

Project Acronym: UG-FLEX  
 Version: 1.5 (Final version)  
 Contact: Maureen Castens  
 Date: 30 April 2009



Project Information			
<b>Project Acronym</b>	UG-FLEX		
<b>Project Title</b>	UG-Flex		
<b>Start Date</b>	September 2008	<b>End Date</b>	July 2012
<b>Lead Institution</b>	University of Greenwich		
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<b>Partner Institutions</b>	Not applicable		
<b>Project Web URL</b>	<a href="http://www.gre.ac.uk/offices/ils/cis/projects/jisc-project">http://www.gre.ac.uk/offices/ils/cis/projects/jisc-project</a>		
<b>Programme Name (and number)</b>	05/08: <i>Institutional approaches to curriculum design</i>		
<b>Programme Manager</b>	Sarah Knight		

Document Name			
<b>Document Title</b>	UG-Flex Project Plan		
<b>Reporting Period</b>	<i>Not applicable</i>		
<b>Author(s) &amp; project role</b>	Claire Eustance – Project Manager; Clifton Kandler – Interim Project Manager; Paul Butler – Technical Lead; David Mutti - Business Analyst Lead & Maureen Castens – Project Director		
<b>Date</b>	30 April 2009	<b>Filename</b>	UGFlexProjectPlanv1.5Final30.4.09
<b>URL</b>	<i>Via project website (see above)</i>		
<b>Access</b>	<input type="checkbox"/> Project and JISC internal		<input type="checkbox"/> General dissemination

Document History		
Version	Date	Comments
1.5	30 April 2009	Third published edition (Final version)
1.4	31 March 2009	Second published edition
1.3	6 February 2009	First published edition

## **UG-FLEX PROJECT – DRAFT Project Plan**

### ***Overview of Project***

#### **1. Background**

Located within the Thames Gateway and close to the financial heart of the UK in the City of London and Docklands, the University of Greenwich is well positioned to deliver on national, regional and local agendas relating to diverse learning needs. These include continuing professional development (CPD), work based learning (WBL) and employer and community engagement, and can be delivered via a mixture of methods: e learning, blended learning and face-to-face teaching and via a mixture of models, from long thin flexible part-time degrees to short bite-size CPD courses.

This project will analyse and model the current design and delivery models in use at the University of Greenwich and look to build on and expand them to enable the University to meet its strategic aim to significantly increase its part time and flexible learning provision. To make a diverse and agile curriculum viable it is important that, as far as is possible, the offering is more responsive and accessible to learners and employers and the processes are devolved to schools with little or no increase in the administrative burden on academic and support staff. This requires agile systems to ensure responsiveness to demand-led learning.

The University commenced a programme of replacing all of its enterprise information systems ten years ago, starting with student records and course management and due to culminate in 2010 when a new integrated timetabling system moves into full production. Incorporating a full enterprise portal, the tightly integrated environment is mature and effective, and therefore the University has no intention to add to, or replace, any part of its systems environment as part of this project. Indeed, the current standards and web services based integrated infrastructure is well positioned to facilitate the interoperability of data and services to facilitate the recommendations from the University's Part Time & Flexible Learning Working Group as approved by Academic Council.

Given many of the existing processes were designed in support of the academic environment ten years ago, this project aims to build the new business processes into the academic and administrative systems environment to ensure that the University has a flexible and agile curriculum which can respond to the changing HE agenda and which is built on a foundation of systems and processes which are also agile, flexible, responsive and effective.

There are a number of drivers affecting the University's vision for greater flexibility in curriculum design and delivery – and therefore this project, namely;

- The expected demographic downturn in traditional 18-year-old full time student market.
- A potential for some increase in participation levels, particularly among mature students, in widening participation areas.

- The government agenda around higher-level skills, with targets for a 50% participation rate in HE and most recently, the Leitch Report target for 40% of the UK's adult workforce to be qualified to Level 4 by 2020.
- The removal of core funding for Equivalent or Lower Qualifications (ELQ) which early indications suggests is having a detrimental impact particularly on part time learner numbers and on the availability of courses traditionally aimed at part time learners.
- Demand from business and industry for high quality, innovative and relevant skills training, CPD and work based learning.

Since the articulation of the University's vision for part time and flexible learning and the subsequent successful bid for funding from JISC, the HE and wider political and economic environment have had to take into account considerable change:

- The worldwide economic downturn will undoubtedly have an impact on the HE sector. The next public spending round is expected to reduce the allocation to the sector and therefore University funding contracts will be detrimentally affected. Additionally, history tells us that student numbers often increase within recession, yet this is the first recession the sector has encountered within a fees regime, which means students may not want to increase their financial exposure. However, at the middle of January 2009 UCAS held approximately 10% more applications when compared to 2008/09 entry, which implies that more students want to study instead of entering the job market.
- Government and HEFCE have said that additional student numbers will not be allocated for 2009/10 and that it is expected a cap will be placed on current contract levels, akin to the Maximum Aggregate Student Number (MASN) used in the early 1990's to restrict the expansion of fundable students.
- The UK will have held a general election by 3<sup>rd</sup> June 2010, well within the lifetime of this project. Should the Conservative Party succeed there is a real chance that aspects of the Labour Party strategy for Higher Education will be radically altered, with the potential that the 50% participation target is dropped and student numbers reduced, particularly within the post-1992 sector.
- International student numbers studying at Greenwich continue to be buoyant, although the economic downturn may have an effect. A counter effect may well be the weakness of sterling, which makes studying in the UK attractive for students from countries whose currency remains strong. A further potential effect is the implementation by the UK Borders Agency of Tier 4 of the Points Based Immigration Scheme, which does place additional complexities on both students and institutions, complexities that are not being implemented in other European countries.
- The University currently has around 76 live collaborations around the world, ranging from relationships with local FE college providers through to franchise collaborations overseas. The University's position with regard to collaborations, particularly overseas partners generating full cost students, is likely to increase.

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Whilst the landscape has significantly altered and there are a number of major issues that will have a hitherto unknown effect on the sector and therefore the University, the UG-FLEX project is seen as equally or potentially more relevant. Within a changing and volatile environment, we must be more flexible and responsive to students and employers, using our systems to facilitate the design and delivery of novel, flexible and relevant curricula to meet the changing needs of students, industry and government. Whilst the emphasis was and remains focussed on provision targeted at those students who are not full time, the outcomes from this project may enhance all areas of the University, not just those specifically in scope.

The project aims to use and where appropriate build on existing work from both internal and external sources. An outcome from the recommendations of the Part Time and Flexible Strategy was the constitution of a short life working group with terms of reference to assess the current level of flexible provision and identify the barriers for delivery. Four sub groups were formed to look at infrastructure, marketing, personnel and systems. These groups gathered a considerable amount of data and evidence that is useful to the UG-Flex Project, both in informing the direction of the project and as baseline information for evaluation purposes. Ultimately, the groups found that whilst flexible curricula can be designed and delivered within the University, the barriers surrounding the areas covered by this project are an impediment to flexibility being able to flourish.

Work undertaken in this area within the sector and in particular that conducted by the JISC CoVaRm and JISC P-spex projects will be used within the project. The domain maps produced by these projects will enable us to look at internal processes in a more systematic way and will reduce the time required to investigate these particular areas in terms of their effect on the design of a more flexible curriculum at our institution. Our paper based validation system, as identified in the CoVaRm project, will need to be reviewed and systematised, and CoVaRm will contribute to that process. Both projects have acknowledged the importance of other institutional business processes and areas such as registration, assessment, timetabling, service provision and marketing in increasing the flexibility of the overarching curriculum development process, and it is in these areas that we intend to improve our environment and provide models back to the sector for reference. The DIUS report on Part Time Study in HE<sup>i</sup> by Professor Christine King, VC of Staffordshire University reinforces this view and resonates very much with our project.

We have looked at the outcomes from the initiative on supporting flexible delivery that was directed by the Scottish Higher Education Enhancement Committee<sup>ii</sup>. Whilst these resources were funded by and aimed at the Scottish HE sector, their content has relevance to our project. One area of interest is the model identifying dimensions of flexibility in the QAA report "A practical guide to providing flexible learning in further and higher education" by John Casey and Pam Wilson.<sup>iii</sup> We are aware that the perception of flexibility differs depending on the stakeholder, with students in particular having a view of flexibility which differs to that of academics and University management. Through our stakeholder workshops we plan to use the model in order to frame a consistent conversation with our stakeholders and to build a shared understanding of what is meant by the term "flexibility" across the institution and more widely.

The Collis and Moonen model of the seven dimensions of flexible curriculum design will be used as a baseline model through which to involve stakeholders in this process, and ensure that they and we are aware of the other components that impinge on and affect curriculum design and delivery for flexible and part-time study.

## 2. Aims and Objectives

The aim of the project is to re-engineer our current support systems in order to deliver curricula and associated support services that will:

- meet learners' and employers' requirements for part-time and flexible study;
- secure widespread support and adoption among academic and support staff
- enable support services to accommodate student needs from application to completion;
- enable university staff to develop high quality courses using flexible delivery models where appropriate that can go through the authorisation and approval processes of the University in a timely fashion and be effectively marketed and recruited to;
- support planning and decision making within the University on its portfolio for both full-time and part-time students

The realisation of these aims will be measured against the achievement of six objectives:

1. an increase in the actual and planned number of flexible delivery courses offered by the University by July 2012;
2. a % increase in the levels of staff satisfaction with support system functions by 2012 (determined from baseline for staff satisfaction to be identified by beginning of 2009/10 academic year);
3. a % increase in student satisfaction levels in relation to the organisation & management of their course and welfare resources and facilities by 2012 (determined from baseline established from University student survey);
4. no less than 90% of new flexible provision, and no less than 75% of all existing flexible provision, to be authorised, approved and implemented within the University's published academic planning framework by July 2012;
5. a review of processes and systems designed to assist decision-making across the institution and inform wider policy decisions, to ensure they are informed by needs of all stakeholders, with recommendations by end of 2011/12 academic year.

Additionally, we believe there is scope to raise the real and perceived tensions between some of the wider political objectives that drive project like UG-FLEX and the regulations for student data collection enforced by HESA on behalf of HEFCE and wider government. In particular, we are interested in generating discussion around the differentiating attributes and classification of a full time versus part time student, and the data collection requirements for students who are not fundable yet require a full record for HESA purposes.

### 3. Overall Approach

The project can be split into five broad phases;

1. baseline research and analysis
2. stakeholder engagement and requirements gathering
3. systems analysis and design
4. pilot phase
5. implementation phase

#### Phase 1: Baseline research and analysis (Work Packages 2, 4, 5)

Timeline: September 2008 – June 2009

The stakeholder engagement and requirements gathering process will be informed with research from pre- existing work undertaken both internally and externally. This phase will look to gather, consider and assess as much pertinent information as possible and establish a baseline on levels of flexible delivery current offered by the University's schools. Earlier work within the University focussed on the delivery aspects of flexibility, and in doing so, a considerable amount of baseline information has been gathered and synthesised with a view to moving the University on with regard to supporting flexibility in the curriculum. This project has received top level support because of its relevance to some key aims and objectives outlined in University's Corporate Plan (2006-2011) and the University's Learning & Teaching Strategy (2006-2011), and its findings will inform future policy and practice.

We also have considerable empirical data surrounding the different modes of flexibility currently in use and how they have declined in some areas whilst increasing in others. We intend to overlay the information we have against sector and regional comparative information including statistics covering the regional variations on the demographic downturn.

Clearly, the issue of flexibility within curriculum design and delivery is pertinent within the UK Higher Education sector. Government have issued targets, commissioned high level reports and funded programmes [like this one] to enhance institutions ability in this area. Understanding the relevant wider technological, social, economic and political factors and how they may influence our environment are crucial to ensuring our project delivers within that context. Published work by the Higher Education Policy Institute (HEPI), JISC, QAA, funding bodies, DIUS and others will be considered and brought into the wider project environment.

#### Phase 2: Stakeholder engagement and requirements gathering (Work Package 7)

Timeline: May 2009 – December 2010

We intend to open up discussion and debate about flexible provision and its implications for the multiple and diverse stakeholders and decision makers within and external to the University and the Sector, and prepare staff and services to engage with the changes that are involved to fully realize the vision of a truly flexible and agile higher education system.

This is a vital and formative phase of the project. It will provide both the foundation of

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information and knowledge required for subsequent phases and also an opportunity for stakeholder involvement from the outset. Early stakeholder contribution will facilitate empowerment and influence and also contribute positively to the dissemination and communication of the project.

We propose run a series of workshops to capture stakeholder experience from a wide range of perspectives:

- academic;
- quality;
- administrative;
- systems;
- business;
- “customer” [employer and learner];
- policy maker/funder.

The workshops will be led by the Project Manager and will involve a Business Analyst who will elicit and map existing and required curriculum and administrative process models. We are in the process of developing a series of tools that will facilitate discussion and knowledge capture. For example, we have adapted a graphical representation of flexible curriculum design, based on the model cited by Casey and Wilson<sup>iii</sup>. Another proposal currently under consideration will involve developing a tool that outlines in key bullet points the vision for curriculum design described in the JISC Circular 05/08 (points 14-19). It is envisaged that this could be used to help stakeholders identify and discuss the key barriers and enablers to achieving aspects of this vision.

The detail of the workshop structure and composition are still under consideration. We are aware that there is value in holding workshops that bring together different stakeholder groups so that different perspectives can be discussed and empathies developed. This technique is most likely to be employed at a later stage in the project's lifetime. At the formative stage of knowledge capture, we feel there is most value in running workshops that contain stakeholders with clear shared interest and experience.

Therefore, we will hold workshops involving curriculum designers and from every school in the University to ensure that all flexible curriculum models are captured and key barriers and enablers identified. The workshops will deliberately include staff from different schools, to provide a forum for best practice to be shared and similarities explored. At these workshops, school staff will be invited to identify schemes for the project's pilot phase.

We are conscious that the stakeholder analysis process within the University needs to focus on curriculum design, and therefore to a greater extent academic oriented staff, but also it is crucial for our project that perspectives from the administrative, academic related and support departments are captured. To this end key staff from Admissions, Student Affairs, Space Management (timetabling), Personnel (staff contracts), Facilities Management (space configuration and access to premises) and Learning Services (library and computing facilities) will be invited to attend workshops/focus groups to share their views and experiences.

We intend to hold a series of workshops/focus groups for other stakeholder groups, particularly for employers and learners. As with all events held during this process, the form of the event will be tailored around stakeholder type. In addition to framing workshops or focus groups around

discussions based on the tools outlining flexible curriculum design we propose to capture “cameos” of experience, recorded as narrative statements or via video. This aspect of the academic analysis will provide less empirical information but will provide perception, opinions and perspectives that may be very illuminating, as previously such investigation has not been undertaken.

We propose to form a “consumer panel”, which will consist of selected stakeholders from the initial workshops who will be invited to meet over the lifetime of the project to listen to and comment on project outcomes at every stage of the project’s lifetime. The membership of the Consumer Panel will consist of stakeholders from a wide range of backgrounds, experience and interests.

Outputs from this process will be:

- Artefacts from the workshops.
- Graphical depiction of academic [and relevant administrative] models, narratives, taped interviews. (Appropriate consent and permissions will be obtained as necessary)
- Report on synergies between models
- Themes uncovered from broader stakeholder analysis
- Existing hurdles and blockages explicitly listed.

### Phase 3: Systems Analysis and Design (Work Package 8)

Timeline: July 2009 – September 2010

This aspect of the project will be informed directly by feedback from stakeholder workshops and for this reason there is overlap between Phase 2 and Phase 3. We will use the structured process methodology Unified Modelling Language (UML). UML is a method that provides a graphical representation of how concrete aspects of the process, such as system functions, and more abstract attributes such as the academic model fit together. It provides an excellent communication tool to facilitate the process orientation necessary within such a complex project and can be used throughout the life cycle of the project.

One of the challenges of this project is to marry the diverse requirements from a curriculum perspective within a systems model that must retain its rigour from a business and legislative perspective. We will also review the implications for the interactions between the student record system and other primary systems such as timetabling, virtual learning environments, library systems, financial and human resources systems.

This challenge – to enable centrally supported flexible curriculum design [and delivery] – will aim to provide as an outcome from the analysis stage a transformation model that identifies how a constrained systems environment configured for an academic model ten years ago can be transformed to provide the modern, flexible and agile environment we require.

The systems analysis output will be a specification that will identify both configuration and process changes and how those changes need to be reflected via systems enhancement. There will be a consultation process with end users at this stage to ensure that they continue to feel involved in the design process. We will ensure that the specification is publicized and shared with stakeholders (for example through the Consumer Panel outlined above and through our project website and portal group).

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The next step will be to undertake a technical design workshop that will translate the functional specification into a technical design document for the purposes of systems development. At this point we are within a formal software life cycle methodology that is outlined within section 9 (technical development).

Outputs from this stage –

- Functional specification
- Technical design document
- Enhanced systems and processes
- Record of the development process including full test plans, any development iterations, etc
- User documentation, training plans, etc.

#### Phase 4: Pilot (Work Packages 9 & 10)

Timeline: January 2010 – February 2011

At least three schemes from different schools will be involved in the pilot and care will be taken to ensure that the project timelines dovetails with school plans. The aim is to have pilot programmes identified by the beginning of the 2009/10 academic year and at least one will be a course that is already running. The schools of Education and Training, Business and Computing and Mathematical Sciences have confirmed their interest and we are in the process of securing commitment from other schools in the University.

There are two aspects to this part of the project. Firstly, with any business process and systems project which includes change management it is important that the pilot phase captures any weaknesses or flaws which can be iterated back to the previous phase for correction before wider deployment. Secondly, the evaluation of the project in its broader sense needs real world data to enable success factors to be assessed. The reason at least one of the programmes will be pre-existing is to enable baseline data from before the pilot to be used for evaluation purposes, both narrative views and more empirical data.

The final decision on the content of the pilot will rest with the Project Steering Group and decisions will be informed by the intention to reflect and to capture and test the widest possible range of processes and issues.

#### Phase 5: Implementation (Work Packages 11 & 12)

Timeline: March 2011 – July 2012

The reason this project has so much support from every level across the University of Greenwich is because it is seen as a crucial enabler of our strategy around the provision of part time and flexible study. We are very serious about implementing the strategy – and therefore the outcomes from this project, and will move to implementing the outcomes across the University as soon as possible.

However, the University is very realistic that delivering on the tangible aspects of the project must necessarily deliver the organisational change we need. We intend to start the process of facilitating University wide implementation early on by ensuring relevant stakeholders throughout the institution are involved.

## Formative principles

There are some key phrases which form principles which we will maintain throughout the project; namely;

- Integration of systems and data
- Self service wherever possible
- Never collect data unless it is absolutely needed
- Light touch, lean processes are effective processes

These principles will constitute part of the terms of reference of all groups associated with the project and will be shared with stakeholders. For example, a statement of these principles to all participants in workshops and sessions held during the course of the project's lifetime.

## Project Scope and Boundaries

In addition to the areas of work on curriculum design and systems described above, the following areas will need consideration and work for the ultimate goal of mainstream implementation to be effective. These areas are outside the immediate scope of the project, although steps will be taken by members of the Project Steering Group to raise awareness with appropriate staff within the University.

- The Academic Regulations and associated policies, process, annual timetable and dependent management systems (paper and electronic) all need consideration and where appropriate, review.
- Academic staff contracts will need to be considered and potentially altered to facilitate teaching during late evenings, weekends and the summer break.
- Associated with the above point, premises will need to be available to facilitate teaching outside the normal timetable along with library and computing laboratory resources. Clearly this will have an impact on staffing which will have a consequential resource implication that will need to be considered as part of the cost model.
- With online, distance or blended learning teaching consideration will need to be given to formalising our 24\*7 support, both from a technical and assistive perspective.
- The full systems environment is within the scope of this project; including – quality management, admissions and student administration, assessment and conferment, e-Learning, learning resources (library, journals, etc), timetabling, student and faculty self service and web based services (portal).
- Processes and systems used to manage full time students.

### Critical Success Factors

The following factors are considered critical to the success of the project and will be used to inform formative and summative evaluation of the project:

- Stakeholder involvement in the consultation and design process
- Systems that meet need at every level
- Stakeholder confidence in project outcomes

### **4. Project Outputs**

The project will deliver:

- **Redesigned systems** which better support part-time and flexible curriculum delivery and design, for example by encompassing a wider range of curriculum delivery in terms of start/end dates and pace and place of study;
- **Web based guides** to curriculum design giving access to knowledge of a wide range of curriculum design and delivery options;
- **Review of procedures** for the approval and review of programmes and courses in the context of their impact on University systems
- A **project website and blog** will be established to raise awareness and share experiences, new knowledge and practice.
- **Project Documentation** including Project Reports; Project Management Documentation; Specification Documents and Reflections on Practice and Systems (see below for further details\*)
- **Shared understanding** and knowledge among stakeholders of the important role a truly flexible curriculum will play in meeting the ongoing widening participation mission

### **\*Project Documentation**

A wide range of documentation will be produced during the period of the project. It is recognised that some documents will be of greater interest and relevance to different stakeholders depending on their role, contribution and expectations. For this reason the documents are grouped into four categories as follows:

#### Project Reports

- Project Plan
- Baseline Report
- Report on findings from Pilot Phase
- Final Project Report
- Evaluation Report

### Project Management Documentation

- Minutes of Management and Steering Group Meetings
- Reports to JISC
- Post Project Review Document

### Specification Documents

- User Requirements Specification
- Process maps of current and future and procedural designs
- Remodelled System Specification

### Reflections on Practice and Systems

- Reports from Stakeholder meetings (Workshops/Groups)
- Case Studies outlining practice and experience of staff and other stakeholders
- Analysis of User Requirements

### Knowledge and experience

A central aim of the project is the development of a shared understanding of the important role a truly flexible curriculum will play in meeting the ongoing widening participation mission of the institution in changing and volatile political, social and economic circumstances. Through the process of the development and implementation of redesigned procedures and systems that support curriculum design it is envisaged that this shared understanding of the significance of flexibility will be achieved.

The exposure of stakeholders throughout and beyond the institution to the internal and external drivers for change and the initiation of a structured dialogue will increase the engagement with and opportunity to address these challenges.

The range of curriculum models currently supported by existing systems and procedures as well as future plans will be clearly documented and may facilitate greater knowledge exchange and sharing of good practice.

The process of examining the challenges to the design of more flexible curricula presented by existing procedures and systems will also highlight the importance of the contribution made by stakeholders currently viewed as largely invisible in the process. This may help to foster greater understanding and respect between staff responsible for different roles and functions as well as other stakeholders.

## **5. Project Outcomes**

Outcomes for University of Greenwich:

- Core support systems for flexible curriculum design and delivery that are fit for purpose

and improve understanding of the impact and importance of different dimensions of curriculum design and course approval processes at all levels;

- Increased awareness of and support for flexible curriculum design options available, leading to greater take up across all schools in the University;
- Opportunities to share good practice to facilitate greater knowledge exchange among stakeholders;
- Greater awareness of the value of the contributions different stakeholders make to the successful delivery of the University's mission, in particular fostering greater understanding and respect between stakeholders;
- Generation of a shared understanding of the significant role a flexible curriculum can play in meeting the widening participation mission of the University
- Support for and widespread adoption of new systems at all levels.
- Improved institutional capability to be agile in a changing marketplace.

The outcomes listed above represent significant change for the University. Managing this change and embedding the outcomes of the project will be managed by disseminating information on the project's progress, impact and recommendations. This will be achieved through presentations/meetings with staff and other stakeholders, conference papers/presentations and through wide publication of project documents on the web.

Embedding the outcomes of the project will be conducted formally through the University's Learning & Quality Committee and the school Learning and Quality Committees. As required, reports on the project's findings and impact will also be submitted for consideration to Academic Council, which is the principle University committee responsible for the maintenance of academic standards and for overseeing the quality of learning opportunities. Reports will also be submitted to the Academic Planning Sub-Committee of the Executive Committee in relation to new programmes generated as a result of project activity.

#### Outcomes for JISC Curriculum Design Programme:

- The UG-Flex Project will provide a detailed case study demonstrating how reviewing and changing curriculum design and delivery processes can be informed by technology. This may inform JISC's decision-making in the longer term.
- The imaginative use of collecting stakeholder views and experience over the course of the UG-Flex project will contribute real life example demonstrating how learning opportunities can be transformed to benefit learners.

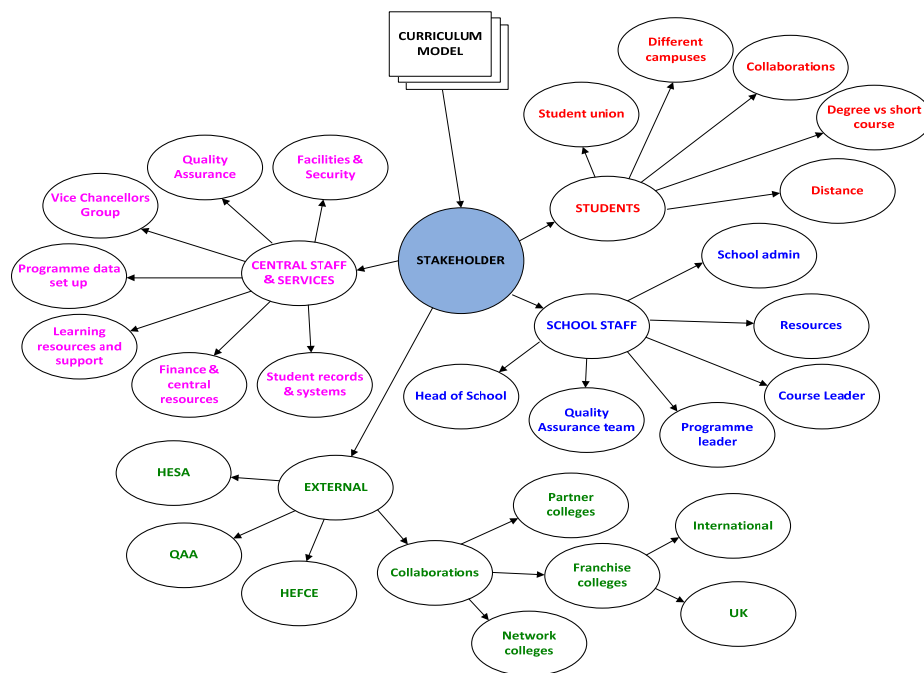
#### Outcomes for the Sector

- The project will provide a case study of how the major business systems and processes around curriculum design and delivery can be realigned to support a shift to flexible

curriculum in a large widening participation university within the Million+ group, the critical success factors and the impact of organisational and cultural factors

- It is envisaged that the insights into the factors affecting flexible curriculum design offered by the UG-Flex project will stimulate positive and informed change in curriculum design processes across the sector more widely.
- It is envisaged that the project may generate recommendations for revisions to funding and regulatory frameworks to support part-time and flexible curriculum design.
- The project may stimulate further academic research on pedagogical dimensions of flexible curriculum design.

## 6. Stakeholder Analysis



Discussions with key stakeholders provide clear imperatives on which UG-Flex needs to deliver.

A student's comment: 'I want to be able to apply and enrol online and receive access to university systems promptly so that I can start work straight way'.

An administrator's comment: 'I want the most efficient processes to enable more time to be spent responding to the student's needs'.

The Programme Leader's comment: 'I want to have a clear picture of the administrative models that are available for me to utilise and how the curriculum I want to deliver can dovetail effortlessly with any administrative mechanisms'.

As stated within the approaches section we aim to engage all stakeholder groups. Academic staff with curriculum design responsibility will be asked to contribute to the academic model analysis. Additionally, we will talk to other stakeholders to enable us to gain a broader view of stakeholder experience.

Stakeholder	Interest/Stake	Importance
JISC	Project funder, responsible for overarching programme	HIGH
HE community/programme community	The wider sector is facing the issues addressed by the project and so will be able to contribute and benefit from it	MEDIUM
Statutory and regulatory bodies (HEFCE, HESA, QAA)	The project may raise issues that are of significance to the ways funding is allocated and standards and quality are monitored and safeguarded.	MEDIUM
Professional bodies and employers	Crucial to ensure that course offer, particularly CPD, WBL and PT vocational courses meet the demands of industry	MEDIUM/HIGH
Partner organisations, national and international (collaborative provision)	As users of Greenwich systems they are affected by and have an interest in the project	MEDIUM
University schools	Feedback from academic staff and administrators is essential to the project. They will be the users of re-engineered systems.	HIGH
Corporate Information Systems (Information & Library Services)	Enablers of business processes, developers of the information systems and owners of the infrastructure supporting all of the corporate systems. Also, where the project is based	HIGH
Office of Student Affairs	Functional owners of the student records system and course management process and leaders on systems analysis	HIGH
Learners/Students	Key to helping to determine the curriculum and driving on going change over time	HIGH
Planning & Statistics	Responsible for relationship with HEFCE, for meeting statutory requirement and reporting, and for University compliance with associated regulations	MEDIUM
Vice-Chancellor's Office	The Pro Vice-Chancellor (Learning & Quality) is responsible for the development of the PT and FL Strategy, chair of the Learning & Quality Committee, which is responsible for management of learning and quality and therefore has a large role in embedding project outcomes. Also overall project sponsor	HIGH
School Directors of Learning and Quality	Along with local Quality officers and School Quality Committees, responsible for the operation of quality assurance and validation processes at local level	HIGH

Educational Development (part of the Vice Chancellor's Office) working with School Learning Enhancement Coordinators	Responsible for enhancing the quality of teaching and learning University-wide, staff development and change management oriented towards the curriculum	HIGH
Learning & Quality Unit (part of the Vice Chancellor's Office)	Oversight and co-ordination of quality assurance and learning enhancement, services the Learning & Quality Committee and is responsible for liaison with quality assurance agencies	HIGH
Learning Services and ICT (Information and Library Services)	Providers of learning resources and computing laboratories to students and faculty	MEDIUM
Marketing (within the Development & Communications Office)	Responsible for marketing new curriculum to potential students and guiding schools on market requirements to help inform curriculum development	MEDIUM
Facilities Management and Space Management Unit	Owners of the space allocation function, important to the effective delivery of a flexible and adaptive curriculum model	MEDIUM
Personnel	Responsible for interpretation of employment rights and duties and any performance management issues arising from the increase in flexible and part time curriculum delivery.	MEDIUM
Finance	Responsible for ensuring the University's financial resources are optimised through the delivery of more flexible and part time curriculum models	MEIDUM
Unions (representing University employees)	Responsible for representing the interests of their members in relation to issues arising from an increase in flexible and part time curriculum delivery.	MEDIUM

## 7. Risk Analysis

The risk register is seen as something that will change over the duration of the project. Currently the risks listed are high level, but we would anticipate more detailed risks to be identified as the project progresses.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Monitor/Manage Risk
Failure to recruit project staff	3	4	12	Advertise widely and publicise job through formal and informal networks of stakeholders.
Loss of project manager and/or other key staff	2	4	8	Ensure that knowledge silos are avoided wherever possible so other are able to continue the work if necessary
Dramatic change in external drivers	2	2	8	Ensure the scope of the project is flexible enough to adapt in the event of an external driver altering the environment

Organisational change which may affect impact of project outcomes	4	2	8	Ensure project has a high profile across the institution, and encourage effective representation on Project Steering Group and Management Group.
Schools and relevant offices not participating in the project	2	5	10	Ensure stakeholder engagement is fostered through communication and regular updates so that ownership is shared across the institution
Lack of take up from schools and office (once project outputs delivered) resulting in failure of project outcomes	3	3	9	Ensure stakeholder engagement is fostered through communication and regular involvement so that change is embraced and the virtues of the project are understood.
Lack of senior management prioritisation of university resources required to deliver project outcomes	2	5	10	Ensure senior management are kept informed of project progress through meetings with project staff and timely reports to appropriate committees.
Additional costs are incurred which are necessary to delivery project successfully	1	4	4	Regular review of project costs and budget will ensure effective budget management. Any adjustments will be identified in advance followed by consultation with university finance department and other budget holders as necessary.
Processes identified by stakeholders prove too complex to deliver effective technical solutions	2	5	10	Inclusion of technical staff in meetings with stakeholders to ensure expectations are managed and to provide advice where minor differences may not add value.
Problems with roll out after pilot phase	3	3	9	Wider implementation will be phased following pilot phase with on-going evaluation to ensure continuous learning from roll out.
Existing practice (“under the radar”) conflicting with officially documented practice	4	3	12	Early research and requirements gathering will encompass existing practice, with a specific focus on asking how core systems and practice can accommodate different needs.
Conflict with unions over possibility of changes to working practices	1	4	4	Existing flexible working practices in schools will be shared with other schools to address any fears arising from lack of knowledge about implications. Union representatives to be invited to join discussions on potential impact of project on working practices.

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## 8. Standards

The project has yet to fully analyse the standards that may or may not apply to the technical aspects of the project. However, with reference to section 9 (technical development) we can state that we will adopt those standards which are used within our proprietary systems which we will be re-configuring. For example, we use the SunGard Higher Education student system (Banner), and in order to modify or reconfigure aspects of that system to facilitate enhanced or amended processes we will need to ensure that we use the SunGard coding methodology.

Where any self-standing development is undertaken we will adopt the open standards that JISC recommends.

## 9. Technical Development

The illustration below shows the academic oriented information systems within the University. Both current production systems and those that are due to be implemented during late 2008 and 2009 are shown (in both cases the projects are currently well advanced).

Greenwich has a very thorough development methodology which is based on the waterfall method for software life cycle management. Whilst the student and associated systems are proprietary – from SunGard Higher Education, we do have the source code and we do, where necessary, add or alter processes.

Managing development within a vendor based systems environment presents a challenge which requires methodical management and control. Since 2000, we have used both version control and work management software to store the code we develop and all artefacts relating to the process used to develop the code, from specification through to design, development, testing and release. All documents are centrally recorded along with the communication between the relevant stakeholders, using a workflow system.

Our development process has recently received substantial assurance from an internal audit which considered both the software lifecycle process and project management processes used during the development phase.

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Our strategy is to facilitate real time integration and provisioning as far as possible, underpinned via the principle of 'authoritative source' in respect of data storage and single sign on for access to self service systems by students, faculty and affiliate users.

The University has no plans to change this infrastructure as part of the proposal; instead, by undertaking business process review and some configuration and development within the Student Records and Course Management system, we aim to leverage the existing infrastructure more effectively to facilitate the University's Part Time and Flexible Learning strategy.

## 10. Intellectual Property Rights

The systems in use at Greenwich are proprietary. This means that any code, whether modified SunGard code or derivative code developed by the University, is governed by our contract with SunGard and cannot be released outside the Banner community. The only exception to this is within our portal or if aspects of the development are self-standing modules which use data stored in SunGard systems but not any of the underlying technical architecture. Current thinking indicates that the majority of the development will need to be within the SunGard systems and will therefore not be released, however, the precise decision regarding approach will be made as part of the systems analysis and design phase.

Aside from the development of code there will be a considerable amount of artefacts produced from the project. All the project deliverables, reports and other relevant outputs will be published via the project website and made freely available to the academic community. Where appropriate, materials will be offered to relevant repositories, including JORUM and CloudWorks, to support wider dissemination and sustainable access.

SunGard Banner users throughout the UK and other regions who are approaching similar projects will be communicated to as part of the dissemination plan and will be welcome to share any code we produce, as they all hold the same rights as Greenwich to source and derivative code.

## Project Resources

### 11. Project Partners

There are no formal project partners involved in the project. However, there we do have alliances with suppliers, such as SunGard Higher Education systems, and partner institutions, such as local further education colleges and overseas franchise organisations, who will participate throughout the project.

### 12. Project Management

We intend to use the JISC Project Management Methodology and associated toolkit, which we have used successfully to manage other large and complex projects. Key staff have good experience of working on projects which are managed within a controlled environment and a number of staff have been trained by JISC on the JISC method.

<b>Project Steering Group</b>		
Remit:		
<ul style="list-style-type: none"> <li>• Review and reflect on the project's work and the potential impact on the University and beyond;</li> <li>• Offer expert advice and guidance;</li> <li>• Share knowledge and information that may impact on the project;</li> <li>• Receive and comment on project reports and documents;</li> <li>• Promote effective communication and dissemination of project progress, outputs and outcomes;</li> <li>• Advise on wider strategic issues and implementation of the project outcomes.</li> </ul>		
Frequency of meetings: three times a year (once each academic term), coinciding with JISC reporting cycle where possible.		
<b>Member</b>	<b>Job Title</b>	<b>Role and Responsibility on Steering Group</b>
Margaret Noble	Pro-Vice Chancellor (Learning & Quality)	Chair, also bringing expertise on impact on university strategy and policy
Maureen Castens	Director of Information and Library Services (ILS)	Project Director Project Champion. Also brings expertise on impact on strategy and policy from an ILS perspective.
Linda Cording	University Secretary & Registrar	Deputy Chair and Strategic oversight and line manager for ILS and Office of Student Affairs.
Paul Butler	Head of Corporate Information Systems	Overall technical expertise
Christine Rose	Director of Student Affairs	Expertise on impact on university systems and processes

Geoff Anderson	Head of Centre for Work Based Learning (within Partnership Division)	Expertise in services for business and employer engagement (will also represent/report on impact on partner organisations)
Russell Brockett	Director of Personnel	Expertise in impact on staffing and resources
Martin Snowden	Head of School of Science	Expertise in impact on schools from academic and administrative perspective
Les Johnson	Head of School of Business	Expertise in impact on schools from academic and administrative perspective
Veronica Hapgood	School Director of Learning & Quality	Expertise in impact on learning and quality from school perspective
Malcolm Ryan	Principal Lecturer in Education and Head of TALENT (Teaching and Learning Enhancement Team)	Expertise in impact on curriculum design from academic and e-learning perspective
<i>To be confirmed</i>	Employer representative (Chamber of Commerce/Enterprise Office)	Expertise in impact from an employer's perspective
<i>To be confirmed</i>	Student representative	Expertise in impact from student perspective
Peter Jones	Principal of Bromley College of Further & Higher Education	Expertise in impact from policy/funding/other perspective
Claire Eustance	UG-FLEX Project Manager	To convene meetings, produce minutes and provide detailed feedback and information on progress and issues arising.

<b>Project Management Team</b>	
Remit: <ul style="list-style-type: none"> <li>• Represent the interest of stakeholders operationally</li> <li>• Receive and discuss update reports from project manager and advise accordingly</li> <li>• Plan project activity where appropriate and review the project's progress</li> <li>• Discuss risks and problems relating to project activity and explore solutions ensure that Take operational decisions that may result in changes to the project plan in order that the project achieves its outcomes</li> <li>• Receive and comment on project reports prepared for funders</li> <li>• share and consider knowledge and information that may impact on the project</li> <li>• Monitor the project budget</li> <li>• Promote effective communication and dissemination of project progress, outputs and outcomes</li> </ul>	

<ul style="list-style-type: none"> <li>Reflect on how things are going and what could be improved (as part of formative evaluation)</li> </ul>			
Frequency of meetings: monthly			
Member	Job Title	Role and Responsibility on Project Team	Time allocated to project (days per month)
Maureen Castens	Director of Information and Library Services	Core team member and Project Director	1-2
Paul Butler	Head of CIS	Core team member and Technical Lead	1-3
Dave Mutti	Head of Student Systems and Data	Core team member and Systems Analysis Lead	3-4
Clifton Kandler	Web Services Manager	Core team member and Portal integration lead	2-3
Claire Eustance	Project Manager	Core team member and Project management (see below)	16 - 18
Business Analyst	<i>Appointment in process</i>	Core team member Business analyst function	20
Christine Couper	Head of Planning and Statistics	Statutory requirements lead	1-2
Wendy Cealey-Harrison	Head of Learning and Quality	Quality assurance lead	1-2
Tim Barry	Programme Area Director, Business School	School context	As required
Denis Crapnell	Director of enterprise and health service liaison	School context	As required
Simon Walker	Head of Education and Development Team	Staff development and management of change in relation to curriculum	As required
To be confirmed	<i>Representatives from seven other schools</i>	Expertise on school context	As required
Annette Devine	Student Centre Campus Head – Avery Hill	Expertise on impact on students/student experience of University systems	As required
<p>Note on operation of the Management Team: It is envisaged that the Project Management Team will have six core members along with a wider membership that will expand and contract in line with the different phases of the project. Core team members will attend every meeting with members of the wider group selecting to attend based on the extent of their active contribution at the time and the contribution they feel they can make to the meeting.</p>			

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## **Project Manager - Role and Remit**

- Detailed project planning and control;
- Developing and maintaining a detailed project plan;
- Managing project deliverables in line with the project plan;
- Resolving cross-functional issues at project level;
- Identify risks, problems and issues, and escalate them as appropriate;
- Managing project scope and change control and escalate issues where necessary;
- Monitoring project progress and performance;
- Providing status reports to the project sponsor;
- Arrange project meetings and record minutes;
- Managing project evaluation and dissemination activities;
- Managing project resources, including the budget;
- Maintain project document and ensure timely submission to JISC;
- Working closely with users to ensure the project meets needs;
- Definition and management of the User Acceptance Testing programme;
- Maintaining communication with JISC programme manager;
- Maintain project website.

## **Work package leaders**

Each work package will have a leader who is or will be indicated in the final work package schedule.

## **Training Needs**

Training needs are currently being assessed. At this stage it is anticipated that any training needs in the first year of the project will be covered in house.

## **13. Programme Support**

We feel that some stakeholder workshops may benefit from having JISC involvement at the early stages. We expect to hold a number of workshops to ensure all of the current and possible academic models are captured and issues addressed. Whilst there is experience of workshop facilitation and analysis within the University, we would value guidance from JISC on good practice models and techniques that may help us to achieve the following outcomes:

- participants understand what is expected of them, and feel enthusiastic and valued at the end of the session
- discussion is focussed but also can leave potential for “blue skies” thinking
- potential conflict /negativity is managed

## **14. Budget**

Please see Appendix A within document UGFLEX Project Plan v1\_5 FinalApp A

## Detailed Project Planning

### 15. Work packages

Please see Appendix B documents as per below.

Work package narrative – UGFLEX Project Plan v1\_5 Final App B\_narrative

Work package timeline – UGFLEX Project Plan v1\_5 Final AppB\_timeline

### 16. Evaluation Plan

**The Project Management Group is committed to ensuring that evaluation is an ongoing and holistic process that informs the project throughout its lifetime and beyond.**

**The Evaluation Plan will be monitored and revised to ensure that it remains relevant and useful to the project.**

Factor to Evaluate: Effectiveness of project management infrastructure, project planning and review				
Timing	Questions to address	Source/Methods/ Evidence	Measure of Success	Responsibilities
Ongoing	<ul style="list-style-type: none"> <li>Were deadlines met?</li> <li>Are staff in post?</li> <li>Is membership of Steering Group and Management Group agreed?</li> <li>Are meetings taking place?</li> <li>Is attendance good?</li> <li>Are the right people attending?</li> <li>Are any changes required?</li> </ul>	Minutes of Steering Group and Management Group meetings and agreed actions reviewed. Peer review	Project team in place Steering Group meetings held with good attendance	Core Project Management Group
On completion of each work package	<ul style="list-style-type: none"> <li>What lessons have we learned?</li> </ul>	Peer review SWOT analysis	Project plan adapted accordingly	Project Manager/Management Group/Steering Group
On completion of each work package	<ul style="list-style-type: none"> <li>What would we do differently?</li> </ul>	Peer review	Project plan adapted accordingly	Project Manager/Management Group/Steering Group
Ongoing	<ul style="list-style-type: none"> <li>Is the Project Plan a "live document"?</li> </ul>	Feedback from JISC, Management Group and Project Steering Group	Project deadlines met	Project Manager and Project Management Group
Ongoing	<ul style="list-style-type: none"> <li>Has project achieved synergy with University's strategic plans?</li> </ul>	Feedback from Steering Group	Alignment with University / school / office strategic plans	Project Steering Group

Factor to Evaluate: Effectiveness of Communication & Dissemination Activities				
Timing	Questions to address	Source/Methods/ Evidence	Measure of Success	Responsibilities
Ongoing	<ul style="list-style-type: none"> <li>Have communication objectives been met?</li> <li>Has the project achieved recognition from stakeholders?</li> <li>Have new knowledge and ideas been generated?</li> <li>Have dissemination activities created interest in the project?</li> </ul>	Stakeholder feedback collected at meetings, events.  Analysis of website usage/hits etc.  Levels of use of blog	Participation in project related activities, meetings and events	Project Manager

Factor to Evaluate: Effectiveness of Stakeholder Engagement				
Timing (When will data be collected)	Questions to address	Source/Methods/ Evidence	Measure of Success	Responsibilities
Ongoing	<ul style="list-style-type: none"> <li>Do all stakeholders participate effectively?</li> </ul>	Attendance logs Notes from meetings Stakeholder Feedback Future Actions agreed	Ongoing interest in project from all stakeholders. Evidence and information sufficient to inform systems modification/reengineering	Project Manager
Ongoing	<ul style="list-style-type: none"> <li>Is a clear understanding of the curriculum design landscape emerging/being adopted?</li> </ul>	Stakeholder feedback from workshops, online questionnaires	Ongoing interest in project by all stakeholders	Project Manager
Ongoing	<ul style="list-style-type: none"> <li>Have new and clear systems requirements been identified by stakeholders and a design spec produced</li> </ul>	Documentation from workshops Design Specs	Stakeholder satisfaction with design specs	Project Manager/Business Analyst/Programmer
Ongoing	<ul style="list-style-type: none"> <li>Are stakeholders consulted at every stage of the consultation, design and delivery processes</li> </ul>	Documentation from workshops and feedback/comments on design specs	Stakeholders satisfaction	Project Manager/Business Analyst/Programmer

Factor to Evaluate: Have we successfully re-engineered our support systems to deliver flexibility?				
Timing	Questions to address	Source/Methods/ Evidence	Measure of Success	Responsibilities
Phase 3/Phase 4	Are chosen pilots fit for purpose? Have they addressed all the key issues raised by stakeholders	Feedback from Stakeholders & Project Steering Group	Pilots proceed	Project Management Team
Phase 3/Phase 4	Have systems been remodelled successfully from design perspective?	Documentation on new systems Feedback from Banner Team and Programmers	Pilots proceed  Systems perform within expected parameters	Project Management Team
Phase 4 and Phase 5	Have stakeholder expectations been met?	Feedback from Stakeholders through workshops/meetings/posts to blog/Portal Group/online questionnaires	Wider roll out across university	Project Management Team
Phase 4 and Phase 5	What is the impact on QA systems and procedures?	Feedback from QA stakeholders	QA systems fit for purpose	Project Management Team
Phase 4 and Phase 5	What are the cost/resourcing implications?	Feedback from Stakeholders	Cost/Resource implications can be met through existing allocations	Project Management Team/Project Steering Group

Factor to Evaluate: Have we achieved all our aims and objectives?				
Timing	Questions to address	Source/Methods/Evidence	Measure of Success	Responsibilities
Towards end of project	Do our redesigned systems meet stakeholder requirements?	Feedback from stakeholders, comparison with baseline data	Objective 1 of Project Plan achieved	Project Manager
Towards end of project	Have we secured widespread support for and adoption of the reengineered systems at all levels across the university?	Feedback from stakeholders Increase in staff satisfaction levels	Objective 2 achieved	Project Manager
Towards end of project	Do our support services accommodate student need from application to completion?	Feedback from students and Student Centre staff	Objective 3 achieved	Project Manager
Towards end of project	Are curriculum designers developing new curricula using official university channels of authorisation and approval?	Analysis of minutes of relevant university committees/groups Feedback from Banner Team	Objective 4 achieved	Project Manager
Towards end of project	Do the reengineered systems effectively support planning and decision making within the university?	Analysis of minutes of relevant university committees/groups	Objective 5 achieved	Project Manager

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Factor to Evaluate: What impact has the project had? (UNDER DEVELOPMENT)				
Timing	Questions to address	Source/Methods/Evidence	Measure of Success	Responsibilities
Towards end of project	What has been the impact for University schools and offices?			
Towards end of project	What has been the impact on student experience?			
Towards end of project	What has been the impact to the JISC programme?			
Towards end of project	What impact has there been within the HE sector?			

## 17. Quality Plan

A number of core principles that overarch all project outputs will be applied to ensure quality throughout,

These include;

- JISC Project Management methodology
- Business Processes modelled using UML techniques
- Consistent template format and version control applied to all documentation
- Stakeholder acceptance of documentation
- Version management (code) tool utilised
- Work and project management system, linked to source control, utilised for all systems work
- Waterfall Software Development Lifecycle methodology
- Project website and JISC circle net website as part of formal communication plan
- Stakeholder feedback gathered, evaluated and acted upon

Output: Redesigned systems which better support part-time and flexible curriculum design					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Ongoing	Fitness for purpose	Analysis & requirement gathering	Specification document	Project Manager/ Business Analyst	
Ongoing	Fitness for purpose	Business process review / re-engineering	Process flow diagrams (UML) Stakeholder acceptance documents	Project Manager / Business Analyst	
Ongoing	Usability	Pilot and Peer review	Evaluation of user feedback	Project Steering Group & Project Management Group	
Ongoing	Fitness for purpose	Software development lifecycle	Analysis and requirement gathering documents Functional/technical specification documents Stakeholder acceptance documents	Project Manager / Business Analyst – Requirement elicitation Business Analyst / Analyst Programme - specification documents	Waterfall / Agile Software development lifecycle methodology
Ongoing	Fitness for purpose	Unit/System/Regression testing  User acceptance testing	Test plans  Test Logs	Project Manager – change control, stakeholder communication, quality of project documentation Business Analyst – Quality of documentation; specifications, system/user test documentation Analyst Programmer – Unit/system test quality	

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<b>Output: Web based guides to curriculum design</b>					
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Phase 5	Usability	Pilot draft guides	Stakeholder feedback	Project Steering Group & Project Management Group	
Phase 5	Accessibility	Training Strategy	Stakeholder feedback	Project Steering Group & Project Management Group	

<b>Output: Project Website and Blog</b>					
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Ongoing	Fitness for purpose	Stakeholder consultation	Stakeholder feedback and user feedback	Project Steering Group & Project Management Group	
Ongoing	Usability	Stakeholder consultation	Stakeholder and user feedback	Project Steering Group & Project Management Group	
Ongoing	Accessibility	University of Greenwich content management system	Stakeholder feedback and log of calls to University WebTeam	Project Manager	W3C best practice accessibility guidelines

<b>Output: Project Documentation</b>					
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Ongoing	Fitness for purpose	Documents presented to Project Steering Group and Project Management Group	Minutes of meetings	Project Steering Group & Project Management Group	
Ongoing	Fitness for purpose	Version control	Documents	Project Manager	

## 18. Dissemination Plan

### Internal stakeholders

Timing	Dissemination Activity	Audience	Purpose	Key Message
Phase 1	Initial presentations to University Committees and Groups	Group/committee members	To raise awareness and get them to identify key individual or work that they are doing that this of relevance to this project	Strategically and operationally important project that has the potential to make things easier for them and wants to listen to them.
Ongoing	Regular presentations and papers to University Committees and Groups	University Committee members	Inform and influence decisions and decision makers, assist in making changes	How what we are discovering or doing relates to the business of that Committee or group
Phase 2 and ongoing	Workshops and focus groups of key stakeholders	University-based stakeholders	To get their knowledge and experience and ideas buy in to project aims	That they have knowledge, experience and requirements that we want to hear, and they can influence outcomes.
Ongoing	One-to-one meetings with key individuals	Key individuals	To inform and access their expertise and support	Important project that they are important to, and a potential platform for them to get something out of – a development they want, professional visibility etc.
Ongoing	Contributions and updates on project progress and initial findings on project portal group and via project website	Internal stakeholders	To share information about the project and progress made as well as initial findings and outcomes	The project is open and accessible and responsive to need and the views of stakeholders across the university.

### External stakeholders

Timing	Dissemination Activity	Audience	Purpose	Key Message
Ongoing	Participation in cluster events	Cluster B	Exchange experience and learn from each other – mutual support	We want to learn from others and share good practice and the bits which are a bit more difficult
Ongoing	Participation in Programme events	JISC Programme	Learn and contribute an make connections	We are open and collaborative and want to make a contribution to success
From Year 2	Presentations and papers appropriate higher education policy and professional groups and conferences, e.g. AUA,	As defined	To disseminate outcomes and findings that are relevant to the focus of the particular audience.	To disseminate outcomes and implications for the future as appropriate to audience.

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	JISC, ALT-C events (leading to possible publication of papers in appropriate journals).			
Ongoing	Updates on project progress via project website	External stakeholders	To build awareness about the project.	Awareness raising
Ongoing	Contributing to Circle by providing regular news and updates on project	Circle members	To share issues, findings and practice to inform and support those working in related fields.	We want to share knowledge and inform and be informed by good practice.

All stakeholders

Timing	Dissemination Activity	Audience	Purpose	Key Message
From Year 2	Develop a UG-Flex Project Blog	All stakeholders	Creation of a stakeholder community where issues, experiences, practice and implications of project can be shared and debated.	We want to create a dialogue and promote the exchange of knowledge and learning experiences.

## 19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Redesigned systems which better support part-time and flexible curriculum design	Requirement/analysis documents, process flows, specification, technical documentation and user guides.  Training programmes	Make available through project website and other dissemination activities
Web based guides to curriculum design	Models, case studies and guidelines  Training programme	Make available through project website and other dissemination activities

Project Output	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Redesigned systems which better support part-time and flexible curriculum design	Redesigned systems will ensure the University is well placed to respond to new demand for flexible curriculum design and delivery.	Project outcomes will help inform the University's future aims and objectives as expressed in its Corporate Plan.  Project documentation will be available for scrutiny by other institutions as a model of systems requirements for implementing flexible and part time curricula.	Redesigned systems may require additional resource requirements to maintain effectiveness.

### Appendixes

#### Appendix A. Project Budget

Please see: UGFLEX Project Planv1\_5finalAppA

#### Appendix B. Work packages

Please see: UGFLEXProjectPlanv1\_5finalAppB\_narrative & UGFLEXProjectPlanv1\_5finalAppB\_timeline

<sup>i</sup>[http://www.dius.gov.uk/higher\\_education/shape\\_and\\_structure/he\\_debate/~media/publications/part\\_time\\_studies\\_and\\_he\\_131008](http://www.dius.gov.uk/higher_education/shape_and_structure/he_debate/~media/publications/part_time_studies_and_he_131008)

<sup>ii</sup> <http://www.enhancementthemes.ac.uk/themes/FlexibleDelivery/publications.asp>

<sup>iii</sup>Adapted from Figure 2.2 in *A Practical Guide to Providing Flexible Learning in Further and Higher Education* by John Casey and Pam Wilson, QAA, 2005. Web reference is

[http://www.enhancementthemes.ac.uk/documents/flexibleDelivery/FD\\_Flexible\\_Learning\\_JCaseyFINALWEB.pdf](http://www.enhancementthemes.ac.uk/documents/flexibleDelivery/FD_Flexible_Learning_JCaseyFINALWEB.pdf)