# **Action plan for the ImpactScan 2.0**

# **General information**

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| **Name of the institution** |  |
| **Date of completion** |  |
| **Who completed the impact scan and the action plan?**Name(s):Job title(s):Email:Phone: |  |
| **Project leader contact** Name:Job title:Email:Phone: |  |
| **Linking team contact** Name:Job title:Email:Phone: |  |

# **Context**

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| **To gain a clear understanding of the current situation in your institution, we kindly ask you to answer the questions below.**  |
| Describe the support available for working with digital and open educational resources (both centrally and locally). Who is responsible for coordinating this?  | *Example:** *Centrally, the library allocates 1.5 FTE for coordination, metadata management of collections and addition of materials to the repository.*
* *Locally, one faculty provides ongoing educational support on request.*
 |
| Which systems are used for sharing and reusing digital and open educational resources?  | *Example:* * *Repository systems, Xerte, video storage systems, edusources, the learning management system (LMS).*
 |
| Which programmes are already using digital and open educational resources? Estimate the number of teaching staff already involved and how many resources are in use.  | *Example:* * *The Medicine programme: 8 lecturers work with a collection of 75 virtual patient cases for teaching clinical reasoning. These cases are openly shared and are also used by three other UMCs (university medical centres).*
 |
| Who is involved in coordinating the reuse of digital and open educational resources in your organisation? | * Management teams
* Teaching teams (departments)
* Individual lecturers or teaching staff
* *Open Education* working groups
* Curriculum committees
* Student associations
* Examination boards
* Policy advisers
* I-coaches
* Education professionals
* Librarians
* IT support
* Information managers
* Centers for Teaching and Learning
* Linking team
* Students
* Other: …..
 |
| Is the use of digital and open educational resources mentioned in your educational vision, strategy, policy on educational resources policy or any other documents?  | Yes/NoAnd if so, how?  |

# **Result of the impact scan**

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| **Take a screenshot of the diagram from your completed impact scan (Excel) and paste it below.**  |
|  [This is a sample diagram; you should replace it with your institution’s results.]  |

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| **Briefly describe the key conclusions from the impact scan.**  |
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# **Ambition**

The institution has outlined a growth trajectory and demonstrates, in the application, at least how it will develop and implement a plan.

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| **2.1 Ambition at central level (Executive Board, institutional policy, central educational support services, IT, library, etc.)** |
| **After 5 years** at central level |  |
| **After 1.5 years** at central level  |  |
| **2.2 Ambition at local level (faculty, programme, department, departmental group, etc.)** |
| **After 5 years** at local level  |  |
| **After 1.5 years** at local level |  |

# **Impact**

The institution sufficiently demonstrates the expected impact after 1.5 years and after 5 years based on the six focus areas of the impact scan.

**Describe the anticipated effects (impact) after 1.5 years and after 5 years. Do this for each focus area.**

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|  | **1.5 years** | **5 years**  |
| Vision and policy |  |  |
| Culture |  |  |
| Professional development  |  |  |
| Support |  |  |
| Collaboration |  |  |
| Infrastructure |  |  |

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| **Which focus areas are currently prioritised and why? Explain why other focus areas will be addressed at a later stage. How will you ensure an appropriate balance between the six focus areas?**  |
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# **Actions**

**Briefly describe the intended actions to achieve the ambitions in 1.5 years. Indicate which focus area each action relates to.**

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| *Actions have been formulated for all six focus areas of the impact scan. These actions are concrete and specific (SMART). How these actions will be embedded in the organisation through vision and policy measures has been described. Finally, an evaluation method and evaluation criteria have been formulated.**NB1:Be sure to include both the mid-term and final evaluations in your action plan.* *NB2: If these activities are part of another project in the institution (e.g., open science or flexibly organised education), limit this section to what you aim to achieve with this scheme..*  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Description of action | Focus areas | Who does what?  | Outcome  |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
|  |  |  |  |  |
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# **Planning and completion**

**Describe the overall project planning.**

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| The planning and allocation of hours should be clear and realistic. Adequacy of the project organisation. In this section, please describe:* What the overall project planning looks like;
* How responsibilities are generally allocated (including any partners); provide an outline of the project organisation and which specialists/experts are involved;
* The amount of money to be spend, and how it is spend.
* Which people and resources the institution will make available in addition to this scheme.
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| **Describe whether support is needed from Npuls, and if so, specify this per focus area.** |
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**Credits**

Impact Scan 2.0 is developed under the ‘Naturally Open’ theme of the [Digital Educational Resources Transformation Hub](https://npuls.nl/digitale-leermaterialen/) in collaboration with [experts on open educational resources](https://npuls.nl/actueel/zes-experts-sluiten-zich-aan-bij-de-community-edusources/). The impact scan consists of a questionnaire and an action plan template. The impact scan supports the iterative improvement and innovation of digital open educational resources and is intended for institutions of tertiary education in the Netherlands.

**Attribution**

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van der Woert, N.; Jacobi, R.; Jansen, M.; de Jong, M.; de Werk, J. (2024) *Impactscan OpenUp*, Npuls, Utrecht.

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**References**

In developing the impact scan, inspiration was drawn from previously created quick scans, questionnaires, maturity models and readiness tools in the field of open educational resources, open educational practices and open education.

* Morgan, T., Childs, E., Hendricks, C., Harrison, M., DeVries, I., & Jhangiani, R. (2021). How Are We Doing with Open Education Practice Initiatives? Applying an Institutional Self-Assessment Tool in Five Higher Education Institutions. *The International Review of Research in Open and Distributed Learning, 22*(4), 125-140. <https://doi.org/10.19173/irrodl.v22i4.5745>
* Morgan, T., Childs, E., Hendricks, C., Harrison, M., DeVries, I., & Jhangiani, R. (2021) Institutional Self-Assessment Tool for OEP Initiatives. British Columbia Campus (BCcampus). (<https://oepimpact.opened.ca/isat/> )
* Jhangiani, R; Robert Luke, R.; Catherine Lachaîne, C.; Pakkal, O. (2024) Institutional Self-Assessment Tool for OEP Initiatives version 2, British Columbia Campus (BCcampus) [ISAT2 – Inclusive Education Research Lab (inclusiveeducationlab.com)](https://inclusiveeducationlab.com/isat2/)
* Ackermans, K.; de Jong, M.; Kleijheeg, W.; Kortekaas, S.; van Rossum, L.; Schuwer, R; Will, N. (2022) *Quickscan Gebruik open leermaterialen* (Quickscan open educational practices). Zone digitale (open) leermaterialen, Utrecht: Versnellingsplan Onderwijsinnovatie met ICT. <https://www.versnellingsplan.nl/Kennisbank/quickscan/>
* Baas, M.; van der Woert, N.; (2018) *De adoptieversneller voor open online onderwijs* (Adoption accelerator for open online education). SIG open education, SURF Utrecht.