*Text in italics is provided for guidance - please delete when proposal is complete*

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| **NAME** | *Name of Proposal - please make this as meaningful as possible.* |
| **Sponsor** | *Mark Wetton* |
| **Portfolio** | *ISG* |
| **Programme** | *Technology Enhanced Learning* |
| **Programme Owner** | *Anne-Marie Scott* |
| **IS Programme Manager** | *Maurice Franceschi* |
| **Authors (Business)** | *Anne-Marie Scott* |
| **Authors (IS)** | *As above* |
| **Date** | *10 December 2013* |

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| **Section One – PROPOSAL OVERVIEW** |
| This project will develop Learn Building Blocks and Moodle plugins to display information about student activity within the VLEs. Students will see views of their activity/performance relative to their peers in an anonymous fashion. Staff will be able to see a fuller picture of all activity for all students in a course with comparative/relative measures. The tool will appear in each course automatically (in the same way as 3rd party tools such as TurnItIn work) ready for staff to configure and use.  Staff will be able to control which aspects of activity/performance to display within a course to a student – some measures may not be appropriate within the context of a specific course (e.g. in a course where a discussion forum is not a mandatory element display of forum activity to students may be a source of stress rather than guidance, or send a confused message about relative importance of activities). Staff may also be able to set various thresholds at which alerts to them or a student may be generated. Staff may also be able to initiate communication with the students from the tool (e.g. an email to one or more students).  Each of our VLE platforms records a large amount of data about student interactions, but the ability to report on this, and in particular to **display this information to students** is not well developed.  Basic course reporting facilities exist for staff which allow them to see student behaviour on an individual basis, or interaction with a particular course element. There is little or no comparative reporting capability however (e.g. student X relative to the average for the course). Blackboard sell a companion Learn Analytics product, but it is separate to the VLE, and exclusively geared towards staff viewing student activities, and not students getting feedback on their own activity. It is also significantly more heavy-weight than we need. There is no such product available for Moodle, although there are existing plugins which may provide some relevant functionality.  This project will build on work planned for Jan – June 2014 (<https://www.projects.ed.ac.uk/project/tel009>). IS TELS will run a series of workshops with Schools to understand requirments. In particular we will work with students to understand what sort of information is informative / useful to them, and what some of the non-technical issues around displaying this information might be. There is a need for caution and sensitivity around the messages that displaying some of this information to students might send.  In developing these tools, we must be mindful of not increasing the costs of the VLE services or making them less flexible to run; for example infrastructure changes will affect our ability to patch Learn under service work would not be welcomed. Likewise using APIs supplied by the VLE vendor to ensure we retain support is important.  **Why is it needed?**  There is a demand from students (via NSS scores and via EUSA) and from Schools for more information about student activity and performance. This is being driven by personal tutors looking for more insight on their tutees, and by Schools desire to increase feedback and assessment scores (including initiatives such as LEAF – Leading Enhancement in Assessment and Feedback practice – a strand of the Student Experience work).  This project will deliver more insight for relatively little cost by making better use of data that we already have. Giving staff more insight into student activity will allow them to target interventions more effectively. Giving students insight into their own and peers activity will give them some element of ‘feed forward’ and more opportunity to take action prior to any impact on summative assessment activities.  Note that there are wider conversations about learning analytics and the role that they might play at an institutional level to support the pastoral care of our students. There are various suppliers in this space who provide systems that combine data from across a range of sources including the VLE and the Student Record. This project proposes work which is complimentary to any such institutional approach. There may indeed be useful lessons learned from this project which could feed into any future larger project in this area (in particular around how students perceive this information). The scope of this project is clearly bounded in that it seeks to provide information to staff and students about engagement with specific activities within the context of a course in the VLE.  Although this project will deliver in a single year, we would like to undertake 2 phases of work, with a first release before Christmas 2014 to be used in Semester 2 by some identified pilot Schools, and then a more general release, with feedback from the pilots incorporated, delivered in June 2015 ready for use in the new academic year.  This project is related directly to the “Provide students with activity information to support self-reflection and engagement.” activity in the IS TELS strategy. |

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| **Section Two – DETAILS** | | |
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| **2.1 Business Objectives**  *Clearly state the business objectives to be met by this work. Each business objective should be written so that it can be evaluated at the conclusion of the work. A well-formed objective will be* ***S****pecific,* ***M****easurable,* ***A****ttainable/****A****chievable,* ***R****ealistic and* ***T****imebound (SMART).* | | |
| **No.** | **Description** | **How Measured?** |
| 1 | Staff teaching on courses are able to make informed decisions about intervention with specific students based on information about participation and performance within specific areas of course activity. | Report on instances of tool usage within courses. Survey staff on courses where the tools have been used. |
| 2 | Students participating on courses are able to gauge their progress and potentially take action based on information about their participation and performances on specific areas of course activity (those areas identified as important by teaching staff). | Reports on instances of tool usage within courses. Work with course staff to gather feedback from students.  <Over time look at grade profile for course?> |
| 3 | Costs for running the VLE services are not increased. | Retain flexibility to patch / upgrade Learn as support work. Upgrades to the VLE platform do not result in significant rework of the solution. |
| 4 | Staff and students gain a clearer understanding of how to interpret activity and usage in a broader context in the course. | Tool usage seen in context of course profile (range of tools used) Survey staff on context for individual tools against range in use. |
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| * 1. **Deliverables**   *These are distinct elements of the solution that need to be delivered to meet the business objectives. Consider how each deliverable can be tested or otherwise shown to meet the business objectives. Typical deliverables may include:*   * *Business case for change* * *Specification and implementation of new or changed business policies, processes or organisational structures* * *Development and implementation of new IT solutions* * *Procurement and implementation of an IT solution from a third party supplier* * *Training and other resources for end users and support staff* * *Contracts for on-going delivery of IT or business services from a third party supplier* * *Communications and marketing resources e.g. web sites, printed materials*     *State any scope limitations against individual deliverables where these apply, e.g. parts of the solution will only be available to certain stakeholders or functionality provided will be limited to a particular aspect of the business.* | | |
| **No.** | **Deliverable** | **Scope Limitations** |
| 1 | One or more plugins for the Moodle VLE platform |  |
| 2 | One or more plugins for the Learn VLE platform |  |
| 3 | Guidance and training for staff on using the tools |  |
| 4 | Guidance and information for students on using the tools |  |
| 5 | A systems design that encompasses support requirements. |  |
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| * 1. **Timescales – Milestones and Multi Year Proposals**   ***Milestones*** *– Milestones are used as checkpoints to review how the work is progressing. The most important milestones should be identified. As a minimum record the desired start date and delivery dates for each project to be undertaken as part of the proposal.*  ***Hard Milestones*** *- If a project milestone has a time dependency, e.g. it must be completed by a particular date to meet a business need, e.g. start of term, financial year end or legislative deadline, this should be stated. (Note that If no milestones are specified IS Apps will schedule work within the year based on internal priorities and resource availability)*  ***Multi-Year*** *- For a number of years IS Applications Division has run an annual process to determine the central IT systems developments needed for the future years. Although this process has included projects which span multiple years it has largely focused on requirements for the upcoming year.*  *From 2014/15 we are implementing a number of changes to align our planning process with the University’s updated 3 year planning cycle. The process is intended to be rolling so that when we reach the end of year 1, we will take stock and plan for the subsequent 3 years but will have what was years 2 and 3 as our starting point.*  *For multi- year projects provide a high level breakdown of the work by financial year.* | | |
| **Milestone Date** | **Description (including reason if Milestone Date is hard)** | **Hard (Y/N)** |
| 01 August 2014 | Start Date | N |
| 01 December 2014 | Deliver pilot versions for use in Semester 2 | Y |
| 31 July 2014 | Deliver final versions, incorporating as much pilot feedback as possible. | Y |
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| **Financial**  **Year** | **Breakdown of Work By Financial Year** | |
| 2014/15 | All deliverables in this year | |
| 2015/16 |  | |
| 2016/17 |  | |

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| * 1. **Stakeholders**   *Stakeholders are people or organisational units who have an interest in the proposal. Stakeholders will include the sponsoring organisation, end users, suppliers, service providers etc. Any groups that will be impacted should be identified including those groups that will be consulted and/or will have a role to play in delivering the projects or subsequent services. It is preferable, wherever possible that stakeholders are informed of the proposed work before the proposal is submitted to ensure that any concerns are understood and can be reflected in the proposal.* |

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| **Stakeholder Name and Role** | **Concerns / Required Actions** | **Informed Y/N** |
| Mark Wetton - Sponsor |  | Y |
| Anne-Marie Scott – programme owner |  | Y |
| Jo Kinsley – Learn service manager | Sign off at all stages of the project. Lead on UAT Testing for Learn. | Y |
| Wilma Alexander – Learning Services manager | Sign off at all stages of the project. Deliver user guidance and training for Learn. | Y |
| Wesley Kerr – Senior learning advisor | Sign off at all stages of the project. Deliver user guidance and training for Moodle. | Y |
| Mark Findlay – Moodle service manager | Sign off at all stages of the project. Learn on UAT Testing for Moodle. | Y |
| Learn User Group (named members to be identified at start of project) | Represent Schools view on project.  Participate in UAT testing and sign off. | N |
| Moodle User Group (named members to be identified at start of project) | Represent Schools view on project.  Participate in UAT testing and sign off. | N |
| Ian Pirie | Senior stakeholder – provide support and guidance for the project. | N |
| Sue Rigby | Senior stakeholder – provide support and guidance for the project. | N |
| Barry Neilson – Director, SACS | Awareness – ensure our plans remain complimentary to student assessment / feedback plans. | N |
| Mark Wilkinson | Awareness – ensure our plans remain complementary to student experience plans. | N |
| EUSA VPAA | Represent students. Assist with UAT testing. | N |

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| * 1. **Risks**   *Risk is the uncertainty that comes from making any change. A risk may or may not happen but if it occurs it will have a material impact on the success of the proposal. Risks typically cannot be eliminated but can be managed – this requires an assessment of the impact and probability of the risk together will contingency planning. Identify the most important risks for this proposal and any management actions required to reduce the negative impact or the probability of the risk occurring. Impact - Low/ Medium/ High assessment to be agreed between Sponsor and IS Apps.*  *Probability Low = < 10%, Medium = 10%-50% and High = > 50%  Management Approach is either:*   * *Monitor/Retain - accept the risk but continue to monitor* * *Reduce – take action to reduce the impact or probability* * *Remove - eliminate the risk entirely* * *Share - share the risk with a third party* * *Transfer - move the risk to a third party*   *For the selected management approach identify any actions that will be taken to manage the risk.* | | | |
| **No.** | **Description** | **Impact / Probability** | **Management Approach and Actions** |
| 1 | Existing service project (TEL009) does not deliver business requirements | Monitor/Retain | Monitor via programme management in 2013/14.  Retain in that this project would have to undertake more business analysis in this case. This might impact on delivery dates, or may result in reduced scope. |
| 2 | Schools engagement within project. | Share | Use senior stakeholders to influence Schools. |
| 3 | Student engagement within project. | Share | Use senior stakeholders to influence students |
| 4 | Schools engagement with the tools delivered. | Share / Reduce | Share - Use senior stakeholders and EUSA to influence.  Reduce – pilot tools with Schools during projects to generate case studies and champions within Schools. |
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| * 1. **Other Relevant Information**   *Provide other relevant information. This may include:*   * *Additional information to clarify or supplement details provided in earlier sections* * *Identification of business or financial constraints on the solution* * *Identification of technical constraints on the solution e.g. platform requirements, performance/scalability, must use supported technologies etc.* * *Accessibility and usability requirements* * *References which illustrate or clarify the capabilities to be delivered e.g. web resources, locations using a similar service, potential external products and suppliers etc.* |
| As above – must not impact on ability to service VLE platforms as support rather than project work. Cannot incur significant rework with each upgrade. |

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| **Section Three – CATEGORY and STRATEGIC ALIGNMENT** | |
| * 1. **Project Category** | |
| **Project Category** | **Discretionary** |

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| * 1. **Funding**   *Indicate the funding source. Options are:*   * ***Core Grant Funded (CF) –*** *projects whose internal (UoE) costs are to be funded from the IS Apps core grant. Please note that any external costs, e.g. for hardware, software and consultancy, need to be met by the sponsoring unit (unless otherwise agreed with the Director of IS Apps) – these additional costs must be specified in Section 4.3 below.* | |
| **Funding Source** | **Core Funded** |

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| **Section Four – PROJECT BENEFITS, COSTS AND PROCUREMENT REQUIREMENTS** |
| **4.1 Benefits (over 5 years)**  *Provide the estimated benefits and costs over a 5-year period on the basis of the information currently available. Benefits may be tangible (i.e. quantifiable in financial terms) or intangible (i.e. benefit is a perceived benefit that cannot be easily quantified e.g. enhanced student experience or reputational impacts of a solution). Tangible and intangible benefits of the proposed solution should be stated. For tangible benefits – describe the benefit and the method/assumptions used to calculate the value. For intangible benefits – describe the benefit and any associated assumptions. For each benefit provide details and timing of actions to ensure benefits are realised.* |

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| **Tangible Benefits** | | | |
| **Description** | **Value (£)** | **Calculation Method and Assumptions** | **Benefits Realisation – Required Actions and Timing** |
| It is hard to quantify tangible benefits for this proposal – the main benefits are intangible ones but vitally important to institutional strategy around student experience and NSS scores. We are unable to easily quantify the monetary benefits of improved rankings and reputation as a result of improving the tools available to support pastoral and academic support. Do such measures exist elsewhere? | | | |
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| **Intangible Benefits** | | |
| **Description** | **Assumptions** | **Benefits Realisation – Required Actions and Timing** |
| More targeted support for students from staff – by easy identification of students for whom some sort of intervention is useful | Staff will use the information available via these tools in order to intervene more quickly with specific students, ahead of any summative assessment activities. | Work with Schools to promote the tools and their use.  Use Learn usage info to identify courses who have used the tools. Survey staff to understand their effectiveness and gather feedback. |
| Better outcomes for students through improved feedback/forward. | More actionable feed-forward on participation and performance will make students feel more supported and informed. It has the potential also to improve their final outcome on the course. | Work with Schools to survey students via end of course surveys to gauge student satisfaction. At end of each course using the tools.  Work with student survey unit to gather any feedback via institutional surveys. Each academic year.  Work with SACS to identify changes in grade profile for course over time for courses using the tools. Over multiple years. |
| Improved NSS scores around assessment and feedback. |  | Review NSS scores for Schools using the tools. Look for any positive correlation. Each academic year. |
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| **4.2 Benefit and Cost Summary (over 5 years)**  *This summary and should be taken from the Detailed Benefits and Costs Worksheet completed to accompany this proposal.* |

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| **5 Year Summary** | **ISG** | **CSG** | **SASG** | **Colleges inc Students** | **External Costs** | **Total** |
| **Benefits** | £ | £ | £ | £ | £ | £ |
| **Costs** | £ | £ | £ | £ | £ | £ |

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| **IS Apps Days** |  |
| **Benefit/Cost Ratio** | 0.0 |
| Note: costs and benefits are estimated based on an assessment of the information available at the time this proposal is prepared. The actual costs and benefits of the resulting projects may vary from these estimates. | |

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| * 1. **Funding/Resource Requirements**   The proposal may be dependent on additional funding or resources which have to be secured independently of the annual planning process. Where this is applicable provide details of any additional funding/resources required and confirm whether or not these have been secured. |

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| **Requirement** | **Value (£)** | **Funding Arrangements and Provider(s)** | **Secured (Y/N)** |
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| * 1. **Procurement Requirements**   *Where there are no external costs this should be stated as “Not Applicable”. Where procurement activity is required Procurement Office should be informed as early as possible so that they can assist with cost estimation and identify any assistance that may be required for procurement activities.* |

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| **Total Cost of Goods & Services**  **(over 4 yrs)** | **Description of Goods and Services to be procured**  *(All procurement activity must be in accordance with the rules laid out Scottish Procurement Policy Handbook.* [*Guidance on Procurement*](http://www.ed.ac.uk/schools-departments/procurement/policies-procedures/spph)*)*  [*Procurement Planning Guidance 2014/15*](http://www.ed.ac.uk/schools-departments/procurement/policies-procedures/planning-2014-15) | **Procurement Office Informed?  Yes/No** |
| **< £50 k** | Not applicable |  |
| **> £50 k** |  |  |