Project Document Cover Sheet

Project Information			
Project Acronym	Cascade		
Project Title	Cascade – Developing new models to transform the delivery and support of learning for continuing and professional learners at the University of Oxford		
Start Date	01 November 2008	**End Date**	31 October 2010
Lead Institution	University of Oxford, Department for Continuing Education		
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Partner Institutions	none		
Project Web URL	www.cascade.conted.ox.ac.uk		
Programme Name (and number)			
Programme Manager	Lisa Grey		

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0.1	05/02/09	Draft project plan submitted to JISC
1.0	17/04/09	Final draft of project plan

JISC Project Plan

Overview of Project

1. Background

The Department for Continuing Education (OUDCE) is recognized internationally as a leading provider of opportunities for extended learning for the purposes of professional and personal development. Over 13,000 students enrol annually on OUDCE's 50 or so award-bearing programmes, which include undergraduate and postgraduate certificates, diplomas, and Master's and DPhil degrees often offered in conjunction with other departments of the University.[1] Following the withdrawal of HEFCE funding for learners wishing to pursue qualifications at an equivalent or lower level to those they already hold (ELQ),[2] OUDCE, like many other providers of part-time education, faces a major shortfall in revenue if it does not adapt to these changes in funding. As such, the Department must meet an institutional challenge requiring a major review of existing practice and the identification of new strategies and policies to continue to offer innovative, flexible, and accessible ways to study at the University of Oxford.

A central part of the solution to this challenge has been identified as the review of existing programmes and development of new ones against considerations of defined *viability criteria*, including:

- Strategic fit to mission and vision[3] (mandatory);
- Quality and rigour (mandatory); and
- Financial viability (desirable).

An increasing emphasis on accredited Master's-level learning, together with the implementation of innovative models of curriculum delivery that leverage technology more effectively and efficiently to deliver these, has already been recognized as a major focus of this review.

OUDCE, with its Technology-Assisted Lifelong Learning (TALL) unit, has been at the forefront of using technology for curriculum delivery, offering some of the first fully online courses in the UK. However, while there are large-scale examples of excellent technology-enabled solutions in the Department, mainstream uptake has been limited and there are considerable opportunities yet to be explored. It is now recognized that additional investment is required to meet the current challenges to the continued delivery of lifelong learning of the highest quality.

Many initiatives implementing technology in education still do not achieve the impact hoped for. However, an increase in practice-focussed publications, reports such as "Exploring the tangible benefits of e-Learning",[4] and better sharing of successful initiatives within Oxford University itself, provides increasing evidence on which aspects of using technology to deliver curricula can provide real advantages. The Department combines expertise in production, delivery and research, placing the project team in an exceptional position to exploit current understanding of effective practice in e-Learning to identify models of delivery and to turn them into solutions that provide outputs of benefit to both the University of Oxford and the wider HE community.

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1 http://www.conted.ox.ac.uk/
2 http://www.hefce.ac.uk/Learning/funding/elq/
3 Vision: To be an internationally-recognized centre of excellence for continuing and professional education, contributing to Oxford's scholarship and extending the University's engagement with the wider world through innovative, accessible and flexible programmes.
4 JISC CAMEL 'Exploring the Tangible Benefits of e-Learning' report (Ferrell et al, 2007) http://www.jiscinfonet.ac.uk/publications/camel-tangible-benefits.pdf

The project aims to generate solutions that enable us to undertake current activities more efficiently, and where appropriate repurpose or develop new activities that add value to all our stakeholders. Focussing on the areas of course design, portal services and e-administration, innovations will be piloted across both Master's-level provision and short-course offerings.

Through its focus on continuing and professional learners, OUDCE works in collaboration with other departments and external partners to deliver innovative flexible programmes in a wide range of disciplines. OUDCE is answerable to a broad range of internal and external stakeholders, including academics, administrators, students and delivery partners from both within and outside the HE sector. The identification of delivery interventions and associated models will be managed in the context of engagement with these stakeholders to ensure that real needs are addressed and that delivery translates into accessible, excellent and inspiring opportunities for students.

While this project does not focus on a department as traditionally defined by disciplinary boundaries, the concentration on non-traditional students who need flexible provision, often in inter- and multi-disciplinary subjects, places the applicability of the project's work more in the mainstream of HE provision than ever before. As such, the outcomes of this project will have much to offer not only other providers of continuing and professional education, but those in mainstream provision who are increasingly affected by these considerations.

2. Aims and Objectives

The Cascade project aims to harness technology to enable the Department for Continuing Education to respond better to the challenges of the ELQ policy by:

- Undertaking its activities more efficiently, so that resources are focused on value-adding activities e.g. delivering improvements to the student experience and the creation of tools that support best practice.
- Developing new, or repurposing existing activities to support the Department in the delivery of its new vision and provide additional revenue streams as it seeks to maintain its position as an internationally-recognised centre for excellence for continuing and professional education.
- Supporting the Department's ability to deliver academically superb courses to students of the highest calibre through the use of new tools and functionality to augment the services currently offered to students.

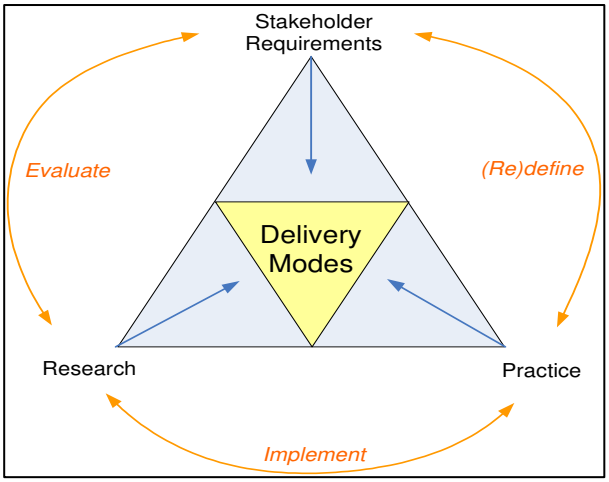
Our specific objectives are to:

- Identify interventions that achieve our aims, focussing on the areas of course design, portal services and e-administration.
- Implement those interventions that best meet the criteria of impact, achievability, desirability to stakeholders and add value to the Department.
- Develop models, toolkits, and dissemination techniques that maximise uptake and ensure that the interventions are embedded and sustained.
- Establish approaches to track and report on project activities and measure their success.
- Share the outputs of the project with the wider University and beyond.

3. Overall Approach

The key to the success of the Cascade project will be the identification and successful implementation of technology enhanced delivery and support interventions, which act as solutions to the real issues that confront our stakeholders, and the subsequent generation of models to allow the large-scale implementation of the these interventions across the Department. Thus the models will be derived through the triangulation of:

- Practice – Understanding how things work now and might be improved, indentifying institutional constraints and opportunities. Once developed, continuous reviewing of implementation in practice.
- Research – Investigating models and examples of effective practice both within the Department and University and more widely,[5] assessing their applicability, continuous evaluation of the project's work more broadly and engaging with the wider community as the project progresses.
- Stakeholder requirements – Reviewing current knowledge of stakeholders. Eliciting broader engagement through initial surveys followed by focus groups using techniques such as appreciative inquiry to extrapolate and clarify models for implementation and maintaining dialogue for evaluation.



In real terms the project will progress in four overlapping phases, which can loosely be characterised as:

1. Scoping
2. Iterative development, implementation and evaluation
3. Dissemination
4. Evaluation and embedding

Phase 1: The initial scoping stage has been designed to provide the project with a solid foundation both in research and project management terms, it includes the project set up, review and research and developing models work packages (see Appendix B for more details of all workpackages). Starting with the identification of cross-cutting themes in the areas of course design, e-administration and an online portal for the Department, the project has identified an initial set of possible sub-themes for investigation, though a review of the literature, examination of existing practices, interviews with key staff in the Department and identification of implementation opportunities. The sub-themes represent a broad array of undertakings not all of which can be achieved within the remit of the project. As such these will then be refined through a set of consultation exercises with relevant stakeholders, likely to include focus groups and workshops to identify those models that are most appropriate for our context, achievable by the project, and most likely to have the impact desired.

This phase will also establish the baseline of current activity in the Department on which the project builds. This will contain a mixture of qualitative and quantitative data to provide both an overview of current activity and more detailed metrics on those areas to be most affected by the project interventions. This will be crucial in measuring change and judging the impact of the project as a whole.

Phase 2: After the scoping phase, the project will move into a longer iterative development, implementation and evaluation cycle, represented by the workpackages: pilot course-based models; develop e-administration solutions; update and extend models; implement models and elements of the evaluation workpackage. To focus our activities, early interventions will be taken in the context of two or three programmes which will act as focus areas for our implementation. These are likely to be through the MSt in the History of Design, and the PG Cert in Ecological Survey Techniques as well as

[5] See especially reports and outcomes cited in Curriculum Delivery Briefing Paper http://www.jisc.ac.uk/media/documents/programmes/elearningcapital/curricdeliverybriefing.pdf

in the delivery of summer schools. This will enable us to test our ideas in well-defined contexts and to engage the key staff on these programmes as champions for the project. In the first instance pilots will engage with at least 50 students in the summer schools and the more cross-departmental interventions will reach several thousand. The models that will be the eventual output of each intervention are expected to emerge during this phase so that in each case the project will need to not only test the interventions represented by each model, but the models themselves.

It is clear already that the interventions and models pursued by the project will require a broad range of activities, which will involve varying levels of technical development, people management, content development, course design support etc. As a result, the models will be implemented on very different cycles and as such are likely to be most effectively managed as discrete subprojects, running throughout this phase. Nevertheless these subprojects will be managed carefully to exploit possible synergies and to ensure all will inform the wider evaluation and dissemination processes.

Phase 3: The dissemination phase will run from early in Phase 2 through to the end of the project and will disseminate project outputs both internally and externally, this phase will largely map onto the disseminate models and project reporting, community engagement and dissemination workpackages. With so much of the success of the project predicated on the successful communication and uptake of the models generated by the project, effective dissemination is central to the project activities. With many of the interventions to be used with students involving the dissemination of information, there will be a chance for the project team to model some of the approaches used in the project as a whole in their dissemination techniques. A good example of this is the internal Moodle that has been established for the project, which will act as an opportunity for those staff who have not previously encountered Moodle to start to use this tool in a low-risk environment prior to adopting it with students.

Phase 4: The evaluation and embedding phase of the project, maps onto the review and embed workpackage and much of the evaluation one. It will focus on the ensuring that the project outputs are robust and that they are taken up by the Department, and where appropriate, more widely within the University.

Critical success factors

The following critical success factors have been identified in order to achieve the project's objectives:

1. Implement most appropriate interventions
   Measures to be taken to achieve this:
   - Review achievability of interventions with appropriate staff
   - Assess desirability of interventions to stakeholders
   - Define where intervention offers value to the Department
   - Once undertaken review against definition

2. Develop effective models, toolkits and dissemination techniques
   Measures to be taken to achieve this:
   - Work with early adopter stakeholders to generate models toolkits and dissemination techniques
   - Pilot and evaluate with wider stakeholder groups
   - Implement successful models in core Departmental processes

3. Establish approaches to track and report on project activities and measure their success
   Measures to be taken to achieve this:
   - Define baseline for existing activities
   - Collect data from implementation of models
   - Review innovations against baseline

4. Project Outputs

The project intends to identify and share those technology interventions that can make a real difference to curriculum delivery for non-traditional learners engaged in professional and lifelong learning at HE level. These interventions will be expressed in the form of transferable models, designed to enable easy uptake by the potential audience, both within the Department and more widely.

The deliverables for the project will be made available to the community through a project website and will include:

- Models for technology enhanced curriculum delivery interventions, available through a variety of formats, likely to include learning designs, technology tool kits, case studies and supporting documentation
- A set of detailed case studies, as outlined in the call
- A detailed plan and rationale for the models chosen, in light of the ELQ challenge
- A reflective blog on the project work available at http://tallblog.conted.ox.ac.uk/index.php/category/cascade/
- An evaluation report, including information on issues explored, lessons learned and areas for further research
- Downloads for any technologies or tools developed during the project
- Guidance for others undertaking comparable innovations
- Reports for JISC, as required

The team will work with JISC to ensure all outputs are made available through additional routes as appropriate. These are likely to include platforms to which we already contribute such as Jorum and Cloudworks as well as other platforms identified during the project.

5. Project Outcomes

The anticipated project outcomes and their value to the community are:

- Identification and implementation of flexible and creative curriculum delivery models to support continuing and professional learners
- Evidence of the impact of these delivery models in practice with reference to the experiences of academics; senior managers; course administrators and other teaching support staff (such as librarians, learning technologists and IT support staff); and students as well as other tangible benefits such as return on investment (ROI)
- Guidance, support materials, tools and case studies that will benefit other institutions supporting similar stakeholders
- Transferable strategies and processes to embed and disseminate the work of the project
- Practical feedback on models and ideas developed by JISC, where applicable
- Working with the support and synthesis project to disseminate knowledge gained and to inform concurrent and future JISC initiatives
- The development of all outputs as open source, made available, free at the point of use, to the UK HE and FE community in perpetuity

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
JISC	Project commissioner	High
Project team	Implementing project	High
Academics at OUDCE	Generators and users of the models and other project outputs	High
Academics at the University of Oxford and other HE institutions	Potential users of the models and other project outputs	Medium

Administrative staff at OUDCE	Generators and users of the models and other project outputs	High
IT, learning technology and library support staff at OUDCE	Supporters and implementers of models	High
Support staff at the University of Oxford and other HE institutions	Potential users of the models and other project outputs	Medium
Senior managers at OUDCE	Responsible for the success of the Department in relation to the ELQ challenge	High
Senior managers at the University of Oxford and other HE institutions	Potential users of the models and other project outputs	Medium
External partners of OUDCE	Generators and users of the models and other project outputs	Low
Students of OUDCE	Beneficiaries of the innovations	High
Circle Community	Similar projects	Medium

7. Risk Analysis

Risk	Probability (P: 1–5 from unlikely to likely)	Severity (S: 1–5 from unsevere to severe)	Score (PxS)	Action to prevent/manage risk
Unable to focus project	2	5	10	Centre investigation on areas most likely to produce viable models
Scope creep	3	3	9	Experienced project team and project management mechanisms will ensure close monitoring
Unable to identify models	1	5	5	Project team is already aware of models that may help the Department
Unable to communicate and disseminate models	2	4	8	Through current development work and experience of the Phoebe project, the team is aware of issues and workable solutions
Unable to implement models	2	5	10	Project designed to minimize this likelihood and high level involvement from senior managers agreed
Unable to engage students	2	3	6	Students are highly motivated adult learners. Activities will be embedded in core course provision
Unable to engage other stakeholders	3	3	9	High-level participation in project agreed. Funds made available to buy out time for participation. Good internal communication
Competing demands on staff time	2	5	10	Good project management and clearly delineated staff priorities
Unanticipated technical difficulties	2	4	8	Where possible adapt/use existing tools, build in sufficient support for users
Unexpected IPR issues	2	3	6	Work closely with University IPR experts and projects such as Web2Rights to anticipate and avoid these

Unable to recruit research assistant in timely manner	3	3	9	Built in lead time for recruitment, and if necessary buy out time from existing staff with suitable skills

8. Standards

This table lists the standards likely to be used or under consideration; however, it may change as the project progresses.

Name of standard or specification	Version	Notes
W3C XHTML	1	XHTML is the preferred website format when multiple vocabularies are needed (e.g. XHTML+MathML).
W3C HTML	4	HTML 4 may be used when the widest compatibility is needed.
WHATWG/W3C HTML	5	A draft recommendation - Will be useful for projects involving content processing, as basis or guideline for developing markup schema.
W3C CSS	2.1	Cascading Style Sheets, for web page design.
W3C MathML	2.0	Language for accessible markup of mathematics.
W3C WCAG	1	Web Content Accessibility Guidelines
ECMA Javascript	1.*	Client-side website scripting.
IMS CP	As appropriate at the time of development.	IMS Content Packaging may be appropriate in interventions involving development and distribution of course structure and content.
Atom	1.0	Feed syndication and publishing standards will likely be relevant in projects involving news feeds, blogs, and CMSs (Content Management Systems).
LDAP	As appropriate at the time of development.	Lightweight Directory Access Protocol – relevant for managing larger numbers of computer users, e.g. students on a VLE.
Kerberos	As appropriate at the time of development.	Authentication protocol.
Active Directory	As appropriate at the time of development.	Microsoft's network service technology (providing functionality including or equivalent to LDAP and Kerberos). As our Department's network uses this proprietary system, it may be necessary to use it rather than the more open alternatives.
PHP	5.x	The Moodle VLE used in the Department is built in PHP, so customizations will also be PHP.

9. Technical Development

As Cascade touches many different aspects of the Department's operation, it will likely involve several different technologies and approaches for the different programmes. Some generic approaches likely to be used across several interventions include:

- **Standards validation** – Websites will be continuously validated to the relevant standards using in-browser tools such as the Firefox plugin *HTML Validator*[6] , and online tools such as the W3C *CSS Validation Service*[7].

- **Version control** – Subversion version control repositories are currently used to manage the content and code during development. This provides flexibility for changing requirements, and a convenient safety-net for accidental file deletions, via an editing history and archive for all files. It also helps ensure all developers are using up-to date versions of the content and tools.

  Some projects may be better suited to a distributed version control system (DVCS) such as Bazzar[8] or Git[9] **–** largely dependant on what upstream projects use, and their suitability for deployment in the Department.

- **Standards-aware tools** – Where standards-aware tools are available (e.g. syntax-highlighting editors for code, Reload editor for IMS CP), they will be used to ensure compliance.

While this may change over the duration of the project, the main technical developments for the project can currently be broken down into three sub-projects, split over two main areas:

1. The Department's virtual leaning environment (VLE)
   a. Online assignment submission system
   b. Moodle for all students
2. The Department's website http://www.conted.ox.ac.uk/.
   a. Self-managed student profiles

1.a. Online assignment submission system

The Department provides its VLE facilities via several Moodle instantiations which, owing to the open source nature of Moodle, allows unlimited customization of its PHP code. As a consequence of this, much of Moodle's functionality comes from its supporting community. The Moodle platform has an existing assignment module, but this does not include all the functionality of the existing bespoke online assignment the Department currently uses.

We will set up a development environment incorporating:

- The Ubuntu Linux distribution
- The Apache webserver
- The MySQL database
- The Git distributed version control system (to track the Moodle source code repository), which will contain a clone of the Catalyst IT Git import of Moodle, and branches for our local development.

Using this environment we will implement the additional functionality needed, and submit it for inclusion in upstream Moodle.

Taking the tasks currently handled through the Department's bespoke online assignment submission system and manual processing, and performing them in Moodle will improve students' learning experience, and will reduce the administrative and support burden in the Department for our registry unit, academics, and support staff.

[6] http://users.skynet.be/mgueury/mozilla/
[7] http://jigsaw.w3.org/css-validator/
[8] http://bazaar-vcs.org/
[9] http://git-scm.com/

1.b, Moodle for all students

As many of our students do not qualify to access central University systems (e.g. the University's VLE and MLE student services) many of the solutions Cascade will explore, require developing infrastructure to match wider provision. The flexibility of the Moodle platform will enable us to use our Departmental administrative database (called InfoSys) as the source of student information. InfoSys is a Microsoft SQL Server and MS Access -based system, where reports are run manually to collate the student information for import into Moodle.

This sub-project will develop an LDAP (Lightweight Directory Access Protocol) interface to InfoSys, providing student information to the VLE via its LDAP authentication system, limiting manual processes to essential oversight.

Additionally, course information in InfoSys may be used to create the courses in Moodle. With the creation of suitable code in Moodle, this would be via either:

1. an LDAP course directory generated from InfoSys, or
2. via XCRI data generated from InfoSys, building on the work of Adam Marshall, a colleague based in the University's central Computing Services (this is the preferred option).

Connecting Moodle and InfoSys in these ways will allow us to scale up our provision of VLE tools to much greater student numbers than would otherwise be possible – from just online courses, to a much wider provision of value-added blended learning across the Department.

2.a. Self-managed student profiles

Providing a web-based system for students to manage their own data will give them more understanding and control of their presence in the Department, and reduce the administrative overhead for the Department.

Course details and availability are already driven on the website by the administrative database (InfoSys), and the student profiling system will be developed using Object-Orientated (OO) programming style.

To allow flexibility in scheduling, the system will initially be an extension of the current MS SQL and PHP infrastructure, and – taking advantage of OO programming – later ported to the InfoSys LDAP interface developed as part of the *Moodle for all students* sub-project. This also provides a contingency plan, in case of problems with the LDAP interface.

10. Intellectual Property Rights

Any information gathered during the course of this work that is not already in the public domain will be deemed to be the property of the University of Oxford. Notwithstanding where existing open-source software or content that is the intellectual property of a third party is used by the project, that existing software or content will remain governed by the intellectual property rights as previously claimed by that third party. The information provided in the reports of the project, and the rights to all other output, will be deemed to be the property of the University of Oxford. However, project outputs will be made available, free at the point of use, to the HE and FE community in perpetuity and will be disseminated widely by the University in partnership with JISC.

We are aware that increased reuse of intellectual assets across OUDCE, as well as a greater integration of Web 2.0 technologies and user-created content into our mainstream practice, has the potential to cause unexpected consequences in the area of IPR. As such, we will continue to work with JISC projects such as Web2Rights[10] and others as appropriate to ensure we implement the most effective policies in relation to these areas.

[10] http://www.web2rights.org.uk/

Project Resources

11. Project Partners

Not applicable

12. Project Management

The Cascade project will be led by Rebecca Lingwood and Sean Faughnan who have extensive experience of Departmental and project leadership. Day-to-day project management will be undertaken by Marion Manton who has a long track record of running eLearning research and development projects. Seventy percent of Marion's time allocated to the project will be spent on project management activities. Day-to-day implementation of the project activities will be led by the research officer, Bridget Lewis, who will liaise with other OUDCE staff, where appropriate, to ensure all project tasks are achieved and that the project runs smoothly alongside other commitments. For the more technical interventions the project manager will maintain an overview of the work, but the technical manager will have responsibility for day-to-day management of these developments.

Project management will be supported not only by the project website, but by the internal project Moodle site, which will act both as an information repository and as a dissemination platform for the project to stakeholders. The project team will also use the TALL blog http://tallblog.conted.ox.ac.uk/ as a platform both for wider information sharing and reflection on the project.

The core project team, Sean Faughnan, Rebecca Lingwood, Marion Manton and Bridget Lewis will meet at least once a month to review project progress and make high level decisions. Sean Faughnan and Rebecca Lingwood will act as a liaison with the senior management of the Department through their membership of the Department's senior management team. The project will be overseen by a steering committee consisting of interested parties from elsewhere in the University, including OUCS[11], OLI[12] and the Department of Education[13], and the JISC Programme Manager and the project's critical friend. This group has been chosen to include those within the University who are best placed to ensure that the project both meets wider aims across the institution and develops usable and useful outputs, as well as external stakeholders who can track achievement against broader aims. The group will meet shortly before the submission of each interim project report, to allow them to feed into this process. However, as many of the group will have much to contribute to specific project activities we will also consult with individuals, as appropriate, throughout the project.

Interim project reports will be submitted as required by JISC and the final and completion reports will be submitted by 31 October 2010. The following staff are likely to be involved in the project in the roles outlined below and other members of staff will be indentified as the project progresses.

- Principal Investigator: Dr Rebecca Lingwood, rebecca.lingwood@conted.ox.ac.uk
- Principal Investigator: Sean Faughnan, sean.faughnan@conted.ox.ac.uk
- Project Manager: Marion Manton, marion.manton@conted.ox.ac.uk
- Research Officer: Bridget Lewis, bridget.lewis@conted.ox.ac.uk (from 20 April)
- Evaluation Consultant: Elizabeth Masterman (OUCS) liz.masterman@oucs.ox.ac.uk
- Administration Manager: Nicola Warren, nicola.warren@conted.ox.ac.uk
- Technical Manager: David White, david.white@conted.ox.ac.uk
- Senior Web Developer and Standards Expert: David Balch, david.balch@conted.ox.ac.uk
- Web Developer: Matt Street, matt.street@conted.ox.ac.uk
- Systems Administrator and IT Support Manager: Mike Taylor, mike.taylor@conted.ox.ac.uk

[11] Oxford University Computing Services, http://www.oucs.ox.ac.uk/
[12] Oxford Learning Institute, http://www.learning.ox.ac.uk/
[13] http://www.education.ox.ac.uk/home/

- Web Developer & AV Technician: Ian Gloster, ian.gloster@conted.ox.ac.uk
- Administration and Project Assistant: Sue Dale, sue.dale@conted.ox.ac.uk
- University Lecturers
- Departmental Lecturers
- Senior Administrators
- Junior Administrators

It is not anticipated that the core project team has any major training requirements however a significant component of the project will be the support and training of the OUDCE academics and support staff involved in the new technology interventions. It is anticipated that this can be managed within the project team although there is some budget for outside support in this respect.

13. Programme Support

In past projects we have benefited greatly from the dissemination opportunities provided by the JISC both within the programme and more widely. We would certainly welcome any chance to continue our engagement in these events during this project.

We see the role of our critical friend Peter Chatterton, and the connections through our cluster as a real chance to increase our opportunities for learning and reflection from our peers. However, we are aware that there is much to be learned from projects beyond this core circle, both within the broader curriculum delivery and design programme, but also more widely in JISC. With this in mind help to identify where communication and collaboration might prove beneficial and opportunities to engage in this process would be welcome.

14. Budget

See separate document.

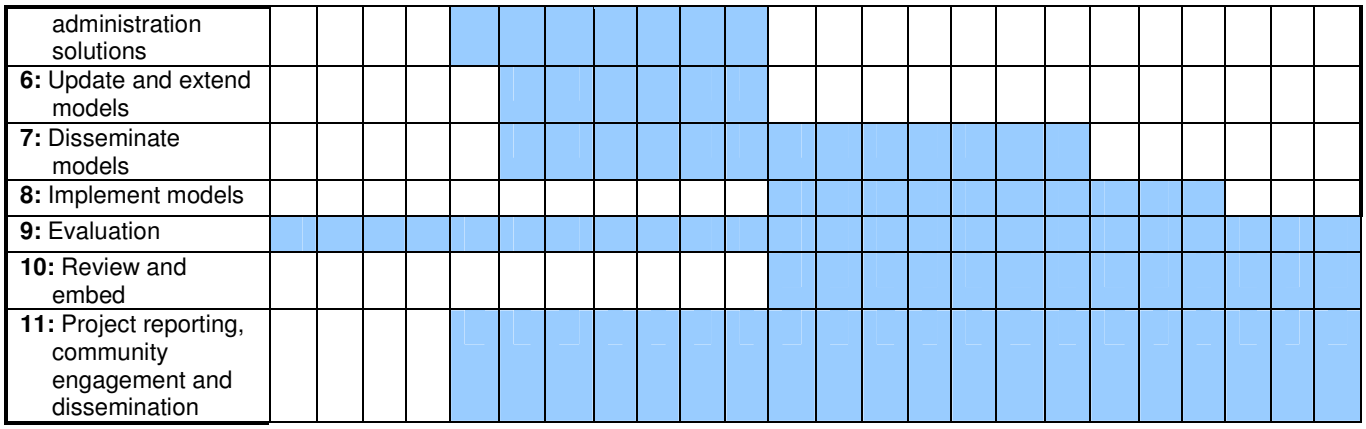
Currently the budget remains substantially the same as that submitted in the project proposal. However as the Research Officer post was graded as a 6, rather than the anticipated 7 and this contributed to a delay in recruiting, rather than the anticipated 0.4 FTE this position has now been recruited as a 0.6 FTE for the remainder of the project.

Detailed Project Planning

15. Workpackages

See separate document for full details

	2008		2009																2010					
WORKPACKAGES	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
1: Project set up																								
2: Review and research																								
3: Develop and refine models																								
4: Pilot course based models																								
5: Develop e-																								



16. Evaluation Plan

Evaluation in the project will take place on three levels, looking at:

1. The delivery models themselves – against metrics such as acceptability to practitioners, ROI, quality of experience for students.
2. The strategies and policies the project employs to generate and implement the models.
3. The project as a whole – was the project a success, did it achieve its milestones, have the outcomes been achieved?

This will involve a close relationship between baselining and tracking activities and more conventional evaluation work. With our subthemes and initial pilots now identified our focus is on mapping these to the aims, objectives and other components of the evaluation, including humans (as evaluators or as contributors of data), processes, artefacts (models, toolkits, s/ware artefacts.

In light of the recommendation of our critical friend we are exploring using an impact assessment framework to support this work looking at the particular foci of:

- quality framework (quality enhancement)
- cost (reduction in costs)
- delivery (lean operations)
- profitability or cost benefit

Once this is in place an expanded evaluation plan will be generated including a more detailed time table for evaluation and its relationship to design phases. Our high level evaluation timetable remains as below.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
04/09-06/09	Initial model representations and toolkits	• Are these, meaningful and useful? • Are there any omissions?	Focus group	Selected academics, managers, learning technologists and support staff within OUDCE rate them as complete, relevant and easy to use.
06/09-08-09	Pilot	• Usability and usefulness of pilot models and relevant implementation	Observation and interviewing , (in person or by email	Academic and technical staff involved in courses selected for the pilot implementation rate them as relevant and easy to use.
11/08 - 10/09	Finalised model representations	• Are these, meaningful and	Focus group	Participants in the original focus group who review the

04/09-10/10	and toolkits	useful? • Are there any omissions?		finalised versions rate them as complete, relevant and easy to use.
09/09-10/10	Wider implementation	• Acceptability and satisfaction with staff and students	Observation and interviewing (in person or by email) Survey data	Academic and technical staff within the Department at large rate them as relevant and easy to use. Students on the courses in which these models have been applied give satisfaction ratings at least equal to those on courses in which they have not been applied. Senior OUDCE management rate the quantitative and financial data collected as having met or exceeded the targets set. Stakeholders from outside OUDCE (other departments of Oxford University and other institutions) consider the models and toolkits to be applicable to their contexts (with either minimal or no customisation needed) and easy to use.
11/08 - 10/10	Project as a whole	• Was the project a success? • Did it achieve its milestones? • Have the outcomes been achieved?	Reflective review of process Logged data (student, financial etc)	Academic, technical and support staff within OUDCE rate the models as applicable and usable. Senior OUDCE management [think/rate something] in terms of the four impact factors: quality, cost, delivery & cost-benefit.

17. Quality Plan

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality respon-sibilities	Quality tools (if applicable)
Mar 09 – Oct 10	Conformance of any technical developments to relevant technical standards (HTML, CSS, etc.)	Standards-aware tools. Validation of the content generated for Cascade using: 1) live in-browser validators that flag any errors on a page	Valid code. Reports from manual tools, continual validation from live tools	DB, IG, MS	• RELOAD editor • Other editors, e.g. Komodo edit (http://www.activestate.com/komodo_edit/) Live tools: • HTML Validator (http://users.skynet.be/mgueury/mozilla) Firebug (http://www.joehewitt.com/software/firebug/) Manual tools: • HTML Tidy (http://tidy.

		when visiting it, and 2) manual validators run on specific files			sourceforge.net/) W3C CSS validation service (http://jigsaw.w3.org/css-validator/)
Mar 09 – Oct 10	Conformance of any course related outputs to accreditation requirements of the University	Course outputs reviewed through standard University quality processes	Sign offs from correct personnel	RL, MM	University accreditation documentation
Mar 09 – Oct 10	Conformance to teaching and learning standards of the Department	Course reviewed by appropriate people at predefined stages of the development and delivery process Evaluation forms	Sign offs from correct personnel Evaluation forms reviewed	MM, BL	Departmental documentation Evaluation forms

Mar 09 – Oct 10	Conformance to the technical and delivery needs of the students and academics	Course reviewed by appropriate people at predefined stages of the development process. Students and tutors supported by the delivery team	Feedback from students and tutors	MM MT	Service level agreements
Mar 2009 – Oct 2010	Conformance to tutoring quality requirements	Course checked by appropriate people	Feedback from students and expert reviewers	MM	Effective online tutoring course Face to face tutor training opportunities Evaluation forms

18. Dissemination Plan

The team will create a website to make the results of Cascade available to a global audience, at http://cascade.conted.ox.ac.uk, and maintain this for a minimum of three years beyond the end of the project. The TALL team also has a well received blog, http://tallblog.conted.ox.ac.uk/, where they will record their experiences of working on the project. All project related posts will be available at http://tallblog.conted.ox.ac.uk/index.php/category/cascade/. The project has budgeted time to engage fully in all programme-centred and wider JISC events, and has also made provision to present the project work at a minimum of one other conference. More specifically, with internal dissemination a substantial part of this project, the creation of dissemination artefacts will be a by-product of the core project work. This is something which should aid the wider dissemination process and the mechanisms through which the project aims to communicate its outputs and provide a strong foundation for wider dissemination activities as the project progresses.

Timing	Dissemination Activity	Audience	Purpose	Key Message
Throughout project	Internal Departmental documentation, and internal briefing events	OUDCE staff	Ensure uptake of project innovations within the Department	Practical implementation information
Throughout project	Departmental and University publications	OUDCE and University staff, and alumni	Share information about project activities and project outputs, encourage participation in project, and feedback to participants	Information on the project, how to participate, and project outputs
Throughout project	Internal project Moodle	OUDCE staff	Provide an internal hub for project activities and a model for some project interventions	All project information for participants
Throughout project	Reporting to relevant departmental groups and committees, including Directorate, Academic Board, Academic and teaching committee	OUDCE staff and students	Share information about project activities and project outputs, encourage participation in project, and feedback to participants	Information on the project, how to participate, and project outputs

Jul 10 - Oct 10	Workshops in Oxford	University of Oxford staff	Share project outputs for practical implementation	Project outputs and practical implementation information
Throughout project	Project website	Global	Share information about project and project outputs	Information on the project and project outputs
Throughout project	Multimedia creation/ social software engagement	Global	Share information about project and project outputs and act as a model for some project interventions	Information on the project and project outputs
Throughout project	JISC, Cetis and other events aimed at eLearning practitioners	eLearning practitioners	Share lessons learned from the project	Information about project
Throughout project	TALL blog	Global	Share ongoing experience of project, lessons learned and outcomes	Project experience
TBA	Present lessons learned from Cascade at conference(s)	eLearning and life long learning practitioners	Share lessons learned from the project	Information about project

19. Exit and Sustainability Plans

The Cascade project is explicitly tied into Departmental goals to ensure the ELQ challenge is met. The project will only be a success if stakeholders perceive that the energy they expend engaging with the project has resulted in real benefits. With many of the interventions likely to transform fundamental activities in the Department it is clear that most, if not all, project developments will be fully embedded in the mainstream of Departmental activities.

Any learning materials, case studies and staff development materials, or other suitable outputs from the project will be deposited in Jorum as we as being made available in from the project website. The project team will continue its long term engagement in this area, both through other projects we are involved in e.g. the LDSE[14] as well as learning design community specifically and the e-learning community more broadly to ensure that our outputs feed into the wider work in our field.

Project Outputs	Action for Take-up & Embedding	Action for Exit
Models for technology enhanced curriculum delivery interventions, available through a variety of formats, likely to include learning designs, technology tool kits, case studies, and supporting documentation among others.	To be added to existing documentation and processes within OUDCE and appropriate versions of these materials to be made available to the rest of the University and the wider HE community on project website and through relevant repositories.	Share content widely with relevant committees and groups within Department and the University. Archive content and ensure deposited in correct repositories and websites.

[14] https://sites.google.com/a/lkl.ac.uk/ldse/

A set of detailed case studies, as outlined in the call	Make available on project website and through relevant repositories.	Archive content and ensure deposited in correct repositories and websites.
A detailed plan and rationale for the models chosen, in light of the ELQ challenge.	Make available on project website and through relevant repositories.	Archive content and ensure deposited in correct repositories and websites.
An evaluation report, including information on issues explored, lessons learned and areas for further research.	Make available on project website and through relevant repositories.	Archive content and ensure deposited in correct repositories and websites.
Downloads for any technologies or tools developed during the duration of the project.	Make available on project website and through relevant repositories.	Archive content and ensure deposited in correct repositories and websites.
Guidance for others undertaking comparable innovations.	To be added to existing documentation and processes within OUDCE and appropriate versions of these materials to be made available to the rest of the University and the wider HE community on project website and through relevant repositories.	Archive content and ensure deposited in correct repositories and websites.
Reports for JISC as required.	Make available on project website and through relevant repositories.	Archive content and ensure deposited in correct repositories and websites.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Models for technology enhanced curriculum delivery interventions.	Will be needed to maintain wider uptake of models in mainstream provision.	Maintain as part of support documentation and make available through JORUM and other wider access portals for interested groups e.g. Cloudworks.	Keeping models updated on a longer term basis.
Downloads of any technologies or tools developed during the project.	Will be developed as open source, and most likely to be extensions of existing tools and therefore of use to the wider tool community.	Share with the development community for ongoing development.	Managing ongoing relationships with larger development communities.