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Week 9 – ocTEL webinar: Project management case studies

- **Presenters: Julie Voce and Lisa Carrier, Imperial College London**
- **Facilitator: Sarah Sherman, Bloomsbury Colleges**

Imperial College London

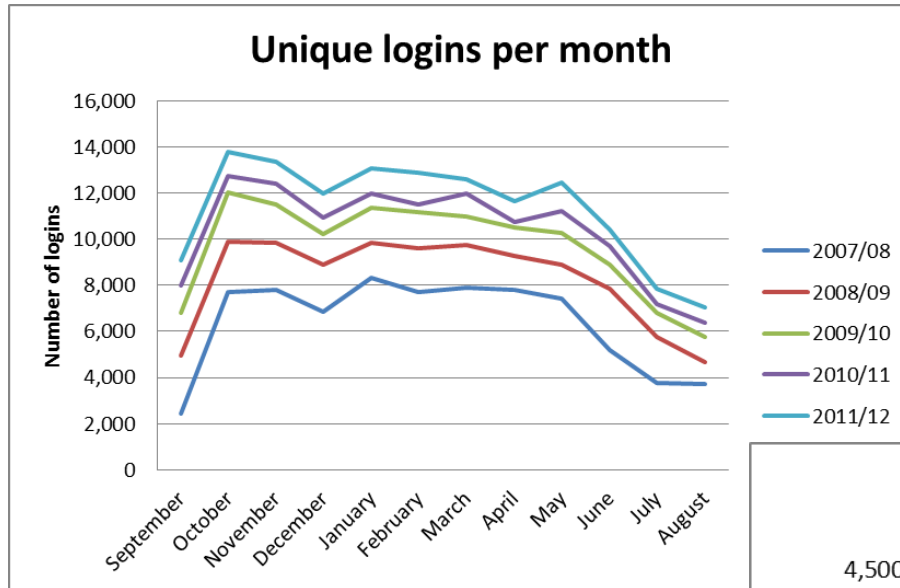


Project Management: Case Study 1

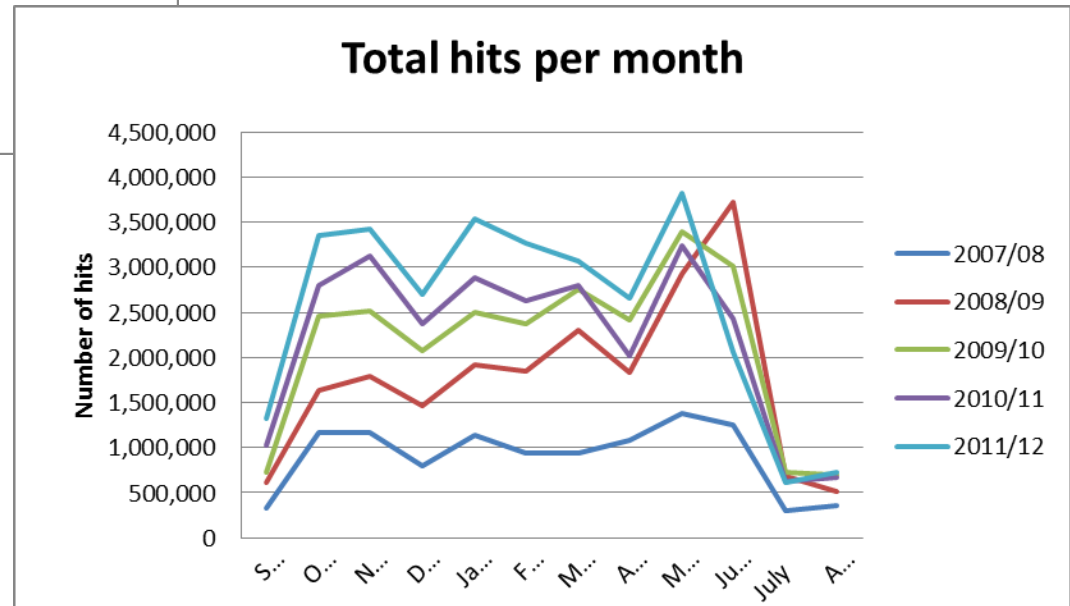
Carrying out an institutional VLE review

- Julie Voce, e-Learning Services Manager, Imperial College London

Business context



- Growth in VLE usage
- End of life for WebCT product line
- Timely to review options



Project objectives and scope

- Project objectives:
 - To identify VLE requirements from staff, students and other VLE users.
 - To identify suitable replacement VLE system.
 - To carry out a pilot of two VLEs.
- Project scope:
 - To select a existing VLE product. It was agreed that we would not develop our own, however best of breed approach might be considered.

Planning

- Planning phase from February – May 2010
- Created steering group to oversee project
 - Representation from Faculties, Students, ICT, other VLE users.
- Draft process developed and discussed with steering group and other e-learning committees.
- Identified communication channels



Imperial's review process



Risk assessment/management

Risk	Probability	Impact	Score
No suitable VLE available	Low (2)	Very High (5)	10
Lack of staff engagement	Medium (3)	High (4)	12
Lack of student engagement	Medium (3)	Very High (5)	15
Technical issues during pilot phase	Low (2)	High (4)	8

Key successes

- Delivering decision within 1 month of original timescales.
- Thorough evaluation of VLEs.
- Set up and migration to new VLE of over 500 courses within 4 months.



Key failures

- Communication - Even now some people seem unaware the review took place.
- Timescales – The review took longer due to starting when students were not around.



Lessons learned

- A VLE review can be a time-consuming and expensive process
- Commitment from key committees and stakeholders is important
- Planning each phase is crucial
- Consult widely
- Double check what vendors say
- Ideally have dedicated project manager

Any questions?

Project Management: Case Study 2

Creating and evaluating a blended programme

- Lisa Carrier, e-Learning Manager, Imperial College London

Business context

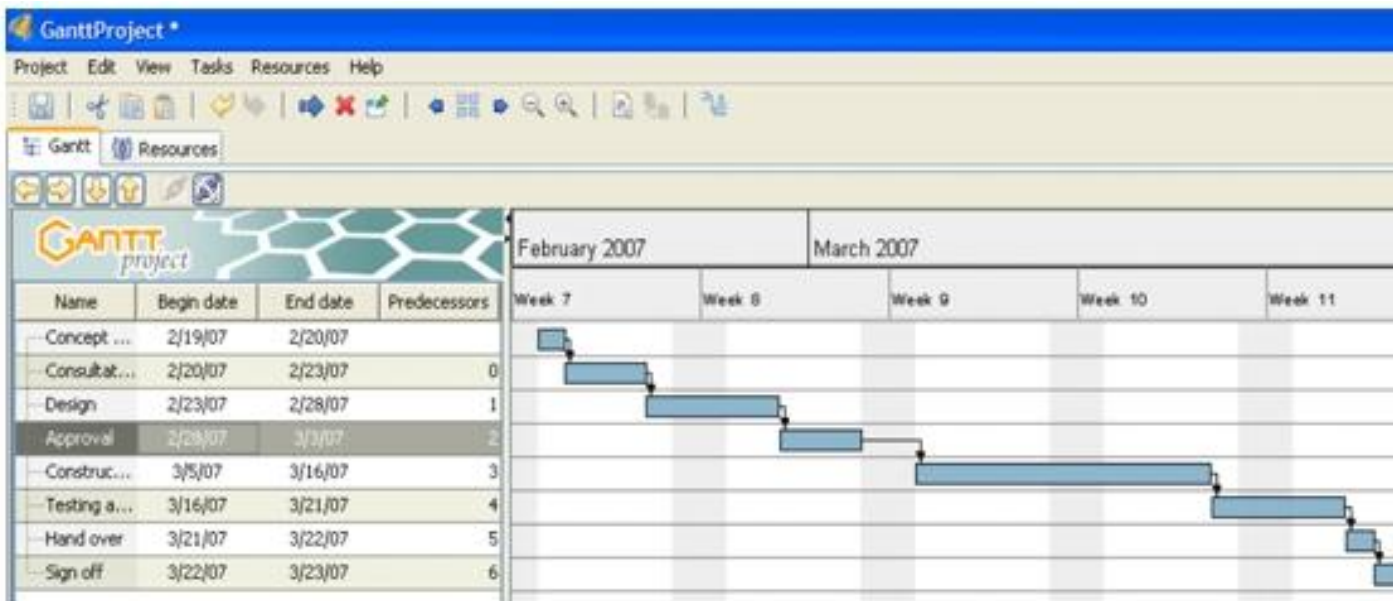
- 2003: the Royal College of Physicians identifies a gap in Allergy specialist training provision at postgraduate level in the UK
- 2006: Imperial recruits a programme director to oversee creation of the new MSc programme
- 2007: Marketing research identifies target audience and best delivery format
- In 2008: funding secured for a dedicated e-Learning post to manage the 3 year project + start-up costs

Project objectives and scope

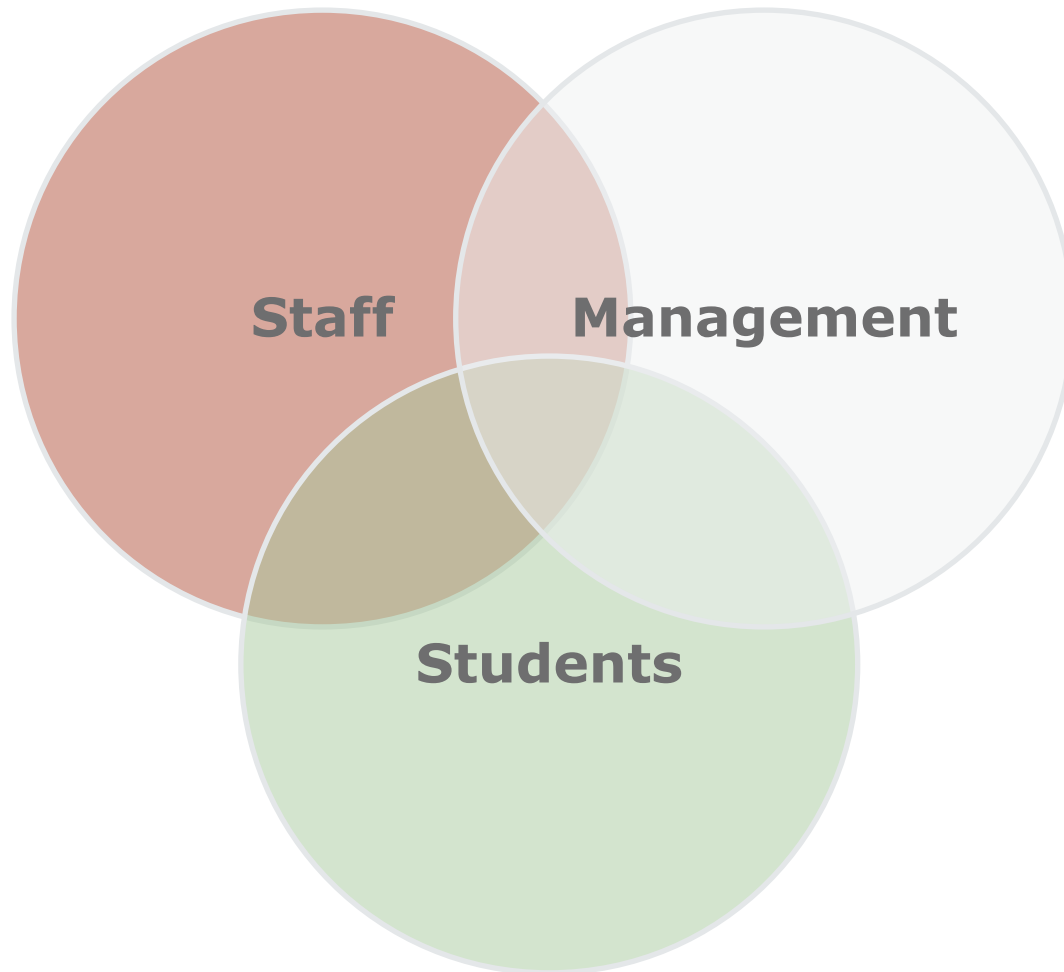
- Project objective: create Postgraduate part-time modular blended programme in Allergy to recruit healthcare professionals from various disciplines and train them to help fill the gap in Allergy services provision
- Project scope: create 3 year blended curriculum:
 - 3 core taught modules in Year 1 (PG Cert)
 - 6 taught optional modules in Year 2
 - online-only standalone dissertation project support module in Year 3

Planning: process and tools

- Plan stages and co-dependencies
- Create the project timeline
(free software <http://www.ganttproject.biz/>)



Planning: stakeholder map



Planning: stakeholder map

INTERNAL	<ul style="list-style-type: none"> • Staff (academic, clinical, administrative staff) as suppliers of content and services • Quality assurance • Student Records • Management (Finance and Planning, Graduate School, etc.) 	<ul style="list-style-type: none"> • IC internal suppliers (ICT, the Library, Education Development Unit) • IC internal customers (CPD unit; IC Communications)
EXTERNAL	<ul style="list-style-type: none"> • Postgraduate Health Sciences Academy • Clinical staff (validation of content) 	<ul style="list-style-type: none"> • Accreditation Bodies (The Royal Colleges) • The Government • The Public (patients) • The Industry (NHS)
	PRIMARY	SECONDARY

Planning: stakeholder power matrix

HIGH INFLUENCE	<p><u>Powerful terrorists</u></p> <ul style="list-style-type: none">• Finance Director• Student records• Quality Assurance unit	<p><u>Influential champions</u></p> <ul style="list-style-type: none">• Pro Vice Chancellor for Education• Head of Graduate School• Programme director• E-learning Strategy Committee• Student Experience working group• Imperial NHS Trust CPD unit
LOW INFLUENCE	<p><u>Likely casualties</u></p> <ul style="list-style-type: none">• Central ICT support (possible student queries related to new software)• Programme administrators	<p><u>Loyal critical mass supporters</u></p> <ul style="list-style-type: none">• Students with interest in Allergy training• Programme tutors
	LOW BUY-IN	HIGH BUY-IN

Planning: Resources

- People
- Time
- Money
- Space
- Software/hardware
- Skills
- Knowledge
- Systems
- Facilities
- Suppliers
- ...



Risk assessment/management

Risk	Probability	Impact	Score
Fail to deliver programme on time and on budget	3	10	30
Fail to recruit 12 or more students (break-even number)	5	5	25
Fail to secure buy-in from the academics to develop blended curriculum	5	8	40
Students do not engage in online learning	4	6	24

Risk assessment/management

Risk	Mitigation	Contingency
Fail to deliver on time and on budget	Plan, identify key dependencies	Prioritise development of earlier modules, buy in external help
Fail to recruit students	Start recruitment campaign early	Accept losses in year 1, keep 20% of budget for contingency
Poor buy-in from academics	Create clear lines of communication, use examples of early successes	Recruit a powerful champion to exert influence
Low student engagement online	Smart instructional design, real-life tasks	Offer extra tutor support online

Key successes

- Project delivered on time and on budget
- Project achieved its objectives: to create a 3-year blended postgraduate programme
- Developed innovative template for postgraduate education
- Improved recruitment, retention, achievement and satisfaction of students, compared to similar programmes at other HEs



Key failures/issues

- Project team structure and roles not clearly defined
- Project manager did not join until development stage
- Underestimated tutor time required to develop e-learning content
- No time to carry out pilot stage



Lessons learned

- Main cost of developing e-learning – staff time
- Have proper project board and team structure
- Do not make assumptions about resources available
- Evaluate risks and make sure you have contingency
- Map stakeholders, secure buy-in from ALL
- Complete design BEFORE implementation

Evaluation

5 years on, the delivery of the programme has helped to...

- increase the levels of student recruitment, retention, achievement and satisfaction
- improve provision of specialist Allergy services in the UK and overseas
- inspire other teams in the Faculty of Medicine to create blended postgraduate programmes

Any questions?