MEMBERS

Pro Vice-Chancellor (Education Innovation) Professor Gilly Salmon - Chair
Dean of Coursework Studies; Professor Grady Venville
Chair of the Academic Board, or nominee; Associate Professor Cara MacNish
Chief Information Officer; Ms Assine George
Associate Dean (Teaching and Learning/Education) of each Faculty, or nominee of the Dean;
  Faculty of Architecture, Landscape and Visual Arts (Ms Sophie Giles)
  Faculty of Arts (Associate Professor Helene Jaccomard)
  UWA Business School (Ms Hannah Wilkinson for Professor Philip Hancock)
  Faculty of Education (Associate Professor Grace Oakley)
  Faculty of Engineering, Computing and Mathematics (Dr Nicole Jones)
  Faculty of Law (Ms Meredith Blake)
  Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
  Faculty of Science (Associate Professor Peter Hammond)
Nominee of the Dean of the School of Indigenous Studies (Mr Grant Revell)
Director, UWA Student Residences; Mr Chris Massey
Associate Director, Student Support Services; Dr Judy Skene
University Librarian; Ms Jill Benn
President of the Guild of Undergraduates; Ms Elizabeth O’Shea
President of the Postgraduate Students’ Association; Mr Vikraman Selvaraja
Co-opted member; Professor Helen Wildy
Executive Officer (Ms Sally Jackson)

BY INVITATION

Ms Jeanette Stanley, Project Manager, Project Black Swan – Item 6

OBSERVOR

Ms Sue Smurthwaite, Director, Academic Policy Services

EDUCATION FUTURES STRATEGY GROUP MEETING – MONDAY 23RD FEBRUARY 2015

This is to confirm that the first meeting of the Education Futures Strategy Group will be held on
Monday 23rd February, 10am-12pm in the Senate Room.

Parts 1 and 2 of the agenda are to be dealt with en bloc by motion of the Chair. Part 3 is for
discussion. A member may request the transfer of an item from Part 1 or Part 2 to Part 3.

Members are advised that this agenda has been formatted to be ‘electronic device friendly’ by including
bookmarks to provide easier navigation throughout the document. Click here for details.

Ms Sally Jackson
Executive Officer
AGENDA

WELCOME
The Chair will welcome all members and invitees to the first meeting of the Education Futures Strategy Group.

APOLOGIES
The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting. Members representing the faculties are reminded that if unable to attend a meeting, an alternative attendee from the Faculty Teaching and Learning Committee or by nomination of the Dean should be organised prior to the meeting.

Members are also reminded that the meetings are usually scheduled for two hours (10-12pm), if members are unable to attend for the whole meeting would they please advise the Executive Officer prior as this may have an impact on the Committee proceeding inquorate.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

PART 1 – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

1. MEETING DATES FOR 2015 – REF: F68759
The following principal meeting dates (and corresponding cut-off dates for receipt of material to be placed on the agenda) have been scheduled for 2015. Meetings will commence at 10am, generally run until 12pm and will be held in the Senate Room.

<table>
<thead>
<tr>
<th>EFSG Meeting Dates</th>
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<th>Venue</th>
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<tr>
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<td>Senate Room</td>
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<td>Monday, 27th April</td>
<td>Monday, 13th April</td>
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<td>Monday, 22nd June</td>
<td>Monday, 8th June</td>
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<td>Monday, 17th August</td>
<td>Monday, 3rd August</td>
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<tr>
<td>Monday, 9th November</td>
<td>Monday, 26th October</td>
<td>Senate Room</td>
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These dates have been forwarded electronically to members.

2. EDUCATION FUTURES STRATEGY GROUP WEBSITE – REF: F68759
Members are advised that agendas/minutes, meeting dates and information relevant to the Education Futures Strategy Group are available at the following website;

http://www.teachingandlearning.uwa.edu.au/staff/committees/education-committees/education-committee/education-futures-strategy-group

PART 2 – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC

3. CONSTITUTION – REF: F68757
As a result of recent changes within the Education portfolio and the launch of the Education Futures Centre, a number of consequential changes are required to the Education Futures Strategy Group constitution, as noted in track changes on the attached document, (Attachment A)

The Chair recommends: that the Education Futures Strategy Group endorse the consequential changes to the attached constitution and refer to the Education Committee for approval.
PART 3 – ITEMS FOR DISCUSSION AND DECISION

4. MODUS OPERANDI OF THE EDUCATION FUTURES STRATEGY GROUP – REF: F68758

An induction package for the benefit of all members is available on the Education Futures Strategy Group website. All members are encouraged to use the induction information as a reference document during their term of office.

The Chair will briefly outline the role of the Committee and the expectations of its members, which are guided by the following University policies and practices:

- The Education Futures Committee’s Constitution
- Principles for the Operation of Committees
- Rules for the Operation of Committees
- University Committee Members’ Code of Conduct
- The Effective Committee Member

The online induction package provides easy access to the above documents and is also a reminder to all members as to the protocols for best practice in committees.

Members will be invited to consider and discuss the role of the Education Futures Strategy Committee.

The Education Futures Strategy Group as a standing committee of the Education Committee is subject to annual review by its members. In addition to responding to this survey at the end of each year, members are encouraged, during the course of the year, to raise any issues associated with the Committee’s activities and processes which may improve its efficiency and effectiveness.

For discussion

5. EDUCATION FUTURES STRATEGIC PRIORITIES FOR 2015 - REF: F45719

In May 2014, the Education Futures Vision for UWA was launched, supported by a small working group, led by Professor Helen Wildy, and an Education Futures Project Leadership Team comprising a broadly representative group of passionate educators from across UWA. During 2014, the Education Futures Team developed a set of strategic projects to achieve the Education Futures Vision.

In October 2014, Professor Gilly Salmon, the newly appointed Pro Vice-Chancellor (Education Innovation) commenced her appointment with a specific focus on education innovation, exploiting current and emerging technology for education at UWA. Professor Salmon has initiated a number of exciting initiatives that will ensure UWA leads in the adoption and development of innovative education, through enabling digital and physical learning environments and technologies with a strong focus on creating the future for learning at UWA through design principles.

In order to lead the implementation of the UWA Education Futures Vision during 2015, the Centre for Education Futures (CEF) has recently been established. The CEF is headed by Professor Salmon and brings together staff from the former Centre for the Advancement of Teaching and Learning and the former Educational Strategies Office. The CEF is driving the implementation of the new Blackboard Learning Management System (the Black Swan Project) and the Carpe Diem learning design workshops, which are supporting the redesign of 2000 plus units offered at UWA and will introduce a wide range of future-looking activities and opportunities for students and staff during 2015.

The Education Futures Vision and education innovation are crucial components of the University’s strategic priorities and goals. One of the Education Executive’s top three priorities for 2015 in order to deliver progress towards the University’s goal to be recognised as a global leader in university education is;
- To successfully implement the Education Futures vision and engage in a process of continual improvement of student experience;

The following actions have been identified to support the priority;

a) Implement new LMS and substantially increase utilisation
b) Review delivery of 1000 units in 2015 (Carpe Diem)
c) Deliver a new student academic orientation experience
d) Implement solutions to support the student learning experience in areas of training, skills assessment, digital content, MOOCs/LMS

Professor Salmon will brief the meeting on the strategic focus for the Centre for Education Futures. This presentation addresses the University’s strategic priorities; focusing on learning environments, professional development, learning design and technology futures. Specifically, the following strategies and key result areas are identified as priorities for the Centre for Education Futures during 2015;

- Capability and capacity building (staff)
  - Carpe Diem Learning design – 1000 units
  - Graduate certificate for staff – 200 participants

- Learning Environments (Physical and digital)
  - LMS Transition: Successful transition plus 70% engagement
  - Hackett Hall Centre: Carpe Diem studio, Futures Lab: Fully operational

- Innovation and Scholarship
  - Learning futures Lab: Global awareness, 10 technology partners, institutional engagement
  - Scholarship of Learning and Teaching including OLT: new processes established and integrated: 100% increase in funding and awards
  - Awareness raising across the world of UWA’s education leadership position, publishing, keynotes, awards, recognition.

The Chair will invite discussion, within the context of the above strategies along with the proposed measures of success/evaluation;

- implementation of innovations arising from Education Futures projects
- increase in the utilisation of educational technologies
- increase in student satisfaction ratings/student retention and achievement

For discussion.

6. PROJECT BLACK SWAN – REF: F70456

The University’s strategic plans recognise the importance of the quality of online teaching and highlights the key role of the Learning Management System (LMS) in the student experience at UWA.

In addressing UWA’s digital learning technologies and environments, considering the need for increased deployment and ambitions for the future, it became evident that the University’s existing LMS would be significantly challenged to meet requirements.

In December, 2014 the decision was made to move from the Moodle LMS to the Blackboard Learn LMS during 2015, together with a range of additional facilities and functions to provide every member of teaching staff and every student the best possible digital environments for their teaching and learning from 2015 onwards. The LMS Transition Project has been labelled ‘Project Black Swan’ and a team has been assembled to support and guide the whole UWA community during the transition period and to maximise the benefits of the LMS.

The Chair will invite Ms Jeanette Stanley, Project Manager, Project Black Swan to brief the Committee on developments to date and future implementation strategies.
In order to support Project Black Swan, the Chair has proposed the establishment of a Black Swan Steering Group which will report to the Education Futures Strategy Group. The Steering Group will be integral to the projects’ success and will be chaired by Professor Dawn Freshwater. Its mandate will be to monitor project deadlines/outcomes and to assess the purpose and future strategic significance of the Project. Updates on Project Black Swan and outcomes arising from the steering group will become a standing item on the Education Futures Strategy Group agenda.

Attached for member’s information (Attachment B) is the business case for the UWA Learning Management System transition. The business case was endorsed by the Vice-Chancellor in accordance with the recommendation to approve the transition (Resolution 15/14) from the Strategic Information Technology and Information Management Committee in December 2014.

Further information regarding the Group’s membership and terms of reference is currently being developed and will be provided to the Committee in due course.

For information and discussion.

7. NEXT MEETING
The next meeting of the Education Futures Strategy Group will be held on Monday 27th April at 10am in the Senate Room. The cut-off date for submission of items for the Committee’s agenda is Monday 13th April. Please refer issues for discussion to the Executive Officer, Ms Sally Jackson (sally.jackson@uwa.edu.au).
Position of the Committee within the University of Western Australia

1. The Education Futures Strategy Group is a standing committee of the Education Committee.

Role

2. The role of the Education Futures Strategy Group is to—
   (a) advise and make recommendations to the Education Committee on policy and strategic matters relating to the University's education strategy and vision; and
   (b) make recommendations to other University bodies or officers, as appropriate on teaching and learning including
      (i) the student learning experience;
      (ii) assessing and improving the quality of educational delivery;
      (iii) the use of technology and innovations in teaching and learning;
      (iv) relevant research studies; and
   (c) formulate and review appropriate schemes, funded from (but not limited to) the Education Committee's annual budget, to support the University's education portfolio.

Membership

3.(1) The Education Futures Strategy Group comprises:
   (a) the Pro Vice-Chancellor (Education Innovation) (as Chair);
   (b) the Dean of Coursework Studies;
   (c) the Chair of the Academic Board or nominee;
   (d) the Chief Information Officer;
   (e) Associate Deans (Teaching and Learning/Education) in the faculties and the School of Indigenous Studies, or nominee of the dean;
      (f) the Director, Centre for the Advancement of Teaching and Learning;
      (g) the Director, Education Strategies Office;
      (h) the Associate Director, Student Support Services;
      (i) the University Librarian;
      (j) the President of the Guild of Undergraduates or nominee;
      (k) the President of the Postgraduate Students' Association or nominee;
      (l) up to two co-opted members, if required for balance or specific expertise.
   (2) The Chair may appoint a Deputy Chair from among the members to perform essential duties in the Chair's absence.
   (3) The Chair may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.
   (4) Co-opted members are appointed for two years and may be reappointed for a second term only.

Members' Absence and Nominees

4.(1) In the event that a member is unable to attend a meeting, that member may nominate a person to attend that meeting in their stead.
   (2) Nominations must be in writing and received by the Executive Officer prior to the relevant meeting.

Skills and/or qualifications of members and nominees

5. It is desirable that members and nominees have a leadership role within the education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.
Quorum
6. The quorum for the Education Futures Strategy Group is half the current membership plus one.

Decisions
7. (1) Each member has a vote.
   (2) The Chair has an ordinary vote and a casting vote.
   (3) Decisions are made by a majority of the members present and voting.

Frequency of Meetings
8. The Education Futures Strategy Group normally meets up to six times each year in the months of February to November but may meet more frequently if required.

Delegations
9. (1) The Education Futures Strategy Group delegates to established selection groups, as appropriate, oversight of the day-to-day operation of education-related schemes and to make and action decisions that are within the parameters of established guidelines.
   (2) Any changes to existing guidelines for education-related schemes under 2(c) must be forwarded by the relevant selection group to the Education Futures Strategy Group for its approval.

Decision-making and communication maps
Local decision-making map
Local communications map
UWA LEARNING MANAGEMENT SYSTEM

BUSINESS CASE NOVEMBER 2014

PVC (EI)
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Ownership

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<tr>
<td>Project Sponsor</td>
<td>Gilly Salmon</td>
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<tr>
<td>Project Manager</td>
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<tr>
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<tr>
<td>Authors</td>
<td>Gilly Salmon</td>
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<tr>
<td></td>
<td>Jay Chinnery</td>
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<td></td>
<td>Andrew Hu</td>
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<td>Grant Godfrey</td>
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Consultation and discussions: members of executive, HR director, range of colleagues in BITS, CATL, Deans, Student representatives, Dean of Coursework Studies, PVC International,

Terminology

<table>
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<td>LMS</td>
<td>Learning Management System</td>
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<tr>
<td>SLA</td>
<td>Service Level Agreement</td>
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<tr>
<td>COTS</td>
<td>Commercial Off The Shelf</td>
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<tr>
<td>PVC (EI)</td>
<td>Pro Vice-Chancellor (Education Innovation)</td>
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<tr>
<td>CIO</td>
<td>Chief Information Officer</td>
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</tbody>
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1 **RECOMMENDATIONS**

UWA is committed, as a key component of its Strategic Plan, to the greater utilisation of modern learning technologies.

The Strategic Goals pertaining to Leadership in Education indicate that “UWA teaching and learning activities will be supported with an extended range of quality resources, facilities and technologies, and its associated target of an “Increase in the utilisation of educational technology”.

LMS needs be the core education technology platform across the institution. The current Moodle based LMS is not considered adequate to support the Universities strategic aspirations.

Based on careful analysis of the options that are available to UWA it is recommended that:

1. UWA adopt Blackboard as the future platform for expansion in LMS capabilities;
2. Contract negotiations are finalised with Blackboard in alignment with the details presented in this business case;
3. Subject to UWA legal sign off, a 5 year contract be entered into; and
4. PVC (EI) establishes a project team to plan and implement the introduction of Blackboard into the UWA environment as a matter of priority.

Endorsed by the VC in accordance with SITIMC resolution (15/14) - December 2014
2 PURPOSE

The purpose of this document is to present a rationale and justification for the University to rapidly adopt a more appropriate, modern and mobility enabled LMS platform. The enhanced functionality and efficiency gains will provide a robust platform to support the implementation of UWA’s Education Futures vision and to transform the student experience in 2015.

In the immediate future, the University’s LMS, together with potential add-ons and tools, will become a key environment for learning and teaching at UWA, perhaps as important as the much valued physical environment.

The University will benefit enormously by implementing a modern, world-class LMS with functionality far superior to the existing system. Anticipated benefits will stem from operational efficiencies, greater integration capabilities, provide better support to students, inspire academics to reimagine their teaching, and create a vibrant virtual environment for learning to occur. Together these will enable our Education Future.

Modern LMS tools available in the market in 2014 offer a significant amount of functionality. Most of this functionality is common across differing providers and it is likely that every reviewer /member of staff will have an opinion on which platform or tool is better. However, given the similarities in the functionality across alternative LMS tools, it would be wise to make a decision based on SLAs, Vendor service and support, Vendor strength and sustainability, cost efficiencies, long term relationships, and return on investment.

By far the largest benefit to student learning, from a technological perspective, comes from changes in academic practice and the students’ responsiveness to the learning environment. The University is about to put exceptional effort and investment towards the adoption of forward looking digital practice and the benefits of undertaking this at the same time as implementing the world’s leading LMS in Australia are obvious. If we wait a year or more, to further evaluate this decision, the inefficiencies in our operations, the advantage we give to our competitors and the lack of a consistent mobile and digital strategy for our teaching environment will lessen the immediate opportunity to make a major step towards attaining our education vision. In one year the cost of transition will be more complicated and costlier.
This business case recommends that UWA move to a new Blackboard LMS platform by July 2015.

Blackboard has a wide range of additional functionalities that will enable the University to realize its Education Futures vision. UWA will develop a partnership with the vendor to ensure ongoing value for money, continuity and continuing enhancement over the long term. This new LMS will provide full functionality and engagement across the institution, and provide the tools to enable the PVC Education Innovation and the new Education Futures unit in partnership with all Faculties to reach their strategic goals embrace innovation in teaching and rapidly improve students’ learning and experiences.

A change in UWA’s educational and learning paradigm is urgent. Currently only 30% of the University’s units have a ‘presence’ in the LMS. The PVC (EI) suggests that this must rise to 90 % within 12 months, UWA will also see a much higher level of engagement with its digital technologies, and offer a more diverse digital environment for learning to occur. Time is critical and delaying this decision will make the attainment of our goals more difficult and expensive to achieve.

There are incentives for UWA to change LMS platforms:

1. Blackboard is a Commercial Off The Shelf (COTS) solution that can be configured to suit UWA needs. (Minimal local customisation, expertise and cost);
2. Blackboard is a suite of integrated technologies, many of which are especially attractive to staff at UWA and may save costs elsewhere;
3. Blackboard will support and be enabled by the Carpe Diem learning design initiatives;
4. Blackboard will support the Futures Technology Innovation Lab initiatives;
5. Blackboard offers functionality not yet capitalised upon by UWA;
6. Blackboard offers much increased flexibility and support above current arrangements;
7. Blackboard has been identified as meeting the University’s requirements;
8. UWA would save money relating to staff salaries for development and implementation work;
9. There is minimal risk associated with this project; and
10. UWA will realise a much better return on investment in the long run with this product.

The Summary of the proposal includes:

- A five year contract for the fully configured and staged implementation of the Learn Insight Solution for UWA;
- A transition from Enterprise Moodle to (Blackboard) Learn (plus Mobile Learn) LMS for Semester 2 2015 plus Collaborate in Semester 1 in 2015;
- Business Continuity implementation in 2015;
- Technical consulting and training services support for transition including up to 78 days on-site in the first year of implementation incorporating up to 60 days for change management plus additional remote support;
- Fully hosted with a senior dedicated Service Delivery Manager to support UWA beginning in 2015;
• Delivery of Outcomes Assessment module of Learn and Analytics for Learn (to support teaching and institutional outcomes incorporating instruments of student and program assessments and detailed data analysis reporting) in year 2;
• Significantly reduced pricing throughout the term of the contract; and
• Staged invoicing to help with budgeting purposes for initial implementation.

The proposed project will have the following payment schedule

2015  $553,555  
2016  $983,683  
2017  $893,707  
2018  $864,898  
2019  $890,845  

The payment schedule covers the initial cost of switching to the new platform, and annual cost for licenses, hosting and support taking into account the dramatic usage increase and additional functionality over the course of the 5 years.

The payment schedule has been negotiated to enable some deferment of payment in the first two years to manage budgets and also to link payments to deliverables and service. The current system Moodle (which is hosted by Netspot (now owned by Blackboard Inc.) costs close to 500k pa for licensing and hosting.

The transition to Blackboard will provide UWA with a world-class market-leading LMS, capable of supporting the University’s teaching and learning initiatives, delivering a full suite of appropriate online learning environments, and most importantly the potential, along with learning design and professional development of dramatically improving the students learning experiences.

The cost and implications of continuing with the current LMS (Moodle), at the current low level of adoption (30%) suggest a difficult way ahead. Transition to Blackboard and the relaunch of the LMS framework provides the impetus to dramatically lift the adoption rate and to break through the barriers to our achievement of the Education Futures vision and aspirations.


4 STRATEGIC SIGNIFICANCE

The deployment of a modern LMS platform is integral to achieving the University’s strategic objective of providing “world-class education”. Both the Strategic Plan and Education Futures call for learning technologies to support education and learning at UWA, and the LMS must be the core component across the institution.

The Defining Characteristics in the Strategic Plan 2020 call for the University to be “technologically-innovative, to maintain our currency and maximise our flexibility”. Deploying Blackboard LMS would meet this expectation by delivering value for money, a broader suite of educational features not currently available, and increasing the University’s ability to be flexible.

The Strategic Goals pertaining to Leadership in Education indicate that “UWA teaching and learning activities will be supported with an extended range of quality resources, facilities and technologies, and its associated target of an “Increase in the utilisation of educational technology”. By deploying Blackboard LMS, the Education Futures unit will deliver cutting edge learning technologies, development and support to ensure that UWA has the capacity to deliver world-class educational content online and the best virtual learning environment. This will require aspirational standards of deployment of the LMS (basic, effective and exemplary) minimum standards which will be developed through consultation.

There are only 3 major players in the Australian Higher education market for Learning Management Systems.

- Blackboard;
- Moodle (provided from different vendors and in other ways); and
- Desire2Learn, which is now called Bright Spot.

A new player, Canvas, which is expanding in US, has commenced marketing in Australia, but has no local staff beyond a salesperson, there are no support staff and is believed to host all data in the US (thus falling within the Patriot Act legislative regime).

The functionality that each offer is similar, so decisions should be made in relation to time scales (how long is the system required), the path of future development being taken by each vendor, the financial ability of each vendor to continue investing in its platform, impact of current trends (e.g. towards mobility, open digital learning etc.), and especially how UWA will evolve its teaching, learning and assessment in the next few years in response to strategic drivers and ambitions.

Measures of success of the new LMS will be based on those in Leadership in Education in the Strategic Plan including increase in student satisfaction, implementation of Education futures innovations, and increase in the utilisation of educational technology together with measures of staff teaching capability. The much improved partnership and commercial arrangement with the vendor will contribute to operational excellence goals.
5 RATIONALE

Until now, The Centre for the Advancement of Teaching and Learning (CATL) and the Information Services (IS, now BITS) have worked in conjunction to deliver the current learning technologies to the University. CATL’s role has been to review and select, administer and support the suite of learning technologies, while IS has negotiated the contracts relating to platform hosting and other support arrangements etc.

The current Moodle LMS (Version 2.5.7) has been hosted for the last 4 years by Netspot from its Data Centre operation in South Australia. (Netspot was acquired by Blackboard Inc. in March 2012, with Netspot’s General Manager becoming Australian General Manager for Blackboard). The relationship with Netspot has been reasonably satisfactory. There have been some issues relating to Moodle system stability and the difficulty of budgeting and fees for charges but these have been resolved.

In the university’s strategic plan 2014-20, the intent is for the University to be recognised as a global leader in university education. To achieve this vision the university’s has developed its Education Futures Vision including:

- transformative teaching: the Blackboard LMS and the design approach around its introduction will directly support further moves to transformative teaching through incorporating digital learning into the campus experience;
- experiential learning, the Blackboard LMS has a more modern and forward looking ‘feel’ and is fully mobile enabled, providing a more acceptable approach for students; and
- optimised resources including technologies: Blackboard is the leader both in Australia and the World and offer better value for money, is more sustainable and scalable.

The University migrated to Moodle in 2011 to 2012. The migration was undertaken primarily due to the support for the old platform (WebCT) being withdrawn and there were changing demands from students and academics.

At the time that Moodle was chosen, the drive towards the integration of digital, blended and mobile learning was less intense than now, and the LMS was considered voluntary and ‘nice to have’ rather than a highly strategic enabling learning environment.

Since implementation, utilisation of the LMS has grown, although academic staff uptake is still very limited (displayed by only 30% of units being within LMS). The system was initially intended to incorporate other learning technologies to support learning at UWA such as an e-portfolio System; online web conferencing system; plagiarism detection software; and a wiki and other collaborative web 2.0 learning technologies. Lack of platform expansion and support has meant these continuing enhancements were not pursued.

Currently uptake and extended technology delivery is not at levels required for the University to achieve its new and ambitious strategic goals. Further, the existing Moodle contract had relatively low entry fees, however when scaled and integrated to be a University wide strongly supported solution (as is now required) the financial cost of the Moodle contracts would rise accordingly.

There is a window of opportunity at this time to solve business and technical issues relating to the operation of the learning technologies at UWA, as well as provide a catalyst for the Education Futures
implementation. Delivery of the Blackboard system will also future proof the University’s virtual learning environment.

5.1 ALTERNATIVES

Below are the possible options examined for this project.

5.1.1 OPTION 1: EXISTING SYSTEM BUSINESS AS USUAL

In this “do nothing” option, UWA would continue to deploy existing technologies and provide current levels of service to the University, offering approximately 30% on units in LMS. The financials pertaining to this option are outlined in Scenario 1 of the financial section (Page 13) of this document. This displays the historical costs and provides a good guide of further costs under this option.

This offers a low return on investment. Annual costs associated with this option, excluding University staff salaries, are in excess of $500K. However, current uptake of the LMS is at around 1 in 3 units, indicating that value is low.

The “do nothing” is not considered a viable option to support UWA’s Education Futures.

5.1.2 OPTION 2: EXISTING SYSTEM SCALED USAGE

In this option, UWA would continue to deploy Moodle, but scale usage to 100% of the units offered by the University. We would also implement all remaining technologies/functional modules to 100% University capacity in 12 months.

The financials pertaining to this option are outlined in Scenario 2 (Page 14) of the financial section of this document.

Direct Annual costs associated with this option, excluding University staff salaries, are forecast at about $1.1M from 2016 onwards. However, the University would have the capacity to serve 100% units using the LMS, increase engagement, and deliver increased functionality. Note however that some of the increased functionality required by UWA to enhance the student learning experience (e.g. virtual classrooms, web conferencing, e portfolios) is not included in Moodle and their deployment will require integration with other tools and in some cases additional licensing, training and development costs.

Over the coming years, additional technologies will be introduced to increase functionality. It is unlikely that Option 2 would enable Education Futures to meet strategic initiatives of the University; however the path would be relatively complex and require significant internal integration and customisation.

5.1.3 OPTION 3: MOVE TO BLACKBOARD LMS

This is the recommended option.

- “Collaborate” the web conferencing and virtual classroom would be available as a ‘stand alone’ function from Semester 1 2015 and integrated from semester 2 2015.
- UWA would fully transition to Blackboard “Learn” LMS by the start of Semester 2 of 2015 (and switch off Moodle post July 2015).
- Other Blackboard functionality would be added by semester 1 2016 (e.g. Learning Analytics).
The financials pertaining to this option are outlined in Scenario 3 (Page 15) of the financial section of this document.

Because a program of change and re-training and redevelopment is required, this option clearly presents an increased risk, at least in the short term. However there are a range of mitigating factors including very strong partnership negotiations with the vendor, very careful and well supported transitions, and integration in a wide range of Education future projects currently under development.

The Blackboard proposal has the capacity to provide 100% of the University’s units a LMS presence and will deliver learning technologies that currently are not available with the existing system. Blackboard will enable the achievement of the University’s strategic initiatives when supported by the Education Futures unit and its design and partnership approach with Faculties.

5.1.4 **OPTION 4: LOOK FOR ALTERNATIVES**

In this option, UWA would perform a full environmental scan and engage with a number of potential business partners to source a new LMS. A full scan and trial of the three shortlisted applications was carried out in 2010/11. Given the time pressures, and existing resources, this option is deemed as not being viable.

Further information available from: [Gartner Platform comparison report](#)
6 FINANCIALS

This section provides the financial details relating to learning technologies usage here at UWA. It presents historic expenditure, plus 3 scenarios containing projections for comparisons, scenarios are:

- existing systems business as usual;
- existing systems scaled to 100% capacity; and
- Blackboard at 100% capacity.

6.1 HISTORIC EXPENDITURE LMS

In the four years since 2011, the University has spent approximately $5.4M on its learning technologies, this includes the LMS (Moodle), Echo 360 (license free of charge), portfolio (Pebble Pad) and Turnitin (Academic Integrity).

Table 1 presents expenditure relating to the direct costs associated with UWA’s learning technologies including licensing and direct support by staff. In 2011-12, the implementation years, implementation and dedicated staffing costs appear dominant. By 2013-14, as system stabilisation occurred, direct staffing costs taper off.

We have based historical costs on 1 x manager, 1 x team leader and 2 x Customer support Officers (CSO) in 2014, and prior to 2013, figures are based on 1 x manager, 1 x Customer support assistant and 3 x CSOs.

<table>
<thead>
<tr>
<th>Item</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing costs*</td>
<td>252,000</td>
<td>252,000</td>
<td>388,290</td>
<td>373,138</td>
<td></td>
</tr>
<tr>
<td>Implementation costs</td>
<td>261,000</td>
<td>262,833</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>406,898</td>
<td>417,286</td>
<td>356,996</td>
<td>368,037</td>
<td></td>
</tr>
<tr>
<td></td>
<td>919,898</td>
<td>932,119</td>
<td>745,286</td>
<td>741,175</td>
<td>3,338,478</td>
</tr>
</tbody>
</table>

Table 1: Historical LMS costs 2011 to 2014

Precision on salary is difficult due to cross budget activity. We have undertaken an estimated the technical support (not academic or educational technologists time).

6.2 SCENARIO 1: EXISTING SYSTEM WITH PLANNED ENHANCEMENTS UNDER BUSINESS AS USUAL

This scenario projects the financial implications of using the existing Moodle systems and enhancing those systems to establish as modernised a toolkit as possible in the Moodle environment but continuing ‘business as usual’ and at a similar volume to 2014.

<table>
<thead>
<tr>
<th>Item</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing costs*</td>
<td>454,795</td>
<td>577,534</td>
<td>636,411</td>
<td></td>
</tr>
<tr>
<td>Implementation costs</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>368,037</td>
<td>370,000</td>
<td>371,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>922,832</td>
<td>1,047,534</td>
<td>1,107,411</td>
<td>3,077,777</td>
</tr>
</tbody>
</table>

Table 2: Existing system business as usual
Note, there are implementation projects of $100,000 in each of 2015 and 2016. These are the video conferencing and a number of Priority 3 Moodle enhancement projects which have been on CATL’s horizon for some time. In each of the subsequent years, these transition from implementation to ongoing costs. In 2017 100k has been allowed for new technologies e.g. Learning Analytics. Ongoing costs have been annually indexed by 5%, which is congruent with the existing terms of the current contract with Netspot. In this scenario, tools such as an e-Portfolio have not been included.

This scenario requires the following and existing staffing profile:

- 1 x Manager (Level 8);
- 1 x Team Leader (Level 6); and
- 2 x Educational Support Assistants (Level 4).

The total cost of this scenario is $3.07M for the three year period. This is the least expensive option. It represents the status quo and does not provide the university with the functionality to achieve its strategic objectives. It will not signal a change for education at UWA nor provide an enabling environment for innovation.

6.3 Scenario 2: Existing system scaled to 100% uptake

This scenario projects financial implications of using the existing system (Moodle) to meet the University’s strategic initiatives relating to Education Futures. As a result, scaling up of technologies is required. Under such scaling, Table 3 shows large growth of ongoing costs. This is largely due to existing contracts with low entry fees, but increasing fees associated to storage and additional users.

<table>
<thead>
<tr>
<th>Item</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing costs*</td>
<td>891,408</td>
<td>1,065,978</td>
<td>1,219,277</td>
<td></td>
</tr>
<tr>
<td>Implementation costs</td>
<td>200,000</td>
<td></td>
<td>200,000</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>368,037</td>
<td>370,000</td>
<td>371,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1,459,445</strong></td>
<td><strong>1,435,978</strong></td>
<td><strong>1,790,277</strong></td>
<td><strong>4,685,700</strong></td>
</tr>
</tbody>
</table>

Table 3: Existing system scaled to manage 100% of the University’s units and

In this scenario, the two implementation projects of $100,000 have been brought forward to 2015. These become ongoing costs in 2016 totalling some $130,000. In addition ongoing costs include storage, additional users and upgrades to support 100% of the University’s units being made available through LMS and full usage of other technologies. This scenario presents a model that is more expensive comparable to the Blackboard alternative.

The total investment for the three year period for Scenario 2 is $4.68M. This is the most expensive option, but would enable the University to meet its strategic objectives. However, there is some risk associated with this initiative; implementation of new systems is required. These systems are not core components of the existing LMS, and would require support for integration. No savings are realized from platforms such as e-portfolios currently being purchased from other vendors and requiring quite separate support and training. It is likely that by 2016 a learning analytics module would be required at additional cost.

Endorsed by the VC in accordance with SITIMC resolution (15/14) - December 2014
### 6.4 Scenario 3: Blackboard

This scenario projects the financial implications of switching to the Blackboard system to meet the University's strategic initiatives relating to Education Futures.

<table>
<thead>
<tr>
<th>Item</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Costs</td>
<td>553,555</td>
<td>983,683</td>
<td>839,707</td>
<td></td>
</tr>
<tr>
<td>Implementation costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries*</td>
<td>368,037</td>
<td>370,000</td>
<td>371,000</td>
<td>921,592</td>
</tr>
<tr>
<td></td>
<td>1,353,683</td>
<td>1,210,707</td>
<td></td>
<td>3,485,982</td>
</tr>
</tbody>
</table>

Over 3 years for comparison – * technical staffing costs remain constant for comparison.

The resultant 3 year comparative position is that Blackboard will represent a lower cost development path than the primary alternative of expanding the capability of Moodle in order to deliver a similar desired degree of LMS functionality. The advantage offered by the Blackboard alternative is that the final solution will be a unified and consistent offering that does not require the introduction and integration of other vendor products, and so will be less costly to maintain.

As part of the negotiation to explore additional value for UWA a five year contract horizon was explored. This longer term contract and the suggestion to adopt a “bundled cost approach” has encouraged Blackboard to offer some significant cost reductions and discounts to UWA.

Total negotiated 5 year payments to Blackboard will be $4,132,687. The negotiated payment schedule (excluding GST) is:

- 2015: $553,555
- 2016: $983,683
- 2017: $893,707
- 2018: $864,898
- 2019: $890,845

This represents a $3.1 million reduction to the opening position conveyed by Blackboard, a 43% reduction.

In addition, Blackboard has agreed to the provision of 78 days of free consulting support during year 1 to assist the implementation of the platform. This is notionally valued at approximately $156,000 worth of consulting to UWA.

Blackboard has also agreed to forego hosting charges on the Moodle platform for the 3 months leading up to the Blackboard “Learn” conversion, proposed for July 2015, an additional saving of approximately $73,000.

### 6.5 Financial Summary

Even with switching costs, if the University were to move to Blackboard it appears that it will cost less than scaling and enhancing the existing Moodle based technologies. Continuing with the current Moodle implementation as “business as usual” is unlikely to meet the emerging needs of the University. As such, switching to Blackboard appears to offer the University the best return on investment.

In addition Blackboard offers functionality beyond the existing Moodle system, in particular:
• ‘Collaborate’ a popular synchronous web conferencing and virtual classroom tool, which is particularly suitable for work with students and staff in similar time zones such as Asia; and
• ‘Learning analytics’ which uses big data to increase retention, achievement and feedback to students.
7 SUSTAINABILITY

The Education Futures Plan for 2015 includes ambitious scaling up of the blend of learning with digital and on campus and the adoption of a wide variety of new technologies including the LMS. The plan includes wide scale engagement of academic staff to achieve these plans through initiatives such as the Carpe Diem learning design studio, a Futures Technology Lab (‘Time Lab’) and more effective and flexible academic environments. All of these are co-dependent on the availability of viable highly digital environments.

Blackboard is a “Commercial off the Shelf” (COTS) solution. This means that required customisation is minimised. It is noteworthy also that Blackboard have recently released (June 2014) a “Cloud” version of their main “Learn” engine after some years of development. This holds the promise of further efficiency improvements upon moving to a fully cloud based platform, therefore doing away with the need for UWA staff to carry out version upgrades and version testing. Staff can focus more time on value adding activities such as user support and innovation.

Blackboard supplying a fully integrated COTS solution allows access to tools essential for the success of a future digital learning environment. The vendor partner model moves the continued development and integration risks to the vendor partner. Having a fully integrated grade exchange, including video collaboration, portfolio, analytics systems working with existing UWA enterprise systems from implementation removes the high risk of adding and maintaining these systems individually.

The vendor partner model with the leading market supplier allows UWA to leverage the existing integrations (Callista, Echo360, Ex Libris, Syllabus Plus) created for other institutions from around the world. Using standard integrations decreases the risk of bespoke systems currently used while providing the flexibility to adopt new industry standard systems.
8 STAKEHOLDER ENGAGEMENT AND IMPLEMENTATION

A standing project reference and advisory group will be formed “LMS transition’ for one year, reporting in to the (new) Standing Committee Education Futures to include Associate Deans Learning and Teaching, members of BITS, Guild Education President, CIO, Learning technologists, Library and HR. A suitable Chair will be sought from the members of the Education Futures standing Committee. There will be frequent monitoring meetings (fortnightly from January 2015 to July 2015 then monthly. Terms of Reference will include evaluation against the key objectives, problem solving and advisory roles.

A LMS transition Project Team has been formed (Project ‘Black swan’), under the direction of PVC (EI) and project manager Jeanette Stanley from BITS.

There are 7 Streams of work:

<table>
<thead>
<tr>
<th>Stream</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical</td>
<td>Jeanette Stanley, Grant Godfrey, Andrew Hu</td>
</tr>
<tr>
<td>Communications</td>
<td>Phemie Wright</td>
</tr>
<tr>
<td>Learning Design</td>
<td>Shannon Johnston</td>
</tr>
<tr>
<td>Students</td>
<td>Lisa Cluett</td>
</tr>
<tr>
<td>Faculties &amp; Disciplines</td>
<td>Kate Offer</td>
</tr>
<tr>
<td>Conferences</td>
<td>Jay Chinnery</td>
</tr>
<tr>
<td>Resources</td>
<td>Roz Howard</td>
</tr>
</tbody>
</table>
9 PREVIOUS WORK

A substantial amount of work was undertaken by CATL relating to systems selection in 2010-2012. As time is critical, rather than replicate this work, it has been incorporated herein. However, it should be noted that since 2010, Blackboard has substantially updated and upgraded.

In 2010 the project team identified nine (9) system selection criteria that were used for selecting Moodle.

Table 4 presents the criteria and key findings:

<table>
<thead>
<tr>
<th>Usability</th>
<th>performing tasks was found to be easier for students in Desire2Learn, while for staff Blackboard was identified as being the easier option to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stability</td>
<td>all systems evaluated were similarly robust, however Blackboard was identified as being more similar to existing systems</td>
</tr>
<tr>
<td>Functionality</td>
<td>It was thought that Blackboard was the most comprehensive LMS and the one most likely to meet UWA’s needs</td>
</tr>
<tr>
<td>Flexibility</td>
<td>open source Moodle was identified as having the greatest flexibility, but it was acknowledged that Blackboard had documented APIs for customisation and extension</td>
</tr>
<tr>
<td>Interoperability</td>
<td>it was noted that off-the-shelf integration with most UWA systems existed for both Moodle 1.9 and Blackboard 9.1. However, Moodle 2.0 was thought to be restricted in terms of integration</td>
</tr>
<tr>
<td>Supportability</td>
<td>Blackboard was found to have the most comprehensive and customisable support resources for both staff and students</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Blackboard appeared to be the most compliant with W3C standards at the time and had received a positive evaluation by Vision Australia</td>
</tr>
<tr>
<td>Visual appeal</td>
<td>visual appeal was seen to be subject and it was noted that some respondents preferred the cleanliness and navigability of Desire2Learn, whilst others preferred the well-structured and easy to navigate form of Blackboard</td>
</tr>
<tr>
<td>Security</td>
<td>there was no leader in this area</td>
</tr>
</tbody>
</table>

Table 4: 2010 LMS selection criteria
10 RISKS

With the implementation of any change a number of risks can be identified. The major ones identified to this point relating to the Blackboard implementation are

Risk 1: Lack of adoption by staff such that 100% course target takes longer to achieve than target.
Mitigation:
A full transition program throughout 2015 is planned, code named ‘Black Swan’. In addition to the technical transition it includes streams of project work that together make an integrated whole including communications, learning design, students, faculties, conferences and resources. A lead individual has been identified from across UWA for each stream, working under the sponsorship and lead of PVC EI.

Risk 2: Lack of adoption by students
Mitigation:
Black Swan includes an extensive student support program.

Risk 3: Transition Project misses target launch dates.
Mitigation:
Blackboard project team is highly experienced in completion of Moodle conversions. Their knowledge of Moodle is outstanding as the underlying Netspot business continues to host many continuing Moodle installations so they have access to skilled Moodle support if needed in the transition. Internal UWA project team has also been selected for their knowledge of UWA required interfaces and their time is being 100% devoted to these project streams.

Risk 4: Insufficient resources to manage project in a timely fashion
Mitigation:
Key technical expertise currently located in CATL will be devoted to this transition. We have access to the experienced Blackboard project management team plus have a devoted project manager on the UWA side to co-ordinate resource needs and deliveries on the UWA side.

Risk 5: Key Resources are lost mid project.
Mitigation:
We are partnering with the leading LMS vendor in the market which places us in a strong position to replace lost internal staff with appropriately skilled staff from our vendor partner who understand both Moodle and Blackboard.

Risk 6: BITS staff has conflicting priorities and are unable to provide sufficient support
Mitigation:
Ensure that any resource clashed identified are resolved with reference to the SITIMC prioritization of major University projects. CIO has identified this project as priority.
10.1 Service Level and Commercial Agreements

Service Level Agreement (SLA)

Critical to the future success of the expanded and enhanced LMS is the Service Level Blackboard provides to the users of the service. UWA will enter into a detailed Service Level Agreement with Blackboard which documents the service delivery guarantee of the vendor across a number of key variables.

There are 2 particularly key service levels for UWAs LMS system – Service Availability and Latency.

Service Availability – is the total amount of time during the calendar month that the system is up and available for users on a 24x7 clock (excluding “Force Majeure” incidents or user end hardware/ network failure). Blackboard has a delivery target of 99.9% uptime per calendar month. Should this not be attained, Service Credits (i.e. financial penalties) will be applied in accordance with contract conditions.

Latency – is the time the system takes to respond to a user request. Blackboard will provide a warranty for their “host” response time - from the point that a message first reaches their environment to the first component of the response leaving their environment. Blackboard guarantees a sub-2 second “host latency”. (They indicated that they routinely achieve 100 millisecond latency.) Again should they underperform to the latency SLA, documented Service Credits will apply.

Blackboard provides a service that enables user driven monitoring of key SLA’s on their platform.

Commercial Agreements

Commercial agreements have negotiated in detail over recent weeks. As a consequence of the preparedness of UWA to consider a longer term, 5 year, significant discounts and other commercial benefits have been negotiated with Blackboard which now amount to approximately 43% of the original quoted price, as previously mentioned.

UWA is also negotiating extra commercial terms to maximise the value over the course of the contract, these include:

- Benchmarking - to capitalise on any downward trends in cost as technology evolves;
- Product Substitution - an economical transition path to new products and services. Providing UWA with the opportunity to capitalise on new offerings without the outlay of high cost to migrate; and
- New Technologies – Ensure our investment is recognised in the event Blackboard releases a cheaper technology option to the market.

All commercial agreements will be subject to UWA legal review.
Table 5 presents a list of the LMS used by Australian universities; it shows that 21 of the 39 competitors use Blackboard.

<table>
<thead>
<tr>
<th>Australian Universities</th>
<th>Current LMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University [ACU]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Australian National University [ANU]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Bond University [Bond]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Central Queensland University [CQU]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Charles Darwin University [CDU]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Charles Sturt University [CSU]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Curtin University of Technology [CURTIN]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Deakin University [Deakin]</td>
<td>Desire2Learn</td>
</tr>
<tr>
<td>Edith Cowan University [ECU]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Flinders University [FLINDERS]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Griffith University [GRIFFITH]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>James Cook University [JCU]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>La Trobe University [LATROBE]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Macquarie University [MACQUARIE]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Monash University [MONASH]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Murdoch University [MURDOCH]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Queensland University of Technology [QUT]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>RMIT University [RMIT]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Southern Cross University [SCU]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>Swinburne University of Technology [SWINBURNE]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Adelaide [ADELAIDE]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Ballarat [BALLARAT]</td>
<td>Moodle</td>
</tr>
<tr>
<td>University of Canberra [CANBERRA]</td>
<td>Moodle</td>
</tr>
<tr>
<td>University of Melbourne [MELBOURNE]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of New England [UNE]</td>
<td>Moodle</td>
</tr>
<tr>
<td>University of New South Wales [UNSW]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Newcastle [NEWCASTLE]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Notre Dame Australia - The [UNDA]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Queensland [UQ]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of South Australia [UniSA]</td>
<td>Moodle</td>
</tr>
<tr>
<td>University of Southern Queensland [USQ]</td>
<td>Moodle</td>
</tr>
<tr>
<td>University of Sydney [SYDNEY]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Tasmania [TASMANIA]</td>
<td>Desire2Learn</td>
</tr>
<tr>
<td>University of Technology Sydney [UTS]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of the Sunshine Coast [USC]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Western Australia [UWA]</td>
<td>Moodle</td>
</tr>
<tr>
<td>University of Western Sydney [UWS]</td>
<td>Blackboard Learn</td>
</tr>
<tr>
<td>University of Wollongong [UOW]</td>
<td>Moodle</td>
</tr>
<tr>
<td>Victoria University [VU]</td>
<td>Blackboard Learn</td>
</tr>
</tbody>
</table>

Table 5: LMS systems analysis of UWA's competitors
12 CONCLUSIONS AND RECOMMENDATIONS

UWA is committed, as a key component of its Strategic Plan, to the greater utilisation of modern learning technologies.

The Strategic Goals pertaining to Leadership in Education indicate that “UWA teaching and learning activities will be supported with an extended range of quality resources, facilities and technologies, and its associated target of an “Increase in the utilisation of educational technology”.

LMS must be the core education technology platform across the institution.

Upon analysis of the functionality and utilisation of the existing LMS tool it is evident that the current Moodle based platform is inadequate to satisfy the above strategic demands.

An examination of the alternative options available to UWA to enhance the capability of the LMS platform has concluded that Blackboard LMS is the most appropriate development path for the University to follow. It will delivering a value for money capability expansion, provide a broader suite of educational features and support a dramatic increase the University’s participation in electronic / digital interaction with the student body.

By deploying Blackboard LMS, the Education Futures unit will deliver cutting edge learning technologies, development and support to ensure that UWA has the capacity to deliver world-class educational content online and the best virtual learning environment.

Following the careful analysis of the options that are available to UWA it is recommended that:

1. UWA adopt Blackboard as the future platform for expansion in LMS capabilities,
2. Contract negotiations are finalised with Blackboard in alignment with the details presented in this business case,
3. subject to UWA legal sign off, a 5 year contract be entered into, and
4. PVC (EI) establishes a project team to plan and implement the introduction of Blackboard into the UWA environment as a matter of urgency.