Online Coursework Management Project Checklist

Project Management

Are stakeholders clearly identified?	
Is the project sponsor a member of the institution's senior management team?	
Is the business case for the project and the benefits clearly stated?	
Does the project meet operational as well as strategic needs?	
Have all possible approaches been explored (e.g. introduction of eSubmission independently of eMarking and eFeedback)?	
Are the correct 'experts' part of the project team (e.g. college administration staff who understand how current processes work in practice)?	
Is there a communication plan detailing how all users will be engaged?	
Is there ample opportunity for the project team to receive as well as cascade communications?	
Is there a risk register? Have all risks been documented and mitigated?	

Change Management

Have the expectations of all students been met? How will the project manage inequality of the student experience of online submission if the project is not introduced across the enterprise?	
Are there clear statements of the benefits available to all types of user? Have fears about health and safety concerns (on-line marking) and job security (support staff) been addressed?	
Are there high-quality documentation and support structures in place, not just for the duration of the project, but into the future?	

Technology

Is there a detailed functional and technical specification, ideally produced by an experienced business analyst? This can be used for bespoke system development or as a specification for selection of an off-the-shelf product.	
Does the specification include full details of all data interfaces with other systems?	
Are all necessary IT staff fully engaged with the project and clearly made aware of their required contributions? Has time been set aside for IT project work?	
Has sufficient time been allowed for an EU procurement process?	
Has the system passed load and penetration testing?	
Has sufficient time been allocated for product development? Is there at least 20% contingency time to manage unexpected system issues? What is the fallback plan if delivery is late or incomplete?	
Will the system be introduced in a phased manner or 'big-bang'?	
What is the fallback plan if the system fails at key submission dates (e.g.	

system failure, network issues)?	
Are all types of staff and students engaged to assist with system testing? Do they fully understand their test role and the impact of bad publicity if early tests fail?	

Processes

Have all processes in all departments been mapped and considered?	
Are senior stakeholders aware of the potential impact of full process review on centrally defined policies and processes?	

On-line marking and pedagogy

Have academic staff been fully informed of the benefits and impact of switching to on-line marking?	
Has time and support been allocated to support academics in the on-line marking process?	
Have academic 'champions' been identified to encourage their peers?	
Can the efficiency and quality impacts of on-line marking and feedback be clearly evidenced and communicated to staff?	
Is it clear that the introduction of a technical solution will not stifle pedagogical innovation?	