be documented and shared early in project timescale.</i>	<i>Project Manager / Project Operations Group</i>	<i>Unclear specifications and targets. Repeated seeking of clarification on specification and or targets by project team and / or stakeholders.</i>
<i>Scope of project expands</i>	<i>This is quite likely and is a near inevitable consequence of taking an emergent stakeholder led approach to our work.</i>	<i>Increased costs and timescales</i>	<i>Be aware of how the individual and collective changes impact the project.</i>	<i>Project Manager / Project Operations Group</i>	<i>Re-assessment of project projections drifts noticeably.</i>

4.3 Constraints

Programme approval is a multi-agency endeavour and as such the needs of all stakeholders including external agents needs to be considered. Vocational programmes which require Professional,

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Statutory and Regulatory Body (PSRB) 'sign-off' to allow qualifying students to join a professional register will need to be described and represented in such a way that the representatives of the PSRBs concerned are satisfied that their criteria have been met. The T-SPARC project seeks to change the way in which the new or re-designed programmes are presented for the purposes of approval. It is possible that PSRBs will not wish to consider programme documentation in a new way, it is hoped that the potential for them to be offered enhanced insights into design process rather than just the products of those designs will be welcomed. Clearly negotiations with PSRBs will be necessary before these representation processes can be rolled out for standard use.

The project will require a good deal of engagement with quite a number of members of staff. The cyclical nature of the academic year and the commitments dictated by that cycle may apply constraints to the rates of progress at particular points within the academic year.

4.4 Assumptions

Project Assumptions
1. Key project personnel remain accessible by the project throughout the life of the project.
2. The capabilities of the hardware platforms used can deliver the objectives of the project.
3. The capabilities of the software packages used can deliver the objectives of the project.
4. The project team has, or can source, the expertise needed to facilitate all aspects of the project.
5. Engagement by sufficient numbers, in sufficient diversity, of programme teams to meet the needs of the project sample is forthcoming.
6. Inputs from other projects and other sources relating to the T-SPARC project will be to the required timing and quality.

Reference:

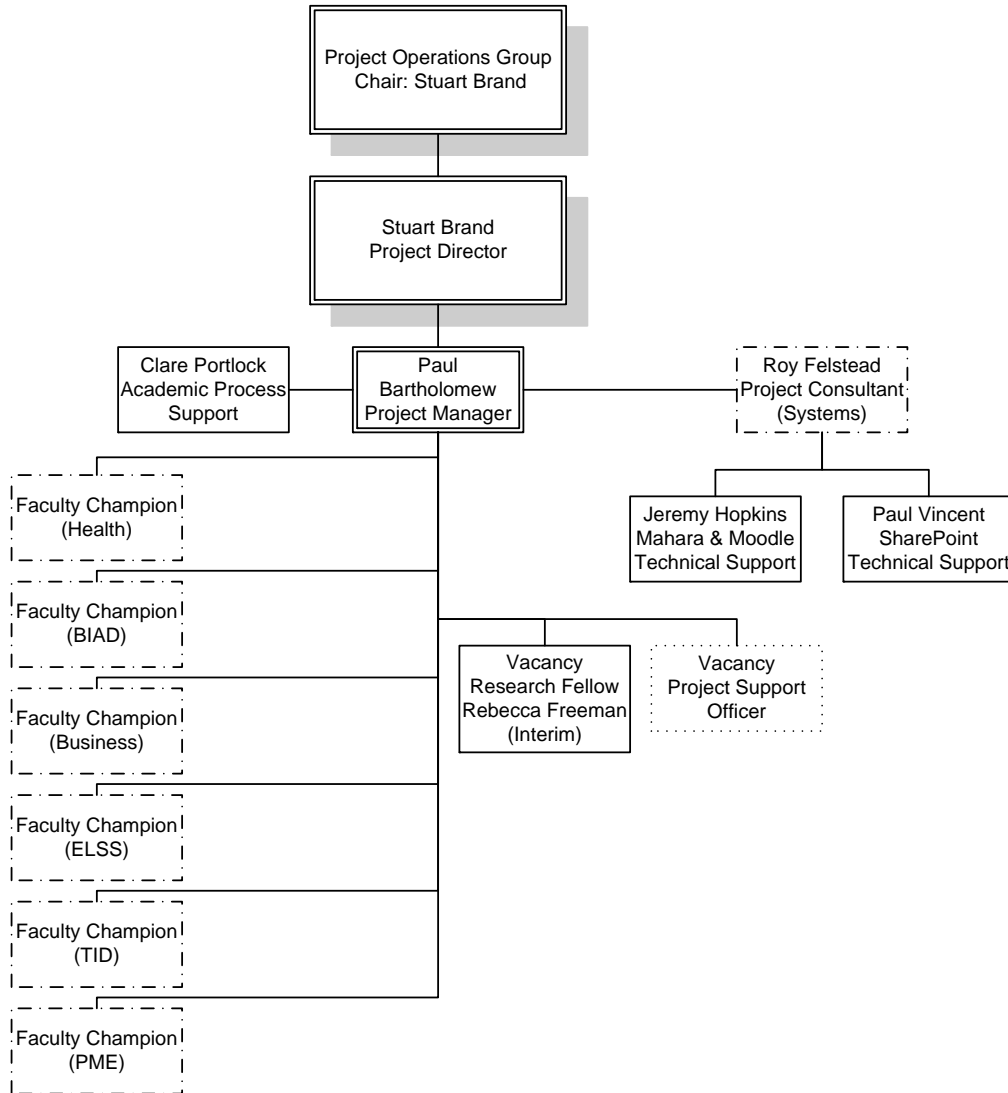
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5. Project Organisation

5.1 Project Structure



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Project Operation Group membership:

Stuart Brand (Chair):	Project Director / Director of Learning and Teaching
Mary Carswell:	Directorate Strategic Lead / Pro-Vice Chancellor (Academic)
Paul Bartholomew:	Project Manager / Lead Academic Consultant
Ros Boyne:	Academic Registrar
Simon Baker:	CICT – Head of Project Management
Alan Staley:	Head of the Learning Technologies Development Unit
Luke Millard:	Centre for Learning Partnerships
<i>Rebecca Freeman:</i>	(Interim) Research Fellow (Recruitment for this position is pending but will be filled for the duration of the project)
Rachel Moule:	Faculty Senior Learning and Teaching Fellow – Health
Andrew Saxon:	Faculty Senior Learning and Teaching Fellow – BIAD
Mike Wilkes:	Faculty Senior Learning and Teaching Fellow – TID
Anne Hill:	Faculty Senior Learning and Teaching Fellow – ELSS
Faye Davies:	Faculty Senior Learning and Teaching Fellow – PME
Jon Curwin:	Faculty Senior Learning and Teaching Fellow - Business
Mark Russell:	External - University of Hertfordshire
<i>Clare Portlock (Clerk):</i>	To be replaced by the Project Support Officer once recruited.

5.2 Roles and Responsibilities

Title	Project Sponsor – Directorate Strategic Lead
Role	Commissions others to deliver the project and champions the cause throughout the project, Involved from the start of the project, including defining the project in conjunction with the Project Director. Responsible for ensuring that the project is actively reviewed on an ongoing basis.
Responsibilities	<ul style="list-style-type: none"> • Acts as champion of the project at directorate level. • Communicates the project’s goals to the organisation as a whole. • Ensures resolution of issues escalated by the Project Manager or the Project Director. • Advises on key organisation/commercial decisions for the project.

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Title	Project Operations Group
Role	This group is responsible for overseeing the progress of the project and reacting to any strategic problems. The constituency of the Board is such that it has the authority to take decisions on behalf of the institution for all facets of the project.
Responsibilities	
<ul style="list-style-type: none">• Championing the project and raising awareness at senior level.• Approving project resources required.• Approving strategies, implementation plan, project scope and milestones.• Resolving strategic and policy issues.• Driving and managing change through the organisation.• Prioritising project goals with other ongoing projects.• Communicating with other key organisational representatives.	

Title	Project Director
Role	The Project Director will exercise oversight of the project, communicating with the Project Manager to ensure it is delivered on time, to budget and to the required quality standard (within agreed specifications). He will take steps to ensure the project is effectively resourced. The Project Director has a role in steering the project within the context of the institution's RoLEx project for which he is the Project Manager.
Responsibilities	
<ul style="list-style-type: none">• Assuring availability of essential project resources• Working with the Project Manager to ensure the project maintains effective integration with other institutional agendas including those which emerge during the lifetime of the project.• Steering project deliverables in line with the project plan within a dynamic pan-institutional context.• Resolving cross-project issues at an institutional level.• Providing status reports to the Project Sponsor / Directorate Strategic Lead and the Project Operations Group• Directing the project evaluation and dissemination activities.• Giving final approval of the design specification.	

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Title	Project Manager
Role	The Project Manager will monitor the project on an ongoing basis, taking steps to ensure it is delivered on time, to budget and to the required quality standard (within agreed specifications). He will take steps to ensure the project is effectively resourced and will manage relationships with a wide range of groups (including all project contributors).
Responsibilities	
<ul style="list-style-type: none">• Managing and leading the project team.• Developing a detailed project plan.• Managing project deliverables in line with the project plan.• Managing project issues and escalating where necessary.• Resolving cross-functional issues at project level.• Monitoring project progress and performance.• Providing status reports to the Project Director.• Liaison with, and updates on progress to the Project Operations Group.• Managing project evaluation and dissemination activities.• Working closely with stakeholders to ensure the project meets business needs.	

Title	Project Support Officer
Role	The Project Support Officer will monitor the project on an ongoing basis, and translate project activity into a robust documentary account. He/she will act as the first point of contact for all stakeholder groups (including all project contributors). He/she will also be responsible for the administration of the project including the authoring all of the reports associated with the project (in collaboration with the Project Manager), including the periodic formal reporting to the JISC.
Responsibilities	
<ul style="list-style-type: none">• Authoring and maintaining key project documents and media including those created for the purposes of project dissemination.• Flagging and recording project issues and following-up where necessary.• Monitoring project progress and performance.• Providing status reports to the Project Manager• Liaison with all project stakeholders for the purposes of information gathering and dissemination of action points.• Authoring reports derived from project evaluation and dissemination activities.• Working closely with users to ensure the project meets business needs.• Providing administrative support for the project.	

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Title	Project Consultant - Systems
Role	The Project Consultant – Systems is a named contact within Corporate Information and Communication Technology (CICT), he will act as the primary point of liaison with CICT and will act as an advocate of the project within the CICT department.
Responsibilities	
<ul style="list-style-type: none">• Acting as primary liaison within CICT• Working with the Project Manager to ensure the project maintains effective integration with other corporate systems.• Resolving cross-project issues where they impact upon CICT systems.• Providing status reports to the Project Manager via the Project Support Officer.• Providing advice to the Project Manager on the articulation of the project with CICT project management processes.	

Title	Technical Support - SharePoint
Role	The Technical Support – SharePoint person has current responsibility for the deployment of SharePoint across the institution. They are identified as having direct responsibility for the delivery of SharePoint to the timeframe and quality required by this project.
Responsibilities	
<ul style="list-style-type: none">• Assuring the needs of the project are taken into account during institutional roll-out of SharePoint.• Delivery of SharePoint within the context of the project.• Providing status reports to the Project Manager via the Project Support Officer.	

Title	Technical Support - Mahara
Role	The Technical Support – Mahara person has current responsibility for the deployment of Mahara across the institution. They are identified as having direct responsibility for the delivery of Mahara to the timeframe and quality required by this project.
Responsibilities	
<ul style="list-style-type: none">• Assuring the needs of the project are taken into account during institutional roll-out of Mahara.• Delivery of Mahara within the context of the project.• Providing status reports to the Project Manager via the Project Support Officer.	

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Title	Advisory Group
Role	<p>The Advisory Group are those members of the Project Operations Group who are not identified separately within the roles and responsibilities section of this project initiation document. They are: A senior representative of CICT; The Academic Registrar; The Learning Partnerships Manager; and the Head of the Learning Technologies Development Unit. Additionally the project team have invited Mark Russell of the University of Hertfordshire to act as external member of the Project Operations Group.</p> <p>The role of the Advisory Group is to inform the Project Operations Group's decision making processes and to facilitate smooth articulation with other facets of the University's operation where potential or current overlap of agenda or impact is identified. External representation offers a mechanism to articulate the project with the wider sector.</p>
Responsibilities	
<ul style="list-style-type: none">• To advise the Project Operation Group on matters which may impact upon the project.• To act as points of liaison between the project and other projects and initiatives, both within and outside of the institution.• To act as advocates of the project across the institution where appropriate.• To contribute to the steering of the project throughout its lifetime.	

Title	Faculty Champions
Role	<p>Six Faculty Champions, one from each of the faculties, drawn from the existing body of Senior Learning and Teaching Fellows and Learning Technology Champions will be asked to act as a point of contact and as an agent for change within their faculty.</p>
Responsibilities	
<ul style="list-style-type: none">• To liaise with the Project Manager and other project team members to further the aims of the project within the faculties.• To contribute to the recruitment of participants in review, piloting and evaluation activity.• To deliver and cascade training in the use of the software tools to support curriculum design and subsequent (re)approval as identified within the project initiation document.	

Title	Research Fellow
Role	<p>The Research Fellow will assist the Project Manager in carrying out review and evaluation work and will lead on the collection, collation and dissemination of the 'stakeholder voice'.</p>
Responsibilities	
<ul style="list-style-type: none">• To lead on the collection, collation, analysis and dissemination of the 'stakeholder voice'.• To contribute to the design and operation of the review and evaluation activities associated with the project.	

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Title	Academic Process Support
Role	The Academic Process Support person is currently seconded from Academic Registry to the RoLEx project in which this project, T-SPARC, is situated. She will support the Project Manager and other project team members in undertaking a review of current processes and will contribute to the design of new, streamlined administrative and quality enhancement / assurance mechanisms.
Responsibilities	
<ul style="list-style-type: none">• With the Project Manger, she will undertake a mapping exercise of current practices and policies relating to the flow of documentation associated with curriculum design and programme (re)approval.• To act as the day-to-day contact for the project within Academic Registry.• To contribute to evaluation of the project	

Title	Placement Students
Role	Improvement to the student learning experience is central to this project and the RoLEx project in which it sits. We believe that involvement of students within the project is fundamental to our approach. We therefore intend to recruit students in a variety of roles to support and collaborate with staff during the lifetime of this project.
Responsibilities	
<p>A complete profile of roles is yet to be established and will emerge from our initial review work, but indicative roles may include:</p> <ul style="list-style-type: none">• Authoring of multimedia resources• Offering other forms of learning technology support• Acting as research assistants• Acting as advocates for the project within the student body.• Recruiting student participants for the purposes of review and evaluation.• To recruit and catalyse student engagement in the capture of the 'student voice'	

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6. Project Control

The project will be monitored by the Project Manager against the project plan on a day-to-day basis. Highlight Reports will be produced and sent to the Project Operations Group as appropriate. Exception Reports will be produced when exceptions occur that require the input from the Project Operations Group.

A SharePoint Site will be setup for all people working on this project to be used as a resource/support tool. The development of the SharePoint site will be monitored to evaluate its effectiveness

An initial 'Away Day' for key project staff will be organised as a mechanism for awareness raising and team building.

6.1 Issue Control

An Issue Log will be created to record all issues that occur with action taken. If issues impinge upon the set tolerances of the project, which is to be agreed by the Project Operations Group, then the Project Operations Group will be informed outlining the impact of issue/s on the project so they can make a decision on action to be taken.

Issue control will be undertaken by the Project Manager through the use of event logs and an issue log. Events will be logged in an online journal format as they emerge for the key project staff. Issues will emerge through a reporting by exception method to the Project Manager.

In addition to the logging of issues, all members of the project team will be invited to keep a learning log in the form of an online journal. Though entries in such a log may duplicate some of the issues recorded in the issues log, it is anticipated that the learning log will allow for a greater degree of personal reflection. Learning logs will not be shared by default but will be sharable should the author wish to share the content at the point of evaluation.

6.2 Change Control

Each Change Request will be documented and evaluated in terms of its impact. The appropriate actions required to resolve the requested change will then be determined. Depending on the impact of the change on the project the Change Requests will be dealt with by the Project Operations Group.

6.3 Quality Assurance

The Project Operations Group will be responsible for deciding what the quality assurance measures of this project are. The Project Operations Group Executive will be involved in all phases and stages of this project and has responsibility and joint interest in the project outcomes.

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6.3.1 Quality Plan

Output Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Software systems demonstrate intended utility.	Evaluative audit.	At least ten course teams, with coverage across all six faculties, will have generated redesign evidence using a variety of media and have represented this data, along with definitive course documentation, in an electronic format for the purposes of programme approval.	Project team members with responsibility for evaluation	N/A
	Software systems meet the needs of those conferring approval upon programmes.	Narrative accounts – documented in the preferred media of the participant.	At the point of evaluation, agents who have a role in conferring approval upon those programmes included within the project sample provide a positive evaluation of the representation model used to describe each programme and the associated account of the design process.	Project team members with responsibility for evaluation	N/A
	Software systems meet the needs of those require access to data which may inform curriculum design.	Narrative accounts – documented in through the preferred media of the participant.	Programme data relating to: progression and retention statistics; module and programme evaluations; external examiners' reports; and admissions data are more readily available to University staff.	Project team members with responsibility for evaluation	N/A
	Market analysis information is available to staff.	Evaluative audit.	Regularly updated marketing information related to the institution's existing and potential programmes is available to staff.	Project team members with responsibility for evaluation	N/A

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	Data relating to the emergent 'student voice' is available to staff.	Evaluative audit.	Regularly updated student experience information derived from narrative accounts is available to staff.	Project team members with responsibility for evaluation	N/A
	Software tools convey data in a form that is usable.	Narrative accounts – documented in through the preferred media of the participant.	At the point of evaluation, staff responsible for designing the academic programmes within the sample report state that they have usable access to the information on offer.	Project team members with responsibility for evaluation	N/A
	Software systems offer an environment which those involved in curriculum design choose to use.	Evaluative audit.	Programme teams responsible for the design of the programmes in the sample use technology to facilitate and collate online discussions relating to the programme designs within the sample.	Project team members with responsibility for evaluation	N/A
	Software systems facilitate the participation of all relevant stakeholders in the curriculum design process.	Narrative accounts – documented in through the preferred media of the participant.	At the point of evaluation all academic, learner support, library and learning resources staff, external examiners, placement partners, and representatives of Professional, Statutory and Regulatory Bodies confirm that they have had access to opportunities to contribute to programme design.	Project team members with responsibility for evaluation	N/A
	Definitive course documentation does not reside on local systems.	Evaluative audit.	Only server based (not locally based) definitive descriptive documentation is accepted for the purposes of programme approval.	Project team members with responsibility for evaluation	N/A
	Definitive documentation is sharable across	Evaluative audit.	All definitive descriptive documentation exists	Project team members with responsibility for	N/A

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	platforms and publication packages.		in XML format.	evaluation	
	The institution reduces its need for paper based representations of courses at the point of approval.	Narrative accounts – documented in through the preferred media of the participant.	At the point of evaluation, agents who have a role in conferring approval upon those programmes included within the project sample indicate that they were offered electronic versions of all media relating to the design of the programme under scrutiny.	Project team members with responsibility for evaluation	N/A
	All stakeholders responsible for the conferment of approval upon programmes are empowered to access the software systems supporting the programme approval process.	Narrative accounts – documented in through the preferred media of the participant.	Prior to initial appraisal of the programmes that form part of the project sample, all agents responsible for the conferment of approval upon programmes report that they have been fully briefed on how to access and interrogate the descriptive documentation and media offered as an account of the programme design process.	Project team members with responsibility for evaluation	N/A

6.4 Financial Control

An updated project budget is attached as Appendix A. The main change is the funding of a full time Project Support Officer, with commensurate reduction in some of the administrative tasks required by senior project staff.

The Project Director will maintain financial oversight. The project will also be monitored as part of the standard University financial procedures and its finances will be administered through the University's Centre for the Enhancement of Learning and Teaching.

6.5 Information Management

SharePoint is to be used as a resource for sharing information so will be a central repository/project library. The permissions to files will be structured so as to share particular files and to restrict others. The key here is to give access to the people who need the information but restrict access to sensitive

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information.

In addition to using the system above, we will pilot the use of Mahara as a method of representing the T-SPARC project.

7. Reporting

7.1 Reporting within the Project Team

Meetings will take place when any new issues or concerns arise that require immediate consideration or that may impact on the project plan if a solution can be found from within the team.

7.2 Management Reporting

The Project Manager will report to the Project Operations Group at a period yet to be decided with Highlight Reports. When problems occur that will change any parts of the project beyond the agreed project tolerances then an Exception Report will be produced for the Project Operations Group.

7.3 Reporting to other stakeholders

In addition to intra-team communications and those associated with management of the project, stakeholders, in keeping with their status, will be reported to through a variety of methods, including representation on the Project Operations Groups through the agency of the Faculty Senior Learning and Teaching Fellows. For more information on reporting lines to stakeholder please refer to section 8.2 (Communications).

8. Stakeholders

8.1 Identification and Analysis

Following on from the JISC event on Process Mapping on the 9th December 2008, it has become clear that a full stakeholder analysis can only be carried out once we have mapped our processes as part of our initial review and we are therefore offering a preliminary analysis at this initial stage while acknowledging the need to evolve the analysis our work progresses.

Stakeholder	Interest / stake	Importance
Academic Staff	This stakeholder group is primarily responsible for curriculum design, albeit with the support and collaboration of other stakeholders. They have a vested interest in ensuring the project outputs meet their needs.	These are the primary end-users; if they don't buy into the project outputs then they will develop and promote their own parallel, disseminated processes.
Administrative Staff	This stakeholder group has a vested interest in some of the facets of the project. They have a particular interest in how well the new systems and	Though administrative staff may not wish to influence the curriculum design facets of the project, it is essential that

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	processes interface with key administrative systems.	they can buy into the systems where it interfaces with other business processes. Collaboration at these overlap points is important.
Students	The wider RoLEx project places students at the centre of the curriculum design process as they are the end-users of such design activity. This project carries that ethos through and has at its core a desire to engage students and to advocate their needs	Though of great importance, gaining a high level of engagement from the student group is challenging and may not be achievable through conventional means.
CICT Staff	CICT has an interest in the project as they will be responsible for delivering a new system (SharePoint) and for maintaining this system and other existing systems.	It is crucial CICT have a thorough understanding of the emergent product specifications and are able to offer informed guidance as to the long term feasibility of launching and maintaining these systems.
Unions	Some interest in having oversight of those facets which have the potential to be perceived as a staff monitoring exercise.	Some importance in the product specification phases.
Practice & placement partners	Considerable interest in being able to more easily contribute to the curriculum design process; especially via remote access. Accessibility of BCU systems and permeability through 3 rd party organisational firewalls is a priority.	Important for the collaborative curriculum design tools; one of the drivers for developing electronic systems
PSRBs	Little need to contribute to the design process but these stakeholders have veto level stake in the subsequent approval events.	Of crucial importance for the facets of the project which support the representation of programmes at the point of approval.
External Examiners	Considerable interest in being able to more easily contribute to the curriculum design process; especially via remote access. Accessibility of BCU systems and permeability through 3 rd party organisational firewalls is a priority. Considerable interest in being able to use the project outputs to interrogate evidence of redesign, both during the design stages and at the point of approval.	Of crucial importance for the facets of the project which support the representation of programmes at the point of approval. Important for the collaborative curriculum design tools.
The JISC	Interest in the contribution to domain knowledge the project will offer and the degree to which sector learning can be enhanced. Particularly interested in the quality of the documentary evidence which describes the process and the sharable models / resources.	Very high – Defines the reporting schedule for the project
Other HEIs	Interest in the reusable models and the domain knowledge.	Quite low, no ongoing influence on the project.
Other national academic entities; HEA, Subject	Interest in the reusable models and the domain knowledge.	Models and domain knowledge – quite low.

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Centres, QAA	QAA – additional interest in demonstration of security of design and approval processes.	QAA's satisfaction in security of design and approval processes is crucial.
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8.2 Communication

Stakeholders	Expected Communications	Frequency	Media
<i>Project Operations Group</i>	<i>Status reporting Issues reporting</i>	<i>In line with Project milestones Dependent on timing and priority</i>	<i>Generally, formal reports to be followed up by face-to-face contact where appropriate</i>
<i>Project Team</i>	<i>Documentation and standards Project knowledge Internal communications</i>	<i>In line with plan Ad hoc as necessary</i>	<i>Central repository, managed by project administration Group e-mail Team meetings</i>
<i>JISC</i>	<i>Periodic formal reporting and ad hoc communications as required</i>	<i>In line with plan</i>	<i>Formal reports from project manager. CircleSpace.net engagement.</i>
<i>Representatives of course teams engaged in pilot activity</i>	<i>Informal communication of progress Discussion of issues Respond to issues raised</i>	<i>In line with plan Ad hoc on demand</i>	<i>Group e-mail, from Project Manager. Formal reports plus informal communication with wider Project Team</i>
<i>Academic Staff</i>	<i>Regular progress bulletins Consultation meetings to inform systems and process design</i>	<i>At key milestone points and / or as appropriate to need. As required in the design process and as opportune within the schedule of team / faculty meetings.</i>	<i>Mainly electronic based, through Web and email. Web based technologies such as Twitter will be considered. Face to Face meetings via Faculty Champion facilitation.</i>
<i>Students</i>	<i>Regular progress bulletins Consultation meetings to inform systems and process design</i>	<i>At key milestone points and / or as appropriate to need. As required in the design process and as opportune within the schedule of team / faculty meetings.</i>	<i>Mainly electronic based, through Web and email. Web based technologies such as Twitter will be considered. Face to Face meetings via student advocates (placement students and / or Research Fellow)</i>
<i>CICT</i>	<i>Regular updates</i>	<i>In synchronisation with the regular</i>	<i>Via internal meeting mechanisms through the</i>

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Stakeholders	Expected Communications	Frequency	Media
		<i>meeting schedules of CICT</i>	<i>agency of the members of CICT who are part of the project team.</i>
<i>Practice and Placement Partners</i>	<i>Initial communications 'for information'</i>	<i>At a suitable point towards the beginning of the project but after the initial review.</i>	<i>Through the faculties via existing meeting mechanisms</i>
<i>PSRBs</i>	<i>Initial communication and briefing with regular updates as required. Liaison with regard to aspects of the evaluation process.</i>	<i>At the beginning of the project and then each point where the planned work intersects with their role in the University.</i>	<i>Via periodic reporting, either text based or electronically as appropriate</i>
<i>External Examiners</i>	<i>Initial communication and briefing with regular updates as required. Liaison with regard to aspects of the evaluation process.</i>	<i>At the beginning of the project and then each point where the planned work intersects with their role in the University.</i>	<i>Via periodic reporting, either text based or electronically as appropriate</i>
<i>Wider Academic Community</i>	<i>Periodic communication</i>	<i>In line with the plan</i>	<i>Electronically via CircleSpace.net</i>

8.3 Dissemination

In addition to the ongoing 'communication' outlined above, there will be opportunities for the project to communicate information in a more collated manner and to particular audiences.

Timing	Dissemination Activity	Audience	Purpose	Key Message
Ongoing	Project Webpage	All stakeholders; especially those who do not receive project information through the activities described in the communication strategy	To offer an external point of reference to the project and to inform the wider community of the project's work.	Background, context and broad information on recent progress.
Ongoing	Representation at regular, scheduled business meetings	All internal stakeholders	To maintain the profile of the project within our various communities of practice.	Update messages and calls for participation in piloting and evaluation.
Ongoing	CircleSpace.net	Interested members of the academic	To contribute to a community of practice centred	Sharing of experiences.

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		community, especially those involved in the Curriculum Design and Curriculum Delivery Projects.	upon the two programmes.	
Ongoing	JISC programme and cluster meetings	Other programme project team	To contribute to a community of practice.	Sharing of experiences.
In response to calls as appropriate	Periodic publication of papers and presentation to conferences.	The wider academic community	To contribute to domain knowledge	Effect the work has had on institutional approaches to curriculum design.

9. Standards

Name of standard or specification	Version	Notes
Office Open XML	1.0	The institution holds a site wide license for Microsoft Office; consequently, the Open Office XML standard is selected as our document format.
Flash	9	Our re-authored multimedia lectures on module design will be offered to the community as Flash 9 media files. Video outputs from the review process will be offered as Flash 9 media files.

10. Technical Development

The project does not have technical development as one of its aims and has no plans to develop novel technical solutions. The project team have identified a number of technologies, both open source and commercial, which are already adopted for wider institutional use to support this project. This approach has been selected to minimise start-up times.

However, in the event of the need to develop new software products, Birmingham City University have an established Corporate Information and Communication Technology (CICT) department with established mechanisms for developing technologies within standards frameworks. In such an event, the project will follow the Birmingham City University stated standards where previously identified and clarified and where these deviate from published standards subscribed to by the JISC, the project team will seek advice.

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11. Intellectual Property Rights

Any material developed by the institution during the project will be the Intellectual Property of Birmingham City University. Where required any third party permission will be sought.

All the project outputs identified as a deliverable to the JISC, such as reports and pedagogic planning tools will be published via the project web presence and made freely available to the academic community. Where appropriate, materials will be offered to relevant repositories to support wider dissemination and sustainable access.

12. Programme Support

The programme team have already received support from JISC support services; namely JISC Infonet; JISC CETIS; and Inspire Research. The project team will make full use of these services as necessary and able. The project team have also been supported by the allocated 'critical friend' and our peer project teams in Cluster B – the 'intra-cluster' support is proving to be very useful.

13. Evaluation Plan

Philosophy

The project team believe that all outputs from evaluation activity should be useful, usable and most importantly used. In accordance with this aim, much of the evaluation activity will be centred upon the stakeholders themselves since they are those for whom the data will have most meaning and within whom the agency required for change resides.

Framing our evaluation activity:

The RUFDATA template model is often used to describe evaluation activity and our plans are articulated with reference to this model below:

What are the Reasons and purposes for evaluation?

These can be divided into three main criteria:

- **Evaluation for development**

Primarily, the evaluation activities that address this criterion will inform the design of systems and processes. We are interested in the degree to which new systems and processes meet the expectations of users as they begin to use them. It is essential that this aspect of our evaluation is iterative and formative, allowing us to inform our redesigns in response to findings during the life of the project.

- **Evaluation for knowledge**

Primarily, the evaluation activities that address this criterion will contribute to the domain knowledge of the field of curriculum design; particularly the 'lived experience' of those engaged in this activity. We also expect to be able to report on the alignment of the affordances of certain technologies to the needs of those engaged in curriculum design.

- **Evaluation for accountability**

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Primarily, the evaluation activities that address this criterion will offer the JISC, as the primary external funder, evidence of activity commensurate with the level of funding. Additionally, the commitment of matched funding by the institution requires the project team to demonstrate value to this audience too.

Importantly, other stakeholders who invest their time and effort in informing the project should rightly expect evidence of tangible outcomes as a consequence of their contribution. We acknowledge the essential nature of their commitment and value it no less than the financial support committed by the JISC or the institution.

What will be our **Uses** of our evaluations?

- To understand the impact our institutional policies and mechanisms have on the lived experience of staff involved in curriculum design.
- To inform the design of technology-supported workflow as it relates to curriculum design.
- To inform the software profiles we offer staff to support their curriculum design activity.
- To evidence meaningful and beneficial interactions with the technology put in place to support curriculum design by those engaged in such activity.
- To demonstrate value for investment both internally and to external funders.

What will be the **Foci** for our evaluations?

- The functionality of systems, both technical and organisational, which support the curriculum design process from proposal to approval.
- Stakeholder perception of the utility of the systems we introduce.
- Efficiency and effectiveness measures yet to be determined. We are making a conscious, informed decision to allow stakeholders to define some of the foci for evaluation. These will emerge from the review / collaborative design & 'product' specification work.

What will be the **Data** and evidence for our evaluations?

- Reports on the functionality of technical systems, with specific reference to the success criteria defined by stakeholders as part of the collaborative 'product' specification work.
- Narrative accounts from all stakeholder groups in their chosen media; with follow on thematic analysis of these accounts.

Who will be our **Audience** for our evaluations?

- Internally:
 - Senior Management
 - Academic Registry
 - Corporate ICT
 - Course teams
 - Students
 - (External Examiners)
- Externally:
 - The JISC
 - Other Higher Education Institutions
 - QAA
 - Professional, Statutory and Regulatory Bodies

What will be the **Timing** of our evaluations?

We will evaluate iteratively, linked to the annual review and approval cycle which normally takes place between March and May each year.

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Who should be the Agency conducting the evaluations?

Members of the Project Team, namely the Research Fellow and the Lead Academic (Project Manager) will be the primary agency carrying out the evaluation activity. Additionally, there is a possibility that stakeholder action researchers will contribute to the work, though this is yet to be determined and will be dependent upon stakeholders wishing to pursue this involvement.

The philosophy and approach outlined above informs the outline JISC evaluation template offered below:

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
August 2009, 2010, 2011, following annual cycles of approval events.	The functionality of systems, both technical and organisational, which support the curriculum design process from proposal to approval.	Do the software systems perform to specification? Do the systems support the necessary workflows?	Evaluative audit. Evaluative audit and collection of narrative accounts from those who facilitate the process.	Quality checks passed. Quality checks passed. Analysis of narrative accounts reveals evidence of beneficial use by staff.
August 2009, 2010, 2011, following annual cycles of approval events.	Stakeholder perception of the utility of the systems we introduce.	Have stakeholders 'bought into' the systems?	Collection of narrative accounts from those stakeholders involved in curriculum design and approval.	Analysis of narrative accounts reveals evidence of staff expressing satisfaction with the systems. Evidence that staff recommend the systems to colleagues when they embark on their own design work.

Where 'narrative accounts' are mentioned, these will be in a variety of forms. Video data provides the most versatility for representation and analysis but will only be collected with permission. We anticipate that some accounts will be collected through other media such as audio and text based submissions. Additionally, video and audio data may be transcribed for the purposes of representation.

The precise collection method of the narrative accounts will emerge from subsequent consultation; initially we had intended to build and operate some drop-in 'video booths'; however as we have begun to research this area we have become convinced that the stakeholders themselves will be best placed to decide how this should be done. We acknowledge that many evaluation mechanisms set-up to gather, collate and represent the student voice have been designed, framed and controlled by those undertaking such evaluations; we feel it is important to resist such an approach here and to allow stakeholders, particularly students, to define their own terms of engagement.

The factors and questions above are left deliberately broad and in outline form since specific criteria for what our stakeholders would consider 'success' will only emerge in an initial form from our review and later as they engage in co-specifying the 'product specifications'.

14. Planning

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14.1 Approach

A 'Sliding Planning Window' approach to this project has been used since not all information is known at this stage and changes will occur as the project progresses; indeed ongoing change is fundamental to the project. This does mean that our work will evolve as the project advances and consideration will need to be given to such changes and the implications they may have. This is particularly since the systems will be co-specified with stakeholders in response to their emergent needs.

14.2 PID Milestones

Produce initial draft of PID for JISC	1	Submitted 19 th Dec 2008
Produce intermediate draft of PID for JISC	2	Submitted 16 th March 2009
Produce Final PID for JISC	3	Deadline of 30 th April 2009

Appendix A – Revised Budget

Directly Incurred Staff	Aug08– Jul09	Aug09– Jul10	Aug10 Jul11	– Aug11 Jul12	TOTAL £
Research Fellow, RA2, Full-time – begins May 2009	████████	████████	████████		████████
Project Support Officer SO1, Full-time – begins May 2009	████████	████████	████████		████████
Student placements – 37 hours per week for the equivalent one year – rate of ██████ per hour	£	████████	████████	████████	████████
Total Directly Incurred Staff (A)	████████	████████	████████	████████	████████
Non-Staff					
	Aug08– Jul09	Aug09– Jul10	Aug10 Jul11	– Aug11 Jul12	TOTAL £
Travel and expenses	████████	████████	████████	████████	████████
Hardware/software	£	████████	████████	████████	████████
Dissemination	£	████████	████████	████████	████████
Evaluation	████████	████████	████████	████████	████████
Recruitment costs / advertising	████████				████████
Total Directly Incurred Non-Staff (B)	████████	████████	████████	████████	████████
Directly Incurred Total (C) (A+B=C)	████████	████████	████████	████████	████████
Directly Allocated					
	Aug08– Jul09	Aug09– Jul10	Aug10 Jul11	– Aug11 Jul12	TOTAL £
Staff	████████	████████	████████	████████	████████
Estates					
Other	£	£	£	£	£
Directly Allocated Total (D)	████████	████████	████████	████████	████████
Indirect Costs (E)	████████	████████	████████	████████	████████

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Total Project Cost (C+D+E)					
Amount Requested from JISC					
Institutional Contributions					
Percentage Contributions over the life of the project	JISC 80%	Partner 20%			Total 100%

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Appendix B – Work Packages (Year 1 – as discussed with the JISC Programme Manager)

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
1: A review of the pre-project pattern of processes and procedures for programme design																									
2: The production of suite of platform and design process independent pedagogic planning resources, repurposed from existing platform dependent media.																									
3: Development of a design for the student engagement aspect of the T-SPARC project in collaboration with students and staff																									
4: Using currently available models, the facilitation of technology support for a single course engaged in curriculum design and subsequent approval and the production of a case study from that work.																									
5: The facilitation of technology support for a further 1 - 3 courses engaged in curriculum design and the production of case studies from that work.																									
6: Production of the first annual report for the JISC																									

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Project start date: <September 2008>

Project completion date: <May 2012>

Duration: <45> months

	<i>Earliest Start Date</i>	<i>Latest Completion Date</i>	Outputs (clearly indicate deliverables and reports in bold)	Milestone	Responsibility
YEAR 1					
<p><i>WORKPACKAGE 1:</i></p> <p>Objective:</p> <p>Production of a report on the pre-project pattern of processes and procedures for programme design, review and reapproval including descriptive accounts of processes and narrative accounts of a range of University staff who interact with the life cycle of course design through to approval.</p>					
1. Map workflow of documentation production and dissemination.	October 2008	April 2009	A visual representation of workflow using a mapping tool such as C-Map tools.	1. Identify all University and Faculty procedures relating to programme design and approval 2. Identify all ICT systems used in the current workflow	Clare Portlock
2. Map the communication practices that underpin curriculum design - illustrate with some narrative case studies	February 2008	April 2009	A visual representation of curriculum design communication practices using a mapping tool	1. Recruit Participants 2. Pilot questions 3. Conduct interviews 4. Construct graphical	Paul Bartholomew / Research Fellow

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			such as C-Map tools.	representation	
3. Development of an illustrative account of the lived experience of programme design and approval.	December 2008	June 2009	Video (and other?) narrative accounts of the lived experience of curriculum design and programme approval. Production of a report to inform the project and institutional policy.	1. Recruit Participants 2. Pilot questions 3. Conduct interviews 4. Theme, edit and publish accounts 5. Author report	Paul Bartholomew / Research Fellow
WORKPACKAGE 2: Objective: The production of suite of platform and design process independent pedagogic planning resources, repurposed from existing platform dependent media.	September 2008	March 2009	Adobe Flash based multimedia (video-lecture type) resources.		Student Agency for Learning Technology / Alan Staley
4. Identify resources to be repurposed.					
5. Design new Flash based interface					
6. Re-author slide based materials					
7. Quality Assure				1. Publish prototypes 2. Test Prototypes 3. Quality assure content 4. Repeat cycle until quality checks are satisfied.	
WORKPACKAGE 3: Objective: Development of a design for the student engagement aspect of the T-SPARC					

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<i>project in collaboration with students and staff</i>					
8. Conduct a review of relevant literature and existing student experience data (NSS, module questionnaires)	Jan 09	April 09	Summary document	<ol style="list-style-type: none"> 1. Identify body of student engagement literature 2. Identify existing student engagement practice at national/institutional/course levels 3. Develop a theoretical justification for the student engagement aspect of the project 4. Discuss project philosophy with Students' Union 	Research Fellow
9. Negotiate/develop the design of the student engagement aspect of the project with students	Feb 09	May 09	Audio/video recordings of focus groups/discussions	<ol style="list-style-type: none"> 1. Recruit participants for focus groups via Students' Union/ PGCert contacts across faculties 2. Develop questions 3. Conduct focus groups 4. Collate responses to inform project design 	Research Fellow
10. Consult course directors on student engagement with course design; current practice with course staff/directors	Feb 09	May 09	Audio/video recordings of focus groups/discussions	<ol style="list-style-type: none"> 1. Recruit participants for focus groups via Course Director mailing list 2. Develop questions 3. Conduct focus groups 4. Collate responses to inform project design 	Research Assistant
11. Synthesise data from points 8,9 and 10 to inform a number of pilot project designs	May 09	June 09	Report for T-SPARC project board	<ol style="list-style-type: none"> 1. Develop pilots based on literature/practice review and student/staff 	Research Assistant

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				discussions 2. Develop a feasibility plans for each identified pilot	
12. Consult with T-SPARC project board to confirm pilot project designs for implementation	April 09	June 09	Report for T-SPARC project board	1. Presentation of work package to T-SPARC project board	Research Assistant
13. Seek ethical approval for the pilot projects	June 09	July 09	Ethical approval process completed	1. Completion of ethical approval documentation and processes	Research Assistant
<p><i>WORKPACKAGE 3a:</i></p> <p>Objective: <i>To pilot the design/s for the student engagement aspect of the T-SPARC project – this work package is dependent on work package 3 outcomes and specifics will emerge from that work.</i></p>					
<p><i>WORKPACKAGE 4:</i></p> <p>Objective: <i>Using currently available models, the facilitation of technology support for a single course engaged in curriculum design and subsequent approval and the production of a case study from that work.</i></p>					
13. Brief Programme team on available technologies.	October 08	February 09		1. Introduce programme team to available technologies.	Paul Bartholomew

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				2. Offer support to programme team on the use of technologies.	
14. Brief Faculty Approval Panel (Under the interim Streamlined Approval Process) on the project's use of technology	April 09	May 09		<ol style="list-style-type: none"> 1. Introduce those responsible for conferring approval to available technologies. 2. Offer support to those responsible for conferring approval on the use of technologies. 	Paul Bartholomew
15. Author case study based upon this pilot experience.	June 09	August 09	Case study of initial experience in using technology to represent newly designed curricula at the point of approval	<ol style="list-style-type: none"> 1. Gather narrative accounts 2. Review documentary artefacts 3. Write up case report 	Paul Bartholomew Research Fellow Project Support Officer
<p><i>WORKPACKAGE 5:</i></p> <p><u>Objective:</u></p> <p><i>The facilitation of technology support for a further 1 - 3 courses engaged in curriculum design and the production of a case studies from that work.</i></p>					
16. Brief Programme teams on available technologies.	July 09	December 09		<ol style="list-style-type: none"> 1. Introduce programme team to available technologies. 2. Offer support to 	Paul Bartholomew

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				programme team on the use of technologies.	
17. Brief Approval Panel members on the project's use of technology.	December 09	February 10		<ol style="list-style-type: none"> 1. Introduce those responsible for conferring approval to available technologies. 2. Offer support to those responsible for conferring approval on the use of technologies. 	Paul Bartholomew
18. Author case studies based upon these pilot experiences.	May 10	August 10	Case studies of experience in using technology to support the curricula design process and to represent newly designed curricula at the point of approval in the context of multiple faculties.	<ol style="list-style-type: none"> 1. Gather narrative accounts 2. Review documentary artefacts Write up case report	Paul Bartholomew Research Fellow Project Support Officer
<p><i>WORKPACKAGE 6:</i></p> <p><u>Objective:</u></p> <p><i>Production of the first annual report for the JISC</i></p>		September 09			
19. Collection and collation of evidence of technology supported curriculum design activity / planning.	June 09	August 09		<ol style="list-style-type: none"> 1. Conduct evaluative audit. 2. Collect narrative accounts. 	Research Fellow Project

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				3. Collation of materials.	Support Officer
20. Collection and collation of management response to review work and how this will inform policy.	July 09	September 09		1. Conduct textual analysis of policy documentation. 2. Collect narrative accounts as appropriate. 3. Collate findings.	Research Fellow Paul Bartholomew Stuart Brand Project Support Officer
21. Collection, collation and analysis of narrative accounts from all stakeholder groups.	April 09	August 09		1. Collect narrative accounts as appropriate. 2. Collate findings.	Research Fellow
22. Writing of a report to the JISC	August 09	September 09	Production of Year 1 report supported by multimedia evidence where available and appropriate.		Project Support Officer Research Fellow Paul Bartholomew Stuart Brand