



JISC REMORA Project Plan

Overview of Project

1. Background

In common with many other professions, the training of social workers requires students to be placed in social work settings and to undergo assessment in the workplace. Trainee social workers, in England (those on an accredited social work degree (ug or pg)) must successfully complete 200 days in a practice setting [1]. Such placement can occur in different size blocks according to structures and requirements of individual degree programmes[2].

During the practice learning process, there will be several key stakeholders involved including: the student, the practice mentor and assessor, the tutor, service user educators and the work supervisor. Collectively, these stakeholders determine the skills and knowledge that are required from a given practice setting and those that match the student's immediate needs. They will then be involved in the process by which evidence of those skills will be collected, allocated and organized based on the student's work in the practice setting. At the end of the practice learning, the practice assessor will be required to produce a report with appropriate references to evidence that demonstrates their achievements in the workplace. This report contributes to the final assessment for the student.

The placement process reveals a number of key issues:

- a. Evidence of learning gained in practice – collation, representation, cross referencing to case work and tracking needs to be made easier;
- b. Production of final assessment reports by the practice assessor is time consuming (using practice evidence);
- c. Lack of codification of skills and competencies and therefore issues of interpretation;
- d. Planning of key skills, learning outcomes and competencies to be gained in the practice setting;
- e. Practice assessors are responsible for the assessment of the placements while students are required to collect evidence;
- f. Shortage of mentors and assessors (trained social work practitioner educators) means that tools to support practice learning would help in attracting staff by reducing the burden.

What is needed?

A simple scenario from the domain illustrates some of the requirements:

Selina Gill is enrolled on the BSc Social Work programme and is currently on placement in Social Services section of Walford Unitary Authority. She is currently located in the Children and Families Team. While she reports to Heather Freemason – the head of the team, her Practice Assessor (PA) Freda Flintoff is responsible for her practice learning. At the beginning of the placement, Selina's tutor met with Selina and her Practice Assessor to help Selina formulate a placement learning agreement based on the opportunities

available at the practice setting. At this placement, Selina hoped to develop her skills and knowledge in Assessment and intervention with a range of families from a diverse background. During the placement, Selina was allocated a number of ongoing cases to resolve under the support of the PA. As Selina worked on the cases, she was careful to document what actions she did and why. The case study details were given to her PA, who then used the information to produce a placement report by assessing the work Selina did in relation to each of the case studies. Although Freda Flintoff is conscientious, Selina is not the only student under her supervision and as a consequence, Freda felt considerably burdened in cross checking the evidencing of skills and competencies requirements with data and material from the case study files. Further, the need to produce both interim and final reports was also a lot of work. Increasingly, Freda feels less inclined to volunteer for these supervisory duties even though she recognises that they are essential for training social workers effectively.

These needs can be summarized as: Firstly, students need software tools that support their planning requirements as they seek to acquire the skills that determine social work competencies and learning outcomes. Secondly, students need support tools to help in the production of reports with appropriate reference to evidence based learning. Thirdly, there is need to support practice teachers in the administration of the work based learning undertaken by student social workers.

Currently there are upwards of eighty universities offering the social work degree that leads to professional registration as a social worker. In many geographical areas such as Greater London, universities compete with each other to access practice learning opportunities for their students. If the work of the practice mentors and assessors were made easier, this competition for places would be less intense allowing resources to be used more effectively for other purposes.

Proposed Work

The use of mobile technologies to support work based learning is widespread and there are several examples of evaluations available in the literature. Shortis et al [3] describe two examples of evaluations in the domains of design and nursing where they report on modest improvements in assessment performance of nurses in particular. Their experiments were however, focussed largely on the access of nursing information databases. Continuing in the nursing domain, other projects that have looked at supporting learning through mobile devices have built large systems that integrate information in a fixed and pre-designed way. For example, the Nightingale Tracker [4] uses a central database and provides data and communication tools built around it, and the Chawton House project uses a sophisticated orchestration engine to drive an outdoors learning experience based on proprietary activity cards [5]. However, the whole-system approach is inherently heavyweight and inflexible, and has led to criticisms that mobile learning is technology-led and pedagogically naïve [6].

In the Social Work domain, while not specifically related to mobile learning, the University of Central England deployed software to allow students to explore case study “problem scenarios” in a virtual setting [7]. This software is no longer available and a possible conjecture might be the lack of sufficient numbers of problem scenarios to provide a realistic assessment of student capabilities. The ELTE JISC Distributed Learning project (under the HEA subject centre for Social Policy and Social Work – SWAP) aims to increase the use of e-learning in social work [8] and while the ELTE project includes the use of the mobile technologies it is not specifically addressing the issues outlined above. A web based software tool [9] also developed under the auspices of SWAP utilizes card sorting techniques to address the issue of planning work placements and is aligned with GSCC code of practice for social workers and is scoped towards the National Occupational Standards (NOS) for social work. The Social Care Institute for Excellence is involved in developing reusable learning objects [10], currently a suite of law objects are available but there are no plans for developing tools to support practice learning as outlined in this bid.

Thus the gap that is addressed in this bid has been recognized by the key social work professional agencies – GSCC, SCIE and SWAP and they have all provided letters of support for the bid. (Appendix D).

However the focus of this project is on the use of mobile technologies to support learning in social work practice learning situations. The landscape study in the use of wireless and mobile learning [11] provides a number of key pointers that support our project proposal. From a pedagogical perspective, mobile technologies support situated learning – that is information is available at the point of need; collaborative learning – information can be shared between the student and the practice assessor; finally as Plant [12] indicates mobile learning also supports personal learning as mobile devices are inherently “personal”.

2. Aims and Objectives

<List the broad aim or purpose of the project, and the specific objectives you intend to achieve.>

The Remora project aims to:

Develop mobile software toolkits that will

- a) support student social workers in the planning and design of practice learning assessments and in the collation of evidence towards a final report.**
- b) support practice assessors by reducing their administration requirements**

Objectives and Deliverables

1. The aims of the project will be met by the following objectives:
 1. The project will utilize and enhance as appropriate the technical architecture and lessons learnt from the MPLAT project. (Deliverable: Architectural Style for Mobile applications in the wild)
 2. The project will conduct a detailed business requirements analysis from which two applications will be formulated. (Deliverable: Requirements Specification: UML models conforming to E-Framework Domain Map artefacts)
 3. The project will design, develop and implement two software applications using a service oriented architecture (Deliverable: Software services assembled as two mobile applications; Service descriptions contributed to the E-Framework as Service Genres and Service Expressions if appropriate)
 4. The application will be evaluated in social work placement settings and an evaluatory report from the perspectives of all stakeholders will be produced. (Deliverable: Evaluation Reports). The evaluation experiments will utilize instruments developed for the project by RHUL.
 5. A final project report detailing the design of the applications and their evaluations will be submitted to JISC (Deliverable: JISC Final Report)

Overall Approach

Building on MPLAT

In the JISC funded MPLAT project we have been exploring how mobile devices, lightly coupled through a competency model, might be used in the Nursing domain. In particular, we were interested in exploring whether mobile tools could help facilitate the relationship between a Student Nurse and their Mentor. Through a series of co-design sessions we have outlined a number of mobile applications that would enable a student to better plan their placement, and help them to recall and justify their learning experiences during Mentor meetings.

Through MPLAT the project team has developed an expertise of working with domain experts, and involving them not only in requirements gathering, but in actual tool development and refinement. This not only supports practice, but has the potential to create innovative new practice. This inter-disciplinary approach is seen as key to the success of the proposed project.

MPLAT has already provided a number of lessons:

- A co-design process is the best way to shape up applications that are simultaneously realistic, innovative and which target important issues. They are also a great way to create and bind an interdisciplinary team around a shared vision.
- Large systems and complex tools can require unrealistic commitment from domain users. In fact small but key applications can produce the most effective results
- Domain practitioners and educators invest a lot of time reflecting on the expectations they have of their students but not on how they model those expectations. Existing competency models may appear to be sophisticated networks, but they can be shaped by awkward schemas that actually make them more difficult to understand and use.

We wish to build upon our experience with MPLAT for this project, and to work closely with Social Work Practitioners, Students and their Academic Tutors in an effort to use mobile tools to support their placement activities. Unlike MPLAT this interaction occurs in-the-wild, away from controlled environments, and our intention is to use the MPLAT methodology to investigate how mobile tools might be used in this new context.

System Architecture

In the MPLAT we initially intended to use a Portal Framework as key middleware in our infrastructure, with portlets accessing functionality in a service layer below. However, during our co-design sessions it became apparent that building a robust application that dealt with being used in a variety of situations was of paramount importance. In particular the tool had to cope with disconnection which effectively meant that a web-based middleware system was not appropriate.

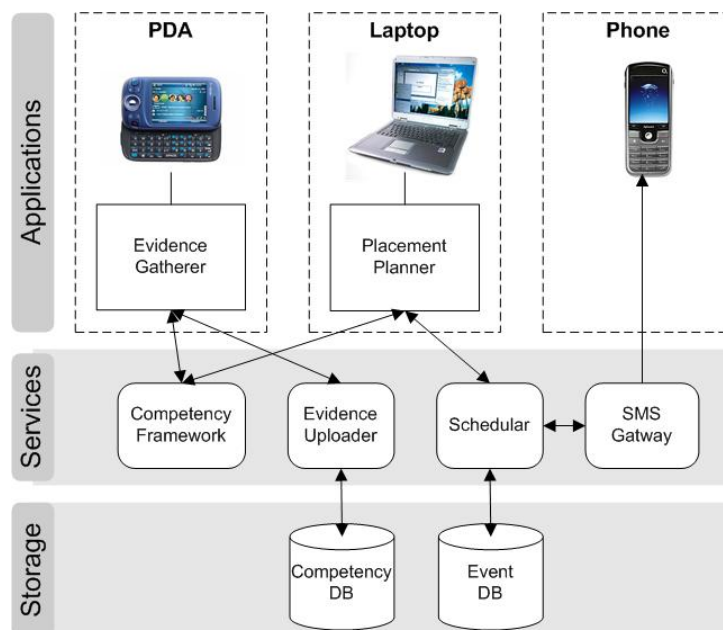


Figure 1 Proposed System Architecture

We therefore revised our architecture into something that more closely resembles best practice examples of lightweight pervasive infrastructure, with loosely coupled applications communicating directly with local and remote services.

We intend to use a similar architectural approach in this project. Figure 1 shows an example where a number of services are assisting applications on a variety of devices (including simple notifications such as SMS). Because the front-end does not depend on a connection, it becomes possible to manage the problem of disconnection through the use of caching and stacking requests, while at the same time taking advantage of a shared storage layer. In this view portlets become just one more tool

in the application layer that shows a view of the data in the system and allows access to shared functionality.

MPLAT developed a competency model for Nurses. This project will develop a competency model for use in placement planning and evidence collection for Social Workers. In addition, the project will explore and prototype the development of a Practice Modelling Language (PML) for use in describing a particular practice setting. The PML description of a practice setting will include skills and competencies that are achievable in a particular setting. Its intention is that it could be the basis of rendering of practice scenarios for virtual assessment. Thus the project opens the possibility that new scenarios for problems in a case setting can be generated and rendered along the form exhibited by the UCE work described earlier.

Methodology Overview

The project will deploy a creative mix of variety of methodological techniques that draw upon software engineering, social sciences research and usability.

Requirements Elicitation will be combined with elements of design and usability to determine requirements and propose outline design proposals.

Key supporting business processes will be identified and modeled. These processes will be documented both formally (using BPMN 1.0) and informally for discussion. The processes and the activities therein will be used to guide the main user-centered workshops.

Requirements gathering will be conducted as a series of user-centered participative workshops with key stakeholders (trainee social workers, academic tutors, and workplace mentors). Workshops will focus on determining possible requirements to support elements of the business process identified at the beginning of the analysis process.

| Target Stakeholder | Type of Activity | Purpose | Remora Resource |
|----------------------|--------------------|---|-----------------|
| Student | Contextual Inquiry | We want to spend approx two hours with a student in the workplace to determine how the student puts together evidence and performs other activities as part of a case study. We will limit our interaction with the student to when they are not with a client to avoid issues of confidentiality / sensitivity. Things to explore might be: Where does the student get support for learning? E.g. access to lecture notes; legislation information etc. | Interviewer |
| Workplace Supervisor | Contextual Inquiry | We want to spend approx two hours with a supervisor in the workplace to determine how the supervisor prepares an intermediate and/or final report. In particular we are interested in how the evidence is cross checked. We will limit our interaction with the student to when they are not with a client to avoid issues of confidentiality / sensitivity. | Interviewer |
| Academic Tutor | Requirements | Structured workshop to establish high level | Facilitator |

| | | | |
|---|-----------------------|--|---|
| Student Workplace Tutor | Workshop | requirements of things that are done – show and tell. -e.g. how do three-way meetings work? | Note taker Participants |
| Student | Focus Group | Structured discussion to check outcomes from contextual inquiry and their validity at n>1 level! | Facilitator Note taker Participants |
| Academic Tutor Student Workplace Tutor | Blueprint Workshop | Structured design workshop – pictive models? Solution provisioning | Facilitator Note taker Participants |

These will be supported by usual software engineering approaches based on the RUP to construct use case and domain information models for capturing the required functionality and information requirements. User centered design techniques such as contextual enquiry, pictive models, low-fidelity and high-fidelity prototypes will be used explore usability and affordance requirements.

Implementation work will follow standard software engineering practice but with a focus on service oriented architectural principles. The team has extensive experience of using a service / component oriented approach to software development. We will use UML as a primary means of articulating designs.

Evaluation activities will be informed by underpinning a number of key research questions. These will be used to inform the design evaluation instruments such as questionnaires, structured interviews and workshops. Evaluations will be carried out at several stages throughout the project.

Some exploratory work on the project has indicated that there is little in the way of formal guidance on how to design mobile applications. Given this, we expect to consider the following dimensions for application design.

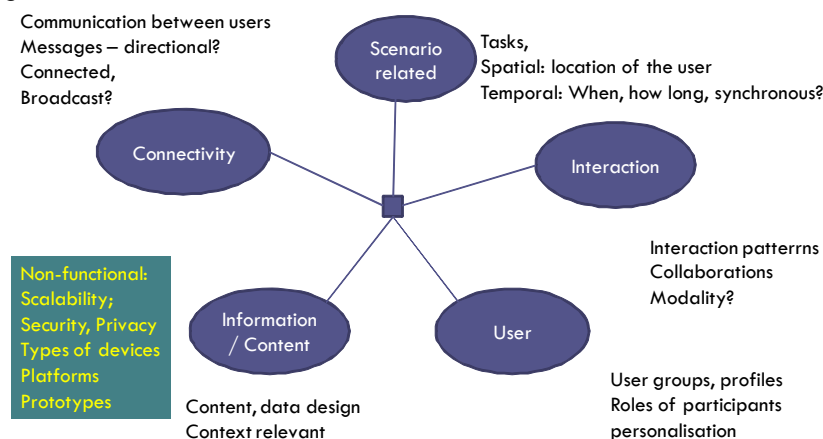


Figure 2 Mobile application design considerations

4. Project Outputs

<List the tangible deliverables (including reports) your project will create, and the less tangible knowledge and experience you hope to build and share.>

The result of the work packages (see Appendix B) is a set of deliverables. The project comprises of five deliverables ().

Deliverable 1: An Architectural Style for Mobile Applications .

Deliverable 2: Requirements Specification and Models suitable for publication.

Deliverable 3 Two Software Applications for mobile devices using a service oriented architecture

Deliverable 4: Evaluation results from the use of the application

Deliverable 5: Final Report

Intangible Deliverables

- It will be important to disseminate the activities of the project widely.
- Project website to publicise case studies, use cases, and evaluations on the project website.
- The availability of the toolkits at the end of the project.
- Methods and techniques for mobile application design.

In addition the project team will endeavour to publish the work through conferences and journal proceedings.

5. Project Outcomes

It is anticipated that the project will provide valuable insight and empirical data on the use of mobile applications for delivering learning to students. .

6. Stakeholder Analysis

<List key stakeholder groups and individuals that will be interested in your project outcomes, will be affected by them, or whose support/approval is essential, both within your institution and in the community, and assess their importance (low/medium/high).>

| Stakeholder | Interest / stake | Importance |
|-------------------------------------|---|-------------------|
| JISC | This project will provide substantive experience of applying the JISC e-Framework strategy for developing and using toolkits. Evaluation of the e-framework will provide strong evidence on the usability and applicability of the E-Framework. Given the complex nature of health care and further education settings, the demonstration sites will provide rich data and experiences from which general systems applications can be analysed. The importance of being able to use these frameworks and tools in potentially 'hostile' educational settings has significant application for other contexts. | High |
| Project Partners | A successful project will provide the means to give immediate feedback to and identify follow-up actions for students involved in practice based learning, both within social work and more generally to other programmes with comparable elements of assessment and mentoring. | High |
| JISC & Wider UK HE and FE Community | The demonstrator sites include HE students and their mentors, representing a broad range of learners and age groups in non institutional environments using practice based learning. | High |
| JISC & Wider UK HE and FE Community | This consideration of e-Framework within workplace environments is of interest to JISC members across the educational spectrum. | Medium |

7. Risk Analysis

| Risk | Prob (1-5) | Seve rity (1-5) | Score (PxS) | Action to Prevent/Manage Risk |
|-----------------------------------|-------------------|------------------------|--------------------|--------------------------------------|
| Availability of team for meetings | 3 | 2 | 6 | Early continual planning. |

| | | | | |
|---|---|---|----|---|
| E-framework | 4 | 2 | 8 | Issues are expected around the appropriateness of the E-framework and its maturity during the life of this project. The project team has excellent experience of contributing to the E-framework development and is capable of finding alternative approaches. |
| Deployment of multiple devices | 4 | 3 | 12 | Early technology evaluation. |
| Piloting permission issues with institutions | 4 | 4 | 16 | The ethical, governance and associated risks and procedures for involving students, academic and clinical staff have been identified. Advance planning and involvement of key stakeholders via institutional links for Phase 2 deployment will allow time for this to be managed. |
| Collaboration, organizational readiness | 2 | 3 | 6 | Ensure support from senior staff – arrange a steering committee with senior membership from both institutions. |
| Placement arrangements of staff and students | 4 | 4 | 16 | Inevitably, while every attempt will be made to ensure that the staff and students involved in the project will be free at the appropriate time and place, circumstances may dictate otherwise. Advance planning and reserve study samples will help to ameliorate this. |
| Curriculum changes during lifetime of project | 5 | 1 | 5 | Social Work Curriculum changes: This reflects the reality of curriculum enhancement and change. The project will therefore pilot the principles of the curriculum and technical architecture using the case studies as exemplars. |
| Loss of key personnel | 2 | 2 | 4 | The project team has strength in depth and full institutional support. |
| Legal | 1 | 4 | 4 | Project IPR and copyright agreed at outset. |

8. Standards

| Name of standard or specification | Version | Notes |
|-----------------------------------|---------|--|
| UML 2.0 OMG standard | 2.0 | This standard is important as it will enable a common language and semantics for describing software designs and specifications |
| XML 1.0 standard | 1.0 | Key standard for interoperability of the data. |
| WSDL | 1.1 | Key service interoperability standards published by the w3.org. Some of the project deliverables will be described using these standards. |
| SOAP | 1.0 | |
| BPEL4WS | 1.0 | Business Process Execution Language For Web Services will be used to describe the choreography of the web services May move to 2.0 if necessary |
| BPMN | 1.0 | OMG standard for Business process modelling – includes mappings to BPEL4WS |
| | | |

Full account will be taken of issues relating to accessibility of Web-based systems and software and the outputs of this project will conform to published standards and guidelines.

Project Acronym: REMORA
Version: 1.0
Contact: Balbir Barn
Date: 30 November 2007

Members of the team are already helping define and clarify how the e-Framework will work. This project will provide further substantive use of the JISC standards emanating from the e-Framework. In particular, the project will contribute exemplars of documentation regarding service specification, service genres and other artefacts.

9. Technical Development

<Indicate how the project will follow best practice for technical development, and any specific technologies or development approaches the project will adopt and why.>

Design and Implementation

The design of the software produced will be expressed using UML. (Version 2 is preferred subject to the availability of appropriate modelling tools). Implementation code will follow the stated design and coding standards agreed at project meetings will be applied.

Change control and configuration management

The project will define and agree a change control and configuration management process early in the project lifecycle. This will be made available to the Programme Manager for comments and final approval. The process will address the following points:

Software and documentation will be base-lined and be placed under version control using Source Safe.

Changes to software, documentation and other artefacts will be controlled, authorised and traceability between changes will support auditing of the the processes.

Testing and Documentation

Each web service produced will have an accompanying Test specification, and Test Plan recording the testing of the web service.

The Application Prototype will have an accompanying Test specification and Test Plan.

Problems reported during Testing will be recorded using a standard bug reporting template and will be auditable against changes to the software as per the change control and configuration management processes.

All documentation produced, designs, reports will be produced in MS Word and other MS Office products together with PDF versions. Models of designs will be expressed in UML 2.0 and PDF documents.

10. Intellectual Property Rights

<Indicate who will own the intellectual property created by the project List any intellectual property owned by third parties that will be incorporated into project outputs, when/how you will obtain permission to use them, and any implications for project outputs after the project ends.>

While the code will be published in Source Forge and made available under an appropriate open source agreement and may be used within any educational establishment in line with JISC's requirements, as per the terms and conditions of JISC grants, the University and its partners will retain shared IPR on the learning content, the software artefacts, and associated documentation. This will be confirmed via a Consortium agreement for defining IPR arrangements that conforms to JISC requirements.

Sustainability of the code produced is through ensuring other universities and JISC/CETICS projects have access to the code and documentation for the system, through an appropriate open source Licence (Creative Commons, LGPLM or GPL). IPR and licences of integrated services will be recorded in a 'licence manifest'. Quality factors built in to the work packages will ensure successful community engagement and community stated need.

Project Acronym: REMORA
Version: 1.0
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All reports, tools and code from the project will remain on the project server for a minimum period of 2 years and archived in the institutional repository (E-Prints) and appropriate JISC repository.

Project Resources

11. Project Partners

<List all project partners (including subcontractors), their roles, and the main contact. Indicate the date a consortium agreement was signed (or will be signed), and send a copy to the programme manager.>

THAMES VALLEY UNIVERSITY as represented by the Institute of Information Technology

ROYAL HOLLOWAY, UNIVERSITY OF LONDON, as represented by the Department of Health and Social Care

THE UNIVERSITY OF SOUTHAMPTON as represented by THE SCHOOL OF ELECTRONICS AND COMPUTER SCIENCE
University Road, Highfield, Southampton SO17 1BJ.

Target Date for finalisations of the Consortium Agreement: Jan 2008

12. Project Management

There are three partners in the project:

1. **Thames Valley University** will manage the project day to day, to organize the liaison with the project partners, to arrange the dissemination and to take responsibility for reporting. TVU will also employ one programmer (*RAs*) to design and implement the toolkit and back office infrastructure.
2. **The Learning Societies Lab at Southampton** will retain one research fellow to provide technological investigations and to collaborate in the design and implementation of the toolkit and infrastructure.
3. **The Department of Health and Social Care, Royal Holloway** will provide services and access to students undertaking social work placements. They will manage and execute the evaluation of the toolset in the workplace setting under guidance from TVU.

The project will begin with an initial project start-up face-to-face meeting with all those taking part in the project. Steering Group meetings of Investigators and project managers will be arranged at intervals to coincide with deployment workpackage completion (see Appendix B) to monitor progress against objectives. There will be a final, project closure meeting. Public versions of the minutes of these meetings will be published on the project Website.

There will be weekly technical meetings of the project staff, making use of Virtual Presence Technologies. Financial reports will be supplied by University financial management, Interim project reports will be produced at 6 months and a Final Report will be produced at the end of the Project.

List of members of the project team

| | | |
|-----------------------|---|--|
| Balbir Barn | Principal Investigator Project Manager | Thames Valley University Institute for Information Technology Wellington Street Slough SL1 1YG Tel: +44 1753 697699 Balbir.Barn@tvu.ac.uk |
| Samia Oussena | Co-Investigator | Thames Valley University Institute for Information Technology Wellington Street Slough SL1 1YG Samia.Oussena@tvu.ac.uk |
| Andy Lapham | Co-Investigator | Thames Valley University Institute for Information Technology Wellington Street Slough SL1 1YG Andy.Lapham@tvu.ac.uk |
| Yvonne Howard | Project Manager at Southampton | Project Manager Learning Societies Lab School of Electronics and Computer Science University of Southampton Southampton SO17 1BJ Tel: +44 (0)23 8059 5749 Fax: +44 (0)23 8059 3218 Email: ymh@ecs.soton.ac.uk |
| Lester Gilbert | Co-Investigator | Learning Societies Lab. School of Electronics and Computer Science University of Southampton Highfield Southampton SO17 1BJ Tel No: 023 8059 7510 Email: lg3@ecs.soton.ac.uk |
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| Ravinder Barn | Consultant and Co-Investigator | Department of Health and Social Care Royal Holloway University of London Egham Hill Egham TW15 0EX Tel: +44 (0)1784 443678 Email: R.Barn@rhul.ac.uk |
| David Denney | Consultant and Co-Investigator | Department of Health and Social Care Royal Holloway University of London Egham Hill Egham TW15 0EX Tel: +44 (0)1784 ?? Email: D.Denney@rhul.ac.uk |
| Sue Skrobinski | Consultant and Co-Investigator | Department of Health and Social Care Royal Holloway University of London Egham Hill Egham TW15 0EX Tel: +44 (0)1784 ?? Email: Sue.Skrobanski@rhul.ac.uk |

13. Programme Support

<Indicate if there are specific areas where you would like support from the programme or programme manager.>

We are keen to establish a strong and collaborative working relationship with the programme and will actively seek advice and support from the Programme Manager.

In particular we will request:

1. guidance on project reporting and early feedback on problems that may arise;
2. to be part of the project steering group and to have input on the development direction of the project;
3. to alert the project on developments in other projects and programmes that may be of relevance to this project;
4. advice on dissemination of project outcomes.

14. Budget

<Use the [budget template](#) and attach the project budget as Appendix A. Explain any changes from the budget in the agreed project proposal.>

The overview budget is presented here and details are available in appendix B.

Directly incurred costs

| | Ytd Mar08 Yr1 | Apr08-Mar09 Yr2 | Apr09-Mar10 Yr3 | Total FEC £ |
|---------------------------------|------------------|--------------------|--------------------|----------------|
| Personnel | | | | |
| Staff | 26,187 | 67,701 | - | 93,888 |
| Consultants | 8,600 | 25,897 | - | 34,497 |
| Equipment | 20,800 | - | - | 20,800 |
| Travel & subsistence | 1,400 | 8,886 | - | 10,286 |
| Other | 3,800 | 3,809 | - | 7,609 |
| Total incurred | 60,787 | 106,293 | - | 167,080 |

Directly allocated costs

| | Yr1 | Yr2 | Yr3 | |
|-----------------------------|---------------|---------------|---------------|----------------|
| Personnel | 17,326 | 44,341 | 24,166 | 85,833 |
| Institutional estate | 18,808 | 47,188 | 7,034 | 73,030 |
| Total allocated | 36,134 | 91,529 | 31,200 | 158,863 |

Indirect costs

| | | | | |
|------------------|--------|---------|--------|---------|
| General services | 45,932 | 115,241 | 17,178 | 178,351 |
|------------------|--------|---------|--------|---------|

Total FEC

| | | | |
|---------|---------|--------|---------|
| 142,853 | 313,063 | 48,378 | 504,294 |
|---------|---------|--------|---------|

JISC contribution

| | | | |
|--------|---------|---|---------|
| 62,570 | 137,122 | - | 199,692 |
|--------|---------|---|---------|

Institutional contribution

| | | | |
|--------|---------|--------|---------|
| 80,283 | 175,941 | 48,378 | 304,602 |
|--------|---------|--------|---------|

Detailed Project Planning

15. Workpackages

The workpackages and Gantt chart are shown in appendix B

16. Evaluation Plan

<Indicate how you will evaluate the quality of the project outputs and the success of the project. List the factors you plan to evaluate, questions the evaluation will answer, methods you will use, and how success will be measured. Expand as appropriate on how you will conduct the evaluation.>

| Timing | Factor to Evaluate | Questions to Address | Method(s) | Measure of Success |
|--------|--|---|---|---|
| TBC | Pilot deployment of toolkit and first tool | Have we got a workable infrastructure to support tools in the deployment environment? Do nurses and mentors find the toolkit | Questionnaires, interviews, Comparison of pilot trials in a simulated against pilot scenarios. Evaluation will | The toolkit is technically feasible in the workplace The mentors and students find the toolkit usable in the |

| | | | | |
|-----|--------------------------------|---|--|--|
| | | usable in the deployment environment? | be led by RHUL in collaboration with, TVU and LSL | workplace context |
| TBC | Trials of deployed application | Does the REMORA application support the mentor and student in the achievement of learning in the workplace? | Questionnaires, interviews, Comparison of pilot trials in a simulated against pilot scenarios. Evaluation will be led by RHUL in collaboration with, TVU and LSL | The mentors and students report that their experience of placement mentoring is improved. Students find record keeping and communication with mentors improved. |

17. Quality Plan

<Explain the quality assurance procedures you will put in place to ensure that project deliverables meet quality expectations and acceptance criteria. Complete the table below for each of the major deliverables providing as much detail as possible. Repeat the table as many times as necessary to accommodate all deliverables.>

| Output | Infrastructure and first tool | | | | |
|-----------------|--|-----------------------------|--|----------------------------|-----------------------------------|
| | Quality Criteria* | QA Method(s) | Evidence of Compliance | Quality Responsibilities** | Quality Tools*** (if applicable) |
| March 2007 | Fitness for purpose | Internal quality Review | Minutes of Meetings | Technical Manager | |
| March 2007 | Terms of reference | Peer review | Feedback | Technical Manager | |
| March 2007 | JISC Report Guideline | Proof Reading | Sign off | Project manager | Template |
| April-July 2007 | Coding/installing | best practice for processes | Logbook update | Research Fellow | Subversion repository |
| April-July 2007 | Test Plan (Adherence to specifications) | Unit test | Sign off testplan (with a record of the results) | Research Fellow | Bug Tracking Software |
| April-Aug 2007 | Reliability, Fitness for Purpose (Adherence to specifications) | System test | Sign off testplan (with a record of the results) | Research Fellow | Bug Tracking Software, Subversion |
| April 2008 | Fitness for Purpose, Usability | User Evaluation | User evaluation results | Technical Manager | Evaluation Plan |

| | | | | | |
|----------------------|--|-------------------------|--|-----------------------------------|---|
| April-June 2007 | JISC Open Source Policy | Licence Check | Creative Commons Licence and Licence manifest and source code published in SourceForge | Technical manger | Subversion |
| Output | Second tool | | | | |
| Timing | Quality Criteria* | QA Method(s) | Evidence of Compliance | Quality Responsibilities** | Quality Tools*** (if applicable) |
| June 2008 | Fitness for purpose | Internal quality Review | Minutes of Meetings | Technical Manager | |
| June 2008 | Terms of reference | Peer review | Feedback | Technical Manager | |
| September 2008 | JISC Report Guideline | Proof Reading | Sign off | Project manager | Template |
| June-September 2008 | Reliability, Fitness for Purpose (Adherence to specifications) | System test | Sign off testplan (with a record of the results) | Research Fellow | Bug Tracking Software, Subversion |
| September 2008 | Fitness for Purpose, Usability | User Evaluation | User evaluation results | Technical Manager | Evaluation Plan |
| April-September 2008 | JISC Open Source Policy | Licence Check | Creative Commons Licence and Licence manifest and source code published in SourceForge | Technical manger | Subversion |
| September 2008 | JISC Report Guideline | Proof Reading | Sign off | Project manager | |

| | | | | | |
|--------------------|--|---------------------|------------------------------------|-----------------------------------|---|
| Output | Evaluations | | | | |
| Timing | Quality Criteria* | QA Method(s) | Evidence of Compliance | Quality Responsibilities** | Quality Tools*** (if applicable) |
| June-September2008 | Evaluation Plan (usability, accessibility, validity) | Design Review | Minutes kept and design signed off | RHUL Consultants | |
| October 2008 | JISC Report Guideline | Proof Reading | Sign off | Project manager | Template |

* **Quality Criteria:** specify the criteria against which the quality of the output will be measured, e.g. fitness for purpose, best practice for processes, adherence to a specific standard or specification, usability, accessibility, validity, etc.

** **Quality Responsibilities:** list who is responsible for monitoring and ensuring the quality.

*** **Quality Tools:** list any tools to be used to help ensure the quality.

18. Dissemination Plan

<Explain how the project will share outcomes and learning with stakeholders and the community. List important dissemination activities planned throughout the project, indicating purpose, target audience, timing, and key message.>

| Timing | Dissemination Activity | Audience | Purpose | Key Message |
|---|--|---|------------------------------------|----------------------------------|
| 1 st month and continuing thereafter | Web site and Blog | General and technical audience | Awareness, Inform, Engage, Promote | REMORA project and developments |
| 1 st month and continuing thereafter | JISC Kick off meetings and subsequent project meetings | Technical Audience | Inform and Engage | REMORA developments and feedback |
| Each deliverable | Reports, demonstrators, plans, etc | Technical audience, and wider informed research and educational research community. | Inform | REMORA developments |
| Throughout the project | Conference papers, workshops, posters | User community, and wider informed research and educational community. | Engage, Promote | REMORA developments |

Parallel to this dissemination plan will be a series of activities supported by the marketing and communications team at TVU. The activities that they will support include: press coverage in local and professional newspapers; local and national radio interviews as appropriate. The draft plan is available in appendix C.

19. Exit and Sustainability Plans

<Explain what will happen to project outputs at the end of the project (including knowledge and learning). Focus on the work needed to ensure they are taken up by the community and any work needed for project closedown, e.g. preservation, maintenance, documentation.>

| Project Outputs | Action for Take-up & Embedding | Action for Exit |
|--------------------------------------|--|---|
| All Reports | Will be posted on the project website and in the institutional archive. | Access – Institute for Information Technology will host the server. Preservation – All reports will be archived in the appropriate JISC repository Maintenance – The server will come under the maintenance policy of the University Intellectual property . All report will be copyrighted. |
| Software: Implementation of Services | The program code developed by the mPLAT project will be freely available to any Higher or Further Education institution. | Access – The Institute for Information Technology will host the program code for downloading. Preservation – The program source code will be archived in the appropriate JISC data centre. Maintenance – The system will be free to use by HE and FE establishments. All supporting documentation |

| | |
|--|--|
| | <p>(specification, user manuals, and technical manuals) will be freely available via the project website. No on going maintenance will be available for the project after the closing date.</p> <p>Intellectual property– To install their own version of the demonstrator toolkit, institutions will need to buy their own licences for 3rd party components.</p> <p>IPR of third party integrated services will be maintained according to the licence used</p> |
|--|--|

| Project Outputs | Why Sustainable | Scenarios for Taking Forward | Issues to Address |
|--|--|---|--|
| REMORA toolkit services. Case Studies, User evaluations | Can be used by other JISC projects, developers and researchers | The REMORA toolkit can be extended by integrating more services. The REMORA toolkit can be used as a technology demonstrator for other toolkits. | Ensuring HE/FE staff have access to the code and documentation for the system. |

Appendixes

Appendix A. Project Budget

Appendix B. Workpackages

Appendix C. Marketing and Communications plan

Appendix B: Detailed Budget

Directly incurred costs

| | <i>Mnths</i> | <i>Util</i> | <i>Spine</i> | <i>Gross £</i> | <i>FEC £</i> | <i>Totals</i> |
|-----------------------------|--------------|--------------|---------------|----------------|--------------|----------------|
| Personnel year 1 | | | | | | |
| A - Post at SOTON | | | | | | |
| B - Post at TVU-1 | | | | | | 26,187 |
| Personnel year 2 | | | | | | |
| A - Post at SOTON | | | | | | |
| B - Post at TVU-1 | | | | | | 67,701 |
| Personnel year 3 | | | | | | - |
| Commissioned work year 1 | <i>Days</i> | <i>Grade</i> | | <i>Rate £</i> | | |
| RHUL- [REDACTED] | | | | | | |
| RHUL- [REDACTED] | | | | | | |
| RHUL- [REDACTED] | | | | | | |
| RHUL- [REDACTED] | | | | | | 8,600 |
| Commissioned work year 2 | | | | | | |
| RHUL- [REDACTED] | | | | | | |
| RHUL- [REDACTED] | | | | | | |
| RHUL- [REDACTED] | | | | | | |
| RHUL- [REDACTED] | | | | | | 25,897 |
| Commissioned work year 3 | | | | | | - |
| Equipment year 1 | <i>Qty</i> | | <i>Unit £</i> | | | |
| PDA | 30 | | 400 | | 12,000 | |
| Laptop & software | 1 | | 1,800 | | 1,800 | |
| PC & software | 3 | | 1,500 | | 4,500 | |
| Server & software | 1 | | 2,500 | | 2,500 | 20,800 |
| Equipment year 2 | | | | | | - |
| Equipment year 3 | | | | | | - |
| Travel & subsistence year 1 | <i>Qty</i> | | | <i>Rate £</i> | | |
| UK meetings | 7 | | | 200 | 1,400 | |
| UK conference | 0 | | | 700 | - | |
| European conference | 0 | | | 1,500 | - | 1,400 |
| Travel & subsistence year 2 | | | | | | |
| UK meetings | 13 | | | 209 | 2,718 | |
| UK conference | 2 | | | 732 | 1,464 | |
| European conference | 3 | | | 1,568 | 4,704 | 8,886 |
| Travel & subsistence year 3 | | | | | | - |
| Other year 1 | <i>No.</i> | <i>Grade</i> | | <i>Rate £</i> | <i>FEC £</i> | |
| Dissemination | 1 | | | 200 | 200 | |
| Recruitment advertising | 3 | 2 | | 1200 | 3,600 | 3,800 |
| Other year 2 | | | | | | |
| Dissemination | 1 | | | 209 | 209 | |
| Evaluation | 3 | | | 1200 | 3,600 | 3,809 |
| Other year 3 | | | | | | - |
| Total incurred yr1 | | | | | | 60,787 |
| Total incurred yr2 | | | | | | 106,293 |
| Total incurred yr3 | | | | | | - |

Directly allocated costs

| | <i>Mnths</i> | <i>Util</i> | <i>Spine</i> | <i>Gross £</i> | <i>FEC £</i> |
|----------------------------|--------------|-------------|--------------|----------------|---------------|
| Personnel year 1 | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | 17,326 |
| Personnel year 2 | | | | | |
| PI | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | 44,341 |
| Personnel year 3 | | | | | |
| PI | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| TVU: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | |
| CI LSL: | | | | | 24,166 |
| | | | | Rate £ | FEC £ |
| Institutional estate yr1 | | | | 16,121 | 18,808 |
| Institutional estate yr2 | | | | 16,853 | 47,188 |
| Institutional estate yr3 | | | | 17,585 | 7,034 |
| Total allocated yr1 | | | | | 36,134 |
| Total allocated yr2 | | | | | 91,529 |
| Total allocated yr3 | | | | | 31,200 |

Appendix C

Communications Plan: REMORA research launch and beyond

Background:

REMORA is a research project that has received almost £200,000 in funding from JISC (Joint Information Systems Committee).

This JISC funded study intends to develop and deploy software tools on mobile devices to support student social workers and practice assessors in clinical placements.

This is an important inter-disciplinary initiative between lead investigators Thames Valley University and two other universities: University of Southampton and Royal Holloway, University of London.

Overall aim of communications

To raise the profile of this research initiative and its progress, so that key stakeholders remain informed and the REMORA project remains in the spotlight.

Objectives

- Publicising key milestones of the project, as and when they are reached, to the relevant audiences
- To meet any publicity obligations that REMORA has to JISC.
- To raise awareness of the progressive research in this sector amongst current and prospective social work students
- To raise awareness amongst providers and organisations in order to positively influence decision-making amongst prospective social work students

Target audiences:

- Specialist media: Technology/Computing/IT publications; Social work; Universities' own regional media; national newspapers, where appropriate; Times Higher Education Supplement etc.
- Relevant bodies: General Social Care Council; British Association of Social Workers
- Internal communications with staff and students

Project partners:

Thames Valley University (TVU)
University of Southampton
Royal Holloway, University of London

Supporting bodies:

General Social Care Council
Social Care Institute for Excellence

Key communications contacts:

Thames Valley University:
Nicola Miller, Communications Manager, Thames Valley University
Tel: 020 8231 2919 e-mail: nicola.miller@tvu.ac.uk

University of Southampton:
(details to be supplied)

Royal Holloway, University of London:
(details to be supplied)

ACTIVITIES:

1. Publicising the launch

- TVU will target its own regional broadcast and print media and any national media as appropriate with a story about the project and its launch
- REMORA has its first project management meeting of representatives on Friday 30 November in Slough. This is an ideal news opportunity to raise awareness of REMORA.
- TVU Communications team will attend the first project management meeting of REMORA and obtain photography of the group representatives before the meeting commences. The team will also obtain any additional key quotes and sound bites from the representatives from each of the partner institutes for use in media relations.
- A press release will be drafted in advance of the launch, circulated to partners so that they can add a quote from their institution and give approval, and then distributed to target media with a photo by TVU's press office.
- Partners can distribute to their own regional media and any specialist media they wish to target, but should liaise with TVU communications team to avoid duplication. Partners may, if they wish, choose to only include the quote from their own institution in the release they send to their relevant regional media.

Actions:

1. Partner institutes to provide contact details for their press offices and the people who will need to be contacted to give final approval for any press releases (*Deadline: Monday 26 November*)
2. Press release to be drafted and circulated to partners by TVU press office (*Deadline: Tuesday 27 November*)
3. Amendments and quotes from chosen spokespeople to be added to press release and returned to TVU (*Deadline: Thursday 29 November*)
4. Final approved press release to all (*Deadline: Friday 30 November*)
5. Photography and quotes to be collected by TVU Communications team at launch (*Deadline: Friday 30 November*)
6. Final press release circulated to TVU target media and press offices from partner institutes to circulate to their own local media, offering comments and interviews as appropriate. (*Deadline: Monday 3 December onwards*)
7. TVU will, in particular, target its local newspapers (Reading, Slough, Ealing and Brentford) and offer interviews to local radio stations with Dr. Balbir S. Barn (tbc) about the project and its launch.
8. Partners and supporting bodies may wish to publicise the work of the group within their own organisations and these do not need to be approved by the group (e.g. intranets, staff newsletters and magazines).

2. Maintaining the momentum

- Following the launch, it will be important to maintain awareness about the, taking advantage of any opportunities for publicity as they arise
- A media protocol should be drawn up between the partners, which essentially states that the press offices make each other aware of any media activity around this project– reactive or proactive – and in advance.
- Any materials for the media or external publicity (e.g. press releases, websites) should be approved by each of the press offices in line with agreed procedures prior to distribution to the media.

Actions:

1. REMORA project management group to advise TVU communications team of any relevant developments so that future publicity may be agreed with partners and carried out (**Ongoing**)
2. Press offices to advise of any relevant media opportunities to discuss the work of REMORA and co-ordinate a response
3. Media protocol to be drafted by TVU communications team and agreed (*Deadline: Friday 21 December*)