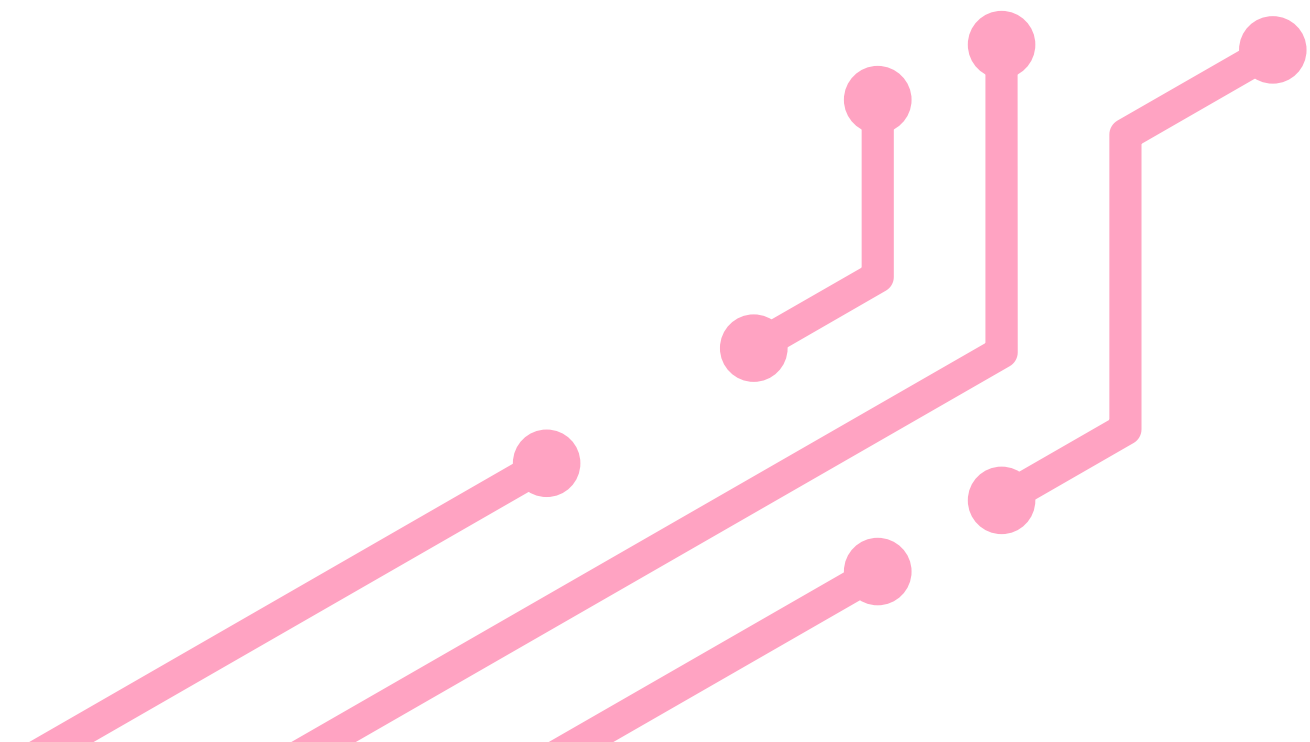
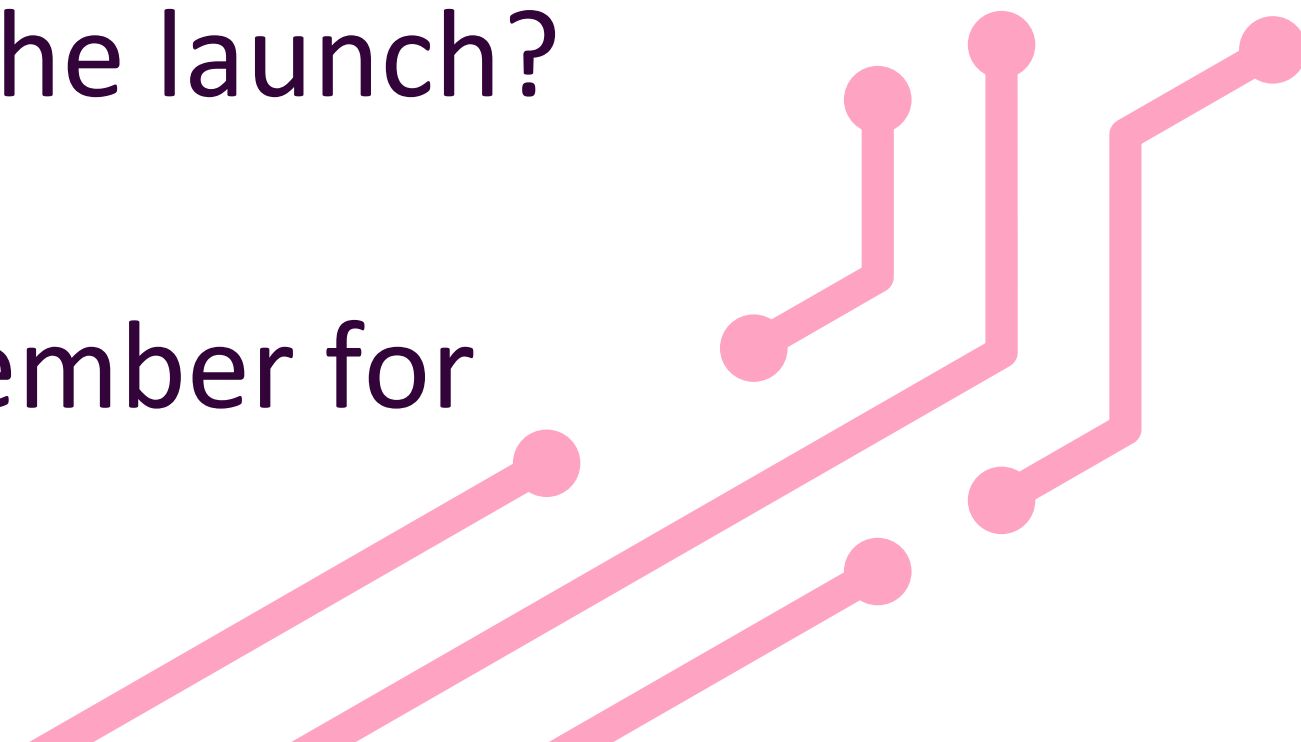


# Review of CLE Implementation – How we got here, our challenges and successes

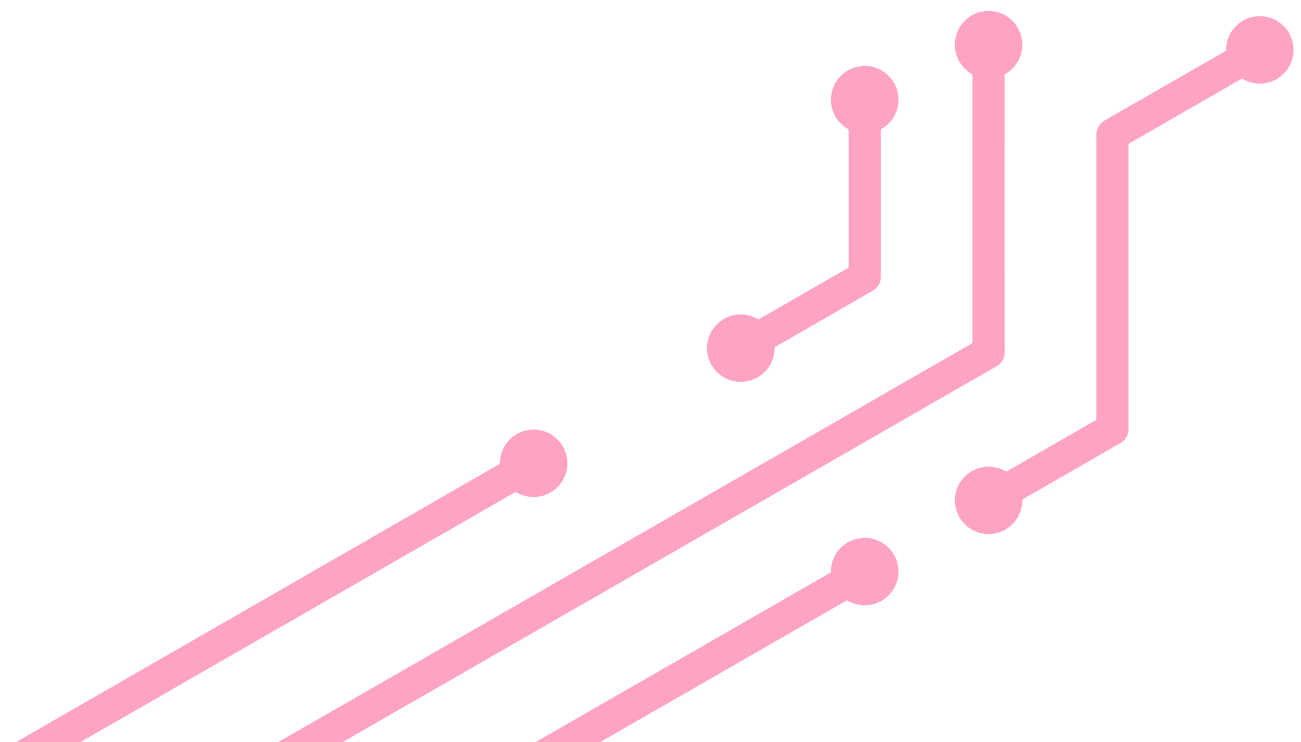


# Review of CLE Implementation – How we got here, our challenges and successes

- How did we get here....
- Future....what do we know that still needs to be agreed/delivered post September 2025
- Future..... what remains a challenge for September 2025?
- Break
- The art of the possible – What's next after the launch?  
Professor Martin Bean
- Future....what are we looking for post September for Canvas?



# How did we get here...DLE Review



# Review, Reflect, Celebrate CLE : July 7th 2025

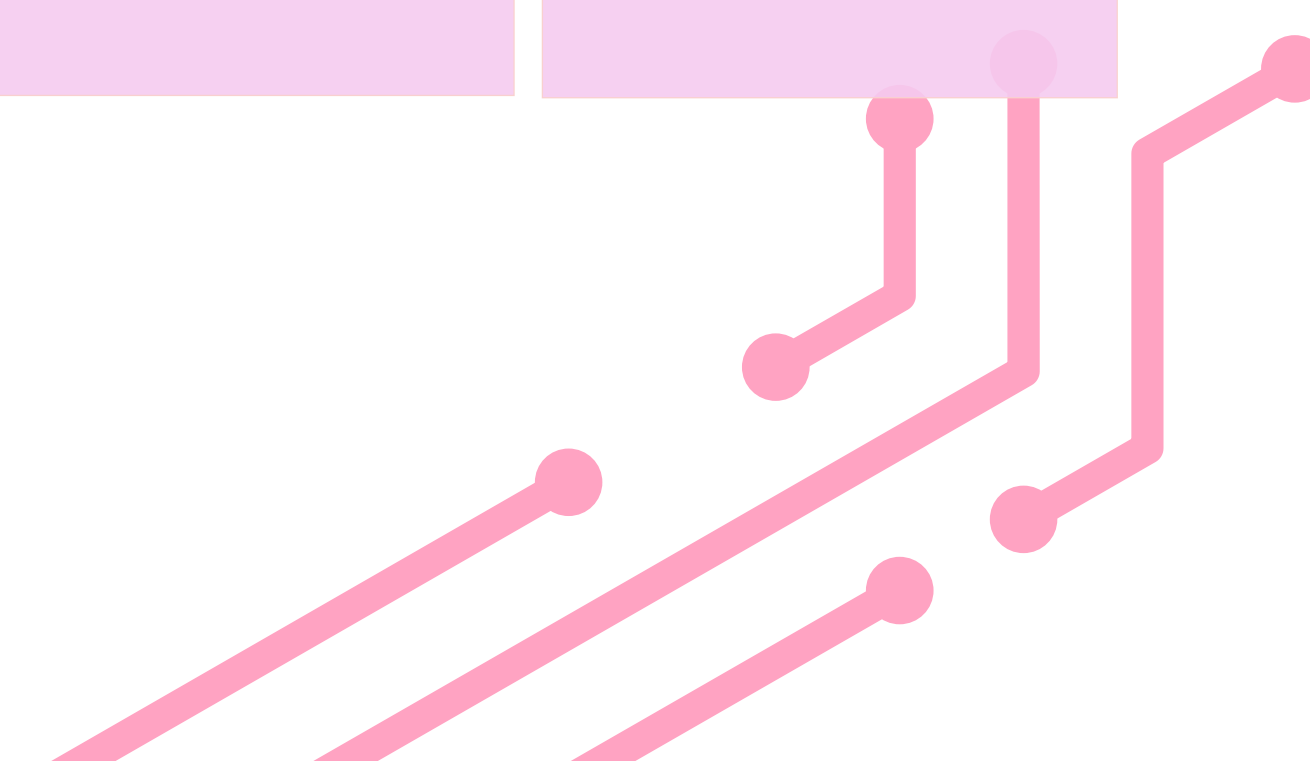
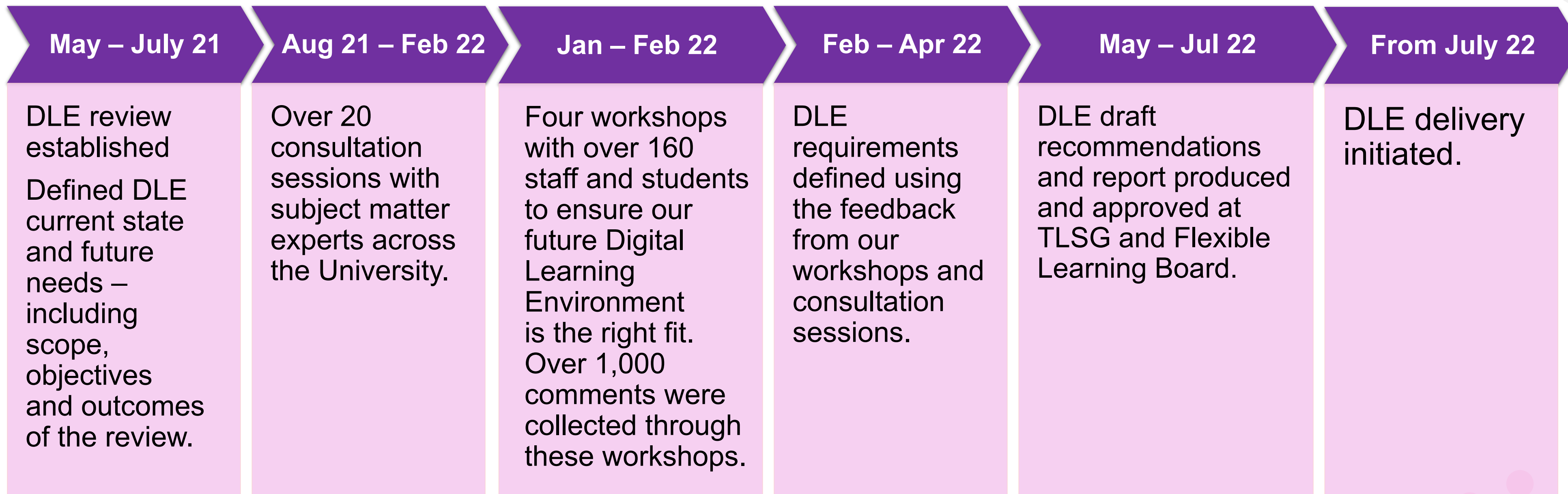
- The term ‘Digital Learning Environment’ includes our **Central Learning Environment (CLE)**, alongside the wide range of other digital tools and applications required to support teaching and learning.

**Definition:**

The CLE is an environment which structures – and allows staff and students to navigate – learning content and tools. This may be a previously recognised Virtual Learning Environment (VLE) or another system such as Teams.

- As part of our Flexible Learning Programme, in May 2021, we set up a group with colleagues from across the University to review what we want to see from our DLE and what support will be needed – with a view to delivering a new DLE over the next three to five years.

# DLE review timeline



# Recommendations

Each of the recommendations fell into five broad areas:

 **Flexible delivery of programmes**

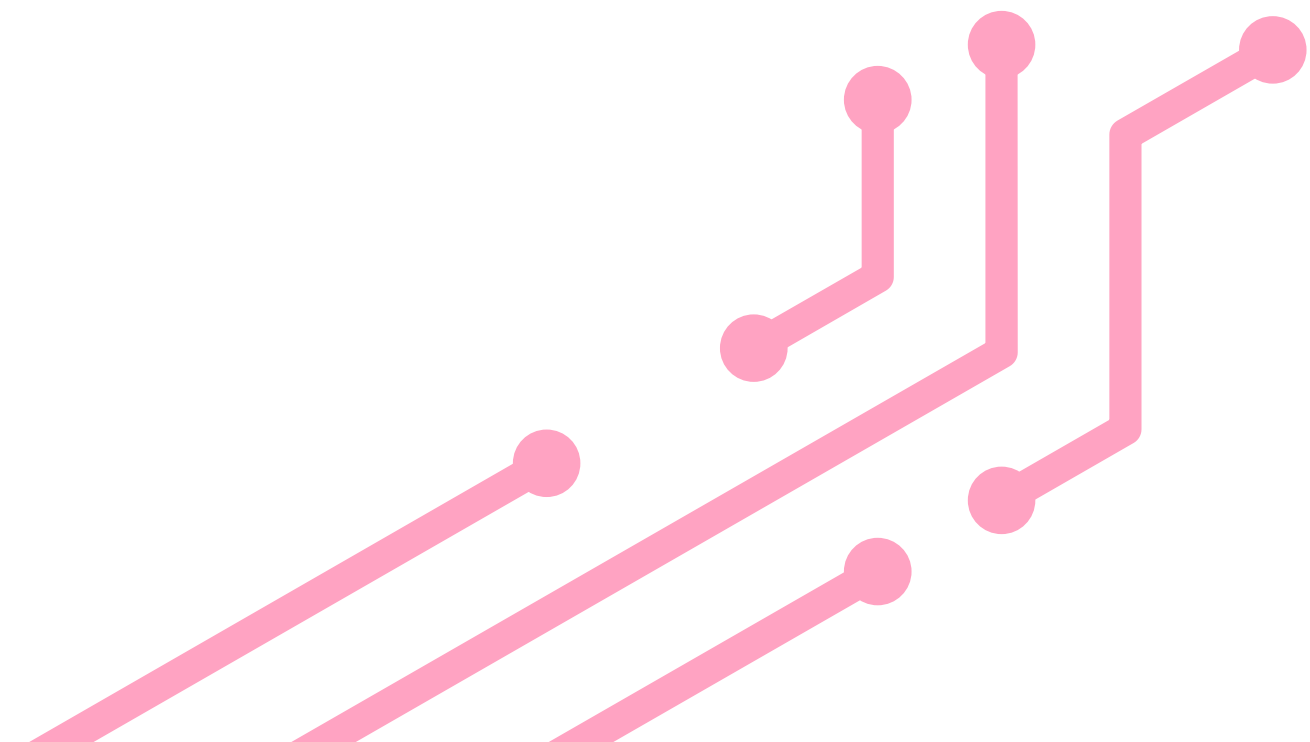
 **Data and integrations**

 **Inclusivity and accessibility**

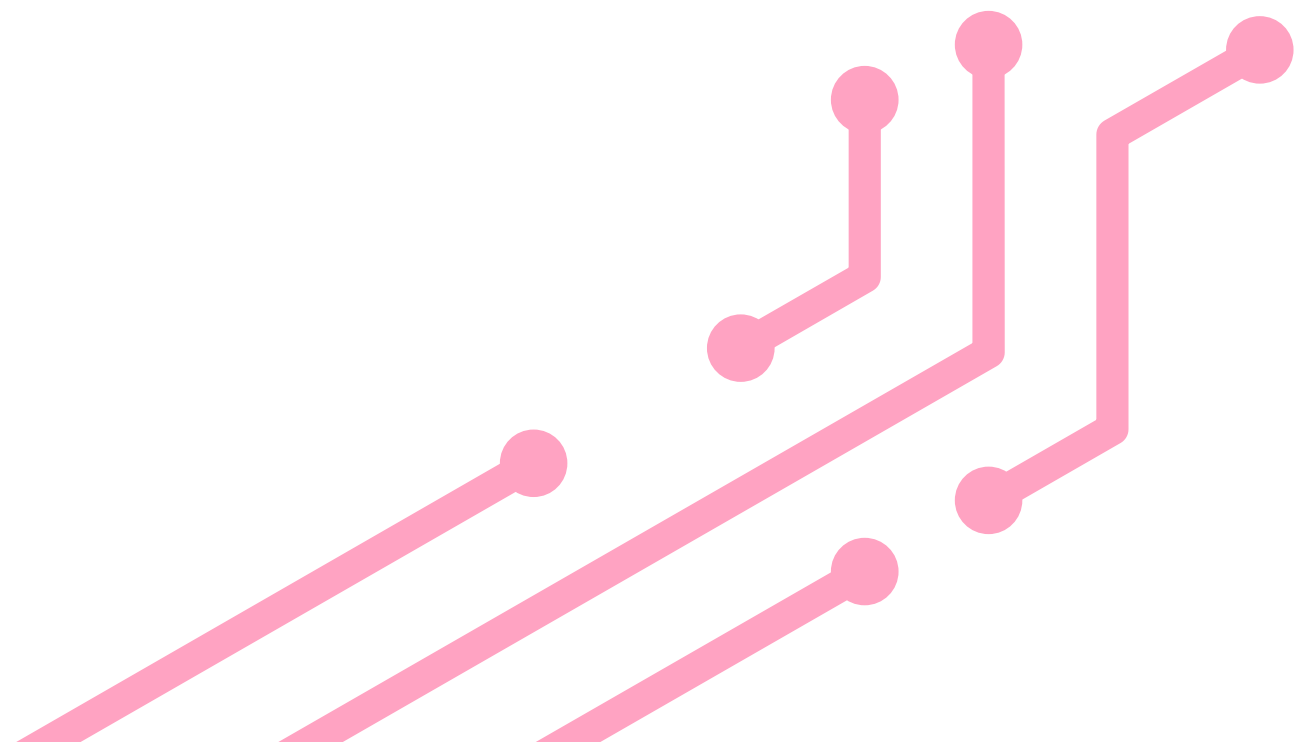
 **Support**

 **Technology**

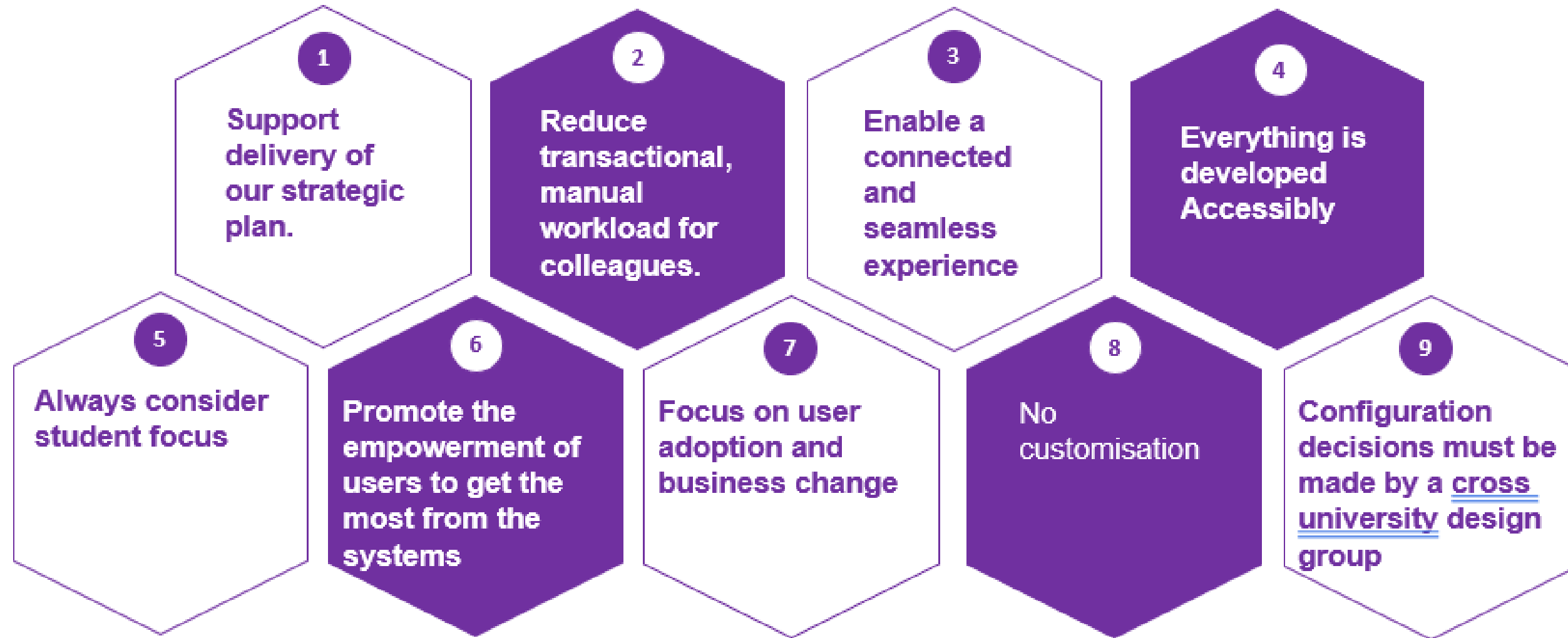
Plus a set of overarching recommendations for the project as a whole.



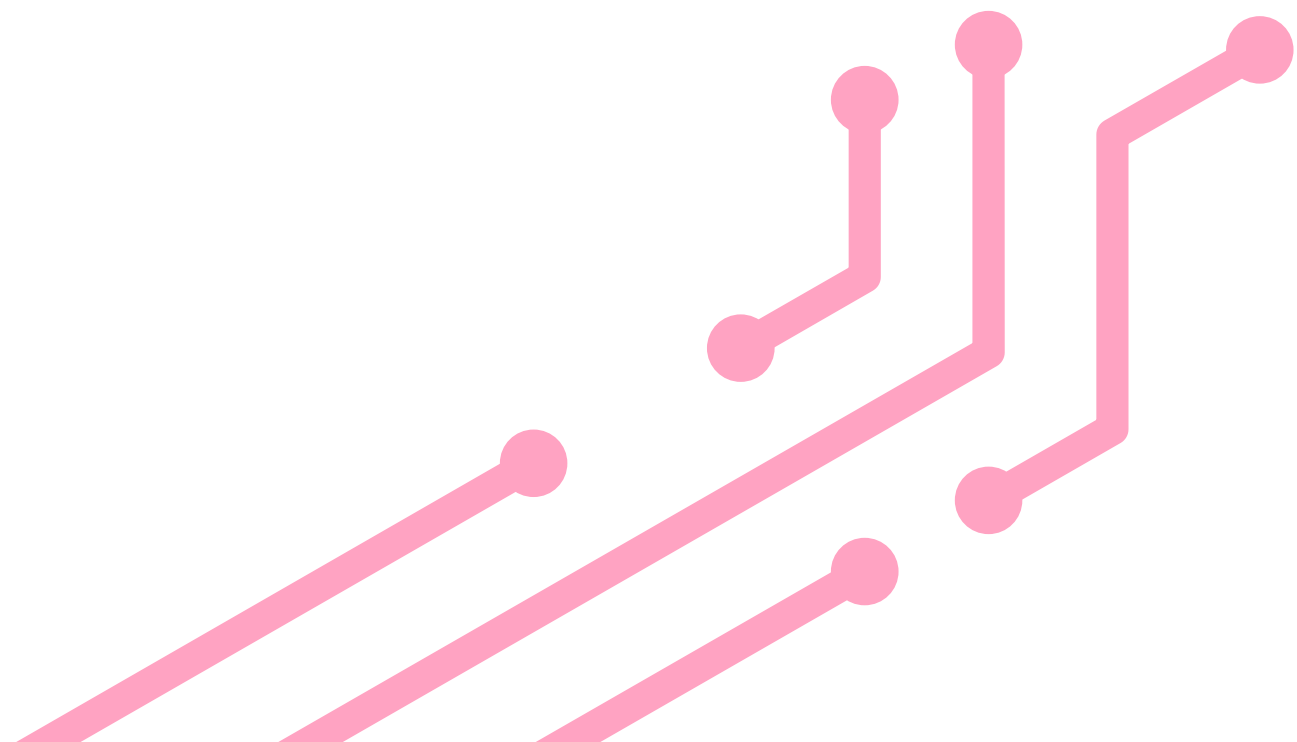
# How did we get here...Principles



# What has been guiding us

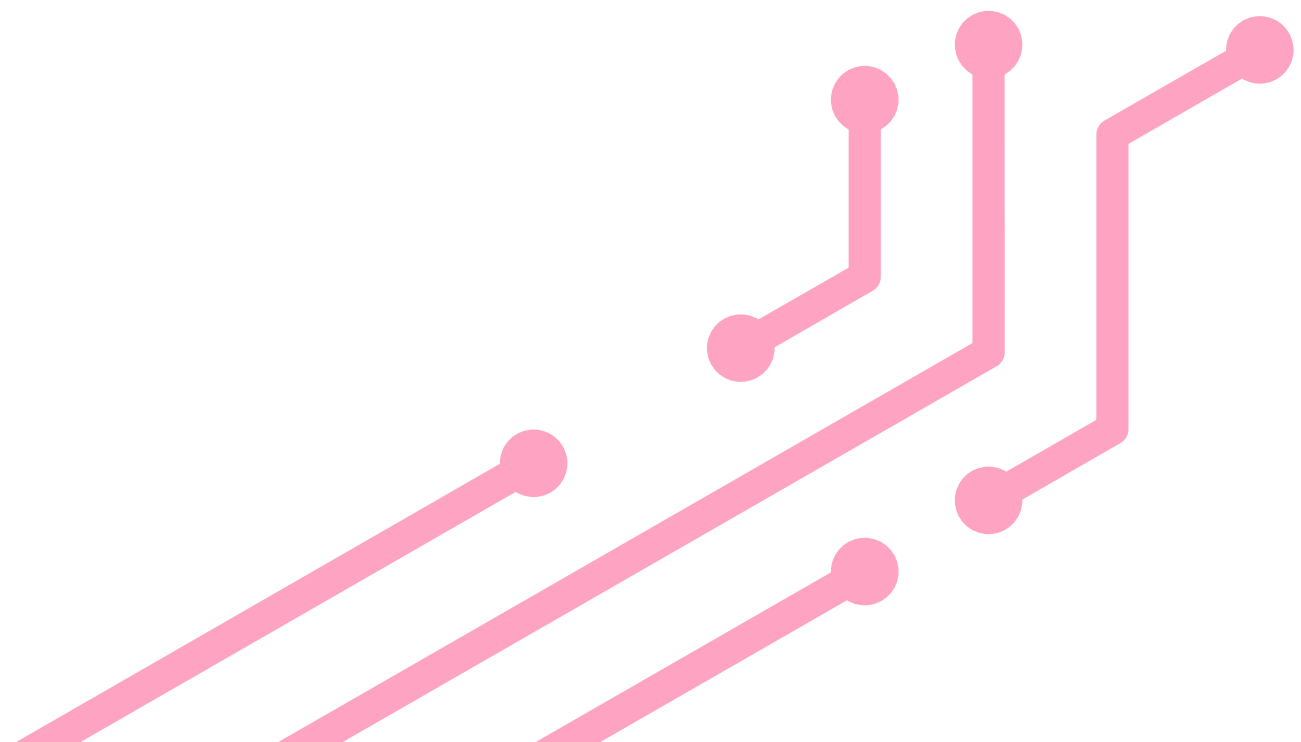


# How did we get here...Initial Plan





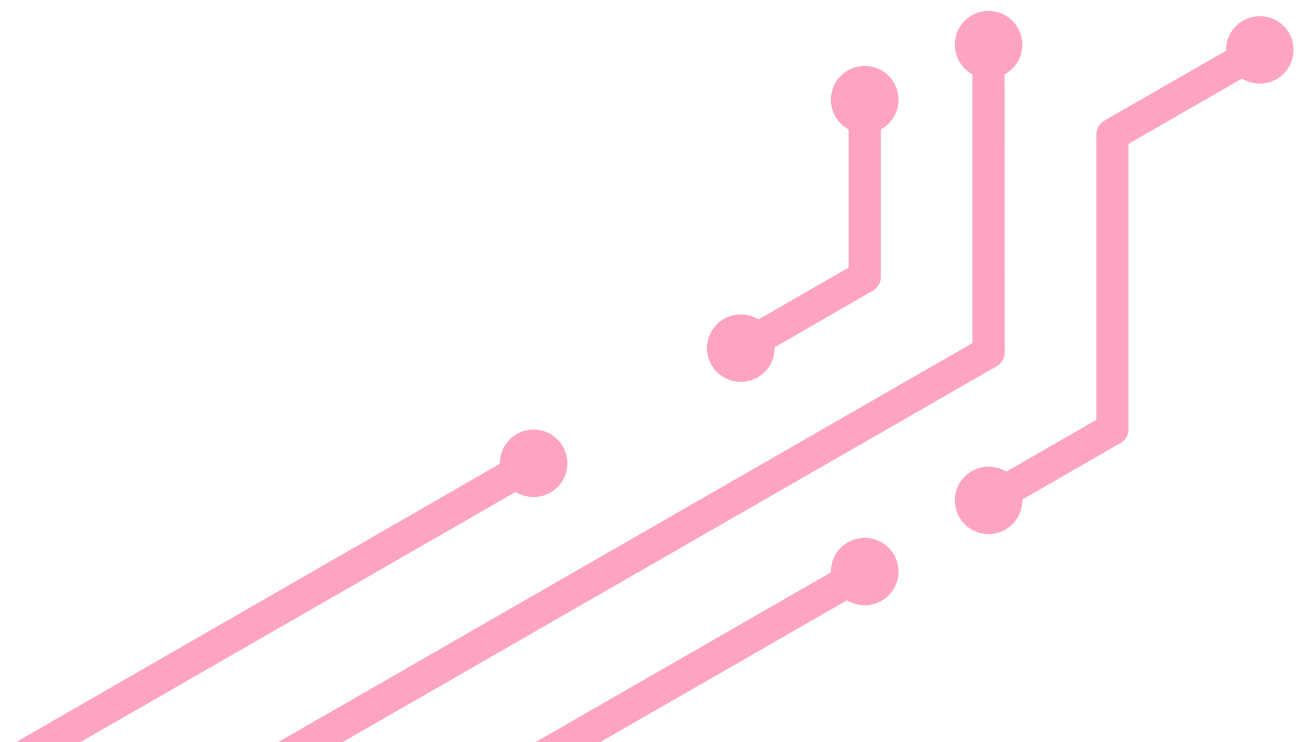
# How did we get here...tender



# CLE Tender, Contract award, Implementation, Realisation

- CLE Evaluation panel reviewed the pro's and con's of suppliers in more detail following supplier demonstrations (and scoring of written responses)
- We had a total of **320** staff and students undertake usability testing
- November 2023 Contract awarded to Canvas by Instructure
- Ambidextrous governance structure developed:
  - i. CLE Implementation phase (Jan 2024 – Jan 2025 governance structure) – sub-groups reviewed and progressed key implementation phase activities and decisions– leading to release 1, identification of needs for release 2/3 and data migration.
  - ii. CLE Realisation phase (Feb 2025- present governance structure) – continue to support colleagues and students and ensure they are fully informed about the changes taking place across the University. Undertake activities required to design, deliver, review and approve decisions regarding all aspects of the technology and pedagogical infrastructure and associated changes in processes.
- All governance informed by review recommendations, requirements and underpinned by identified principles.

# How did we get here... Refined scope and plan post tender



In Scope for 2025

All existing <u>used</u> and compatible LTI's within Blackboard Learn	Replace MLE-CI either with Canvas or equivalent solution	QA course content pre go-live	Procure and implement BB Ally
Setting template standards	Development and delivery of training programme for all users	Configure authentication	Rationalisation of functionality and apps
Review and define term/year rollover process	Define roles and responsibilities (e.g. between ITS & Faculties)	Agree parameters for Canvas Commons (i.e. what is shared in there by default)	Integrate MS Teams with Canvas
Review institution structure	Define UoM support processes (including mobile app)	Set up reporting within Canvas	Functionally test the system pre go-live
Review RBAC model and propose solution for UoM	Define supplier management processes	Training catalogue and associated courses	All courses currently on Blackboard Learn
Determine the data migration strategy	Build integrations to supply the data Canvas needs and ensure we replicate any existing functionality (but not format)	Accessibility statement and associated processes for reporting issues	Performance testing
Migrate data	Configuring Impact on BB	Configure system features (toggle on/off)	Agree and implement branding standards
Determine the archiving strategy	Agree Tier 1 support interfacing with UoM	Set up monitoring	External users who use BB now
Archive data		Catalog	Canvas Studio
Configuring Impact			

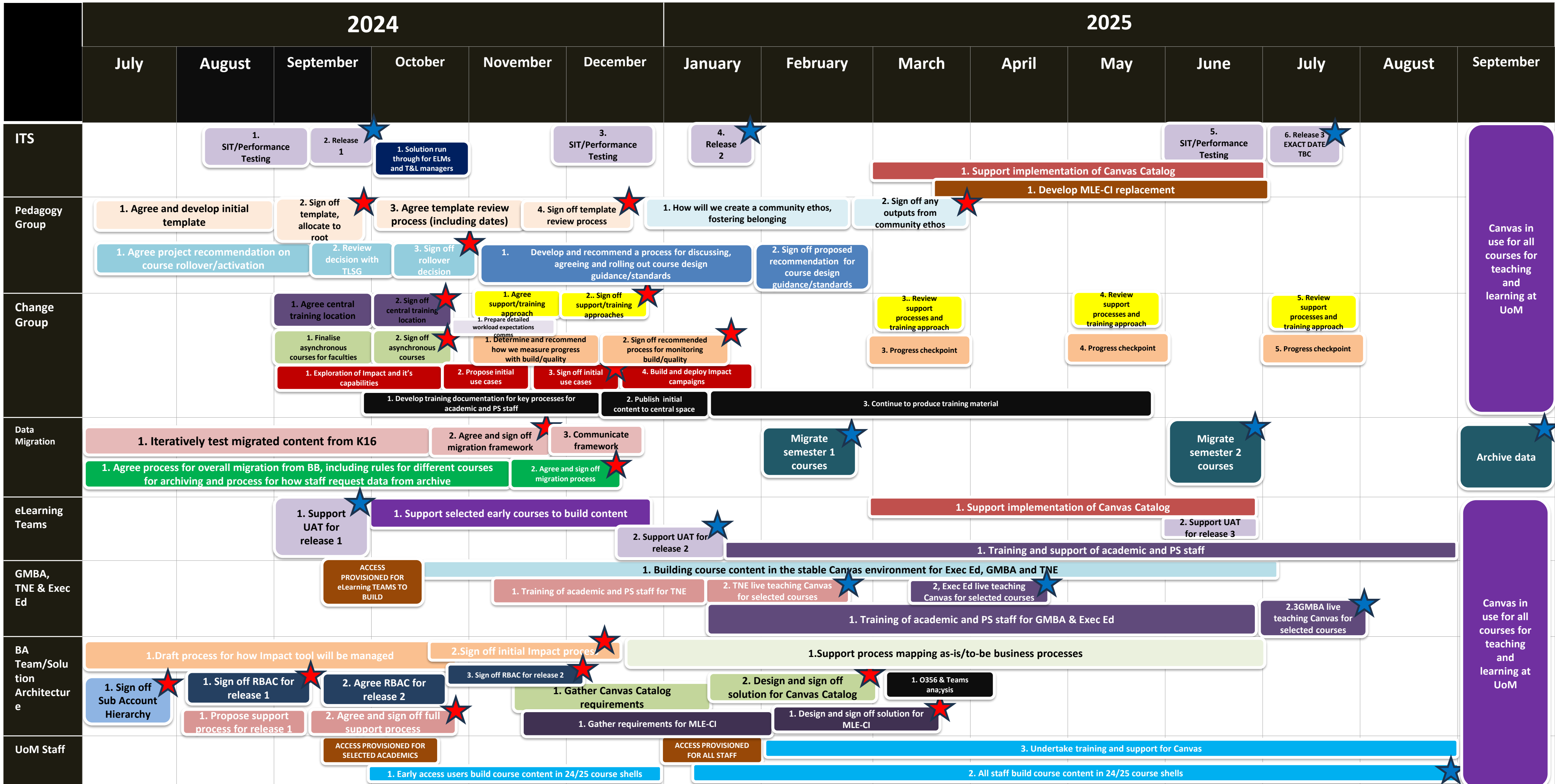
Beyond September 2025 (TBC)

Transitioning 1Med functionality into Canvas	eLearning developing LTI's
Video portal	Credentials
Enhancement to Canvas Catalog beyond current TDM functionality	Impact integration with ServiceNow
Bi-directional messages from Canvas to Campus Solutions	Secure video storage
AI	External users who don't use BB now
AMBS Canvas Instance	SLATE integration for course info

Out of Scope

Wider Canvas API Access for the organisation

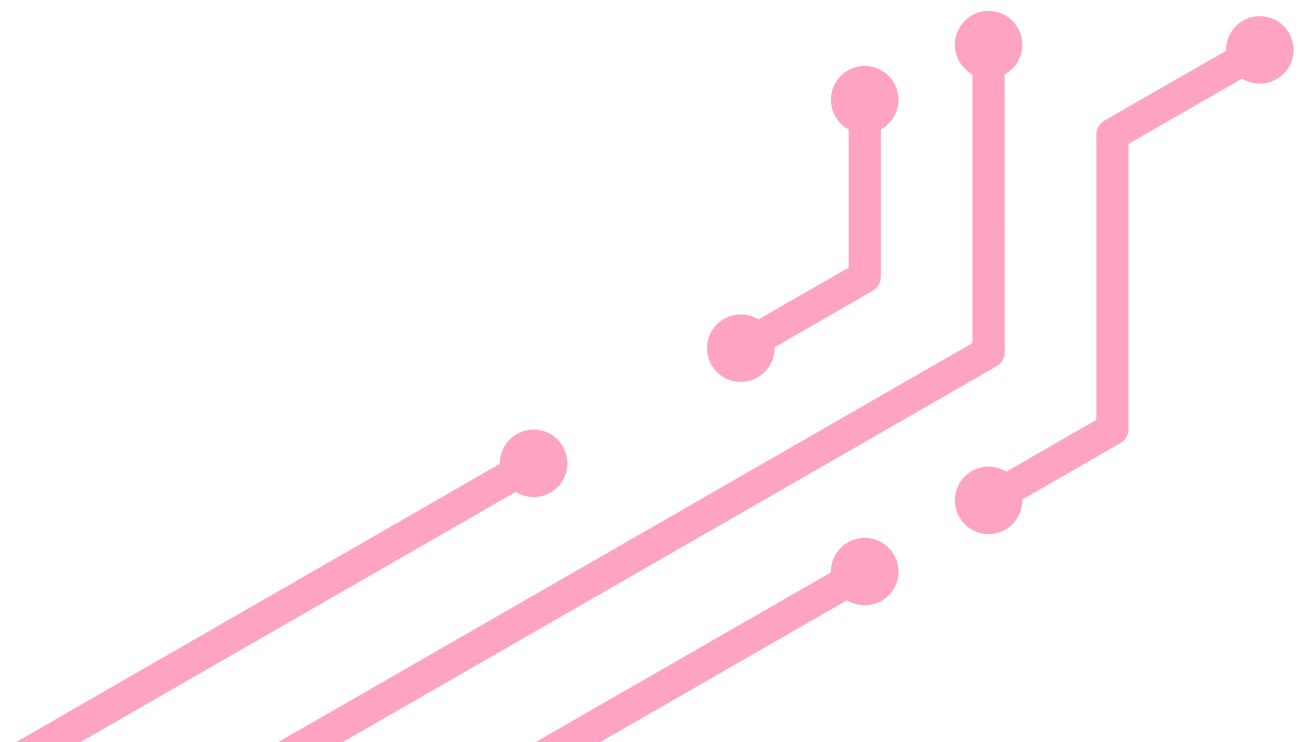
- Blue - Completed
- Green – On track
- Amber – At risk
- Red – Issues impacting delivery
- Grey – Not started



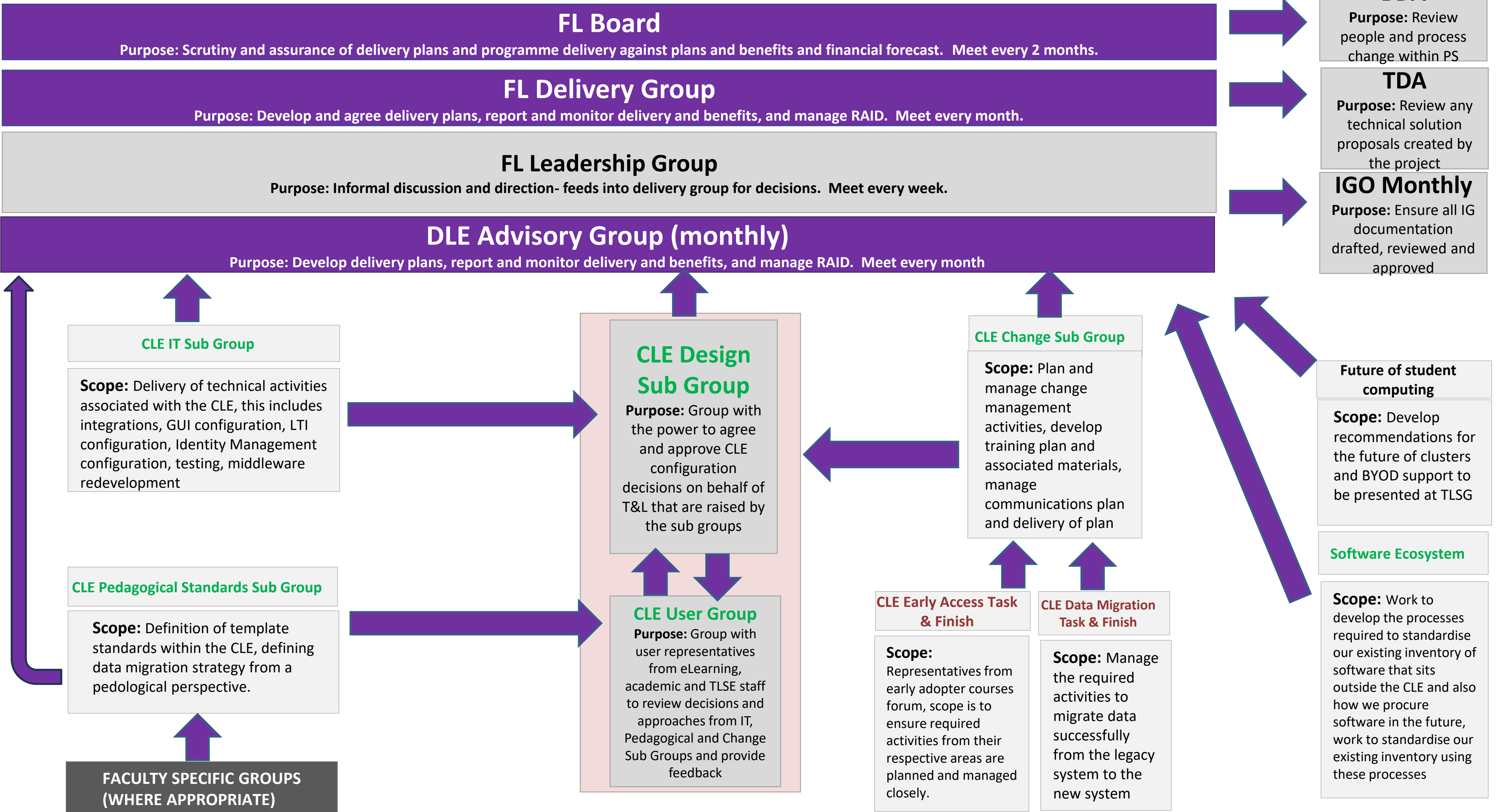
Canvas in use for all courses for teaching and learning at UoM

Canvas in use for all courses for teaching and learning at UoM

# How did we get here...Governance



# Technology Implementation Governance (Jan 24 – Jan 25)



# Updated Technology Realisation Governance (Feb 25)

## FL Board

**Purpose:** Scrutiny and assurance of delivery plans and programme delivery against plans and benefits and financial forecast. Meet every 2 months.

## FL Delivery Group

**Purpose:** Develop and agree delivery plans, report and monitor delivery and benefits, and manage RAID. Meet every month.

## FL Leadership Group

**Purpose:** Informal discussion and direction- feeds into delivery group for decisions. Meet every week.  
Determine future Pilots and which workstream is responsible for delivery and assign a lead.

## 5. DLE Advisory Group (monthly)

**Purpose:** Provide a programme status update on previous month inclusive of Quarterly Timeline. Obtain collective Decisions and Sign off, supporting material will be provided and any decision made are suitable across the University. Ensure we have representation of each business area to support the above. To understand priorities across each Business area to help manage any conflict. Obtain support to help manage and resolve global programme issues.

**Output:** Communication readiness. Decisions and sign off

**Membership:** Decision Owners & Project Delivery (membership to be agreed with local areas)

## 4. CLE Realisation Group – Fortnightly

**Purpose:** Update on previous 2 weeks, Priorities for the next 2 weeks, clarity on requirements where conflict is present, alignment on information that is filtered down into business area's/Departments., alignment of Quarterly Timeline.

**Output:** Clear direction of work (everybody knows what they are doing and why). Clarity on requirements or any associated actions, communication readiness for monthly comms cycle

**Membership:** Project Delivery & Project Support (membership to be agreed with local areas)

## 3. CLE Priorities (TECH & PROJECT) - Weekly

**Purpose:** Run through Jira board of tasks mainly focused on VLE Team/BAs to pick up where people need support and track lower-level activities.

**Output:** Clear direction of work (everybody knows what they are doing and why), prioritised tasks. Updated Jira board with the above,.

**Membership:** Business Analysts, Project Team, Product, VLE Team, Architecture, Programme Assurance

## 2. CLE Solution Group – Fortnightly

**Purpose:** A forum to discuss lower-level design decisions and make changes where required. ELMs and ITS colleagues to make informed decisions before changes are implemented.

**Output:** Decisions on Canvas config, Technical Release communication.

**Membership:** Business Analysts, Project Team, Product, VLE Team, Architecture, Programme Assurance, eLearning Managers, Head of Digital Learning, Workstream Sponsor

## 1. Project Delivery – Weekly (with a once a month focus on Change Office)

**Purpose:** Alignment across workstreams, from planning through to communication. Collective addressing issues, proposing ideas, and solving problems. Translation of strategy into actions and agreement of who will do what and when. Review of the previous meeting and actions, challenging the way of working. Review of Quarterly Timeline.

**Output:** Clear direction of work (everybody knows what they are doing and why), prioritised tasks. Updated Jira board with the above,.

**Membership:** Caroline Bowsher, Chris Cookson, Evelin Piel, Kapil Pate, Ona Meaby, Andrew Cavers, Rob Webb with Abbie Crawford, David Hubbard and Gemma Kelly attending monthly

As required

### BDA

**Purpose:** Review people and process change within PS

### TDA

**Purpose:** Review any technical solution proposals created by the project

### IGO

**Purpose:** Ensure all IG documentation drafted, reviewed and approved

### User Group

**Purpose:** Review any project decisions/outputs that require wider consultation/input

## 6. Software Ecosystem

**Scope:** Work to develop the processes required to standardise our existing inventory of software that sits outside the CLE and also how we procure software in the future, work to standardise our existing inventory using these processes

## 7. Future of Student Computing

**Scope:** Work to develop the processes required to standardise our existing inventory of software that sits outside the CLE and also how we procure software in the future, work to standardise our existing inventory using these processes

Enabling working groups

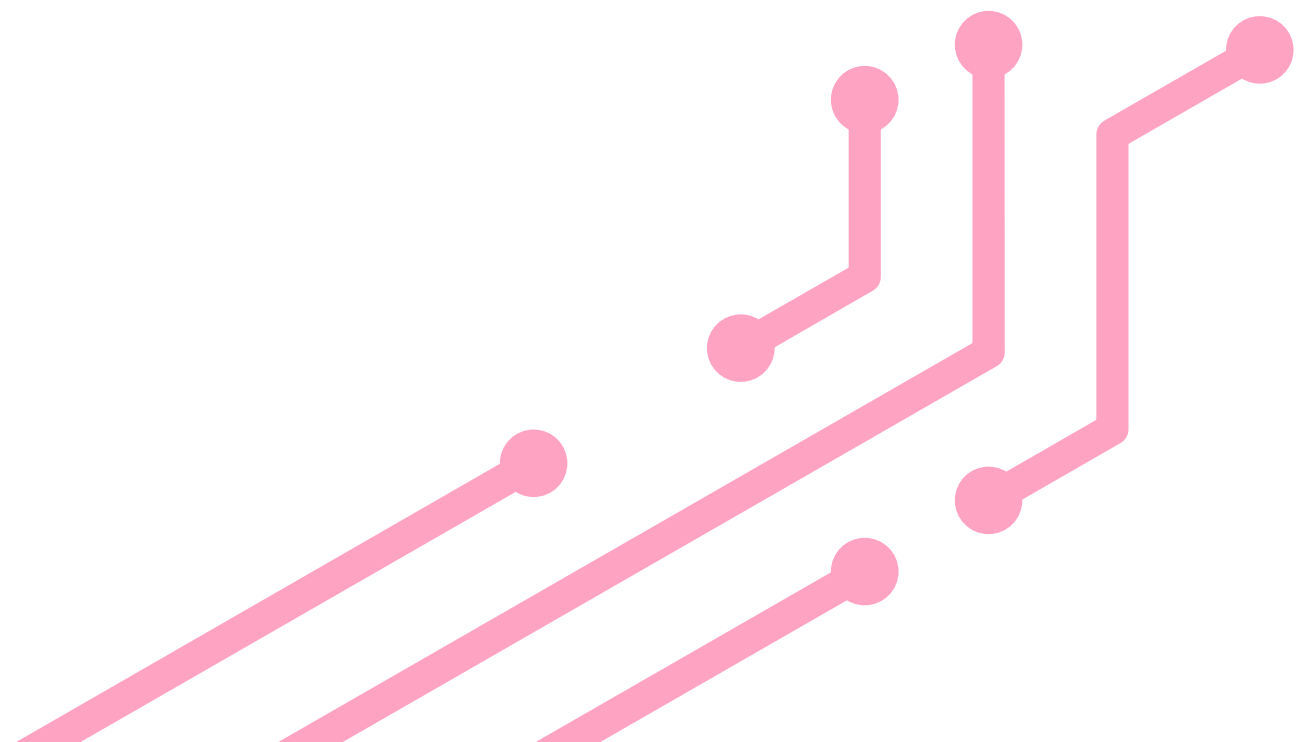
### Training

**Purpose:** Prioritise & develop central training, share ideas and create community

### Data Migration

**Purpose:** Support migration process

# How did we get here...pre-mortem



# Pre-mortem Nov 2023

- Following award and announcement of contract to Instructure we ran a session with colleagues who had been involved in review/tender/procurement process and other key stakeholders who would be involved in the delivery of Canvas.
- We asked them to imagine it was September 2025 and Canvas was about to go-live, what could they envisage going wrong based on their concerns at the time of the session.
- The below are the results of the session:

Identify potential issues that could impact on the implementation of the CLE  
98 responses



Rank concerned based on most (1) to least severe (12)

1st	Integrations
2nd	Time/delivering on time/capacity
3rd	Pedagogical standards
4th	Engagement/Comms
5th	Data migration
6th	Governance
7th	Accessibility
8th	Testing
9th	Early Access experience
10th	User experience
11th	Duplication of effort
12th	More than a file repository



## 1. Integrations:

### Background

Historically, UoM had a challenging integration landscape.

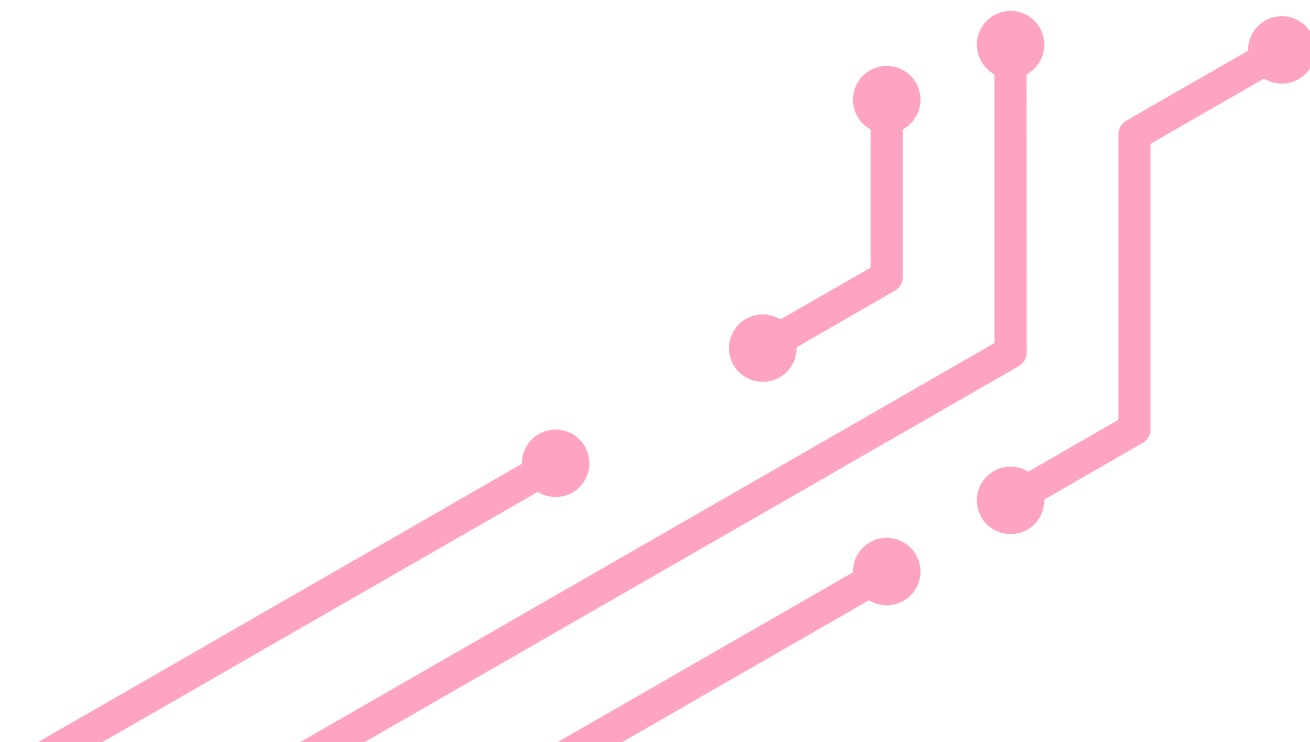
There was very little documentation around existing integrations including what systems were sending data, what actual data was being provided and which systems were then consuming it.

The previous integration set up was a blocker to making improvement to Blackboard for fear of something breaking if any changes were made.

There was also issues related to the quality of the data we hold at UoM.

### July 2025 Update

- We have developed integrations for Canvas with the intention that these will all be, eventually, hosted on Boomi (the University's new integration platform);
- These will be well documented to support any future changes or additional uses;
- Part of the reason this has been successful is because the approach taken is one of iterative developments and releasing updates.



Key:

**BASIC**

Basic solution provisioned with critical needs and current use cases met

**BETTER**

Improved design addressing gaps or load frequency with critical business needs met

**BEST**

Business Needs Met

**BEST**

Business & ITS Needs Met

	Release 1	Release 2	Release 3	Later
ResourceLink Staff	<b>BETTER</b> Done		<b>BEST</b> Done <i>Business Needs Met</i>	<b>BEST</b>
Campus Solutions Classes & Sections	<b>BASIC</b> Done <i>Critical Needs Met</i>	<b>BETTER</b> Done	<b>BEST</b> Done <i>Business Needs Met</i>	<b>BEST</b>
Campus Solutions Staff Enrolments	<b>BASIC</b> Done <i>Critical Needs Met</i>	<b>BETTER</b> Done	<b>BEST</b> Done <i>Business Needs Met</i>	<b>BEST</b>
Campus Solutions Student Users		<b>BASIC</b> Done <i>Critical Needs Met</i>	<b>BEST</b> In-flight	
Campus Solution Student Enrolments		<b>BASIC</b> Done <i>Critical Needs Met</i>	<b>BEST</b> Planning	
Oracle CRM Staff	<b>BASIC</b> Done <i>Critical Needs Met</i>		<b>BEST</b> In-flight <i>Business Needs Met</i>	<b>BEST</b>
CLE-CI Configurable Student Association Enrolments			<b>BASIC</b> In-flight <i>Critical Needs Met</i>	<b>BEST</b>
Blackboard Decommission				<b>TECHNICAL DECOMM</b>

# Canvas System Integrations...

**ORACLE**  
PEOPLESOFT  
CAMPUS SOLUTIONS

**ResourceLink**  
Global

**ORACLE**  
CRM

- Classes & Sections**  
- 6.15pm Daily
- Student Users**  
- 8pm Daily
- Staff Enrolments**  
- 7pm Daily
- Student Enrolments**  
- 9pm Daily

**Internal UoM Staff**  
- Daily every 15mins

**External Staff**  
- To be: Daily overnight from Sep-25



# Installed LTIs...

**point solutions**

**MATLAB**

**peerScholar**

**canvas Ally**

**CADMUS**

**in Learning**

**WileyPLUS**

**möbius**

**piazza**

**connect**

**Kortext**

**softChalk CLOUD**  
Create, manage and share rich online learning content.

**Vital Source**

**H5P**

**PebblePad**

**LearnSci**

**TheReadingList**

**buddycheck**

**Pearson**

**h. hypothes.is**

**gradescope**

**PointSolutions**  
Microsoft CollaborationAppsServices

## 2. Delivering on time/capacity:

### Background

The general feeling was that we had already started the CLE project too late and time would be constrained for both technical and teams within T&L;

Capacity of teams within the organisation was already seen as limited in September 2023, especially when already dealing with the fallout post SEP of the implemented changes.

There was a view that due to limited time/capacity anything delivered would be sub-standard.

### July 2025 Update

- Following a replan, after 2-3 months of uncertainty around the original plan being agreed, in early 2024, we took an approach to utilise key stakeholders expertise and knowledge to design our Solution in a pragmatic way – rather than a classic and strict Waterfall approach;
- This involved working closely with all areas of the University to try to come to agreements on decisions that work for all areas;
- We have met the milestone dates on the rebaselined plan, as well as also being flexible in taking feedback from key stakeholders on an ongoing basis and 'tweaking' the Solution as we progressed through;
- This feedback was also considered on our change approaches enabling the project to try to dovetail with local plans;
- A good example of the pragmatic approach was the work done on Roles & Permissions which was a particularly challenging area to tackle.

# Common Concerns about Roles & Permissions

Will stakeholders from across the university be consulted?

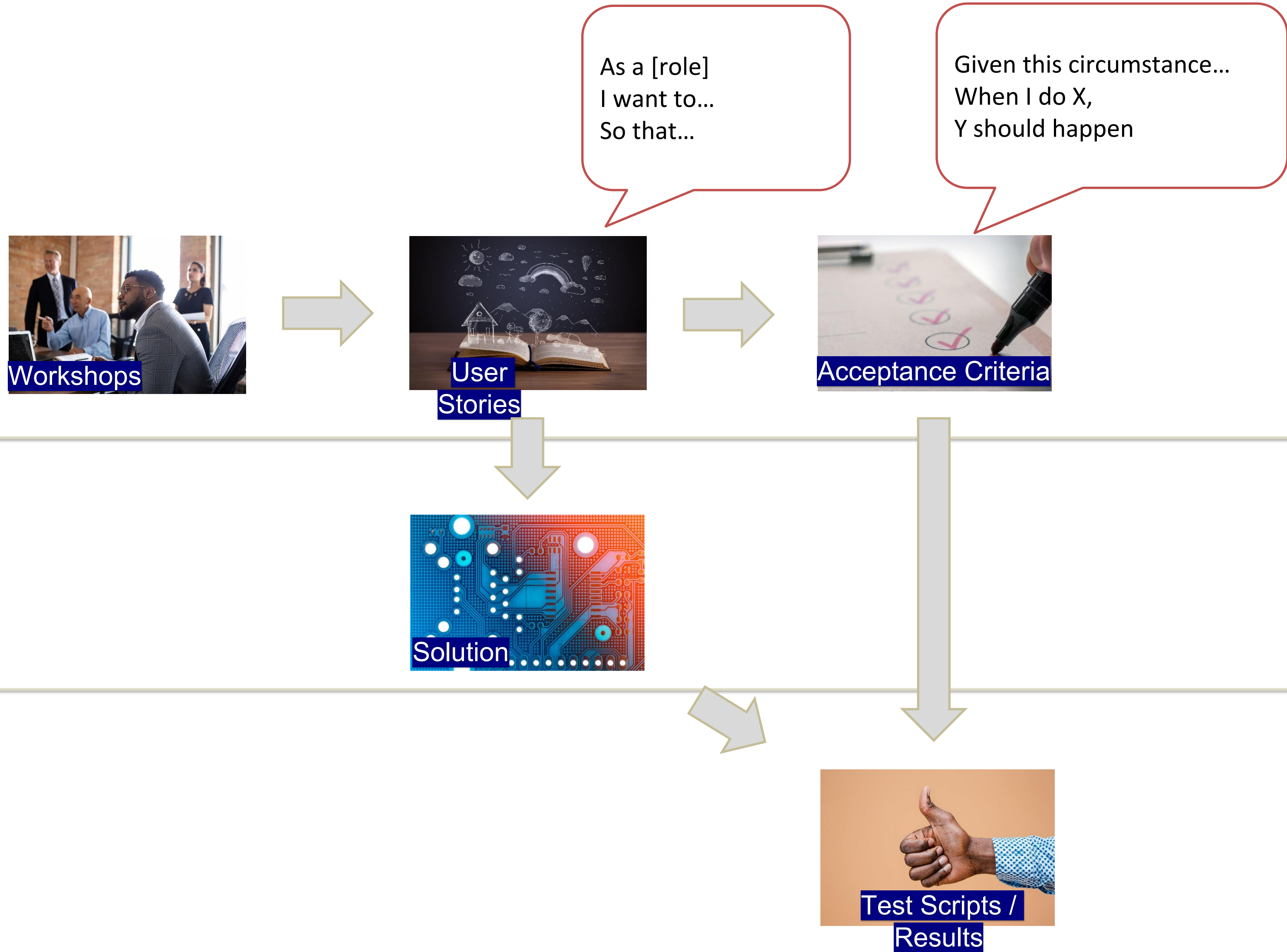
How will we know whether a requirement has been met by the solution?

Will their requirements be documented?

Can we have confidence in the solution?

Will requirements be traceable? How will we know where they came from and how they relate to the solution?

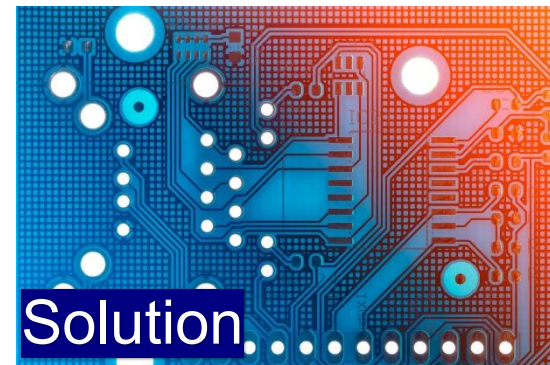
# What we did



Business Analysts



Solution Architect  
VLE



Test Team



# Requirements Traceability



Source

- Where did the requirement come from?
- Who asked for it?
- When?



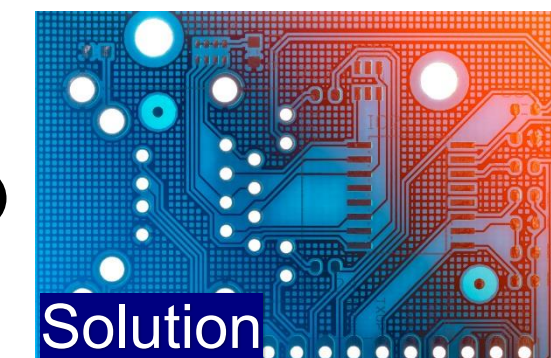
User Stories

- What is the requirement?
- Who needs it?
- Why?



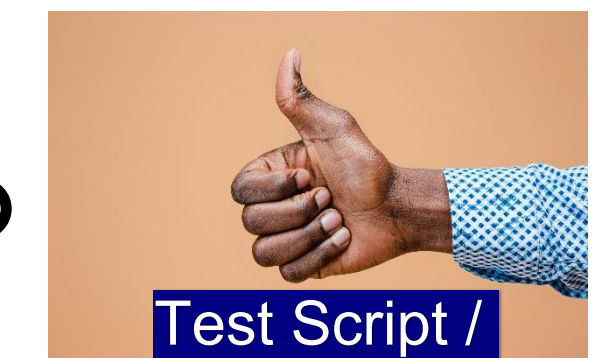
Acceptance Criteria

- How will we know whether it has been met?
- What are the criteria for success?



Solution

- What is the solution?  
(specific role / permission configuration)



Test Script / Results

- Was it tested?
- Can we be confident in the solution?

## 3. Pedagogical Standards:

### Background

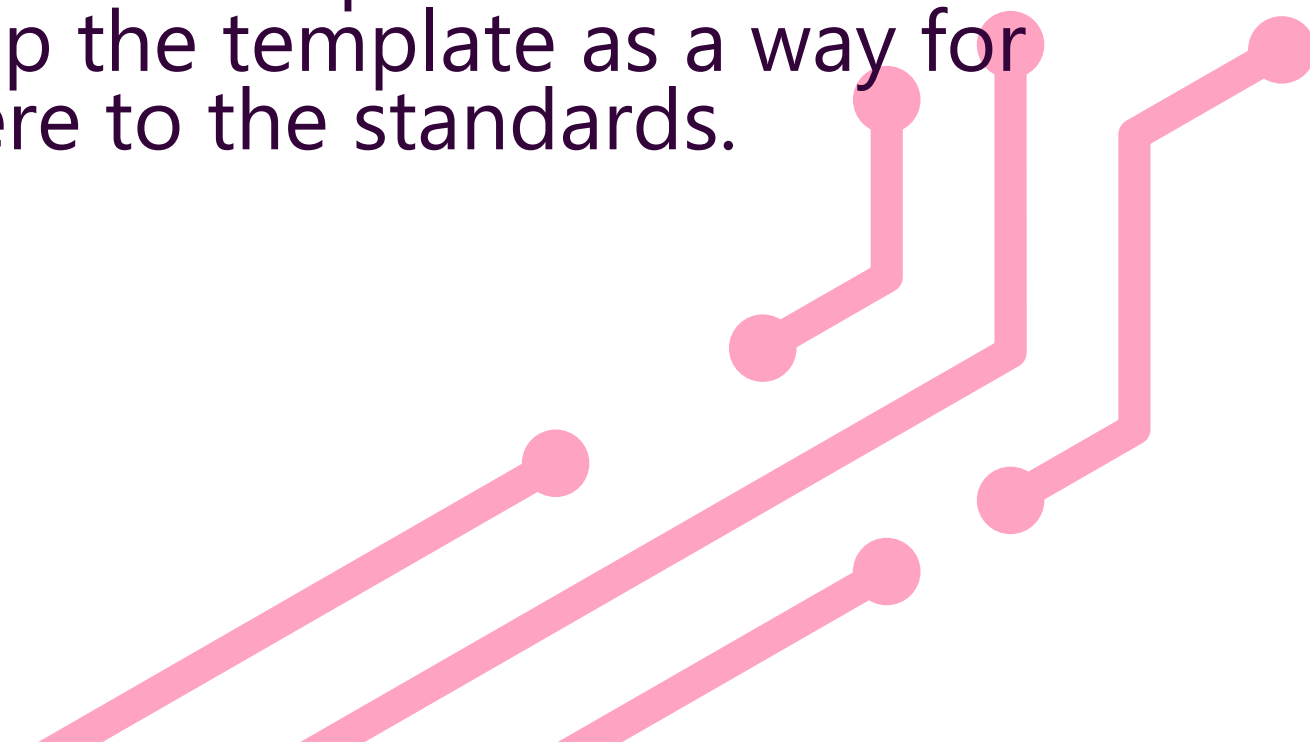
Due to the time constraints and lack of any structures to support implementation, there was a concern we wouldn't be able to implement any pedagogical standards.

UoM had never had enforceable standards for course design and build before, and there was no agreed minimum standards for how courses should be built to promote consistency.

There were concerns that this was a massive opportunity to implement some standards and if not addressed it would be an opportunity missed.

### July 2025 Update

- The Pedagogy sub group, co-chaired with the SU Education Officers, came together to determine standards that linked with the projects principles, supported the NSS action plan and drew on the experience of members of what 'good' looks like;
- These were reviewed by TLSG and signed off by the Vice Deans for each Faculty;
- They are now available from within Canvas itself for staff to easily access;
- The Pedagogical standards provided the platform to develop the template as a way for staff to easily adhere to the standards.





# Reflections....what are you proud of as part of your involvement within the implementation of Canvas?

Creation of Pedagogical standards

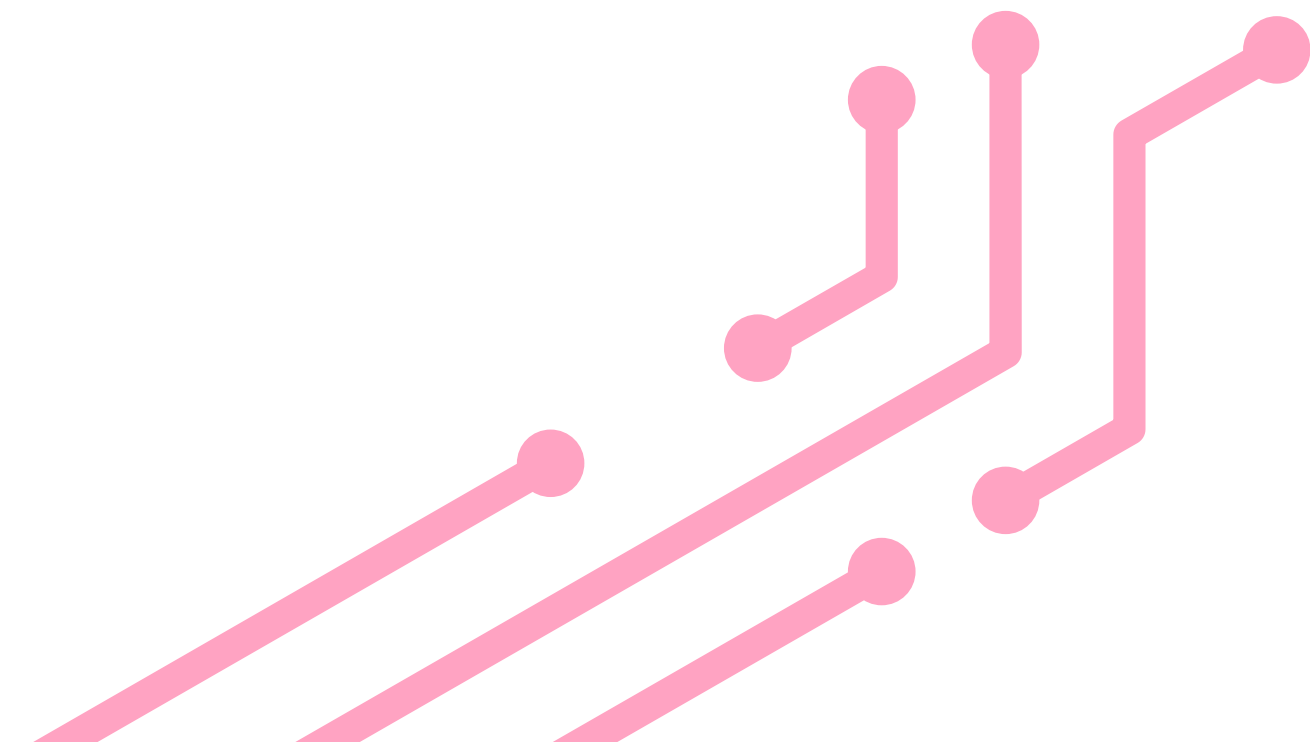
Being reactive to feedback

Tackling things collaboratively with input from all areas of the University

Seeing Faculties take the lead on the change for their areas

Overcoming multiple barriers/large tasks

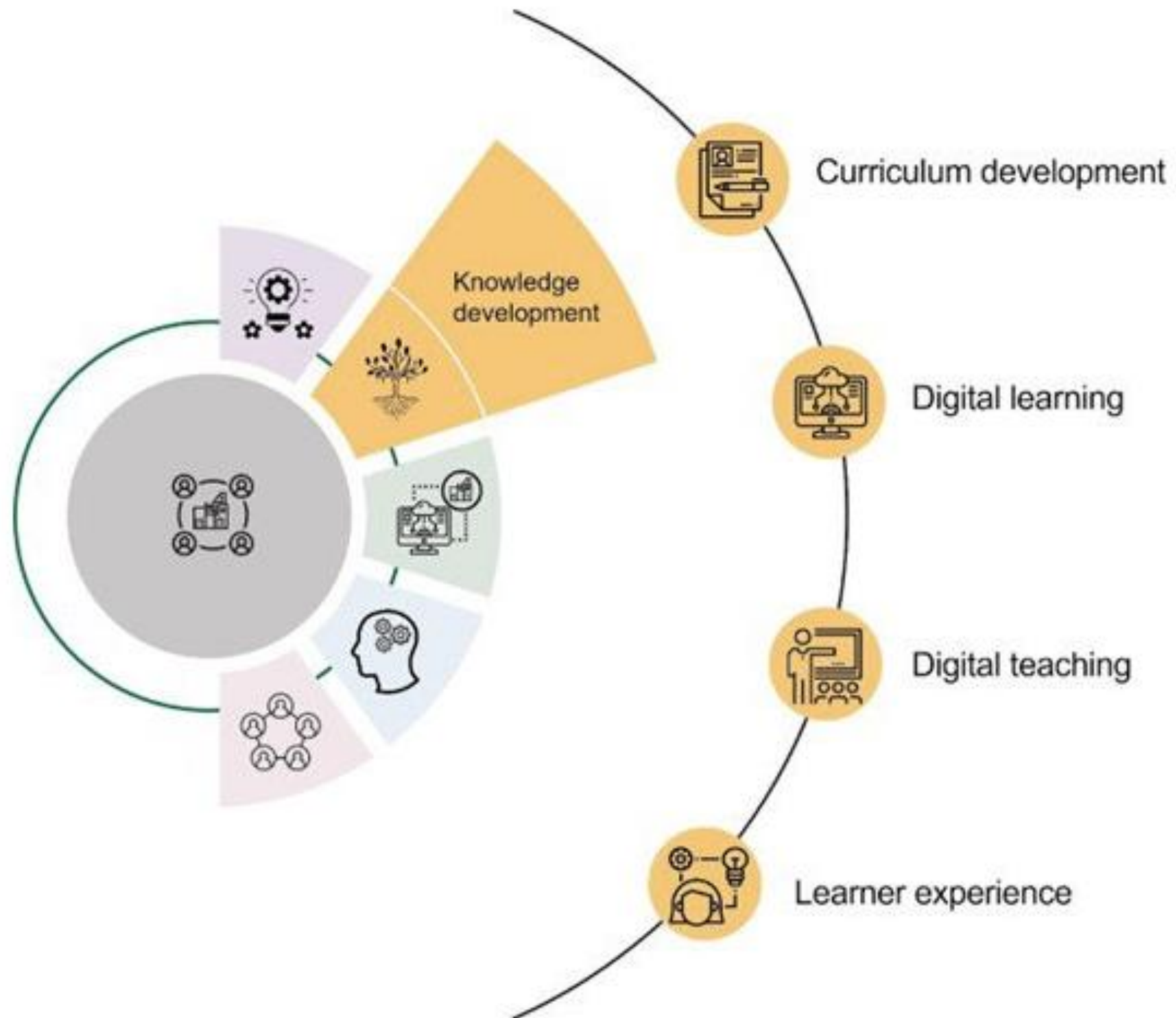
Making decisions that aren't just 'the easy' option but trying to align to our principles



# How did we get here...Jisc digital transformation maturity model (workshop July 2024)?



# Where are we now?



Caroline Bowsher + 3 • 26d

### CLE Change Sub-Group

For each of the statements below capture areas you think we demonstrate evidence of: Emerging to established (green post it); Established to enhanced (yellow post it); Enhanced to mature (red post it).

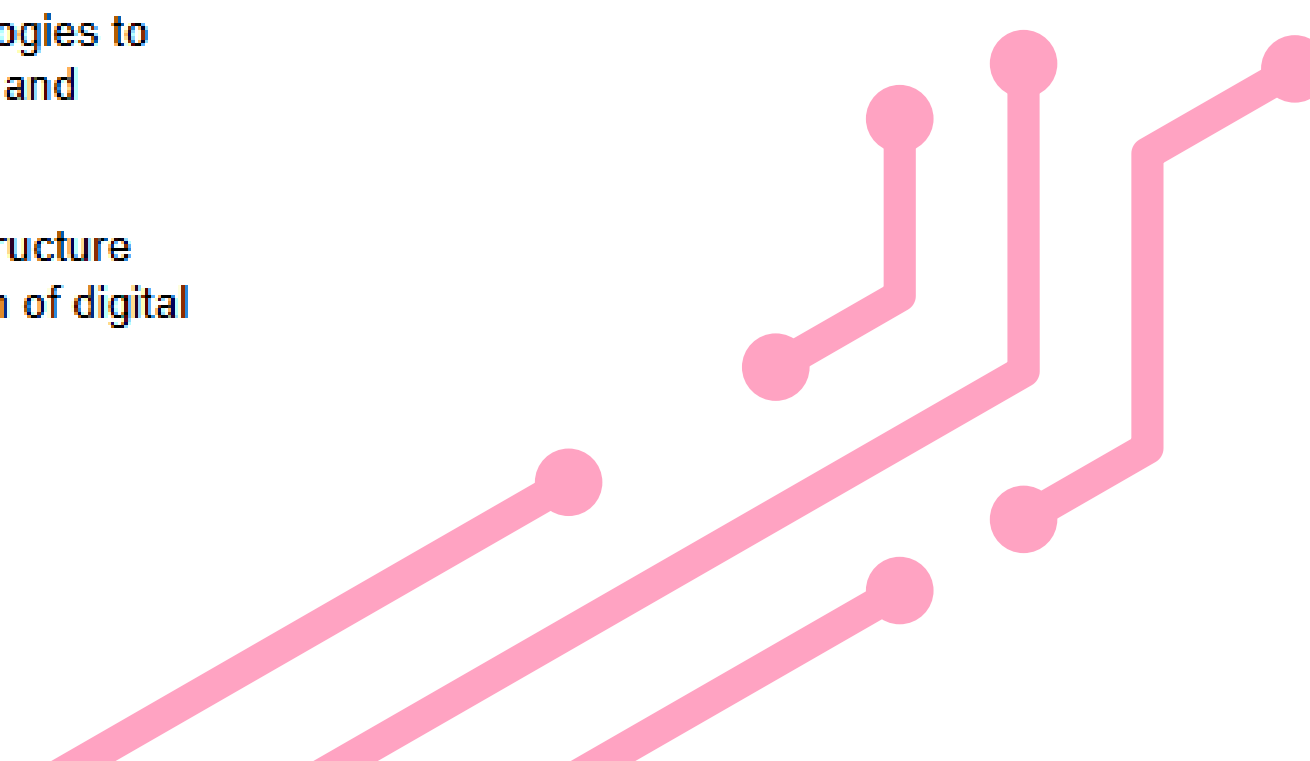
48. Identify and recognise how the variety of L experience can inform developments	54. Information management skills and expertise	69. Strategic approach to digital communication	Next steps for where do we want to be and what do we need to do to get there?
enhanced to mature student involvement high student needs recognised	very different for staff and students students maturity level much higher than staff skills levels vary a lot	established to enhanced gap between leadership and the rest of the staff there is interest in data but sometimes focus on data doesn't feel appropriate or some information feels to be lost	workload- recognise training in the workload, give space for staff to develop their skills increase resources identify the longer vision where do we want to get to- investing in the longer vision



## Important areas identified as key towards next steps to Maturity include:

- Vision(s)
- Training
- Comms

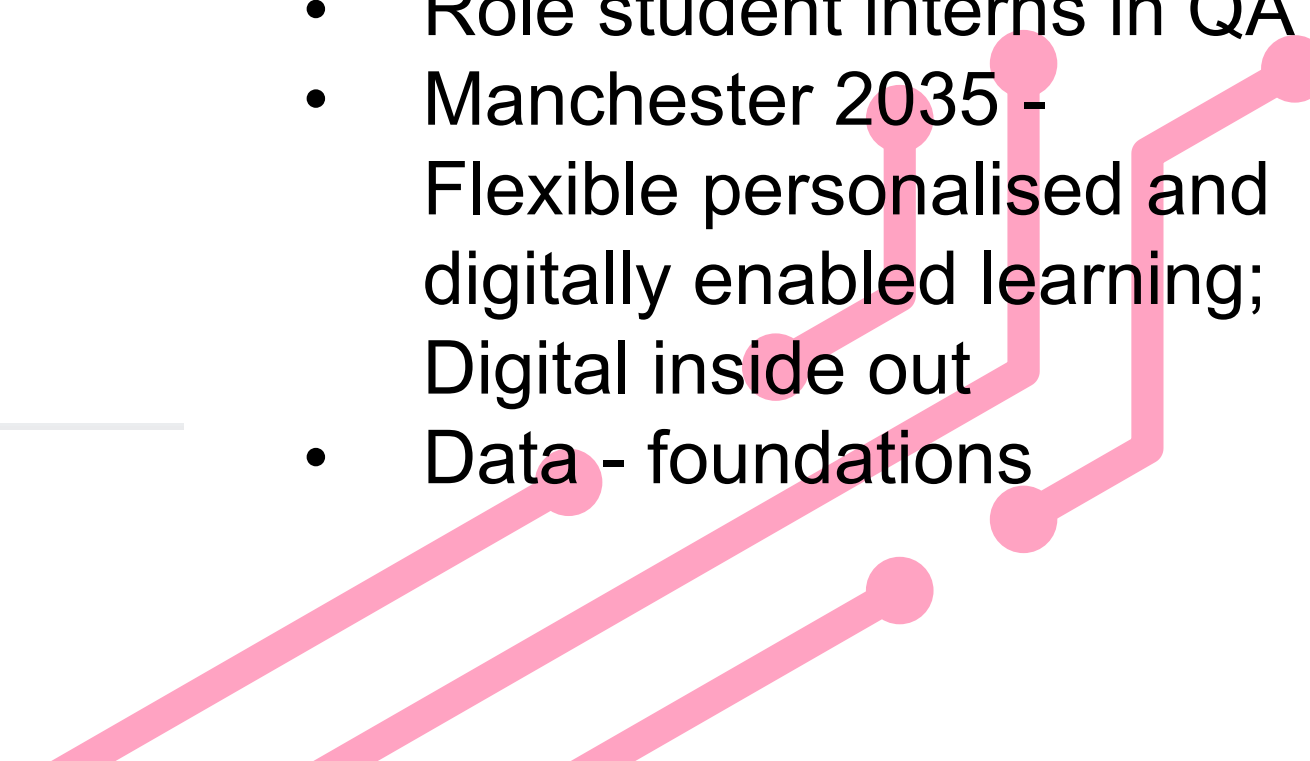
Framework area	Click text to select maturity level and progress for each area	Emerging to established	Established to enhanced	Enhanced to mature
<p><b>28 Strategic approach to digital learning teaching and assessment</b></p> <p>Learning teaching and assessment strategy</p> <p>Digital strategy</p> <p>Curriculum design</p> <p>Learning design</p> <p>Curriculum</p>	<p>Established to enhanced</p> <p>Not started/planned</p>	<p>The organisation has plans to develop a strategic approach to digital learning, teaching and assessment to align with organisational values and visions (eg equity, diversity and inclusion [EDI], environmental sustainability) and with other organisational strategies.</p> <p>A range of external curriculum frameworks/models, and design principles are being reviewed to identify the most appropriate approach/es for the organisation.</p> <p>Digital learning and teaching <u>is</u> incorporated to varying degrees in most courses to help meet learning outcomes where appropriate. The</p>	<p>A cohesive digital learning, teaching and assessment strategy has been developed (or embedded into existing LTA strategies) with input from faculty, students and wider departments. The strategy aligns with overall organisational values, goals and objectives, with a focus on enhancing the quality and accessibility of learning experiences.</p> <p>There is a structured approach to the development and practice of digital teaching, learning and assessment across the organisation.</p> <p>Quality assurance and enhancement frameworks are regularly reviewed</p>	<p>The digital learning, teaching and assessment strategy is forward looking and adaptable, focused on continuous innovation and improvement.</p> <p>Innovative, pedagogically led approaches exist to design, validate and provide high-quality, flexible and blended learning experiences. Considerations around EDI, environmental sustainability, changing learner needs and expectations inform the ethical and appropriate use of technologies to support learning, teaching and assessment.</p> <p>Physical and digital infrastructure offers seamless integration of digital</p>



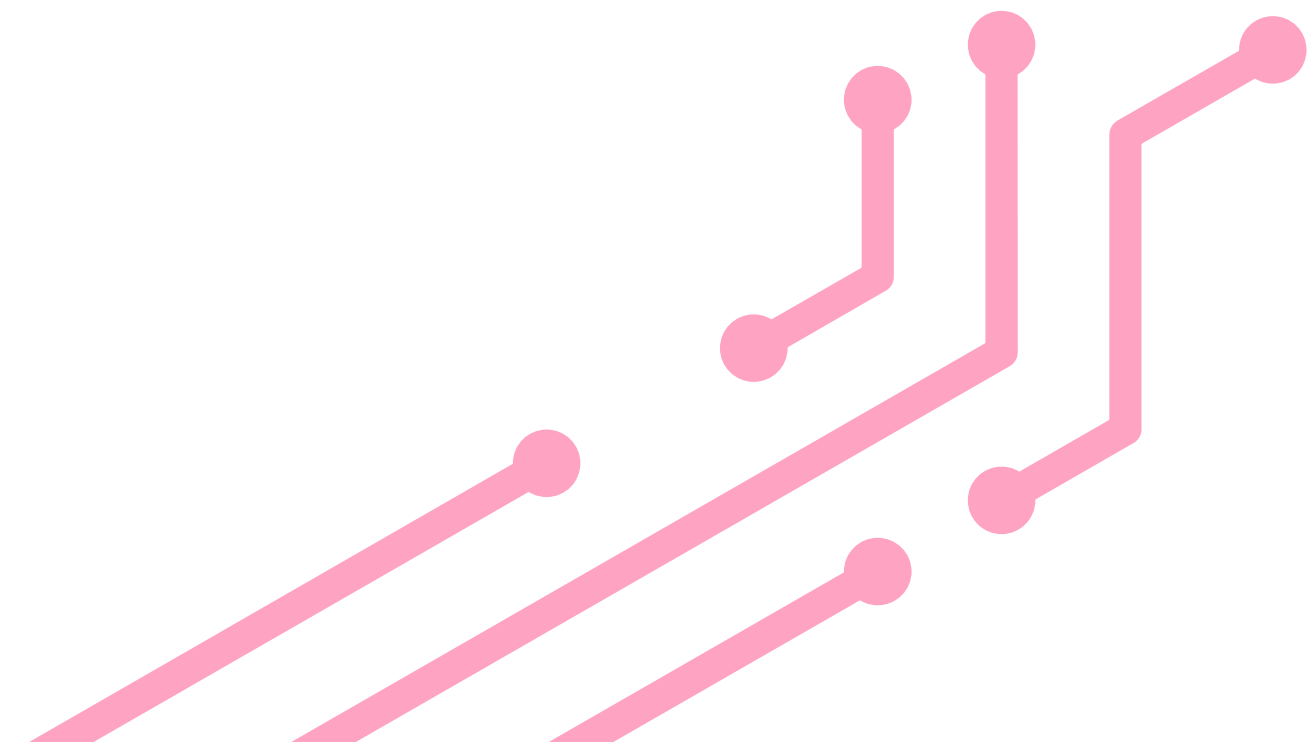
<p>frameworks</p> <p>Validation</p> <p>International activities</p>		<p>potential benefits and impact are not always measured or apparent to learners. Good practice occurs in pockets and is not always shared. Validation processes sometimes act as a block to innovation.</p> <p>Physical and digital infrastructure is in place to support digital learning, teaching and assessment, to ensure access to appropriate devices, power sources, secure connectivity, spaces and learning management systems.</p> <p>Not all faculty members are involved in the development and implementation of digital learning, teaching and assessment, with minimal training or support available. Digital support is available from external teams (eg IT, learning technology, centres of excellence in teaching and learning [CETLs], library).</p>	<p>and updated to reflect the changing needs and expectations around digital learning. Various stakeholders give input to this process to incorporate best practices, address emerging challenges and ensure alignment with relevant standards and regulations.</p> <p>Physical and digital infrastructure supports a wider range of digital learning tools, spaces and platforms, including learning management systems, virtual classrooms, maker spaces, digital hubs and multimedia resources.</p> <p>A significant number of faculty members are involved in the development and implementation of digital learning, teaching and assessment, with ongoing training and support available to enhance their confidence and competencies. Learning technologists and librarians work alongside curriculum teams.</p>	<p>learning tools, spaces, platforms and content across all aspects of the learning experience. New technologies are used as appropriate to achieve pedagogic aims.</p> <p>Faculty members are confident and proficient in digital learning, teaching and assessment and actively contribute to the development and improvement of digital learning strategies, tools and practices. Cross-team working ensures that curriculum development is informed by expertise from different departments (learning technologists, librarians, educational developers, careers, etc), students and sometimes from other faculties.</p>
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## Opportunities to move towards Mature:

- FLP strategy
- CLE implementation
- Pedagogical standards in place to inform Canvas template and annual reviews/updates proposed aligning with wider TLSE strategic developments.
- Digital skills included in stds
- Role student interns in QA
- Manchester 2035 - Flexible personalised and digitally enabled learning; Digital inside out
- Data - foundations



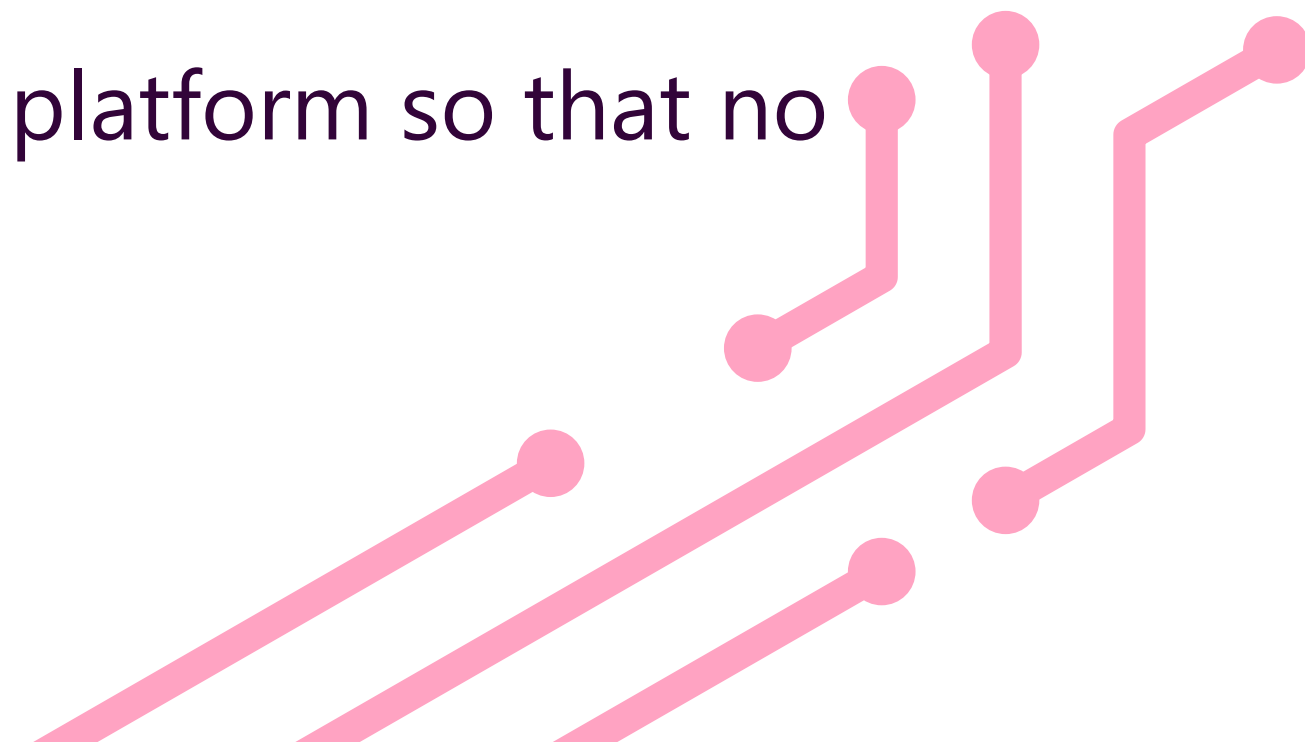
# Future...what do we know that still needs to be agreed/delivered post September 25



# Future....what do we know that still needs to be agreed/delivered post September 25

We are currently defining:

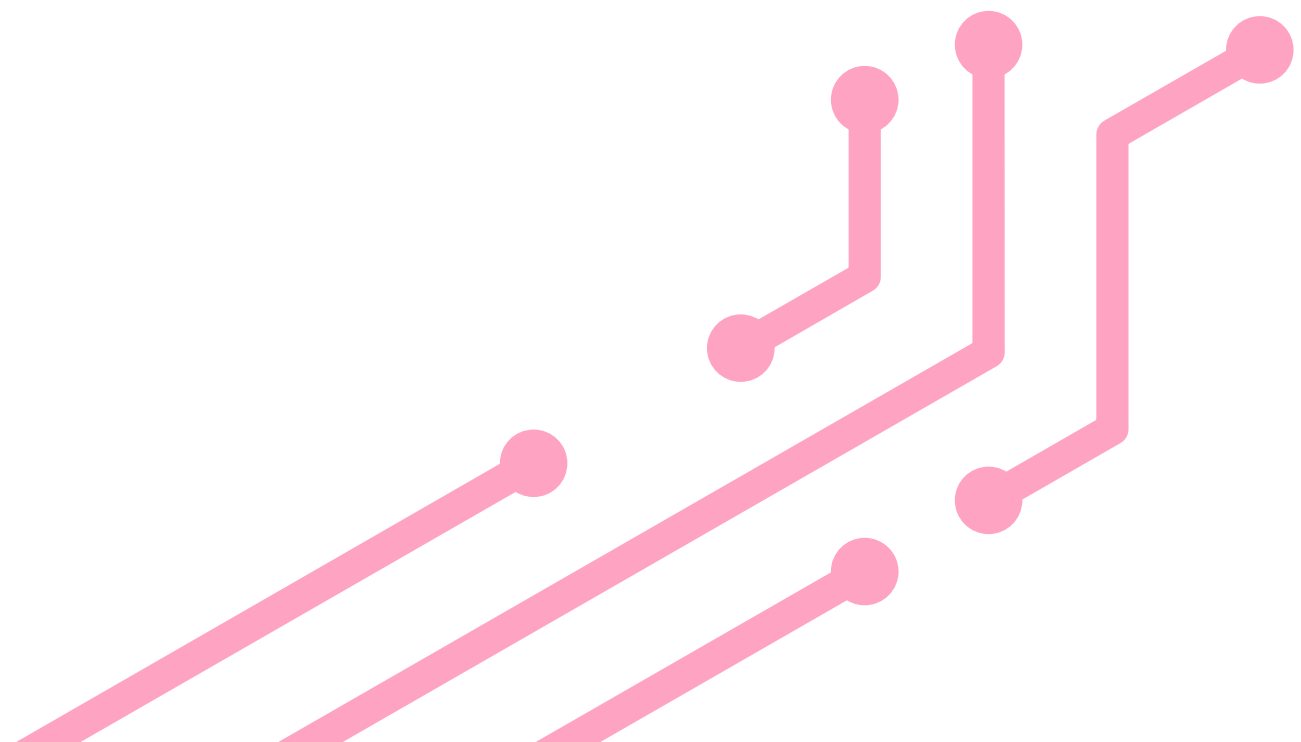
- the rollover process;
- what our academic year looks like with Canvas (course creation, template updates, pedagogical standards etc) and assigning deadlines;
- how support will be fit for purpose longer term and has processes in place to continually improve;
- how we enable and rollout new features for Canvas (both technically and from a business change perspective);
- how we ensure all integrations are implemented on our Boomi platform so that no technical debt is left by the project.





# The art of the possible – What's next after the launch?

## Professor Martin Bean CBE



Padlet

Caroline Bowsher + 23 • 4d

## Future....what are we looking for post September for Canvas?

Post your thoughts by clicking on the 'plus' symbol.'

**Dapper Puffin**  
4 days ago

### Continuous improvement

To retain the momentum, hard work and iterative nature of success by reviewing and adapting the pedagogical standards, template, governance and supporting BAU processes to ensure continued success as well as an ever involving and improving platform and student experience.

4 likes 1 comment

**Anonymous**  
4 days ago

### Sharing Best Practice

How do we support staff and students to celebrate best practice and also the implementation of different areas from the wider Canvas/Instructure package

0 likes 0 comments

**Optimistic Hedgehog**  
4 days ago

### To continuously build on pedagogy and student experience

2 likes 0 comments

**Dapper Puffin**  
4 days ago

### Continuous improvement and implementation of additional features

1 like 1 comment

**Shy Duck**  
4 days ago  
In a timely manner - while still with appropriate levels of testing

**Carlene Barton /teacher/**  
4 days ago

### Accessible as standard teaching content

- People aware of what the minimum is and where to get more support.

2 likes 0 comments

**Fancy Mongoose**  
4 days ago

Continue engagement with end users! It needs to be consistent so that it can reach out large student and staff populations. Comms across the university isn't consistent so it's essential it's persistent to get the word

**Anonymous**  
4 days ago

### Students first

Ensuring students are at the forefront of future development/co-created spaces

0 likes 1 comment

**Artistic Tiger**  
4 days ago

### Improved connectivity

enhanced ways of working and collaboration across faculties and other areas to pave the way for future improvements with Canvas processes.

0 likes 0 comments

**Loyal Toad**  
4 days ago

### Strategic Objectives

Document how we align to other University strategic objectives, what the imminent objectives are and what are longer term objectives. Accepting that the activity will

**Happy Quokka**  
4 days ago

### Innovation

To really find new ways of working with canvas, that makes a step change

1 like 0 comments

<https://manchester.padlet.org/mqbsswcb/future-what-are-we-looking-for-post-september-for-canvas-6ahktn792txo2auy>



# Thank you to everybody

