



Project Document Cover Sheet

Before completing this template please note:

- *This template is for completion by JISC funded project managers*
- *Text in italics is explanatory and should be deleted in completed documents.*
- *Please check with your programme manager before completing this form whether they would like to use a specially adapted template specific to your project.*
- *Please see Project Management Guidelines for information about assigning version numbers.*

Project Information			
Project Acronym	Blooming CQF-QMT		
Project Title	Blooming CQF-QMT (Credit Qualification Framework – Question Meta Tags)		
Start Date	May 08	End Date	Nov 08
Lead Institution	Scottish Further Education Unit		
Project Director	Gerry Dougan		
Project Manager & contact details	Gerry Dougan Lead Specialist E-college Centre for College Development Scottish Further Education Unit Argyll Court The Castle Business Park Stirling, FK9 4TY Tel +44 01786 892107 Fax +44 01786 892001		
Partner Institutions	EDINA (Edinburgh University), Scottish Qualifications Authority (SQA),		

Project Acronym: Blooming CQF

Version: 1.0

Contact: Gerry Dougan, Scottish Further Education Unit, www.sfeu.ac.uk, gerry.dougan@sfeu.ac.uk

Date: May 2008

	ecom
Project Web URL	Not yet available
Programme Name (and number)	
Programme Manager	Alistair Dunning

Document Name		
Document Title	<i>Project Plan, Progress Report, etc</i>	
Reporting Period	<i>for progress reports only</i>	
Author(s) & project role		
Date	Filename	
URL	<i>if document is posted on project web site</i>	
Access	<input type="checkbox"/> Project and JISC internal	<input type="checkbox"/> General dissemination

Document History		
Version	Date	Comments

JISC Project Plan

Before completing this template please note:

- *The Project Management Guidelines have detailed instructions for preparing project plans.*
- *Please expand tables as appropriate.*
- *Fill in the information for the header, e.g. project acronym, version, and date.*
- *Prepare a cover sheet using the cover sheet template and attach to the project plan.*
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Overview of Project

1. Background

The project will be carried out through a partnership of Scottish Further Education Unit (SFEU), Scottish Qualifications Authority (SQA), the Scottish FE Librarians Community of Practice, eCom Scotland and EDINA. The SFEU will lead on the project.

The Credit Qualifications Frameworks used across the UK (CQF and SCQF) provide a tool for learning objects to be related to qualifications level. This information can be stored in the question metadata.

The SQA has undertaken research work in the use of Blooms Taxonomy to identify terminology in question stems against the criteria used in the SCQF.

The project aims to provide practical support for publishers, institutions, JISC and its services by developing a specification for a web service based on the use of Blooms Taxonomy as a language for determining the qualifications level (SCQF & CQF) of assessment questions and an associated business model.

The specified service would provide a platform for populating and maintaining the metadata for assessment questions, allowing for the automatic updating of existing question banks.

2. Aims and Objectives

The project's primary aim is to specify a service and a business model to support the implementation of CQF / SCQF compliant repositories of questions.

Publishers may have an interest in using the CQF-QMT format to disclose metadata for their eAssessment questions to LMS & QTI standard applications. The resources developed would be specified to return a list of metadata, utilising a Blooms query approach, in a standard set format (XML) that can be read by standard searches in applications.

The SQA have undertaken significant work in relation to embedding SCQF within qualifications and in developing electronic assessment banks both summative and formative. These assessments are, in the main, not mapped to an SCQF level. It is considered that the Blooms taxonomy can be supportive in mapping the language used in question stems to identify the SCQF level. This project would progress this work significantly.

Through extensive engagement with practitioners within the college sector with an interest in pedagogy, e-learning and resource development (staff groups include academic staff, library / learning resources staff and learning technologists), the SFEU would ensure that the college community had opportunities to engage with the findings and resources developed within this project.

Other opportunities for engaging with college staff, including Assessment is for Learning and Communities of Practice (Librarians and Academic), would be exploited.

eCom Scotland, as an aggregator of this content, will support the development of the specification of the tool set and supporting documentation and, in addition, develop a 'proof of concept' / beta application.

The outputs from the project would be offered to the JORUM repository. The 'proof of concept' / beta application will be developed in an open source format, be stable, and complete.

EDINA will contribute to the management of the project by providing professional input through the project steering group and support the sustainability of the outputs through support for the dissemination of the project outputs through Jorum and Jorum Open.

3. Overall Approach

<Describe the overall approach you will take to achieve the objectives outlined above, including:

- *Strategy and/or methodology and how the work will be structured*
- *Important issues to be addressed, e.g. interoperability*
- *Scope and boundaries of the work, including any issues that will not be covered.*
- *Critical success factors.>*

This project will specify and design a software application. Standard project management techniques will be used and all interoperability standards will be adhered to as indicated elsewhere in the project documentation.

The product will be to beta standard and will prove the concept. Further work would be required before it could be used as a production environment.

4. Project Outputs

Standards play a key role in allowing data about published material to flow through the information chain. Many standards exist for assessment question, e.g. Dublin Core, DOIs, RSS, OAI and QTI. They ensure that data about the publication can be transmitted and used, and allow for interoperability.

When a new aspect relates to a standard and become a key component for searching on, this field must be entered in to every instance of the resources - creating this metadata is a time consuming exercise. This project fills this gap by providing a web service to generate the metadata for this new field providing a service for both new questions and existing materials.

The project will develop the set of metadata standards required to meet the needs of Blooms Taxonomy and CQF / SCQF.

Guidelines will be developed on how to use the service and apply the meta tags to questions and applications. Following a pilot implementation of a 'proof of concept' / beta system, the project group will produce a report of case studies from the perspective of publishers and universities and colleges.

The use and value of the Blooms Taxonomy will be evaluated with a provider of eAssessment Systems (SQA).

The project will investigate a minimum core set of metadata to be associated with assessment relating to the CQF / SCQF in order to provide interoperability of question banks to meet the needs of information and content publishers in the HE/FE communities.

The project will -

- Develop a metadata standard from Blooms taxonomy & SCQF. The intention is to develop a new standard referred to as the Credit Qualification Framework – Question Metadata Tag (CQF-QMT) within this document
- Develop a specification of a web service
- Develop a 'proof of concept' / beta web service
- Document a business model and associated processes for enhancing access and exchange of resources for assessment creators
- Provide a case study through collaboration with the SQA.

All Metadata tags will be based on Dublin core model.

This project will specify a standardised environment for the academic community, allowing users to discover the metadata associated with CQF / SCQF of any question thus facilitating the use of online assessment resources.

5. Project Outcomes

<List the outcomes you envisage, including their impact on the teaching, learning, or research communities, and what change they will stimulate or enable.>

The project will investigate a minimum core set of metadata to be associated with assessment relating to the CQF / SCQF in order to provide interoperability of question banks to meet the needs of information and content publishers in the HE/FE communities.

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All Metadata tags will be based on Dublin core model.

This project will specify a standardised environment for the academic community, allowing users to discover the metadata associated with CQF / SCQF of any question thus facilitating the use of online assessment resources.

The educational community will have access to a proof of concept model for identify the CQF levels of existing and future assessments.

6. Stakeholder Analysis

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

Stakeholder	Interest / stake	Importance
Academic users	Determine the CQF / SCQF rating of internally and externally created assessments	medium
Learning Resources staff	Determine the CQF / SCQF rating of internally and externally created assessments	high
VLE Managers	Determine the CQF / SCQF rating of	high

	internally and externally created assessments	
Publishers	Determine the CQF / SCQF rating of their assessments	high
JISC	Availability of model that can be adapted to different raring systems and taxonomies.	high

7. Risk Analysis

<List factors that could pose a risk to the project's success, assess their likelihood and severity, and how you will prevent them from happening (or manage them if they if they occur). Cover the types of risks listed and any others that apply.>

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	1	4	4	Ensure knowledge does not reside with an individual.
Organisational	1	2	2	The greatest risk is with the developer. All development activity will be fully documented to ensure smooth handover, if required.
Technical	1	4	4	
External suppliers	1	1	1	There are no external suppliers.
Legal	1	4	4	Legal aspects addressed through JISC copyright / IPR policies.

8. Standards

<List the standards the project will use in the table below. Also indicate:

- Any deviations from the standards that JISC recommends.*
- Where choices exist in an area, the reasons for the standards selected.*

- *Where proprietary standards are selected in an area where open ones are available, the reasons for their use and their scope of deployment.>*

Name of standard or specification	Version	Notes

9. Technical Development

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

10. Intellectual Property Rights

Background IP, which shall include all intellectual Property Rights, in respect of any materials, products, inventions, software produced by a partner prior to the performance of this Agreement shall vest with the partner absolutely and may only be reproduced or disseminated with the expressed written permission of the individual partner where such reproduction or dissemination is required in order for the Client to enjoy the provision of the Agreement between the partnership and the Client.

The partners will provide the client a list of all background IPR used in conjunction with this contract.

It shall be a condition of the contract that the partnership will, in performance of the project, do nothing to infringe any patent, trade mark or registered design, other than those provided by the client.

Partners will adapt and use the JISC developed consortium agreement.

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

Project Resources

11. Project Partners

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

Consortium Agreement – date of signing: TBC

SFEU

SFEU is the key development agency for Scotland's colleges. SFEU contributes to the work of a wide range of national committees and delivers a range of high quality services which promote and support changes in Scotland's colleges leading to excellence in learning effectiveness and in college development. SFEU undertake a number of project-based activities in curriculum and staff development designed to maintain the position of Scotland's colleges at the forefront of lifelong learning.

Role:

Project Management
Dissemination

SQA

SQA is the national body in Scotland with responsibility for the development, assessment, quality assurance and certification of all qualifications, with the exception of university degrees. Assessment is therefore core to SQA's business. SQA's qualifications are delivered in schools, colleges and workplaces across Scotland and, increasingly, further afield. SQA is also one of the development partners for the Scottish Credit and Qualifications Framework and has been instrumental in its development. We therefore have a very strong interest in ensuring that the SCQF is used as effectively as possible to help those who work with and take our qualifications.

Role:

EDINA

EDINA is the JISC national academic data centre based at the University of Edinburgh. Our mission and purpose is to 'enhance the productivity of research, learning and teaching' across all universities, research institutes and colleges in the UK. We do this by delivering first-rate online services and by working with partners in the academic community, and beyond, to carry out successful R&D projects. Our services are available free at the point of use, on a 24-hour-a-day, 7-days-a-week basis, for students and academic staff in the UK working on and off campus. Access to most services involves licence or subscription by universities and colleges, and requires some form of authentication by end users. We also provide some services to researchers beyond the UK academic sector.

Role:

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Document title: JISC work package template
Last updated: April 2007

eCom Scotland Ltd

eCom Scotland is highly involved with Internet development within the public and education sectors. We are a fully independent business supported by private and institutional financing. Educational web development has been a focus for eCom Scotland since 1996 and the company has grown up with the concept. Our origins in education mean we understand educational terms, concepts, and more critically how people learn. eCom Scotland is a major supplier to the public / education sector, with current clients such as Careers Scotland, SQA, Communities Scotland, SFEU, Learn Direct Scotland, SCROLLA, North Lanarkshire Council and SUFI.

Role:

12. Project Management

<Briefly describe the project management framework, including organisation, reporting relationships, decision process, and the role of any local management committee.>

List all members of the project team, their roles, and contact details. Indicate the proportion of time the project manager will spend on project management.

Indicate if the project has training needs and how they will be met.>

13. Programme Support

Ensuring documentation is appropriate for the project sponsors (JISC).

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

14. Budget

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

Detailed Project Planning

15. Workpackages

*<Use the [workpackages template](#) to plan the detailed project work and attach as Appendix B. Clearly indicate project deliverables and reports (in **bold**), when they are due, phasing of workpackages, and explain any dependencies. You may also attach a Gantt chart, diagram, or flowchart to illustrate phasing.>*

16. Evaluation Plan

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

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success

17. Quality Plan

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

Output					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)

18. Dissemination Plan

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

Timing	Dissemination Activity	Audience	Purpose	Key Message

19. Exit and Sustainability Plans

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

Project Outputs	Action for Take-up & Embedding	Action for Exit

<List any project outputs that may have potential to live on after the project ends, why, how they might be taken forward, and any issues involved in making them sustainable in the long term.>

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address

Appendixes

Appendix A. Project Budget

No included in published version

Appendix B. Workpackages



JISC WORK PACKAGE

Before completing this template please note:

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WORKPACKAGES	Mon th	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Month 1 = May																									
1: Requirements Specification																									
2: System Design																									
3: System Development																									
4: Programme and SystemTesting																									
5: Dissemination																									
6: Evaluation																									

Project start date: *May 08*

Project completion date: *Nov 08*

Duration: *7 months*

				Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Requirements Specification					
Objective: Requirements Specification					
1. Requirements gathering.	May 08	June 08	Requirements Specification.	Yes	All
2. Produce UML Use Case of proposed system.	July 08	July 08	UML diagram and associated programme specifications.	Yes	ecom
WORKPACKAGE 2: System Design					
Objective: System Design					
3. Produce interface prototypes.	Aug 08	Aug 08	Graphical interface designs and associated documents.	Yes	ecom
4. Produce class diagrams.	Sept 08	Sept 08	Graphical class diagrams and associated documents.	Yes	ecom
WORKPACKAGE 3: System Development					
Objective: System Development					
5. Produce working system.	Sept 08	Sept 08	Software application.	Yes	ecom

WORKPACKAGE 4: Programme and SystemTesting					ecom
<u>Objective:</u> Programme and SystemTesting					
6. Produce test plan.	Sept 08	Sept 08	Test plan.	Yes	Ecom / all
7. Execute test plan.	Sept 08	Sept 08	Completed system test plan.	Yes	ecom
8. User testing	Oct 08	Oct 08	Completed user test plan.	Yes	SFEU
WORKPACKAGE 5: Dissemination			Dissemination strategy and events.		SFEU / EDINA
<u>Objective:</u> Dissemination					
9. Dissemination at events – Communities of Practice, Subject Networks.	Dec 08	June 09	Dissemination strategy including schedule of events, information to other agencies, colleges and practitioners.	Yes	SFEU / EDINA
10. Dissemination through ezines, mailing lists, website.	Dec 08	June 09	As above.		SFEU / EDINA
WORKPACKAGE 6: Evaluation					SFEU
<u>Objective:</u> Evaluation					
11. Produce internal project evaluation.	Dec 08	Feb 09	Evaluation report.	Yes	SFEU
WORKPACKAGE 7: Document Completion					SFEU / All
<u>Objective:</u> Complete and submit all documents to					

Project Acronym: Blooming CQF

Version: 1.0

Contact: Gerry Dougan, Scottish Further Education Unit, www.sfeu.ac.uk, gerry.dougan@sfeu.ac.uk

Date: May 2008

JISC.					
12. Complete and submit all documents to JISC.	Nov 08	Nov 08	All reports, project documentation and software outputs to JISC.	Yes	SFEU / All

Members of Project Team:

Gerry Dougan B.Sc. M.Sc. - Lead Specialist E-College, Scottish Further Education Unit

eCollege works with Scotland's colleges to support learning, teaching and business processes through the exploitation of ICLT. It identifies new initiatives, consolidates and builds on existing projects and maximises the benefits gained from the development of constructive and sustainable links with other organisations. eCollege also focuses on staff development in the area of eLearning working with other sector groups with an interest in ICLT, manages projects, supports the development of sustainable ICLT and service delivery infrastructure for learning, teaching and business services and captures and disseminates best practice.

eCom Scotland project staff

Linda Steedman, Managing Director, BSc Hons Mathematics & Technology

A nationally recognised expert on Internet development with over 10 years continuous practice in the field of eLearning. Linda has experience of managing large public sector projects involving fully interactive eLearning resources including animation and video for a variety of learners. Linda is skilled in instructional design for the Scottish curriculum.

Iain McDonald, Creative Director

Iain McDonald's BA in Graphic Communications Management, leads eCom's technical and creative development. Iain is responsible for developing client briefs, proposal writing, information architecture and Web strategy through to design development for the Web.

Wendy Edie, Account Director

Wendy has a BSc in Design and Management from Heriot Watt University. Wendy manages all new business clients ensuring that the right solution for the client is proposed and at the right price. She also ensures that project milestones and budgets are met in the ongoing project management of software development.

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Date: May 2008

June Gallagher, Customer Account Manager

June provides a wealth of experience in both systems development and customer relationship management. June works with our current client base and to ensure project success.

John Casey Manager Teaching and Learning Services

John is responsible for managing the teaching and learning related aspects of EDINA services. This includes senior management responsibilities in the JORUM project which is helping to build a community for the sharing, reuse and repurposing of learning and teaching materials. John has considerable experience in supporting academics and subject specialists design courses and learning materials to benefit from the use of technology, especially in the context of introducing flexible and distance learning techniques into the mainstream curriculum.

Bobby Elliot, Qualifications Manager – SQA

Bobby Elliott is SQA's Qualifications Manager for Computing. In this role he has responsibility for overseeing the development of a wide range of qualifications in the computing field across a number of SCQF levels. Bobby also has a very active interest in the use of technology to support teaching, learning and assessment and in assessment more generally.