University of Wolverhampton
Digital Strategy to 2025
1.0 Executive Summary

This strategy builds on the work completed over the 2017–2018 strategic period, and aligns the Digital Strategy with the University’s Strategy to 2021 and beyond, defining a clear vision for how digital services and solutions will work by 2025. This strategy is fundamentally about delivering excellence in the experiences that really matter to the staff and students of the University and supporting the University’s drive towards excellence in higher education. It therefore identifies the key themes, issues and objectives within the University and defines how we will transform digital services in order to support those themes, address the issues, and deliver the objectives.
By 2025, the University’s Digital Services will be sector-leading. The University of Wolverhampton will be nationally recognised as a centre of excellence in digital services, solutions and data in higher education.

Although technology and the digital landscape are changing more rapidly than ever, a large part of this Digital Strategy is about people and changing the culture of the organisation to be more digitally confident. At the same time, the current higher education landscape is characterised by exceptional levels of change both internally and externally. The Digital Strategy must be adaptable enough to enable us to respond to these changes. As such it is not intended to be completely prescriptive, but to ensure space for discussion, negotiation and decision about changes of direction and alternative ways to achieve our goals.

The success of this strategy will be defined by the whole university, and will depend upon the positive support and engagement of colleagues and stakeholders in every part of the organisation. It is your Digital Strategy, therefore it is as much up to you, as it is to the digital services teams, to realise it. It is concerned with driving change in culture, workflow, process, experience and behaviour; not new technology for the sake of new technology. The Strategy aims to empower our staff and students to innovate, to gain value from investments in systems and technologies, and to improve their digital literacy for discovering, evaluating, and creating information.

The University of Wolverhampton has regularly been at the cutting-edge of digital technology in higher education; with the Wolverhampton Instrument for Teaching Computing from Harwell (WITCH) – the world’s oldest working digital computer – being used to teach computing here between 1957 and 1973. The University can also proudly claim to be one of the first to implement a virtual learning environment in 1997 called Wolverhampton Online Learning Framework (WOLF). This Digital Strategy is about returning the University to its sector-leading role in digital education services and solutions.

Our Digital Mission

The Digital University; inspiring student, staff and academic success with sector-leading digital solutions and services.

Our Digital Vision

By 2025, the University’s Digital Services will be sector-leading. The University of Wolverhampton will be nationally recognised as a centre of excellence in digital services, solutions and data in higher education.

For students
• Surprisingly brilliant solutions.
• A brilliant, engaging, consistent online experience from enquiry to alumni.
• University systems and services that work first time, every time, which are responsive to students needs and present the most relevant information clearly and intuitively.
• Solutions that enable the best ways for students and staff to communicate and collaborate.

For staff
• Digital solutions, services and workflows that work in synergy with our excellent staff.
• Technology that supports staff in getting the job done, simplifies or even automates routine tasks, doesn’t get in the way and liberates staff to deliver the best possible student experience.
• Intuitive systems and services supporting a flexible workforce and technology supporting new and valuable insight into what we do and how it works.

Underpinning it all
• Solid service foundations so that what is built on top is reliable, secure and resilient.
• A commitment to user-centric design; making our services and solutions more accessible, easier to navigate, easier to work with and presenting the most relevant information intuitively.
• A commitment to every member of the University community to support, challenge and encourage the development of a digitally confident University.
• Ensuring appropriate training, coaching, self-service tools and knowledge sharing to transform the entire University’s approach to digital.
1. Digital Foundations
- Enterprise-grade digital infrastructure to ensure every digital service is built on solid foundations.
- Transformed identity management to ensure everyone has simple access to the information they need and only the information they need.
- Improved data quality to a defined standard and new approach to data management.
- Digital Confidence and capability – support with training, taking advantage of the best self-service training for all, but recognising the benefits of face-to-face training and development from qualified, customer-focused experts.

2. Digital Enterprise
- The tools and services that every organisation needs to be successful;
  - Collaboration and communication tools
  - Management Information and insight
  - A new approach to Customer Relationship Management (CRM)
- Enterprise system development and support – HR, Finance, Student Records System.
- Intelligent workflow – simplified, automated, intelligent digital processes to support the daily management of the University.
- Artificial Intelligence in our support services.

3. Digital University
- Ensuring the ongoing development of the solutions we have already introduced recognising that this technology does not stand-still and neither can we.
- Cutting-edge teaching and research services.
- Next Level Digital Assessment – taking advantage of the best approaches to the full life-cycle of assessment.
- Learning analytics – enabling students and staff to understand their learning journey, what works for them and how they can achieve the best possible academic success.
- Artificial intelligence in digital student interaction and offer new ways to support students with their academic and non-academic life.
- Ensuring all our digital services are open and accessible.

Signed by

University Vice Chancellor

Director of IT Services
2.0 Strategy on a Page

The digital university; inspiring student, staff and academic success with sector-leading digital solutions and services.

Mission

By 2025, the University’s digital services will be sector-leading. The University of Wolverhampton will be nationally recognised as a centre of excellence in digital services, solutions, and data in higher education.

PEOPLE
- Digital confidence
- Development Opportunities
- Training
- Collaborative Service Design
- Employer of choice
- Inspiring Working Environment

TECHNOLOGY
- Solid Digital Foundations
- Digital enterprise
- Digital university
- Balance of innovation and reliability
- Technology only where it really makes a positive difference

PROCESS
- Simple
- Intuitive
- Easy to do business with
- Digital workflow
- Secure

CULTURE
- Digitally confident
- Vision-led
- Inspiring solutions and services
- Customer relationship-led
- Partnership working
- Professional levels of service

PRIORITIES
- Student recruitment
- Student success
- CRM
- Management information and insight
- Intuitive digital workflows

TRANSFORMATION
- Digital confidence
- Digital workflow
- Culture change
- Simplify and standardise
- Students and staff as co-creators

CRITICAL SUCCESS FACTORS
- Investment
- Executive support
- Full workforce engagement
- Culture change
- University KPIs
- Target-driven

Vision

By 2025, the University’s digital services will be sector-leading. The University of Wolverhampton will be nationally recognised as a centre of excellence in digital services, solutions, and data in higher education.
The digital landscape has changed. What was a tool to fulfil a particular purpose is now a feature at the core of most peoples’ daily lives. One they can’t imagine living without. Digital services at the University have to adapt to ensure that we can keep up with the expectations of a digital first society and digital first students and staff. At the same time we have to be alert to staff and students who are not necessarily digital natives. This Digital Strategy outlines how we will achieve the transformation to being a digitally leading University, but also how we will support and encourage all staff and students to become more digitally confident. In addition, it describes how we will remain agile and able to respond to the rapidly changing digital landscape and demands of the University and its stakeholders.
The Digital University; inspiring student, staff and academic success with sector-leading digital solutions and services.
By 2025, the University's Digital Services will be sector-leading. The University of Wolverhampton will be nationally recognised as a centre of excellence in digital services, solutions and data in higher education.
6.0 Where we are now

The Digital Campus programme has made an appreciable difference in the provision of services to students, and improvements in the digital landscape, contributing to student satisfaction. However, the current state of technology in the University is characterised by:

• ‘local’ choice and decision making leading to a significant lack of consistency and difficulty in support processes, e.g. in procurement of devices and software.
• systems and processes which are not fully documented.
• lack of investment in basic infrastructure, such as data centres, document management tools, networks and wifi.
• localization of skills, e.g. ‘hybrid’ job roles, which include an element of IT support, across the university.
• limited investment in new skills. This is particularly acute in the following areas; business analysis, project management, data intelligence, technology communication, training, demonstration, business relationship management.
• limited investment in workflow, leading to heavy reliance on paper solutions and numerous technical solutions to the same practical issues.
• a number of single-points-of-reliance from a technology and people perspective.
• lack of investment in training and development for our digital-services-delivering staff.

Clearly these are the features of the current digital landscape that we will work to transform, continuing to challenge poor practise and ensuring a culture of continuous improvement to deliver improvements in the most efficient and effective way possible.

7.0 Digital Technologies Reshaping the Education (and non-education) landscape

These are the current cutting-edge technology themes which will have an impact for everyone over the next years – either in Education, in the workplace or in social life. We will continue to investigate the potential for these technologies, to support business cases from faculties and directorates that take advantage of them and ensure that these innovations are built on the solid foundation of our infrastructure and capable, confident, insightful colleagues.

Artificial Intelligence – already in use with chatbots in the University, but becoming increasingly sophisticated, able to learn the types of issues and questions that people approach us with and work out the most suitable answers. Outside the University AI is likely to start being used by individuals to ask for recommendations in every aspect of life; for example, asking “which University should I go to?”.

Augmented Reality – overlaying the real world with digital information – for example supplying information about the latest medical research for a surgeon mid-surgery so they can deal with whatever they find.

Virtual Reality – already in use in some Faculties like FEHW, but becoming more and more common in education and training where creating virtual environments is valuable – e.g. architecture and arts.

Blockchain – a cryptographically secure way to record transactions currently used widely in finance, but also increasingly in contract management. Could be applied to credentials like qualifications for individuals and will have an impact across business.

Robots – already transforming the workplace, particularly in industry, but also likely to have a major impact in many of our academic areas; healthcare, construction, manufacturing, arts, film-making.

3D printing – already transforming manufacturing and arts and with significant potential for many of our academic and research areas; construction, engineering, technology, computing.

Drones – significant potential for the corporate world and potentially of interest for research. Likely to be increasingly regulated, but also to be increasingly common.

Internet of Things – the proliferation of connected devices (e.g. thermostats, cars, fridges) has significant implications for home, work and social life. It also connects to areas of University excellence like cyber-security, internet connectivity and 5G mobile networks.

We will also ensure that we work collaboratively with our academic colleagues, some of whom have world-leading expertise in these areas, to ensure we support the cutting-edge academic technology needs of the University. At the same time we recognise that we have to get our fundamental services right and there is still work to do to ensure they are fit for purpose and work seamlessly for staff and students.
8.0 What our services will be like

Digital Services Delivery

Joined-up – we will ensure close collaborative working with all the University teams involved in delivering digital services. This includes Faculty teams, Directorate teams including Finance, Registry, Research Support, Libraries and CoLT. We will also complete the efficient delivery of centralisation and standardisation of PC, laptop and mobile phone provision.

ServiceDesk and Service Support – transition our existing services from rapid response to self-service and automated support where possible. This will include Artificial Intelligence to provide the most efficient and effective potential support, but we know that students and staff fundamentally value personal support and contact. We will clarify the structure of these teams to ensure ServiceDesk is about proactive working and supporting colleagues with digital confidence. Service Support will clarify the escalation route for issues that cannot be resolved at first-line and provide the technical link between first line and suppliers/technical experts.

Creation of a “Connect” Team or Business and Supplier Partnerships – we will build on the great experience of the Digital Campus team where good team-work, close collaboration cross-team and great communications were the foundations of successful delivery – both in technology and organisational process change. We also need to improve our management of suppliers as more of our services will be managed on an SLA basis.

Outsourcing Procedural and Routine Tasks – e.g. delivery to desktop of PCs, ordering of end-user-devices like mobiles and peripherals – freeing up our teams to add value and support students and staff with their digital confidence.

Communications and Digital Ambassadors – will be key to the successful transformation of our digital services and experiences. We will expand the existing capacity for communications to promote our services and new ways of working, and develop the digital ambassador network to ensure peer-encouragement to improve digital confidence.

Information Security – we will continue to invest in the skills and resources dedicated to the strategy and operations ensuring information security. This is an increasingly demanding area and we will learn from good practise both within and outside the sector to ensure we stay ahead of the game in terms of threat detection and management and an exemplar approach to information governance, compliance and security.

Separation of Architecture / Planning and Operational – to ensure that we continue to deliver appropriate solutions and services we will work to protect the resource dedicated to the planning and architecture of our services, separating them from the operational work requirements.

Continuous Improvement – we will ensure we work as one team to ensure a culture of continuous improvement.

A further outline of the changes agreed with CMT/VCAG for the ITS team are included in appendix 1.
9.0 Strategic Alignment

We have to be absolutely clear that what we are delivering digitally supports the mission, aims and objectives of the University. Each digital strategic theme includes an outline of the highest priority activities to support the relevant University strategic pillar.

Innovation and Opportunity

Innovation and opportunity are at the core of University values and must therefore be fundamental in our approach to digital technologies and services. It may seem relatively obvious that digital is all about innovation and opportunity, but we should be clear – the innovation will be innovation with a purpose and the opportunity offered by digital services will be available to all no matter the level of digital confidence that students or staff arrive with.

Our digital programme will be re-aligned and appropriately resourced to ensure we identify and deliver one digital innovation project per year. We will ensure that all teams involved in delivering and supporting digital services are encouraged to investigate and bring forward innovation for consideration within the University.

The following outlines a small sub-set of the potential innovations, which will need analysis, negotiation, funding and prioritisation:

- A full-service (i.e. end-to-end) approach to digital assessment.
- Improving feedback and communication channels for staff and students.
- Artificial Intelligence – already in use with chatbots in our library and supporting our recruitment activity, but we recognise the potential to transform the way we interact with staff and students in every part of the organisation.
- Learning Analytics – personalised and comparative insight to help students improve their approach to study and their chances of success. It also helps academics better support their students and gives them insight into what works and what doesn’t from a teaching and learning perspective.
- Anytime, anywhere study – a truly digital University enabling students to engage if they are unable to travel to the University campuses or if they choose a digital route for their studies.

The University’s 2021 strategy defines three key pillars of strategic intent:

1. Students First
2. Skills and Knowledge for Economic and Social Transformation
3. Significant Influence and Impact

For each University strategic theme we will define how the digital strategy supports and enables us to deliver it. We will also include a number of the key initiatives we are planning over the strategic period to ensure digital transformation in this area.
A sector-leading student digital experience, setting the standard for the University.

University Strategy to 2021: Creating opportunities and improving people’s life chances are at the core of our mission.

This starts with understanding students’ digital world before, during and after their time at University. In this we will build on the student journey mapping work that is planned for 2019. It is clearly our responsibility to support students who have come from a managed, constrained, safe and structured digital learning experience at school, or maybe as mature students with great digital skills, but no digital learning experience at all, to a world where as employees, parents, voters, consumers and entrepreneurs they must survive, flourish, prosper, adapt to an increasing digital world and an increasingly rich, changeable and chaotic one. They will be using technologies and techniques that sometimes they own, control and value, and sometimes they don’t, but where their digital experiences and expectations are not shaped by institutions and organisations, or by teachers, managers, lecturers and bosses, but by family, friends, neighbours, by social, emotional and personal concerns and incentives.

Student Success
Before the end of the 2018-2019 academic year, we will define,initiate and support a key set of projects to ensure University students and staff have the relevant information they need to fully understand student experience. These solutions will enable staff to identify academic areas and individuals or groups of students where intervention could boost their chances of academic success.

• Learning Analytics – this is a broad theme and already on the radar for our Digital Campus programme. It is very likely that over the strategic period it will become imperative to implement a learning analytics solution to transform our approach to student success.

• Management Information – recognising the value of our data and supporting intelligent analysis and inter-operability of our data to ensure that University teams can make informed decisions and the fundamentals of the operation of the University are clear, irrefutable and transparent.

Students First

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Student Experience
University Digital Solutions will be reviewed, developed and delivered to ensure they are simple to use and intuitive to navigate.

• Single digital University identity and improved, more consistent experience from enquiry to alumni. That means connecting to systems once and getting access to everything they need for their studies. It also means we can personalise services and ensure the security of student and University data.

• Further improvement and development of our network and wireless connectivity to ensure students (and staff) can connect from wherever they choose to work.

• Regular opportunities for student engagement in the development of our services.

• Employment of students in our services to benefit from their experience as customers of our services, to offer digital work experience opportunities and to get insight into what works and what doesn’t from a student perspective.

• Build on the success of our established student portal so students have a consistent experience in interaction with the University and are not continually swapping between systems for their learning journey.

University Strategy to 2021: Creating opportunities and improving people’s life chances are at the core of our mission.

We also recognise that not all our students are digital natives. We will be individual aware and ready to support students and staff whatever level of digital competence they arrive with. The substance of this approach is included in section 8 – Digital Confidence.

We will continue to ensure investment in digital technologies and services with a direct impact on the teaching and learning experience. This will include:

• A programme to ensure that all AV in our teaching spaces is at a defined standard.

• A demonstration space on each campus to show what is possible in teaching approach with cutting-edge technology.

• Capture and playback capabilities in every appropriate teaching space.

• Continued investment in open-access digital resources from library resources to open-access PCs.

• Proposals on the Apple 1-to-1 (providing Apple devices to students as a core part of their learning experience) programme which is demonstrated to impact success in student recruitment and improvements in student experience.

• Creation of exemplar Apple 1-to-1 programmes to demonstrate the potential and benefits.
From the digital services perspective this theme is about enabling, supporting and promoting our research.

We will ensure improved collaboration between the providers of digital services and the Research community with a role dedicated to this interaction. This role will support the strategic development and optimised operational support of our research services.

In addition to what we have said for students and for research, this theme is about staff and how we enable them to work in new and different ways; how we improve collaboration and communication and enable the University community to share and promote our successes.

In order to ensure that the University continues to deliver significant influence and impact, locally, regionally, nationally and globally we will:

• Deliver a cutting-edge set of tools for collaboration and communication which we will promote to standardise across the University so that everyone is on the same platform and benefits from consistent, integrated intuitive solutions
• Ensure that all solutions enable communication and collaboration with partners outside the University.
• Review and propose an update to the standard provision of PC and mobile phone to staff.

We will also identify areas where Digital Services can make an impact outside the University.

• Further investigate the potential of 5G mobile phone technology and the potential offered by the West Midlands being identified as a pilot region for 5G.
• Improve the University’s reputation with services and initiatives that set the benchmark in the sector and have a genuine impact on the impression of potential students making them more likely to choose to study at the University.

• Our commitment to equality and diversity means that we will build on the supportive, inclusive and diverse team in the University to;
  - Encourage our female colleagues to engage with our local schools to promote girls to consider careers in technology.
  - Challenge our suppliers to prove that they have a correspondingly positive approach to equality and diversity and to include those measures in our criteria for supplier selection.
  - Continue to promote the best possible equality and diversity within Digital Services teams including supporting the achievement of the Athena Swan standard.
  - Ensure that plans for digital services consider the specific needs and deliver the most possible benefit for Black or Minority Ethnic (BAME) students and staff, customers with disabilities and stakeholders of all genders, races, sexual orientation or age.
  - Ensure we are offering a digital skills development course for all female staff encouraging pathways into digital services.
10.0 University Digital Values

In essence, these are the attributes we believe to be important about our digital services:

**Customer Focused**
Making us easy to business with – user-focused, not focused on internal processes or structures.

**Collaborative**
Collaboration and partnership are central to the strategy, because they will enable the development of a stronger organisation which supports delivery of services end-to-end. We will design our services in collaboration with staff and students to ensure that they meet or exceed the needs of these groups. This will need a new approach to digital services and include a significant partnership team. This collaboration extends outside the traditional boundaries of the University to suppliers, local partners, and insight and support from sector and industry experts.

**Innovative**
We will take advantage of the latest digital and technology innovations, but only where they add real value to the University experience. We will work closely with all University digital services teams to ensure that we have exemplar services in each area of our operation. We will also take every possible opportunity to demonstrate innovation, investing in the estate to create demonstration spaces and clarifying how innovation can transform how the University works.

**Agile**
The University has a significant number of existing priorities and initiatives to complete – many of which have a digital element. We have to be able to support these, and ensure we effectively maintain the core foundations of our digital services. At the same time we need to be responsive to new opportunities and initiatives since the University demands agility and responsiveness. This will need a significant change to the structure of digital-services teams to ensure we have the capacity to respond whenever needed.

**Accessible**
This extends from ensuring the best possible application of accessibility tools to physical accessibility; making sure our infrastructure works as well as possible for all.

**Efficient**
Digital services will be continually challenged to demonstrate how they provide the best possible value-for-money. At the same time digital services must be properly funded over the lifecycle of the service. Ongoing support, maintenance and development have to be considered and budgeted. We will ensure that digital service budget discussions detail the specific budget needs of these services and work hard to ensure appropriate budget is available to meet these requirements.

In order to embed these values, every digital investment decision taken over the next 6 years will be challenged to demonstrate how it delivers them. We have also included a set of digital principles in Appendix 2 which will be fundamental to professional delivery of digital services over the strategic period. They will be periodically reviewed to ensure they remain relevant.
11.0 Digital Confidence

Ensuring cutting-edge digital services and technologies is just the foundation. In many ways staff and student digital confidence will be even more fundamental to our success; to ensure that staff and students are effectively encouraged, enabled, trained and supported to make the most of the services. These skills will also be fundamentally important for students in their future studies or careers and staff in their personal and professional development.

They will be supported by professional, well-trained, positive staff to ensure that when help is required it is available in the most proactive and personalised way possible. In order to achieve this we will continue to make the case for appropriate training and development resources. We will also work to continue to bring the digital services teams closer together, to ensure clarity in, and accessibility of, the available services offered. And to ensure we work together in the most productive and beneficial way possible.

In order to understand the landscape we will undertake a baseline assessment of digital skills needs and agree with the University’s Corporate Management Team how that will be used to encourage staff and students to achieve the necessary skills for their work and study. In doing that we will take advantage of current Digital Capabilities frameworks like those provided by JISC and SFIA (Skills Framework for the Information Age) although those will be used as guides and will not necessarily be a definitive list of the skills we need.

For staff and students this new approach to digital capabilities will take advantage of up-to-date training and development solutions:
- Training and development online
- Demonstration videos
- Demonstration sessions in cutting-edge teaching spaces
- FAQs and helpful hints
- A ServiceDesk aligned to providing support and guidance rather than more straightforward resolution of issues
- Using AI to provide intelligent automated support that learns the kinds of technology issues staff and students have and proactively develops appropriate responses

Support and development will also be delivered face-to-face in situations where that is the best possible approach.

University of Wolverhampton Digital Services will work towards physical presence on each campus with approachable, capable staff to support staff and students 1-to-1 with their digital capabilities and needs.

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For students we will continue to develop our digital training and development offer to keep pace with the requirements of life and work inside and outside the University. We will ensure an appropriate baseline digital skills offering and build on that to provide higher level skills in particular subjects/themes where those are needed. Ensuring that our students have the digital skills and confidence they need to thrive at and after University is clearly a core part of the digital mission at the University.
12.0 People

The people challenge is going to be one of the most difficult to successfully meet. It is fundamentally important to the chances of successful strategy delivery that we have the right people with the right approach in the University. This is another area where the needs and demands are changing at an increasingly rapid rate. At the same time we recognise that we need to have a clear development offering in place for staff digital skills and that we need to work on the attractiveness of the University as a place to recruit and retain the best and brightest digital services colleagues possible.

It is also clear that the skills required of digital services colleagues are changing as the technical elements of digital service become more and more complex and more likely to be delivered by suppliers. The skills required of digital services teams shift towards people skills, communications, understanding business requirements, negotiating with suppliers and management of other, sometimes external, people and services. We will of course ensure that we have a considered and appropriate development offer for all staff in these areas.

13.0 Digital Transformation / Portfolio

An outline definition of the current and future Digital Services Programme is included in Appendix 3. This is naturally subject to continual review, prioritisation and update. We will ensure that as the digital strategy is frequently reviewed to ensure relevance, the digital programme included here is updated. It is critically important that all active projects be effectively transitioned into live operational service with the consequent improvement in resourcing / skills / service standards. Digital Services will be aligned to ensure there is capacity within the team to deliver this professional service transition.

We will also ensure that we work closely with the teams investigating, mapping, analysing and improving the student journey to ensure that we identify the key digital touchpoints within that experience and align our improvements to those that are most transformative and align best with the relevant student experience improvements. This, we believe, will be a fundamental part of the University’s new approach to Student Relationship Management (defined below as Customer Relationship Management or CRM).

It is worth noting here that there are three current imperatives within the University and all will involve digital services and solutions as part of the resolution. In fact there will be overlaps between them, but it is worth referencing here that we recognise these as the three highest priority major themes needing direction and resolution for the University:

1. Student retention
   In doing what is necessary to improve student retention we would expect a corollary benefit in terms of impact on student experience, student satisfaction and even future student recruitment. Since this is such a “virtuous circle” we are absolutely committed to a transformation of our student retention and will bring forward ideas about how we could initiate transformation immediately. At the same time we recognise this is a permanent requirement and we will always strive towards improving student experience and student success.

2. Student recruitment
   We are expecting a new student recruitment strategy to be defined in the first half of 2019. Recognising the importance of recruitment to the fundamental performance of the University we will engage at every stage in the development of this strategy and ensure we can deliver it with the necessary digital solutions, innovations, services and insight.

3. Customer Relationship Management
   It is impossible to envisage serious permanent improvements to either student recruitment or success without a step-change in our interaction with, and understanding of, our student population. At the highest level we recommend a comprehensive “enquiry to alumni” approach to CRM. Whilst this is a business process or culture change programme it will only be successful with appropriate supporting technology. As we have said before, students expect to engage with technology and they expect to be able to interact with the University using whichever technology they choose. CRM is no exception.

We have to be clear; this level of transformation will not come without significant investment. We will continue to make the case for appropriate investment in each level of the digital strategy and continue to make the case for investment based on impact to the University. We will work to establish an appropriate prioritisation and governance process that considers all investment initiatives across the University.

Digital Strategy Committee will ensure the leadership of the digital programme and the continued success in delivering sector-leading foundations, enterprise and transformational services.
### University KPIs

Clear SMART (Specific, Measured, Achievable, Relevant and Timed) objectives will be agreed for these KPIs with the CMT and reviewed on a regular basis at Digital Strategy Committee. These are indicative objectives.

<table>
<thead>
<tr>
<th>University KPI</th>
<th>Digital Services Impact</th>
<th>Specific Objective</th>
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<tbody>
<tr>
<td><strong>Our student population</strong></td>
<td>Student recruitment</td>
<td>Delivery of a CRM solution to support a new approach to managing our relationship with students</td>
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<tr>
<td></td>
<td>Student retention</td>
<td>Delivery of a learning analytics solution making best advantage of new technologies to support students with insight into their learning experience and how to make the most of it.</td>
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<tr>
<td><strong>Our students’ achievement</strong></td>
<td>Learning Analytics</td>
<td>Delivery of a learning analytics solution making best advantage of new technologies to support students with insight into their learning experience and how to make the most of it.</td>
</tr>
<tr>
<td><strong>Our students’ satisfaction</strong></td>
<td>NSS, PGRES</td>
<td>Top quartile performance in Q18; &gt;90% by 2023 and maintenance at that level 2024 and 2025</td>
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<tr>
<td><strong>Our students’ employability</strong></td>
<td>Digital skills</td>
<td>50% of students completing the digital skills baseline training offering</td>
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<tr>
<td><strong>Our research</strong></td>
<td>Research data management and tools to support the full research lifecycle</td>
<td>Complete research data management service proposal and implementation of the agreed services and toolset</td>
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<td><strong>Our staff</strong></td>
<td>Digital skills</td>
<td>50% of staff completing the digital skills baseline training offering (e.g. IDEA)</td>
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<td></td>
<td>Workflow processes to improve staff experience</td>
<td>Complete service process review and digital service transformation for 5 key business processes</td>
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<td><strong>Our culture</strong></td>
<td>Digital Confidence</td>
<td>Established digital confidence service offering, training and development package and specific measure TBC for completion</td>
</tr>
<tr>
<td><strong>Our business engagement</strong></td>
<td>Collaboration tools</td>
<td>Complete implementation of industry-standard collaboration and communication toolset for the whole University</td>
</tr>
<tr>
<td><strong>Our financial health</strong></td>
<td>Efficiency and effectiveness of our process Management Information</td>
<td>Identify 5 cost-saving areas where digital solutions can improve how the University operates AND reduce cost</td>
</tr>
<tr>
<td></td>
<td>Completion of MI project and agreed set of MI reports to support information-driven-decision-making</td>
<td></td>
</tr>
<tr>
<td><strong>Our campus</strong></td>
<td>Digital skills and demonstration spaces</td>
<td>Completion of a digital teaching and technology demonstration space on each campus</td>
</tr>
<tr>
<td><strong>Our wider impact</strong></td>
<td>Ensure engagement with community, place and delivering collaborative benefit – e.g. with council</td>
<td>Two collaborative projects with local partner organisations to be defined, proposed and in established</td>
</tr>
</tbody>
</table>

### Digital Services Strategic KPIs

<table>
<thead>
<tr>
<th>Digital Services KPI</th>
<th>Definition</th>
<th>Specific Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Service Maturity</strong></td>
<td>A measure of the performance of the University's Overall Digital Services This is a major undertaking and requires understanding of the entire end-to-end digital service and solutions. Gartner – “Business Partnership” PwC – “Optimised” KPMG – “Strategic”</td>
<td>Benchmarked achievement of the highest level service maturity by 2023</td>
</tr>
<tr>
<td><strong>Internal Measure</strong></td>
<td>Staff satisfaction with Digital Services – to be part of a regular internal survey</td>
<td>&gt;80% staff satisfaction by 2022 &gt;85% staff satisfaction by 2025</td>
</tr>
<tr>
<td><strong>PMO Specific Measure</strong></td>
<td>An overall measure of the effectiveness of our PMO and programme delivery</td>
<td>Overall measure of programme delivery by the three programme pillars: Time Cost Quality</td>
</tr>
<tr>
<td><strong>IT Team Positivity</strong></td>
<td>A measure of the satisfaction of staff working in IT</td>
<td>&gt;80% satisfaction by 2021</td>
</tr>
</tbody>
</table>

### Digital Services Operational KPIs

<table>
<thead>
<tr>
<th>Digital Services KPI</th>
<th>Definition</th>
<th>Specific Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service Uptime / Availability</strong></td>
<td>Network Storage Collaboration Tools Suite Virtual Learning Environment Lecture Capture Services Finance Service HR Service Student Record System/Service</td>
<td>To be defined</td>
</tr>
<tr>
<td><strong>Service Responsiveness</strong></td>
<td>ServiceDesk measures: Time to resolve Satisfaction with service Satisfaction with resolution</td>
<td>To be defined</td>
</tr>
<tr>
<td><strong>Realtime service reporting</strong></td>
<td>Production of an operational services dashboard for the above key services</td>
<td>By end 2019</td>
</tr>
</tbody>
</table>
15.0 Information Security

The University of Wolverhampton has an established high profile, genuinely sector-leading reputation, and significant ambition, in Cyber Security. Our organisational approach to information security has to match this high level.

Information security will be consistent thread through everything we do. To ensure we keep up with the constantly evolving legislation and "threat" landscape we will work towards a sector-leading approach to information security.

We will ensure that ITS colleagues who understand the balance of information security and ease-of-use are available to advise on all projects and developments where information security is a consideration, i.e. all of them.

This will include achieving Cyber Essentials Plus accreditation for the whole University.

It will also include initiating an ISO27001 programme to ensure that the University achieves the highest standards of information management and security in an efficient, sustainable way.

To do this we will work collaboratively with the GDPR working team, the Information Governance Committee and CMT.

We will also work on proactive communications to ensure that staff and students alike understand the issues and implications inherent in information security and that they are best-equipped to securely navigate their studies, their work and their lives outside University.

16.0 Challenges to the University

This digital strategy is not about maintaining the status quo. If it is genuinely going to be transformational then some of the transformation will be challenging to the University and its stakeholders.

This section defines a number of key challenges. These are not intended to be set-in-stone, but they are intended to initiate conversation – to get University students, colleagues and teams talking about exactly what they want and need from their digital services. These challenges do however give a sense of the direction of travel for the digital strategy towards simple, intuitive solutions that enable new ways of working. In some cases we will bring proposals to the University’s decision-making groups to drive these changes forward.

1. Standard staff IT provision for their workspace will be a lightweight laptop and mobile.

2. All University services will be available online where that genuinely adds value – digital by default. The significant point here is to free staff up from the routine interactions and support for everyday processes so they can focus on the areas where they really add value to the experience of students and where personal interaction is most important.

3. One digital University identity for staff and for students from enquiry to alumni and a consistent experience with our digital services. Where possible we will work towards unified, consistent online interactions.

4. Self-service. As for online services, self-service solutions ensure that valuable people resources have the most capacity to interact in a personal way where that adds most value to the student experience.

5. Lecture capture and digital learning techniques will be embedded in all teaching and then all lectures will be captured and automatically made available to students as the default position. It is recognised that this needs full training, an agreed policy and guidance for staff including the ability to stop lecture capture for a class if necessary.

6. Digital at the core of everything we do. Digital Confidence will become a core competence for all staff and will feature prominently in recruitment, job descriptions and performance reviews.

7. All Faculty IT staff in the University to be part of the Digital Services team. This will mean bringing in IT staff to the central team although it is clear that where staff are student/teaching facing, they will retain that role and location within the University as a fundamental part of their work. We will bring a proposal to CMT detailing this change, the implications and benefits.

8. Information Security will be consistent thread through everything we do. To ensure we keep up with the constantly evolving legislation and “threat” landscape we will work towards a sector-leading approach to information security.

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We will also work on proactive communications to ensure that staff and students alike understand the issues and implications inherent in information security and that they are best-equipped to securely navigate their studies, their work and their lives outside University.
In order to establish a strong link between the University Board of Governors and the Digital Strategy we will ask for a representative Governor to join the DSC and to report back progress to the Board of Governors. We will also ensure regular reporting of DSC matters to the University’s Corporate Management Team. The agenda of the Digital Strategy Committee will be aligned to this strategy to ensure that all the key features and deliverables of the digital strategy are on-track.

One of the major challenges for the Digital Strategy Committee will be in prioritisation of the significant range of potential solutions, all of which will promise significant transformation. The digital services team will work closely with the DSC to support a sensible, achievable approach to prioritisation.

To support this group, we will also introduce systems management groups to ensure that solutions in service are managed, updated and supported appropriately. Requirements for new services, and the associated business-cases will be effectively prioritised and presented to DSC.

Everything in this digital strategy will be governed by the Digital Strategy Committee. It will remain critical to the success of this strategy that we maintain the full support of the Digital Strategy Committee which includes representation from across the University and is therefore representative of the needs and priorities of the widest possible University community.

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This is a transformational digital strategy and will need significant investment to achieve. We will work closely with the University’s Board of Governors, Planning and Resources Committee and Chief Finance Officer to define, justify and establish an appropriate capital, revenue and staffing budget to cover the full strategic timescale.

As digital services move from being hosted and managed on-site towards off-site hosting or cloud services, the financial model will transition from capital investment to revenue cost. The agility to flex services and demand up or down in connection with student numbers will allow the university to better control costs in proportion to demand. A more centralised and formal standardisation of ICT equipment is required in order to ensure the procurement of the right tools are being made on a volume basis within an agreed cost.

This is clearly a significant change for the University and will be a challenge in an environment geared towards capital investments rather than increasing revenue costs. Zero-or-priority based budgeting will give an opportunity to highlight the implications, but the continuing positive support and flexibility of the finance team will be fundamental to the success of the digital strategy.

At the same time, we will work with finance to identify and deliver the savings opportunities offered by smart digital solutions. Clearly these have to be initiated, understood and prioritised within the organisation but digital services will be confident in challenging business-cases for investment with digital involved where it is clear the investment could and should be reducing future costs.

Other Financial Implications

In order to most effectively manage Digital Services and the provision of ICT equipment there are a number of prerequisites:

• IT end-user device replacement budget to be centralised
• Device provision centrally co-ordinated and managed
• New staff requires a transition of budget from the Faculty or Directorate to the centre to cover the cost of new equipment and services (e.g. software). ITS will define a standard marginal cost for additional hardware and software for additional team members to support this process.

17.0 Financial Implications

18.0 Governance

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Appendix 1

Implications for the IT Services Team

The key link here is for ITS to become University of Wolverhampton Digital Services and take the leadership role in the University Digital Strategy working collaboratively with the other teams in the university providing digital services.

Alignment of the team to fully support, and absolutely focus on, the digital needs of the University. Principle will be to better utilise suppliers to support our routine, operational needs, to enable the Digital Services team to focus on services that really add value to the staff and student experience.

Separation and clear definition of the planning/architecture function and the operational.

Improved collaboration with and connection to the University:

Introduction of a Business and Supplier Partnerships Team;

Improved alignment to (and support of) the Faculties, Directorates, Research Community and Students

Improved management of our suppliers as we transition more routine work to suppliers enabling Digital Services to focus on the transformational journey of the wider University, digital capabilities and specific areas where our leadership will improve.

Re-alignment of the Digital Campus team to create an integrated Programme Management Office with oversight of the three levels of programme required by the digital strategy, foundations, enterprise, university. This will require additional resource and will be fundamental in our ability to deliver embedded improvement.

Recognition of the value and importance of a University-wide strategic approach to data; we will develop our information systems team giving them an overall remit for data management, integrations, system data sharing and a new approach to data insight.

Improved communications of Digital Services with a clear service catalogue and a defined set of expectations for each of the services. Regular service reporting and quarterly published updates.

Increased capacity to ensure operational and strategic approach to information security.

Specific role dedicated to continuous service improvement and recognising the potential for business-process-improvements up to making recommendations to the University on where the highest potentials for improvement are.

ITLT will each own a digital strategic theme (Students First / Skills and Knowledge / Influence and Impact)

Refocus ServiceDesk and Service Support teams.

The Digital Services team will get used to a culture of change and agility. In the future it is going to be crucial that we can adjust and adapt to new challenges and the potential of new services and solutions. At the same time we have to ensure that we continue to invest in our solid foundations and fundamental technology architecture.

Appendix 2

Key Principles of University of Wolverhampton Digital Services to support the digital values.

The following principles establish a shared approach to providing digital services to the collegiate University community:

- Procurement of software applications, systems, IT equipment and services will be subject to procurement guidelines, and will be managed by IT Services.
- Protocols and policies governing access to, and use of, software applications, IT systems, equipment and services will be developed. Adherence to policies will be a contractual requirement for all staff and students.
- A fully documented technical and information (data) architecture will be developed and maintained.
- Systems, technology and services need to be reliable, efficient, effective and properly funded over their life cycle. Change must be well managed (through a change management process) and regularly communicated.
- A centralised catalogue of standard Services and hardware available will be developed and kept up to date.
- A register of IT assets (devices, hardware, and software licenses) will be established and kept up to date.
- New capabilities will be introduced through establishment of projects (and programmes) and will be subject to business case approval.
- All systems, technology and services must accommodate use of mobile devices.

- All information services and support will accommodate use of multiple platforms, e.g. Apple, Windows, and Linux.
- The underpinning Application platform will be Microsoft.
- A rolling capital and revenue budget will be prepared annually, and regularly reviewed.
- An Environmentally (IT Green) responsible approach to ICT provision will be followed.
- Clear and effective governance will be in place and periodically reviewed to ensure relevance.
- Teaching, research and administrative staff work in partnership with Digital Services teams to ensure that ICT delivery works as a strategic enabler for the University.
- Partnership in ICT goes beyond the boundaries of the University and includes external vendors, the NHS, regional HEIs and local authorities.
- Benefits and savings of centrally supported infrastructure and services are made transparent to encourage adoption and value for money across the University.
- A standards based approach will be adopted.
- All University information and data (whether created or procured) are treated as assets and governed appropriately; with the processes around them appropriately supported, including access, storage and curation.
- Provide an infrastructure that supports mobile, agile and flexible approach to working, allows secure data exchange, and provides common technology platforms for digital services.
Appendix 3

Current and potential future digital programme/portfolio

We will align projects to one of three themes and ensure the right level of portfolio management, project management, programme delivery and support;

Digital University

Digital Enterprise

Digital Foundations

Current

Deliver Phase 2 (timetabling, digital library platform, CRIS)

Pipeline

Innovation in teaching spaces and associated technology
Artificial Intelligence in our service offering and in the key student and staff-facing services.
Digital student interaction - a new approach and set of tools to enable workflows and processes, automating and improving access to information and process.

Future

Develop Phase 3
Electronic Management of Assessment – to complete the end-to-end functionality of our current Virtual Learning Environment
Attendance Monitoring
Research Data Management

Other considerations
These current, future and pipeline projects/programmes will be mapped into a clear timeline over the strategic period. It should be noted that they are all transformational and will almost all involve significant investment and resource from across the University.