# ACADEMIC INTEGRITY

# MANAGEMENT SYSTEM

## PROJECT INITIATION DOCUMENT

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INFORMATION SERVICES

# Version History

| Version No | Issue Date | Nature of Amendment | Filename |
|---|---|---|---|
| 0.1 | 19/01/2009 | Initial draft | AIMS – Project Initiation Document v0.1.doc |
| 0.2 | 22/01/2009 | Revised template and layout | AIMS – Project Initiation Document v0.2.doc |
| 0.3 | 27/01/2009 | Initial technical review | AIMS – Project Initiation Document v0.3.doc |
| 0.4 | 30/01/2009 | Initial business review | AIMS – Project Initiation Document v0.4.doc |
| 0.5 | 23/02/2009 | Update after Program Board review<br>Kathy Krgic set as Chair, Project Board | AIMS – Project Initiation Document v0.5.doc |
| 1.0 | 12/03/2009 | Approved by Project Board | AIMS – Project Initiation Document v1.0.doc |

# Approval

| Name | Signature | Role | Date |
|---|---|---|---|
| Kathy Grgic | | Business Representative (Chair, Project Board) | |
| Anna Stewart | | Customer Representative (Academic) | |
| Dave Edwards | | Customer Representative (Academic) | |
| Jennifer Martin | | Customer Representative (Secretariat) | |
| Chris Walker | | Supplier Representative | |
| Mark Bick | | Project Manager | |

# Table of Contents

# 1 Purpose

The purpose of this document is to define the project, to form the basis for its management and the assessment of overall success.

There are two primary uses of the document:

- To ensure that the project has a sound basis before asking the Project Board to make any major commitment to the project.
- To act as a base document against which the Project Board and Project Manager can assess progress, change management issues and ongoing viability questions.

# 2 Initial Business Case

## 2.1 Background

Griffith University is committed to ensuring academic credibility and reputation, ensuring that our students receive due credit for the work they submit for assessment, and protecting the interests of those students who do not cheat. The University manages and supports academic integrity by focussing on preventing, detecting and responding to academic misconduct by students.

Prevention of misconduct takes many forms including the education of students, the professional development of staff, and the reduction of opportunities for it to occur. Managing misconduct when it occurs is now maturing through an ongoing development of procedures and systems to detect and record academic misconduct/fraud and to deal appropriately and fairly with those found guilty.

Following a recommendation from the Learning and Teaching Committee, a trial of the institutional framework for the promotion of academic integrity and associated policies was undertaken in 2007/2008. One of several outcomes from the trial was the need for a centralised information system to track all concerns about possible breaches and to monitor actions taken in response to these concerns. The implementation of such as system will enable staff to efficiently and effectively manage these concerns while also providing additional information on methods to prevent them occurring again.

## 2.2 Business Rationale for the Project

Increasing media concern about plagiarism and other forms of academic misconduct led Griffith University to scrutinise its existing practices. The small number of cases being reported indicated that the University's policies and practices may not be supporting academic staff in taking action when they have a concern about a breach of academic integrity. A staff survey on academic misconduct indicated that just over half of the University's staff feel apprehensive about making an accusation of plagiarism against a student and more than half ignore minor incidences of plagiarism as dealing with them is too much trouble.

Providing a centralised tracking system will assure academic staff that all concerns about breaches of academic integrity are reported and managed in accordance with University policy.

## 2.3 Business Benefits

| Num | Description | Business Change Manager | Changes Enabling the Benefit | Description of the Measure | Baseline Performance Value | Target Performance Value | Target Date | Who will measure |
|---|---|---|---|---|---|---|---|---|
| 1 | Improve processing efficiency for academic staff recording and managing academic integrity incidents and for administrative staff tracking and managing the overall program. | Jennifer Martin | Analysis and enhancement of the existing business process to identify and record academic misconduct.<br>Implementation of relevant process improvements. | Documentation about the new process with associated approval and acceptance by stakeholders. | Perhaps indicate current number of cases, difficulty of recording and tracking and time spent ineffectively. | Perhaps use % change indicators on baseline. | Within 12 months of release of new processes (assuming they are accepted and used). | Manager, Academic Integrity, Secretariat. |
| 2 | Improve management and tracking of possible concerns about possible breaches of academic integrity. This includes secure, web based access to record, review and report on cases by relevant authorised staff. | Jennifer Martin | Provision of a centralised information system to manage concerns of possible breaches of academic integrity. | Simple, efficient, low cost, web-based system that is accepted and used by relevant stakeholders. | No decentralised web-based system currently exists. Only a small FileMaker Pro system is used by a few centralised administrative staff. | All trained and authorised staff can and do use the system to record and review data. Management reports are available easily when required. | Within 12 months of release of new system (assuming they are accepted and used). | Manager, Academic Integrity, Secretariat. |
| 3 | Assist strategic planning and high level decision making on matters relating to academic integrity. | Jennifer Martin | Electronic generation of relevant reports on academic integrity management. | Aggregated reports on strategic academic integrity management activity. | Current reporting requires the Academic Integrity Manager to manually source and compile the relevant reports. | Where possible, relevant reports are electronically generated from the new information system | Within 12 months of release of new system (assuming they are accepted and used). | Manager, Academic Integrity, Secretariat. |

## 2.4 Investment Appraisal

The impact of doing nothing regarding academic misconduct puts the University's reputation and its awards at high risk, prevents the students who breach academic integrity from knowing how well they have performed and penalises those students who act honestly.

The introduction of a centralised tracking and information management system will greatly assist academics and staff in better managing concerns by ensuring academic integrity matters are recorded and managed in accordance with University policy. This will increase staff confidence in their decision making by providing an accurate student academic integrity history.

In addition, a relevant academic integrity management system will assist in meeting the University's academic standards, benchmarks and outcomes.

## 2.5 Options Considered

In developing the new academic integrity process and identifying the need for a centralised repository to track breaches across the University, the following activities were undertaken:

- A scan of other Australian universities policies and processes;
- A benchmarking exercise with two universities (Oxford Brookes, Lancaster) in the United Kingdom who are known for their practice; and
- A survey of Griffith academic staff on Student Academic Misconduct.

There was significant evidence of need and support for a standardised process supported by a university wide information management system to track and manage breaches of academic integrity. As a result of these activities no other options have been considered.

## 2.6 Potential for Collaboration

The Academic Integrity Reference Group believes there is little opportunity for collaboration with QUT on the centralised tracking of breaches of academic integrity.

This position has been reached by reviewing QUT's documentation on academic integrity on their web site. In addition, a scan of a number of Australian universities' policies and practices for dealing with academic integrity reveal the lack of a centralised tracking system or consistent processes.

## 2.7 Capacity Requirements

Impact on capacity will be determined after further analysis of system requirements.

**Areas Impacted:**

| | | |
|---|---|---|
| Servers | ☐ Yes ☒ No | Comment: Although full system requirements are yet to be determined, it is expected that information storage and access requirements will only be a marginal increase upon existing capacity. If this changes it will be |

**Areas Impacted:**

| | | | |
|---|---|---|---|
| | | | subsequently reported to the project board and technical support areas. |
| Disc storage | ☐ Yes | ✕ No | Comment: Although full system requirements are yet to be determined, it is expected that information storage and access requirements will only be a marginal increase upon existing capacity. If this changes it will be subsequently reported to the project board and technical support areas. |
| Network | ☐ Yes | ✕ No | Comment: Trivial increase only. |
| Database | ✕ Yes | ☐ No | Comment: Impact to be determined but likely to be only minor. |
| Staff support | ✕ Yes | ☐ No | Comment: Impact to be determined in operational plan. The system complexity and responsibility and effectiveness of training will significantly affect how much is required. |
| User numbers | ✕ Yes | ☐ No | Comment: Trivial increase only. |
| Other (please specify): | | | |

# 3 Project Definition

## 3.1 Project Objectives

The project aims to implement a relevant, integrated information system that supports the academic integrity management process, is implemented in a timely and efficient manner and is an effective business tool for academic and administrative staff in their respective roles within the process.

## 3.2 Method of Approach

The project sits within the scope of the Supporting University Business Program Board and will adopt a formal project management approach based on the PRINCE2 project management methodology and supported through Information Services Planning and Development Services (IPDS). The project will be overseen by an appointed Project Board consisting of a business representative, a customer representative and a supplier representative. Relevant business, customer and supplier reference groups will be consulted during the project. A small project team, led by the Project Manager, will work with operational business staff to perform project work and achieve project goals.

The approach will consist of analysing, planning, building, testing and implementing an in-house solution which will be hosted internally at Griffith University. A pilot phase may be incorporated in this approach prior to University-wide roll out of the solution. Training and change management will also be incorporated within this approach.

Post project support arrangements will be confirmed and implemented as part of the project so that the on-going support can commence prior to the completion of the project.

The project will be divided into multiple stages to reflect this approach. These stages are:

Stage 1 - Initiation and Planning;

Stage 2 - Business Process Analysis;

Stage 3 - Implementation with establishment of post project support arrangements; and

Stage 4 - Project Close and Review.

Further information on these Stages is in Section 12 – Stage Descriptions.

Approval will be sought by the Project Board at the end of each Stage to proceed with the next stage. The Technical Architecture Design Advisory Group (TADAG) and Information Systems Architecture Development Advisory Group (ISADAG) will be engaged to review the technical criteria of the project during Stage 2 and to assist with the development and implementation of the system during Stage 3. In addition, a request for change (RFC) will be initiated during the latter part of Stage 2 for the Change Advisory Board (CAB) and change management approval will be sought from CAB during Stage 3 prior to go-live.

## 3.3 Scope Inclusions

The Academic Integrity Management System (AIMS) project includes planning, analysis and design, building, testing, implementation and change management (technical and non-technical) of the information system which will support the Academic Integrity Management Officer and assessors in the handling of potential and actual breaches of academic integrity by Griffith University students.

The new information system will replace the current Filemaker Pro application established for the 2007/2008 trial. Existing data will be migrated to the new information system prior to implementation if appropriate and required.

The project will work closely with the relevant divisions of ICTS who will advise on product requirements regarding technical infrastructure, information systems development and enterprise system integration.

The project will work closely with the relevant staff from Griffith University who will advise on business process and product features.

## 3.4 Scope Exclusions

This project does not include management of Student Misconduct activities although consideration will be given once the system is in production as to whether it is appropriate for the relevant outcomes to be recorded in the new system.

This project does not include management of the Appeals process although relevant outcomes related to specific academic misconduct cases will be recorded in the new system.

## 3.5 Project Products

The following main project products summarise the desired outcomes of the project:

- Project Management Products (For further details refer to Section 5 – Initial Project Plan);
- Academic Integrity Management System (AIMS) including:
  - Process research and testing activities and reports;
  - Defined business process; and
  - Centralised tracking and workflow system.
- Change Management Plan including:
  - Communication plan;
  - Training plan; and
  - Support plan.

## 3.6 Constraints

| | Degree of Constraint |
|---|---|
| **Cost** | The cost is constrained by an earmarked value of $225,000 in the EICP. |
| **Time** | The project timeline is limited by available funds and the business requirement to have a new system in place as soon as possible.<br><br>Full implementation is required prior to Semester 2 2009. |
| **Quality & Scope** | The quality of the project is constrained by the availability of customers to assist with process analysis and definitions of product features and to participate in user acceptance testing and training. Availability will influence the range and depth of features able to be implemented and successfully adopted during the life of the project.<br><br>The availability of technical interfaces with Griffith information systems (eg. PeopleSoft) will influence the solution options available to the technical and information systems architectures. |

## 3.7 Interfaces and Dependencies

The project needs to develop relationships with the following business units and groups for the purposes outlined below:

**Business Management**

Committee of the Chairs of Assessment Boards - responsible for assuring that the University's assessment policies, systems and procedures are applied consistently and effectively across the University.

Academic Integrity Change Management Group (AICMG) – Inform on system features and functionality, manage the communication strategy with staff and students, and assist with non-technical change management issues with staff.

The Manager responsible for Academic Integrity Management – Determine system reporting and application administration requirements and the requirements of general staff who support the academic staff.

**Information Services**

Program Board (Supporting University Business) - set priorities for the commencement of projects, appoint project boards and review major risks and exceptions.

Project Board (Academic Integrity Management System) – manage the approvals and quality assurance of the AIMS project including reviewing risks and issues and compliance with project methodology.

Information and Communication Technology Services (ICTS) – manage the provision of project management, business analyst and technical development resources for the completion of the project.

**Advisory and Reference groups**

Change Advisory Board (CAB) – manage the process for technical change management requests prior to and during implementation of AIMS.

Technical Architecture Development Advisory Group (TADAG) – advice on and review of technical infrastructure architecture prior to development and implementation of AIMS.

Information Systems Architecture and Development Advisory Group (ISADAG) - advice on and review of information systems architecture prior to development and implementation of AIMS.

**System Interfaces**

Interfaces may be required with the following Griffith systems. Further analysis of the AIMS requirements will define what level of interfaces are required with these and other systems.

- PeopleSoft (Student administration records);
- TRIM (Records management); and
- SafeAssign (Plagarism detection).

## 3.8 Assumptions

The following planning assumptions have been made:

- Sufficient academic, professional and support staff resources will be made available as needed for collaboration on the business process, AIMS features and change management tasks during the life of the project;

- Sufficient technical staff and resources within Information Services will be made available as needed for collaboration on AIMS features development and technical implementation; and

- Availability of EICP funding.

# 4 Project Organisation Structure

| Project Board | |
|---|---|
| **Kathy Grgic** (Chair)<br>Academic Registrar | Role (Business Representative) |
| **Anna Stewart**<br>Head of School, School of Criminology and Criminal Justice | Role (Customer Representative, Academic) |
| **Dave Edwards**<br>Dean, Learning and Teaching | Role (Customer Representative, Academic) |
| **Jennifer Martin**<br>Academic Integrity Manager, Secretariat | Role (Customer Representative, Sectreatriat) |
| **Chris Walker**<br>As nominated by Associate Director, Enterprise Information Systems | Role (Supplier Representative) |

| Project Sponsor |
|---|
| **John Dewar**<br>Deputy Vice Chancellor (Academic) |

**Project Assurance**

| Project Manager |
|---|
| Mark Bick |

| Quality Assurance |
|---|
| **Technical** |
| Information Systems Architecture and Development Advisory Group |
| Technical Architecture Development Advisory Group |
| **Methodology** |
| Change Advisory Board |
| Information Services Planning and Development Services |

| Project Team | |
|---|---|
| Name (TBA) | Role |
| Name (TBA) | Role |
| Name (TBA) | Role |

Role descriptions are as identified in the Information Services, Planning and Development Services project management methodology.

# 5 Initial Project Plan

## 5.1 Plan Description

The project is planned using a technique named 'Product-based Planning'. This method enables the Project Manager to define the products to be delivered, set measurable quality requirements, safeguard the project's objective and monitor its progress. It consists of three parts: Product Breakdown Structure, Product Descriptions and Product Flow Diagram.

## 5.2 Project Level Product Breakdown Structure

| ID | Specialist Products |
|---|---|
| S1 | **Business Process Analysis Outcomes** |
| S1.1 | Process maps |
| S1.2 | Data requirements |
| S1.3 | Overall information system map/design |
| S2 | **Development environment** |
| S2.1 | Development application and database |
| S3 | **Test environment** |
| S3.1 | Test application and database |
| S3.2 | Final User Acceptance Testing including test plans and results |
| S3.3 | Final User Acceptance Sign-off |
| S4 | **Upgraded Production environment** |
| S4.1 | Academic Integrity Management System |
| S5 | Change Management Plan |
| S5.1 | Training Plan approved and implemented |
| S5.2 | Operational Support Plan approved and implemented |
| S5.3 | Communications Plan approved and implemented |

| ID | Project Management and Quality Products |
|---|---|
| M1 | Project Initiation Document (this document) |
| M2 | Communication Plan |
| M3 | Stage Plan 2 |
| M4 | Stage Plan 3 |
| M5 | Highlight Reports |
| M6 | Exception Reports (if required) |
| M7 | Exception Plans (If required) |
| M8 | Release Plan |
| M9 | Project Closure Report |
| M10 | Post-Project Review Report |
| M11 | Risk Log |

| ID | Project Management and Quality Products |
|---|---|
| M12 | Issues Log |
| M13 | Request for Changes Log |
| M14 | Training Plan |
| M15 | Operational Support Plan |

## 5.3 Product Description

The outcomes from the business process analysis will include process maps, data requirements and an understanding of the overall information system structure. These will be generated from workshops undertaken with the relevant customer and technical groups.

The development and testing environments will be used to undertake the relevant development and testing of the AIMS application. Where development requires integration with other systems (eg. Meta-Directory), development and test systems for these services will need to be provided.

User acceptance testing of the developed system will occur as part of the overall testing strategy and the test environment will be used for this purpose.

A Change Management Plan including a Communications Plan, Training Plan and Operational Support Plan (identified through the Release Plan) will be developed to manage the technical and non-technical implementation of the new information system.

Descriptions of the various project management products can be found on the Information Services web site.

## 5.4 Project Level Timing

| Product | Date |
|---|---|
| **Stage 1 – Initiation and Planning** | |
| Project initiation Document (including Business Case, Initial Project Plan and Project Quality Plan) | 30 January 2009 |
| **Stage 2 – Business Process Analysis** | |
| Business Process Analysis Outcomes | 27 February 2009 |
| **Stage 3 – Implementation with establishment of post project support arrangements; and** | |
| AIMS Release | 26 June 2009 |
| **Stage 4 – Project Closure and Review** | |
| Project Closure Report | 29 June 2009 |
| Post-Project Review Report | 21 September 2009 |

### 5.5 Project Financial Budget

All costing shown is based on current understanding of product requirements. Analysis of detailed development and implementation costs will be possible after Stage 2 (Business Process Analysis) when product features and technical architecture requirements are clearly identified.

| Stage | Date |
|---|---|
| Stage 1 – Initiation and Planning | $10 000 |
| Stage 2 – Business Process Analysis | $20 000 |
| Stage 3 – Implementation with establishment of post project support arrangements | $185 000 |
| Stage 4 – Project Closure and Review | $10 000 |
| TOTAL | $225 000 |

# 6 Communication Plan

A Communication Plan has been (or is being) produced and will be made available on the project Quickplace during the life of the AIMS project. All key stakeholders will be advised and where appropriate, consulted with, during the project. It is likely that the existing operational support staff may be used as part of this plan during the project so that they can continue without disruption following the project closure.

# 7 Change Management Plan

A Change Management Plan covering technical and non-technical requirements will be produced. Elements within the plan will include:

- A Training Plan including responsible persons / areas for change management and / or training; and
- An Operational Support Plan including:
    - Key areas for change, establishment and additional resourcing for the organisation following the project; and resourcing of change management tasks;
- A timetable for change management tasks.

# 8 Project Quality Plan

| Quality Measurement | Expectation / Acceptance Criteria |
|---|---|
| Project Management | The project is managed in accordance with Information Services Planning and Development Service's project management methodology (based on PRINCE2). |
| Timing | The project is delivered within the time constraints and tolerances identified in this Project Initiation Document. |
| Costs (Implementation and Operational) | The project costs are held within the budget and tolerance boundaries defined in this Project Initiation Document. |
| Core Business Features | The product incorporates the core business features identified during requirements analysis and approved by the Project Board. |
| Appearance, Ease of Use and Accessibility | The product, if supporting the creation of Web pages, complies with Griffith University's *Web Style Guide and Content Accessibility Guidelines*.<br>The product complies with Griffith University standards and guidelines for corporate system design, interfaces and ease of use.<br>The product is intuitive to use and functions as expected. |
| Availability and Capacity | The product can be deployed in a manner compliant with the University's Disaster Recovery Architecture, such that the applications provide reliable, stable, continuous high availability (24x7) with adequate response times at peak loads.<br>The product, at peak times, supports the required number of logins per hour and concurrent logons as identified during requirements analysis. |
| Integration Capabilities | The product consolidates existing services and systems and provides efficiency gains.<br>The product utilises "service oriented architecture" to facilitate the integration with existing University information systems, such as the student administration system, and user provisioning processes and single sign-on technologies. |
| Standards and Compliance | The product conforms to the relevant protocols and standards. |
| Maintenance | The product must be easy to maintain and upgrade.<br>The Operational Support Plan addresses and leads to the funding of all aspects of the system's support requirements. |
| Information Security | The product conforms to the information explicitly stated in Griffith University's Information Security policy and Privacy Plan. System access must reflect these policies appropriately. |
| Authentication and Identity Management | The product integrates with Griffith University security and authentication requirements.<br>User account management and authorisation will be through a combination of standard user groups/roles being applied to the system and records and by standard administration conducted by the nominated application administrators who may be either inside or outside of Information Services and the application support staff. |
| Operating Environment | The product provides for separation of systems and application level support and database administration.<br>The systems, database and other technologies will either be within the standard support capabilities of Information Services or be provided with specific external hosting and support arrangements appropriate to the system. |

| Quality Measurement | Expectation / Acceptance Criteria |
|---|---|
| Documentation | The product provides current and comprehensive, accurate, complete and thorough functional, operational and systems documentation where considered relevant for end users, application managers and support staff. This includes training materials and job aids. |
| Testing | The product passes the customer acceptance tests defined in relevant stages. |
| Change Management | The implementation of the product will adhere to Information Services Change Management procedures.<br>An Operational Support Plan must be approved, funded and implemented prior to the release of the new system and closure of the project. |
| Configuration Management | The product will be controlled and configured in accordance to ICTS configuration management procedures, standards and guidelines.<br>For those product deliverables (eg. documentation) produced by Griffith University for purposes of the project, configuration management will be in the form of version control of the documentation. |
| Support | The product will be integrated into Griffith University's customer support services and procedures. |

# 9 Project Controls

## 9.1 Project Tolerances

| Measure | Tolerance |
|---|---|
| Time | +2 weeks for any stage of the project. |
| Cost | Cannot exceed budget allocation. The business process, system and project activities must be adjusted to meet the budget requirements as the first option rather than requesting additional funding. |

## 9.2 Status Reports

Highlight reports will be produced by the Project Manager and issued to the Project Board Chair on a monthly basis. Distribution of the Highlight reports will be as per the Communication Plan.

## 9.3 Project Manager Controls

The Project Manager will control the day to day activities of the project through the maintenance of the project management products. Refer to the Communication Plan for product and distribution details.

## 9.4 Deviations from Agreed Project Plan

The Project Manager will control the day-to-day activities of the project within the approved tolerances as outlined in this document, the Project Plan and Stage Plans. If the Project Manager can forecast that the plan will end outside its tolerance margins, an Exception Report must be sent to the Project Board, detailing the problem, options and a recommendation.

If the Project Board decides to accept a recommendation to proceed on the basis of a modified plan, it will ask the Project Manager to produce an Exception Plan, to be approved by the Project Board, which then replaces the remainder of the original plan.

# 10 Initial Risk Log

The Information Services Planning and Development Services risk indicator tool indicates this project is MEDIUM RISK, based on the number of people and business units involved, the project duration and the project complexity and overall estimated cost.

## 10.1 Major Risks

The initial major risks that have been considered at the beginning of the project include:

- Availability of customer team members (academic, professional and support staff) during the project to other business commitments;
- Availability of technical team members during project due to other project and operational commitments;
- A potential for lack of experience, maturity and acceptance of new processes to lead to them being rejected or avoided and then for change requests to impact the progress of the project; and
- Uptake of change management tasks.

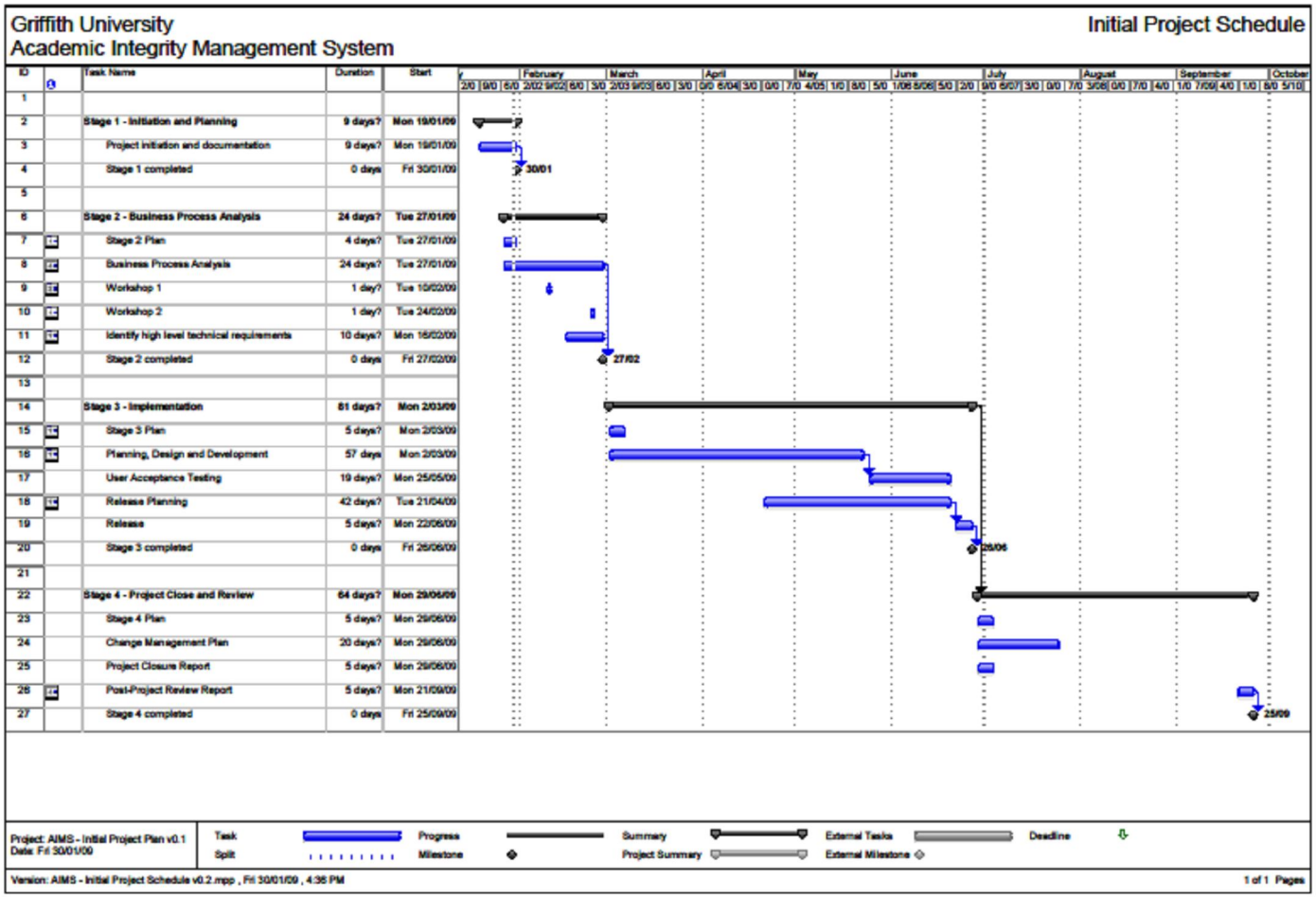
## 10.2 Technical Feasibility

A Technical Impact Statement has not yet been prepared. The technical architecture groups (ISADAG and TADAG) will be engaged for further assistance and approval as the technical requirements and options are developed.

Issues relating to technical feasibility might include:

- Integration with existing information systems and services (eg. Meta-Directory, PeopleSoft, Griffith Portal/intranet);
- Application and integration of single-sign-on / authentication for online services;
- Suitability for hosting using Griffith's preferred architecture and operating system(s);
- Compliance with the University's web style guide and expectations for user interface design; and
- Data migration from existing Filemaker Pro database (if required).

# 11 Appendix 1 – Product Flow Diagram and/or Gantt Chart



# 12 Appendix 2 – Stage Descriptions

This section identifies the major stages of the project with high level descriptions for each stage.

| Stage | Description |
|---|---|
| Stage 1 – Initiation and Planning | The primary purpose of the stage is to establish the project base including project definition, project governance, project quality and high-level project schedule.<br><br>Project product outcomes from this stage include, but are not limited to:<br><br>- Project Initiation Document (this document) which includes the Business Case, Project Plan and Project Quality Plan<br>- Communication Plan<br>- Risk Log<br>- Issues Log<br>- Product Change Request Log |
| Stage 2 – Business Process Analysis | This stage will review the existing business process and information systems used to action and manage academic integrity records. This will be done to so as to:<br><br>- identify potential process improvement opportunities (eg. eliminate rework), and<br>- identify relevant information system(s) necessary to support the process. |
| Stage 3 – Implementation with establishment of post project support arrangements | Implementation includes the planning, design, development and release of the business features that are deemed mandatory by the customer for the implementation of the Academic Integrity Management System (AIMS).<br><br>Change management activities associated with the implementation are developed and implemented in this stage.<br><br>Migration of existing data from current application to the new information system. |
| Stage 4 – Project Close and Review | This stage consists of two phases:<br><br>The first phase will close the project and review progress and status for lessons learned.<br><br>The second phase (Post-Project Review) will be conducted at a later date after implementation to identify the ROI of the project and any follow-up actions that may be required. The review date will be set by the Project Board. |