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**Using the Triple-S framework**

Ensuring Scalable, Sustainable, and Serviceable practices

**Form: Staff request for the acquisition of educational technology, devices, software, applications, or online interventions**

Name(s): Click or tap here to enter text.

What is the name of the intervention? Click or tap here to enter text.

State the upfront cost requested for the intervention (provide a breakdown if required): Click or tap here to enter text.

Who will be the users of this intervention (e.g., staff, students)? Click or tap here to enter text.

What is the website for the intervention? Click or tap here to enter text.

Include any relevant links, resources or videos explaining its use: Click or tap here to enter text.

Please provide at least two alternative interventions that could perform the same or a similar role: Click or tap here to enter text.

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**Scalability criteria:**

What is the maximum number of users: Click or tap here to enter text.

Does this number include staff members? [ ] Yes [ ] No

Will additional purchases be required for staff member use? [ ] Yes [ ] No

Identify which resources (including costs) would be required to increase this number of users: Click or tap here to enter text.

What staff or student training will be required? Click or tap here to enter text.

Name the staff members responsible for overseeing/providing this training: Click or tap here to enter text.



**Sustainability criteria**

How many years will this intervention last (e.g., current licence, subscription, device)? Click or tap here to enter text.

What will occur at the end of this period (e.g., subscription renewal required)? Click or tap here to enter text.

What are the expected recurring costs for each extension? Click or tap here to enter text.

What will need to be considered prior to requesting this extension (e.g., successful trial)? Click or tap here to enter text.

What resources will be required for its upkeep? Click or tap here to enter text.

Is it expected that the general staff or student body will be motivated to continue using this intervention over the long-term? Explain how this will be achieved: Click or tap here to enter text.

Identify the impacts on the environment from this intervention over the long-term (e.g., physical devices disposal, power consumption, batteries): Click or tap here to enter text.

**Serviceability criteria:**

How easy is it to edit the intervention’s content, transfer between staff/curricula, customize? Click or tap here to enter text.

How many hours would it take to prepare and roll-out a lesson/content using this intervention? Click or tap here to enter text.

Which staff members will be responsible for overseeing technical support for this intervention? Click or tap here to enter text.

Identify foreseeable technical difficulties with the intervention. Click or tap here to enter text.

Provide details for who users will contact regarding issues with the intervention (e.g. login difficulties, device malfunction). Click or tap here to enter text.

After its initial use, what is involved in improving the intervention for future cohorts, and adapting the intervention based on user feedback? Click or tap here to enter text.

What updates will be needed in the future (e.g., downloadable patches, new batteries, firmware)? Click or tap here to enter text.

What support is expected to be required for the use (include support required for each session it is in-use, over the short-term, and over the potential long-term)? Click or tap here to enter text.

What expertise will be required to service and maintain the intervention (e.g., IT-trained personnel, general staff members)? Click or tap here to enter text.

Which staff members will have administrative access, or an ability to edit/unlock/review the intervention at the highest level? Click or tap here to enter text.

For more information on using this framework see: *The Triple-S framework: ensuring scalable, sustainable, and serviceable practices in educational technology*.(2023). International Journal of Educational Technology in Higher Education. 20, (7). [*https://doi.org/10.1186/s41239-022-00378-y*](https://doi.org/10.1186/s41239-022-00378-y)