

Project Acronym: ASSET  
 Version: 1.0  
 Contact: Dr Anne Crook  
 Date: 8<sup>th</sup> December 2008



## Project Document Cover Sheet

Project Information			
<b>Project Acronym</b>	ASSET		
<b>Project Title</b>	ASSET: Moving Forward Through Feedback		
<b>Start Date</b>	1 <sup>st</sup> October 2008	<b>End Date</b>	31 <sup>st</sup> March 2010
<b>Lead Institution</b>	University of Reading		
<b>Project Director</b>	Dr Anne Crook		
<b>Project Manager &amp; contact details</b>	Dr Anne Crook Centre for the Development of Teaching & Learning Room 3 HumSS Building University of Reading Reading RG6 6AA Tel: 01183787948 Email: a.c.crook@reading.ac.uk		
<b>Partner Institutions</b>	n/a		
<b>Project Web URL</b>	TBA		
<b>Programme Name (and number)</b>	<i>Institutional Innovation Programme 7/08</i>		
<b>Programme Manager</b>	Andy Dyson		
Document Name			
<b>Document Title</b>	<i>Project Plan</i>		
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<b>Author(s) &amp; project role</b>	Dr Anne Crook: Project Manager		
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Document History		
Version	Date	Comments



## JISC Project Plan

### Overview of Project

#### 1. Background

Assessment is often described as “*the tail that wags the curriculum dog*” (Hargreaves, 1989) and research shows that assessment may indeed drive what, when and how students learn (e.g. Biggs, 2003). Assessment and its associated feedback should inform learning but evidence suggests students do not necessarily identify the links between assessment, the feedback they receive and their learning, and that instead, they may perceive assessment as “inauthentic, pointless and another hurdle to jump over...” (Ramsden in Norton *et al.* 2001<sup>1</sup>). Furthermore, the National Student Surveys have also publicly highlighted students’ concerns about the quality of feedback they receive with the ‘assessment and feedback’ category of successive surveys recording, on average, the lowest overall scores.

Web 2.0 technologies provide innovative opportunities to create effective learning communities amongst both students and staff. The ASSET project will support students’ engagement with the feedback they receive and enable communities of students to ‘interact’ with one another on the basis of this feedback. It will also make it possible to establish communities of learning between students and staff, thus completing the “feedback loop”. This is important because, just as communication is much more effective when it is two-way, feedback (and feed-forward) becomes more effective when it takes the form of a dialogue between learner and assessor (Yorke, 2003<sup>2</sup>).

The use of Web 2.0 technologies to enable the development of learning communities is supported by recent JISC statistics, which suggest that there are possibilities for mixing ‘social networking’ with academic studies with 73% of students surveyed using social networking sites to discuss coursework with others (27% of whom do so on a weekly basis). In addition, the study found that despite students being able to recognize the value of using these sites in learning, only 25% felt encouraged to use Web 2.0 features by tutors or lecturers. It is therefore timely to embrace students’ willingness to use this new technology and to offer them innovative ways of actively learning for themselves and from one another.

The project complements the JISC-funded project ‘Open Mentor’, which has developed a support tool for teaching staff to systematically analyze and thus enhance their feedback to students. However, the ASSET project will differ from Open Mentor by focusing not only on feedback but on providing innovative opportunities for staff to enhance practices of ‘feed-forward’ to better engage and support students’ learning.

#### 2. Aims and Objectives

##### 2.1 Aim

To evaluate available Web 2.0 technologies to support the development of an interactive feedback tool, ‘ASSET’, which will provide an innovative resource for engaging students and staff with assessment-related feedback within the University and across the HE sector.

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<sup>1</sup> Norton, L., S., Tilley, A. J., Newstead, S. E. & Franklyn-Stokes, A. 2001. The pressures of assessment in undergraduate courses and their effects on student behaviours. *Assessment & Evaluation in Higher Education* **26(3)**: 269-284.

<sup>2</sup> Yorke, M. & Longden, B. (2008). The first year experience of higher education in the UK (final report to the HEA).

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## 2.2 Objectives

To ensure that the ASSET resource follows open standards with the capability of being fully embedded within the University.

SMART objective: ASSET will be fully embedded within the University.

To determine the most suitable Web 2.0 technology for building ASSET.

SMART objective: Review available Web 2.0 technologies and provide a clear rationale for the chosen option.

To explore the issues surrounding the use of video and audio clips as a mechanism for feedback provision from both staff and student perspectives.

SMART objective: Create, test and document effective procedures for uploading and editing digital video clips and audio files into ASSET.

To embed ASSET as a core feedback resource for students and staff within the University.

SMART objective: Effect change in staff and student engagement with feedback.

To disseminate information about ASSET within the University and across the wider HE sector, in particular to position the University as a lead institution in the development of interactive feedback resources.

SMART objective: Staff across the University and in other institutions to be made aware of ASSET via conference presentations, workshops, website information, emails and personal representation.

## 3. Overall Approach

### 3.1 Strategy and methodology.

The project will undertake the following activities:

- Review available Web 2.0 technologies and provide a clear rationale for the chosen option upon which ASSET will be constructed
- Identify issues surrounding the use of video and audio clips as a mechanism for feedback/feed-forward provision from both staff and student perspectives (to be presented as 'case studies')
- Agree and define principles for ASSET structure and content (including audio/video file format)
- Agree evaluation and dissemination strategies
- Populate and pilot ASSET resource with staff and students at the University
- Launch ASSET within the University and continue to build content
- Disseminate ASSET across the HE sector

Activities that will be ongoing throughout the project include:

- Training for staff and students using ASSET
- Production of instructional and informational materials for using ASSET
- Project evaluation
- Networking within the University and with the JISC community
- Dissemination of project activities within the University and across the sector
- Completion of reports and associated documentation required by JISC

### 3.2 Issues to be addressed

**Populating the resource** – ASSET content will initially make use of resources developed by our project team. Engaging staff with ASSET will be a key challenge to ensure content continues to build over time.

**Embedding ASSET within the University** – our aim is for ASSET to be a key learning resource for both students and staff across the University. To maximise our chances of success in this regard we

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will explore the possibility of embedding ASSET as an 'element' of the University's existing VLE, Blackboard. This approach may facilitate the adoption of ASSET as a familiar and 'standard' mechanism for supporting feedback/feed-forward provision for both staff and students.

**Interoperability** – ASSET will be built using Web 2.0 software; the exact software to be used will be determined as part of one of the project's work packages (see Appendix B).

**Sustainability** – ASSET is supported by colleagues at The University of Reading and the project team will work closely with the University's Head of Information Technology Services, Faculty Directors for Teaching and Learning and the Pro-Vice Chancellor for Teaching and Learning to ensure longer-term sustainability of this resource. We hope that over the next 18 months we will have developed a sufficiently extensive 'repository' of resources within ASSET that it will be viewed as a central resource for engaging staff and students with feedback/feed-forward.

### 3.3 Scope and boundaries

- ASSET will contain high quality feedback/feed-forward resources, initially produced in collaboration with the project team.
- Moderation of ASSET resources will occur through those module co-ordinators who make use of ASSET.
- To maximise and promote institutional 'buy-in' the project team will promote ASSET through existing T&L communities within the University (e.g. Faculty and School Directors for Teaching and Learning, School e-Learning Co-ordinators etc.) and through the activities of the University's Centre for the Development of Teaching and Learning (CDoTL) and Centre for Staff Training and Development (CSTD).

### 3.4 Critical success factors

- Sufficient 'buy-in' from colleagues across the University to pilot and develop ASSET materials
- Development of a sufficiently large and diverse content base for ASSET
- Engagement of the wider staff and student body with ASSET
- Demonstrable measurement of increased engagement with feedback of both staff and students
- ASSET should complement the University's approaches to e-learning.
- ASSET is sustainable beyond the life of the project.
- Increased awareness within the University of the role of Web 2.0 technologies in supporting learning through assessment-related feedback and feed-forward.

## 4. Project Outputs

### Deliverables

4.1 The development of ASSET, an interactive open access resource to enhance staff and student engagement with feedback/feed-forward at The University of Reading and across the wider HE sector. It is anticipated that project deliverables will include:

- Case studies (video)
- Workshops and demonstrations
- Guidelines
- Reports
- Articles/abstracts/reviews/letters in refereed and non-referred journals/newsletters
- Published conference proceedings
- Website
- Conference presentations

4.2 **Documentation** (printed and web based) will include:

- Posters, 'postcards' and leaflets promoting ASSET

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- Instructional materials (e.g. 'How to upload materials into ASSET') – available in print and online
- Information leaflets (e.g. 'Your guide to using ASSET to provide effective feedback to students'; 'Making the most of the feedback you receive'; 'Provide quality feedback and save time')
- Press releases in internal publications (e.g. 'Teaching Matters', the University's internal T&L newsletter (published once a term), the University's Centre for the Development of Teaching and Learning (CDoTL) website and the University's staff magazine, the 'Bulletin')
- Press releases and updates to the wider HE community (e.g. through our engagement with JISC and the Higher Education Academy)

4.3 An **advocacy programme** to promote the use of ASSET to enhance staff and student engagement with feedback/feed-forward. Activities to include:

4.3.1 **Contact with the project team:**

- Demonstrations of ASSET at key internal T&L events (e.g. University Learning and Teaching Conference)
- Presentations of ASSET design and development at external T&L events (e.g. HEA conference, HEA Subject Centre events etc.)
- Delivery of ASSET training within existing programmes organised by the University's Centre for Staff training and Development
- Promotion at University, Faculty and School T&L Boards and Committees
- Promotion to staff via existing channels and networks (e.g. through the Centre for the Development of Teaching and Learning (CDoTL) and the Centre for Staff Training and Development, CSTD)
- Promotion to students via the University's Students' Union (working principally with the VP Education representative)
- Promotional events to celebrate ASSET 'milestones'
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4.3.2 **E-communication:**

- Targeted emails to key members of the T&L community within the University (e.g. Faculty and School Directors for Teaching and Learning, School e-Learning Co-ordinators and Senior Tutors)
- Regular updates on the CDoTL and ASSET project website
- Links from the University's Skills Opportunities at Reading (SOAR) website

4.3.3 **Integration with University information systems:**

- Links to ASSET from the University's staff and student webpages and the CDoTL website
- Links to ASSET from other University systems (e.g. Blackboard)

4.3.4 **Celebration of ASSET project milestones** (e.g. going live, official launch, increasing ASSET materials, target numbers of staff and student engaged with ASSET) to continue to maintain interest in ASSET for the duration of the project and beyond.

4.4 Reports and project documents as required by JISC.

## **Knowledge and experience**

**Shareable expertise** in the area of developing an interactive resource for engaging staff and students with feedback/feed-forward materials.

**Active participation** in the wider T&L community e.g. via participation in JISC and HEA events.

**Workshops and conference presentations** to share experiences with the sector regarding the design, development, and embedding of ASSET.

## 5. Project Outcomes

For students ASSET will provide:

- An innovative and functional resource for quick access to feedback and feed-forward;
- Tailored support for students for different types of assessment;
- Active encouragement for students to reflect on their assessment experiences, which could form part of the institution's Personal Development Planning (PDP) activities;
- Opportunities to participate in feedback-related 'dialogue' with peers and with staff;
- An opportunity to actively engage in a national educational research project.

For staff ASSET will provide:

- The ability to quickly and effectively embed feedback and feed-forward comments to support a large number of students;
- Potentially more engagement of students with assessment-related feedback/forward in an innovative and stimulating forum;
- Potential for engaging students with institutional PDP activities;
- Opportunities to reflect upon assessment-related feedback from students;
- Opportunities to develop more effective feedback practices.

For the sector ASSET will:

- Be a freely available resource that will contribute to a better understanding of the pedagogic value of effective feedback and feed-forward across the HE sector;
- Support evidence-based approaches to effective feed-forward and feedback practices.

## 6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Academic staff	Needs: Be able to engage staff in the provision of timely, quality feedback/feed-forward for students Offers: Build content for ASSET; contribute to evaluation of ASSET	High
Students (including the University's Students' Union)	Needs: Receive timely, quality feedback/feed-forward; engage with feedback received to improve future performance Offers: Feedback on ASSET; contribution to dissemination activities through the project's 'student ambassadors'	High
Teaching and Learning support staff (including e-learning)	Offers: use of established networks for enhancing engagement with academic colleagues; scope to disseminate ASSET within and across existing networks; advice and support for the project	High
Information Technology management	Needs: Support for University T&L enhancement, including e-learning; opportunity to offer	High

	highly visible support to academics and students Offers: Advice and support for the project	
Faculty and School Directors for Teaching and Learning	Needs: Support for the University's Learning and Teaching Strategy; support for School Learning and Teaching Plans and Periodic Review process; support for enhancing the profile of University's teaching and learning research Offers: High level support for the project; ability to influence academic buy-in to the project	High
JISC	Needs: Contribution to the JISC 'network' Offers: Financial and management support; advice and training	High
Other JISC projects e.g. 'Open Mentor'	Offers: Advice and support through the project Evaluation Group	High
Research administrators	Needs: Support for compilation of research statistics Offers: Liaison with researchers; assistance with gathering content	Medium
Wider HE community	Needs: Resources to improve feedback provision and staff/student engagement with feedback Offers: Demand for ASSET content; opportunities for cooperation and collaboration on future projects	Medium
Worldwide academic community	Needs: Open access to ASSET Offers: Interest and feedback on ASSET; potential opportunities for collaboration	Low

## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
<b>Staffing:</b> Delays to recruitment of project staff	3	3	9	Ensure all recruitment paperwork is submitted as quickly as possible; commence groundwork for project; identify key tasks to get team members up and running as soon as in post
<b>Staffing:</b> Staff absence due to illness, annual leave	2	2	4	Have a contingency plan(s); involve other people in activities, where possible/appropriate; schedule annual

etc.				leave in project planning.
<b>Staffing:</b> Key personnel leave the university	2	4	8	Identify other colleague(s) with equivalent skills/the capacity to be trained up who could take their place.
<b>Organisational:</b> Some tasks take longer than expected	2	3	6	Have a contingency plan(s); build-in flexibility to plans; alter task schedule, if possible.
<b>Organisational:</b> Project is not completed on time	1	5	5	Monitor progress against planned timescales; build in contingency plans.
<b>Organisational:</b> Staff do not engage with ASSET	2	5	10	Maximise effort into advocacy and promotion of ASSET; seek support from institutional leaders; use existing reward and recognition schemes to encourage engagement with the project.
<b>Organisational:</b> Students do not engage with ASSET	2	5	10	Maximise effort into advocacy and promotion of ASSET; seek support from University's Students' Union.
<b>Technical:</b> Technical problems arise e.g. software fails to function as expected	1	4	4	Conduct extensive survey of available software to build ASSET incorporating pros and cons; conduct extensive testing of ASSET prior to launch.
<b>Technical:</b> Hardware failure	1	5	5	Highly unlikely given support systems within the University.
<b>Technical:</b> problems arise re: ASSET operability	1	5	5	Unlikely given the knowledge and technical expertise within the project team and support available within the University.

## 8. Standards

Name of standard or specification	Version	Notes

At this stage of the project it is not possible to state the standards/specification that we will use as the project team are currently exploring the Web 2.0 technology that we will use to develop ASSET. A report detailing the range of Web 2.0 options, a rationale for the chosen software and the JISC Standards to be used will be produced as part of project work package number two (to be completed by February 2009). We can however, confirm that we will ensure that any software we use will conform to JISC Standards.

## 9. Technical Development

9.1 ASSET will use Web 2.0 software (scoping the exact software we will use is part of the project's work package number 2). ASSET will be designed and built by the project e-Learning Research Officer, in collaboration with the Project's IT Consultant.

9.2 Project staff will investigate and follow current best practice in recording and using multimedia materials within ASSET.

## 10. Intellectual Property Rights

### 10.1 Ownership of IPR within the project

10.1.1 The IPRs in the software used to create ASSET will remain with the software designer.

10.1.2 The IPRs in reports written specifically for JISC as part of the ASSET project will belong to JISC.

10.1.3 The IPRs in all other documentation (including any software licences, policies & procedures, conference materials, instructional & dissemination materials) produced as part of the project will belong to the University of Reading.

10.1.4 The project team request permission from JISC to publish journal articles and/or similar outputs based upon the ASSET project. In these cases the IPRs would not be assigned to the journal publishers and the publications will be accessible through the ASSET resource.

### 10.2 Third-party rights

10.2.1 It will be possible to comment on third party rights at a later stage in the project when the software for developing ASSET has been decided (see details in work package two).

## *Project Resources*

## 11. Project Partners

This is not a Project Consortium (discussed with JISC Programme Manager, Andy Dyson, at a meeting in Reading on 14<sup>th</sup> October 2008).

## 12. Project Management

12.1 The ASSET **Project Manager, Dr Anne Crook** will be responsible for all human resourcing, and will direct development, implementation and evaluation of the project, oversee the co-ordination of activities and lead the dissemination strategy. Anne works part-time (0.7FTE) and in the first instance will be working on the ASSET project for a minimum of one day a week. **Dr Park** will provide academic support and, as Faculty Director of Teaching and Learning, help to ensure the engagement of academic staff within the institution. The University's Centre for the Development of Teaching and Learning will provide support and advice to the project where appropriate, e.g. through the University's e-Learning Manager, **Maria Papaefthimiou**.

12.2 The project will employ a full-time **Research Project Officer, Josephine Walsh**, who will work with the Project Manager to help implement the project's evaluation strategy and will also work with the project team to facilitate staff training and contribute to internal and external dissemination events. A part-time **e-Learning Research Officer (Karsten Lundqvist)** will be recruited to research the range of Web 2.0 technologies and to develop ASSET (in collaboration with the project's IT consultant) and to assist in its implementation and subsequent evaluation. A part-time **Research Project Co-ordinator (Dr Clare Lawson)** will be recruited to work with the Project Manager to conduct background research for the project and to assist in the day-to-day management of the project. The University's Vice-President for Education in the University of Reading Students' Union (RUSU), Vicky Clarke, will work with the project team to help co-ordinate, and encourage student engagement and use of ASSET; she will also help the team to facilitate both internal and external student-centred dissemination events.

12.3 **Dr Stephen Gomez**, from the University of the West of England, will act as the project's independent **IT Consultant** and will work closely with both the Project Manager and the e-Learning Research Officer. Drs Crook and Park have previously collaborated on a number of pedagogic projects with **Dr. Gomez**. The project team will be complemented by **Dr Steve Maw** from the Higher Education Academy Centre for Bioscience, who has worked with Drs Crook, Park and Gomez on a range of projects over the past five+ years. Dr Maw will provide expert advice and support and will facilitate project dissemination at both disciplinary and generic levels. **Dr Paul Orsmund** from Staffordshire University will act as the project's **Feedback Consultant**; he has extensive knowledge and experience in using computer and mobile devices for providing high quality feedback to students. He will work closely with the Project Manager and Research Officers, in particular, advising on issues relating to the pedagogic design, implementation and evaluation of ASSET.

12.4 The project will establish a **Steering Group**, which will include representatives of key stakeholders from within the University and a number of 'critical friends' from across the HE sector. This group will meet every six months and will comprise:

- Dr Mike Roch, Director of IT Services, University of Reading
- Dr Julia Phelps, Director of the Centre for the Development of Teaching and Learning, University of Reading
- Dr Shirley Williams, Senior Lecturer in the School of Systems Engineering, University of Reading. Shirley has a successful track record of developing and embedding new technologies across the University; she is also the Project Leader on the JISC funded 'My Reading' Project 2008-9
- Vicky Clarke, Vice President (Education), University of Reading Students' Union
- Professor Liz McDowell, CETL in Assessment for Learning, Northumbria University
- Dr Denise Whitelock, Knowledge Network, The Open University and JISC-funded Open Mentor Project Leader

12.5 Day-to-day work on the project will be undertaken by the **Project Team**, comprising individuals with a range of project management, academic and technical skills and experiences. The Project Team will be responsible for the design, development, evaluation and dissemination of ASSET. The Project Team will report to the project's **Steering Group**.

12.6 The Project Team (or as many members as possible) will meet on an *ad hoc* basis when required (initially at least once a month). Project decisions will be made by the Project Manager in consultation with the Project Team and with advice from the Steering Group.

12.7 Where possible ASSET project staff training needs will be identified at an early stage and will be met by internal and/or external training sessions, as appropriate. In all other cases staff training needs will be met as they arise.

#### 12.8 Project Team Contact Details:

Name	Email	Telephone	Main role (see details given in sections 12.1-12.3 above)
Dr Anne Crook	<a href="mailto:a.c.crook@reading.ac.uk">a.c.crook@reading.ac.uk</a>	01183787948	Project Manager and 'Project Champion'
Dr Julian Park	<a href="mailto:j.r.park@reading.ac.uk">j.r.park@reading.ac.uk</a>	01183786686	Project Academic Advisor and 'Project Champion'
Ms Jo Walsh	<a href="mailto:j.walsh@reading.ac.uk">j.walsh@reading.ac.uk</a>	01183784653	Research Officer

Name	Email	Telephone	Main role (see details given in sections 12.1-12.3 above)
Dr Clare Lawson	<a href="mailto:c.s.lawson@reading.ac.uk">c.s.lawson@reading.ac.uk</a>	01183784653	Research Co-ordinator
Mr Karsten Lundqvist	<a href="mailto:k.o.lundqvist@reading.ac.uk">k.o.lundqvist@reading.ac.uk</a>	01183786423	e-Learning Research Officer
Dr Stephen Gomez	<a href="mailto:Stephen.Gomez@uwe.ac.uk">Stephen.Gomez@uwe.ac.uk</a>	01173282528	IT Consultant
Dr Paul Orsmond	<a href="mailto:P.Orsmond@staffs.ac.uk">P.Orsmond@staffs.ac.uk</a>	01782292779	Feedback Consultant
Dr Steve Maw	<a href="mailto:S.J.Maw@Leeds.ac.uk">S.J.Maw@Leeds.ac.uk</a>	01133433002	Project Consultant (focus on sector-wide dissemination)
Ms Maria Papaefthmiou	<a href="mailto:m.c.papaefthmiou@reading.ac.uk">m.c.papaefthmiou@reading.ac.uk</a>	01183787141	Project Advisor

### 13. Programme Support

At the moment it is anticipated that the ASSET project will benefit most from support and advice in the following areas:

- Conforming to JISC requirements
- Quality planning
- Support for wider dissemination of ASSET across the HE sector using JISC networks

### 14. Budget – see Appendix A

The budget has changed (slightly increased) since the original bid submission to JISC. In particular, we have provided details of the following changes to the budget:

- Project Manager to be appointed at 0.2FTE Grade 7, pt 43 (instead of 0.3FTE). This is to accommodate recent changes (outside the JISC project) in the workload of the Project Manager.
- E-Learning Research Officer to be appointed at 0.5FTE Grade 6, pt. 36 (instead of 1.0FTE) and with the remaining 0.5FTE allocated to this post to be spent on a new Research Co-ordinator post (0.5FT, Grade 6, pt 36) to support the Project Manager and to conduct project research.
- Incorporate directly incurred staffing costs for Dr Steve Maw (HEA Centre for Bioscience, Leeds) to facilitate and advise on wider dissemination of ASSET across the HE sector.
- Increased allowances for travel and expenses, hardware/software, project dissemination (within the institution) and evaluation. This increased allocation will enable us to maximise promotion and engagement of ASSET across the University, in particular through pilot projects with targeted academic Schools (an additional component of work package 4).

### *Detailed Project Planning*

### 15. Workpackages – see Appendix B

### 16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Ongoing	Project progress	Have project deadlines been met?	Monitor and review	Project deadlines met
February 2009	Research report	Can we identify appropriate Web 2.0 software to support the development of ASSET	Monitor	Report identifies appropriate software
February 2008 to July 2009	Development of ASSET framework	Can we design ASSET as a user-friendly resource for staff and students?	Monitor and review	Staff and student engagement with ASSET pilot
Ongoing from February 2009	Development of ASSET materials	Has the number of staff engaging with this project met our expectations?	Assess the number and diversity of ASSET materials deposited by staff	ASSET will contain a range of feedback/feed-forward resources in audio and video formats
Ongoing	Stakeholder engagement	Are ASSET project activities successful in raising awareness and generating engagement in both staff and students?	Questionnaires and interviews; Focus group; Feedback through established T&L networks; peer review; web server/usage statistics	All Faculty and School Directors for T&L will be aware of ASSET; representatives from Schools across the five Faculties will have uploaded material into ASSET; students from across the University will have made use of ASSET

## 17. Quality Plan

Output	ASSET design and development				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Nov. 2008	Fit for purpose (including usability)	Feedback from stakeholders (verbal and written)	Feedback responses	Project Team	

Output	ASSET implementation and launch				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Ongoing from Feb. 2009	Conforms to University requirements for e-learning	Feedback from University's IT team and CDoTL e-Learning Manager	Satisfactory feedback from University IT team and e-Learning Manager	e-Learning Research Officer and Project IT consultant	
Ongoing from Feb. 2009	Conforms to appropriate web design standards	Benchmark against others in sector	Interoperability with other e-learning elements within the University	e-Learning Research Officer; Research Officer	
July	Fit for	Verbal feedback	Results from	Project Team	

2009	purpose	from students and staff	feedback		
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Dissemination and Training						
Output	Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Ongoing	Fit for purpose	Verbal feedback from stakeholders	Results from feedback	Project Manager	

Reporting						
Output	Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
	Feb 2009	Fit for purpose	Feedback from stakeholders	Research Report satisfies JISC requirements	Project Team	

## 18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Ongoing	ASSET as a resource to enhance and engage staff and students with feedback/feed-forward	Internal and external stakeholders Wider T&L community	Inform Engage	Engage with the resource
Biannual	University T&L newsletters	Internal	Awareness Inform Promote	ASSET – a new resource to enhance and engage staff and students with feedback/feed-forward
From February 2009	Flyers / leaflets /postcards	Internal	Awareness Inform	Benefits of ASSET
From June 2009	Demonstrations of ASSET pilot materials	Internal and external stakeholders (staff and students)  Aim to maximise engagement with HE sector e.g. through HEA Centre for Bioscience networks	Engage Inform Promote	How to use and engage with ASSET
At high profile T&L events	Demonstration of ASSET	Internal and external T&L community	Awareness Get feedback	ASSET design, development, progress and implementation
August 2009 – March 2010	ASSET pilots with targeted academic Schools, including tailored workshops	Internal	Inform Engage Get feedback	The impact of ASSET on T&
August 2009	Conference / workshop presentations	JISC projects Wider T&L	Inform Engage	The impact of ASSET on T&L

onwards		community (e.g. HEA)	Get feedback	
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## 19. Exit and Sustainability Plans

### 19.1 Exit plan

Project Outputs	Action for Take-up & Embedding	Action for Exit
Pilot ASSET		Superseded by live ASSET resource
ASSET as a high profile institutional resource	Win institutional commitment to ongoing hosting and maintenance of ASSET  Make recommendations for future management and administration of ASSET	
User information	Final project versions to be reviewed and updated where necessary	Supporting documentation to be available from ASSET web site
Dissemination and training	Continue with advocacy and dissemination activities  Ensure staff and students have access to training resources to use ASSET	Supporting documentation to be available from ASSET web site
Reports	Final project versions to be reviewed and updated where necessary	Supporting documentation to be available from ASSET web site
Knowledge and experience	Project team to share knowledge and experience with colleagues within the University and across the wider HE sector	

### 19.2 Sustainability plan

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
ASSET resource	To provide permanent open access to ASSET	ASSET is recognised as a significant resource in supporting staff provision of feedback and in supporting students' learning through active engagement with feedback	Software and hardware maintenance  IPRs  Preservation and extension of ASSET materials  Continuing interoperability with other elements of the University's e-learning environment

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## ***Appendixes***

**Appendix A. Project Budget**

**Appendix B. Workpackages**

## Appendix A



### JISC Project Project Plan Budget Template

Directly Incurred Staff	Oct 2008 – Mar 2009	Apr 2009 – Mar 2010	TOTAL £
Project Manager, Dr Anne Crook, Grade 7 pt 43, 0.2 FTE			
Research Officer, Josephine Walsh, Grade 6, pt 28, 1.0 FTE			
e-Learning Research Officer, Karsten Lundqvist, Grade 6, pt. 36, 0.5 FTE			
Research Co-ordinator, Dr Clare Lawson, Grade 6, pt. 36, 0.5FTE			
Project Advisor/Dissemination Consultant, Dr Steve Maw			
Project Feedback Consultant, Dr Paul Orsmond			
Project IT Consultant, Dr Stephen Gomez			
<b>Total Directly Incurred Staff (A)</b>	<b>£56,151</b>	<b>£117,051</b>	<b>£173,202</b>
<b>Non-Staff</b>			
Travel and expenses			
Hardware/software			
Dissemination			
Evaluation			
Other (consumables)			
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£8,000</b>	<b>£35,500</b>	<b>£43,500</b>
<b>Directly Incurred Total (A+B=C) (C)</b>	<b>£64,151</b>	<b>£152,551</b>	<b>£216,702</b>
<b>Directly Allocated</b>			
Staff			
Dr Julian Park (Reading), Project Advisor, 0.1FTE			
Dr Steve Maw (Leeds), Project Advisor, 0.1FTE			
Ms Maria Papaefthimiou (Reading), Project Advisor, 0.1FTE			

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Estates			
Other			
<b>Directly Allocated Total (D)</b>			
<b>Indirect Costs (E)</b>	<b>£3,462</b>	<b>£7,132</b>	<b>£10,594</b>
<b>Total Project Cost (C+D+E)</b>	<b>£74,915</b>	<b>£174,940</b>	<b>£249,855</b>
<b>Amount Requested from JISC</b>	<b>£65,882</b>	<b>£156,117</b>	<b>£221,999</b>
<b>Institutional Contributions<sup>3</sup></b>	<b>£9,033</b>	<b>£18,823</b>	<b>£27,856</b>
<b>Percentage Contributions over the life of the project</b>	<b>Partners 11%</b>	<b>JISC 89 %</b>	<b>Total 100%</b>

#### Nature of Institutional Contributions

<b>Directly Incurred Staff</b>			
Post, Grade & % FTE			
<b>Directly Incurred Non Staff</b>			
Hardware/Software etc.			
<b>Directly Allocated</b>			
Staff, Estates etc.			
<b>Indirect Costs</b>			
Indirect Costs			
<b>Total Institutional Contributions</b>	<b>£9,033</b>	<b>£18,823</b>	<b>£27,856</b>

<sup>3</sup> If the institutional contributions include a contribution towards the direct costs of the project please complete a table along the lines of the example overleaf  
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 Document title: JISC Project Plan, Budget and Workpackages: ASSET  
 Last updated:

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**APPENDIX B**  
**JISC WORK PACKAGE**

*Before completing this template please note:*

- *The Project Management Guidelines have detailed instructions for preparing project plans and work packages..*
- *Please expand tables as appropriate.*
- *Fill in the information for the header, e.g. project acronym, version, and date.*
- *Text in italics is explanatory and should be deleted in completed documents.*

<b>WORKPACKAGES</b>	<b>Month</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar						
<b>1: ASSET principles and project scheduling</b>		█	█																						
<b>2: Select and implement software for ASSET</b>		█	█	█	█	█																			
<b>3: ASSET structure and operation</b>			█	█	█	█	█	█	█																
<b>4: Staff and student engagement with ASSET</b>				█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█						
<b>5: Pilot ASSET</b>								█	█	█	█														
<b>6: Staff and student training</b>								█	█	█	█	█	█	█	█	█	█	█	█						
<b>7: Building ASSET content</b>								█	█	█	█	█	█	█	█	█	█	█	█						
<b>8: Evaluation of ASSET</b>		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█						
<b>9: Dissemination</b>		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█						
<b>10: Quality Assessment</b>											█	█	█	█	█	█	█	█	█						
<b>11. Exit/Sustainability</b>											█	█	█	█	█	█	█	█	█						
<b>12. JISC documentation</b>			█									█						█	█						

Project Acronym: ASSET  
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 Date: 8<sup>th</sup> December 2008

Project start date: *1<sup>st</sup> October 2008*

Project completion date: *31<sup>st</sup> March 2010*; Duration: 18 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>YEAR 1</b>					
<b><i>WORKPACKAGE 1: ASSET principles and project scheduling</i></b>  <b><u>Objective:</u> To agree the principles underpinning the design and development of ASSET and agree timetable and responsibilities</b>					
1. Agree principles underpinning ASSET	Oct 08	Nov 08	ASSET briefing sheet for the project team		AC in consultation with the Project Team
2. Agree project timetable, work packages and responsibilities	Oct 08	Nov 08	<b>Work packages agreed and submitted to JISC</b>		AC in consultation with Project Team
3. <i>Create blog for project team for project management/communication purposes</i>	Nov 08	Ongoing	<b>Project team blog set-up</b>		KL

<b>WORKPACKAGE 2: Select ASSET software</b>					
<b><i>Objective: To review available Web 2.0 technologies and to agree the software for developing ASSET</i></b>					
4. Produce requirements specification	Oct 08	Jan 09	Requirements specification		SG
5. Scope possible Web 2.0 technologies suitable for building ASSET taking into consideration interoperability with other elements of the University's e-learning environment and JISC Standards	Nov 08	Jan 09	<b>Report detailing the range of Web 2.0 options and the rationale for chosen option(s)</b>		SG / PO
6. Evaluate and select software	Jan 09	Jan 09	Software to build ASSET selected		SG / KL in consultation with Project Team
7. Acquire software	Feb 09	Feb 09	Software installed at University of Reading (UoR)		KL
<b>WORKPACKAGE 3: ASSET structure and operation</b>					
<b><i>Objective: To determine the structure and organisation of ASSET and to consider issues relating to its usability by staff and students</i></b>					
8. Challenges of feedback provision/student engagement with feedback analysis	Nov 08	Mar 09	<b>'Video Bank'</b> of possible challenges to feedback provision/engaging students with feedback with a range of possible 'solutions'		PO / KL / CL /SG
9. Agree scheme for ASSET structure and content	Jan 09	Jan 09	ASSET structure and content is fit for purpose		AC / JP

10. Develop and document procedures to support operation of ASSET, e.g. content submission (file upload)	Jan 09	May 09	<b>Guidelines for submitting content into ASSET</b>		KL / SG
<b>WORKPACKAGE 4: Staff and student engagement with ASSET</b>					
<b><u>Objective:</u> To establish a network of staff and students to provide initial engagement with ASSET and formative evaluation of ASSET prototype</b>					
11. Establish 'staff champion' network using existing networks within the University	Feb 09	Ongoing	ASSET staff network established		JW / CL / AC
12. Identify Schools within each Faculty to pilot ASSET	Feb 09	Ongoing	Schools to pilot ASSET identified and agreed		AC / JP
13. Establish network of 'Student Ambassadors' in collaboration with the UoR Students' Union	Feb 09	Ongoing	ASSET student network established		JW / CL / AC
14. Develop content for ASSET	Dec 08	Ongoing	Pilot ASSET populated by content developed by staff and student ASSET networks		JW / KL / SG
15. Develop documentation to support and encourage staff and student to use ASSET	Feb 09	May 09	<b>Leaflets, 'postcards'</b> etc. to cover areas such as: <ul style="list-style-type: none"> <li>• How can ASSET help me provide timely feedback to students?</li> <li>• How do I use ASSET? (e.g. how to upload content)</li> <li>• Making the most of your feedback</li> <li>• ASSET and PDP (Students) etc.</li> </ul>		JW / CL / AC / SM / JP
16. Meeting of the Project Steering Group	Feb 09	Mar 09	<b>Briefing report</b> on progress to date for the Steering Group <b>Draft framework for dissemination and</b>		AC / CL / JW / JP

			evaluation activities		
<b>WORKPACKAGE 5: Pilot ASSET</b>					
<b><u>Objective:</u> To construct a pilot of ASSET and to receive feedback from stakeholders across the University</b>					
17. Construct pilot ASSET using content developed by Project Team and staff/student ASSET networks	Apr 09	Jun 09	Pilot ASSET populated with initial content	<b>1</b>	KL / SG
18. Test process of submitting files to ASSET	Apr 09	Jun 09	Pilot ASSET populated with a range of audio and video file formats		KL / SG
19. Formative evaluation of ASSET by staff and student networks	May 09	Jun 09	List any necessary changes to ASSET <b>Additional staff and student training materials</b>		KL / JW / CL / SG / SM
20. Incorporate feedback into ASSET design	Jun 09	Jul 09	ASSET ready to launch		KL / SG
21. ASSET goes live	Jul 09	Jul 09	ASSET available to all staff and students and is launched at a high profile event (see Work package 9)	<b>2</b>	Project Team
<b>WORKPACKAGE 6: Staff and student training</b>					
<b><u>Objective:</u> To maximise the impact of ASSET on teaching and learning by ensuring that students and staff have sufficient support in order to make the best use of ASSET</b>					
22. Train Project Team to use ASSET	Apr 09	Jun 09	All members of Project Team able to use ASSET		KL / SG

23. Develop training programme for staff in conjunction with the UoR Centre for Staff Training and Development	Apr 09	Mar 10	<b>Materials to support staff training programme</b>		AC / JP
24. Develop training for students in collaboration with the Students' Union VP Education representative	Apr 09	Mar 10	<b>Materials to support student training programme</b>		JW / CL
25. Attend internal and external (e.g. JISC) training events	As arranged		Project Team up-to-date with latest developments in the sector		Project Team
<b>WORKPACKAGE 7: Building ASSET content</b>					
<i><b>Objective: To build ASSET content</b></i>					
26. Encourage and provide support for uploading materials into ASSET	Apr 09	Ongoing	Materials uploaded into ASSET		SM / JW / CL / KL / AC
<b>WORKPACKAGE 8: Evaluation of ASSET</b>					
<i><b>Objective: To evaluate the success of ASSET(formative and summative evaluation)</b></i>					
27. Examine the user statistics	Oct 09	Ongoing	<b>ASSET user report</b>		KL
28. Stakeholder consultation and feedback via focus groups, questionnaires, existing student and staff networks; demonstration of increased engagement with feedback from both staff and students	Oct 08	Ongoing	<b>Summary of feedback</b>		SM / CL / JW / AC
29. Steering group meeting to evaluate progress	Jul 09	Jul 09	<b>Progress report</b>		AC
30. Review project performance against identified success criteria	May 09	Ongoing	<b>Brief Performance Summary</b>		AC

<b>WORKPACKAGE 9: Dissemination</b>					
<b><i>Objective: To disseminate project activities and outputs with stakeholders and the wider T&amp;L community</i></b>					
31. Engage with key stakeholders and the wider T&L community through activities outlined in the Project Dissemination Plan; identify target Schools to pilot ASSET once launched	Oct 08	Mar 10	<b>A range of events/communications as detailed below</b>		AC with Project Team
32. Create project website within the University and disseminate URL through existing T&L networks	Nov 08	Ongoing	<b>Project website created at UoR</b>		JW / CL
33. ASSET launch event – invite and/or involve all stakeholders	Jul 09	Jul 09	<b>Promotional event to launch ASSET</b>	<b>3</b>	AC / CL / JW / JP
34. ASSET pilot projects with targeted academic Schools/Departments, including tailored staff/student workshops	Aug 09	Mar 10	<b>Encourage engagement with ASSET and receive additional feedback</b>		AC / JP / CL / JW / MP
35. Design and distribute promotional materials (including project website)	Dec 08	Jul 09	<b>Posters, leaflets, ‘postcards’, website announcements etc.</b>		JW / CL / SM
36. Engage with wider T&L community through existing networks, committees	Jan 09	Ongoing	<b>Maximise staff and student engagement with ASSET</b>		AC / JP / SM
37. Engage with HE sector at external events/conferences	Nov 08	Ongoing	<b>Raise awareness of ASSET and encourage engagement, receive additional feedback</b>		Project Team

<b>WORKPACKAGE 10: Quality Assessment</b>					
<b><i>Objective: To ensure that ASSET has been designed to make it fit for purpose</i></b>					
38. Collate information to support the Project's Quality Plan	Jul 09	Feb 10	<b>ASSET Quality report</b>		KL / AC
<b>WORKPACKAGE 11: Exit/Sustainability</b>					
<b><i>Objective: To ensure that ASSET is sustainable beyond the period of project funding</i></b>					
39. Create recommendations for sustainability of ASSET in the post-funding period in consultation with key stakeholders and the Project Steering Group	Jul 09	Mar 10	<b>Internal report to the University Board for Teaching and Learning in October 2009</b>		AC
<b>WORKPACKAGE 12: JISC documentation</b>					
<b><i>Objective: To meet JISC requirements for project reporting</i></b>					
40. Project web page	Nov 08	Nov 08	<b>Project web page</b>		AC
41. Project plan, work packages and budget	Oct 08	Nov 08	<b>Project plan, work packages and budget</b>		AC
42. Progress and budget report		Aug 09 - to be confirmed	<b>Progress and budget report</b>		AC

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43. Final report and budget		Apr 10	<b>Final report and budget</b>		AC
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**Members of the ASSET Project Team:**

University of Reading (UoR) Project Manager: Dr Anne Crook (AC); Project Advisor: Dr Julian Park (JP); Research Officer: Ms Josephine Walsh (JW); e-Learning Research Officer: Karsten Lundqvist (KL); Project Research Co-ordinator: Dr Clare Lawson (CL); Project IT consultant: Dr Stephen Gomez (SG); Project Feedback Consultant: Dr Paul Orsmond (PO); Project Advisor/Dissemination Consultant: Dr Steve Maw (SM); Project Advisor: Maria Papaefthimiou (MP).