DIGITAL STRATEGY 2019-2022

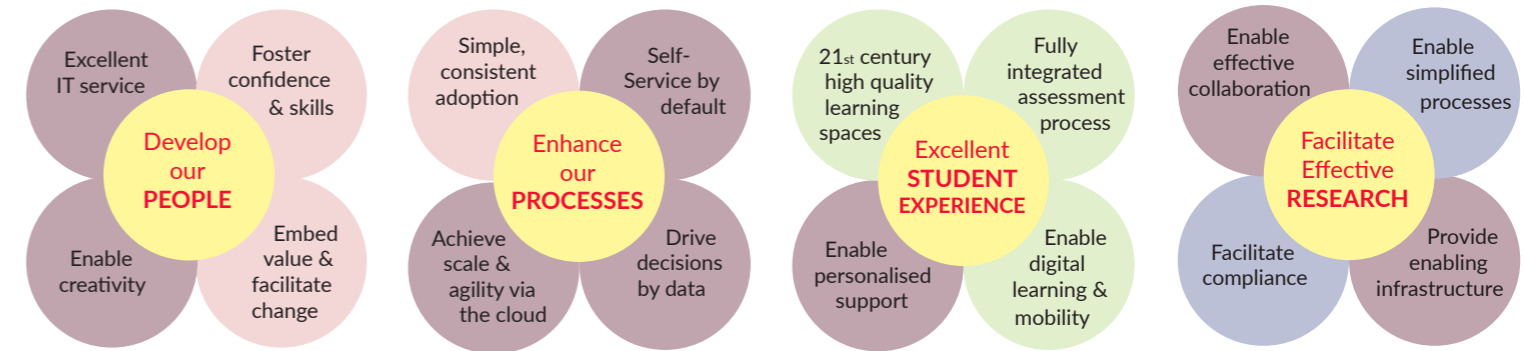**UNIVERSITY of GREENWICH**

OUR STRATEGIC OBJECTIVES to help the university deliver its mission, vision & strategy

The University's digital mission is to ensure everyone in our community is equipped to effectively use digital services, data and technology with confidence, resilience and creativity in their learning, teaching, research and organisational support.
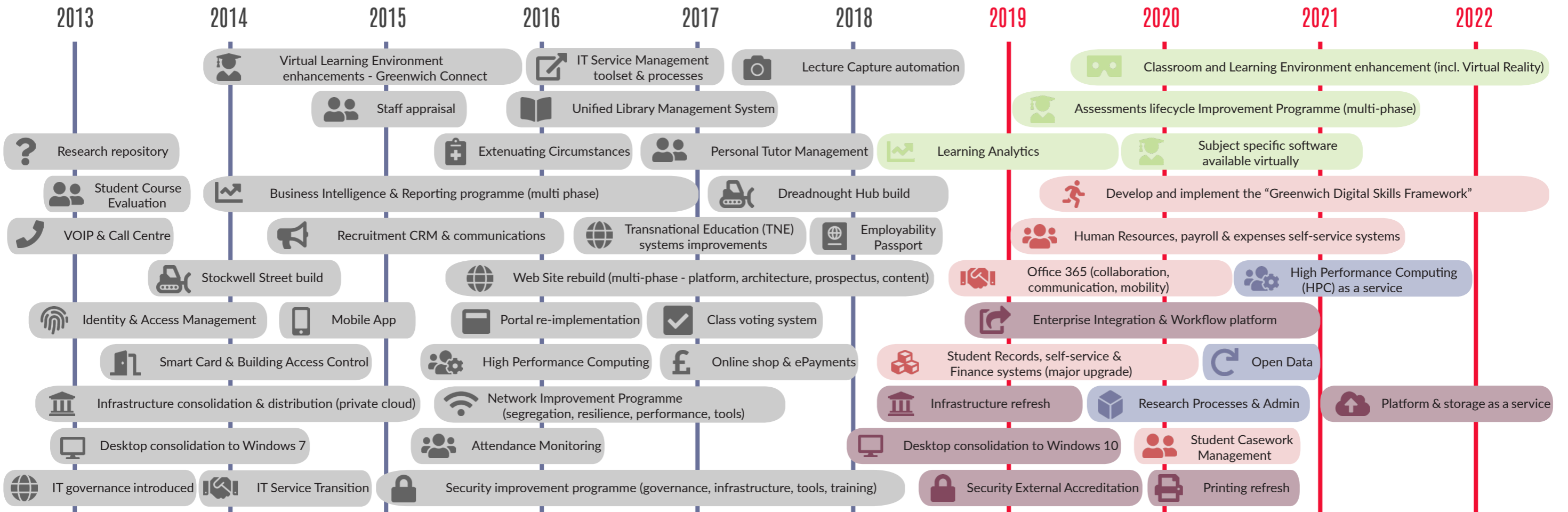
We will provide digital technology solutions which are highly performing, flexible and scalable to enable the university to adapt quickly and flourish in an increasingly challenging higher education environment.

1. Changing student lives through **OUTSTANDING TEACHING & LEARNING**
2. Enhancing science & society through **INSPIRING RESEARCH & ENTERPRISE**
3. **SUPPORTING & DEVELOPING OUR STAFF**
4. **ENHANCING THE DIGITAL ENVIRONMENT**

OUR THEMES

Develop our PEOPLE
- Excellent IT service
- Foster confidence & skills
- Enable creativity
- Embed value & facilitate change

Enhance our PROCESSES
- Simple, consistent adoption
- Self-Service by default
- Achieve scale & agility via the cloud
- Drive decisions by data

Excellent STUDENT EXPERIENCE
- 21st century high quality learning spaces
- Fully integrated assessment process
- Enable personalised support
- Enable digital learning & mobility

Facilitate Effective RESEARCH
- Enable effective collaboration
- Enable simplified processes
- Facilitate compliance
- Provide enabling infrastructure

OUR DIGITAL JOURNEY 2013-2022

Year	
2013	
2014	
2015	
2016	
2017	
2018	
2019	
2020	
2021	
2022	

- Virtual Learning Environment enhancements - Greenwich Connect (2014-2015)
- IT Service Management toolset & processes (2016)
- Lecture Capture automation (2016)
- Classroom and Learning Environment enhancement (incl. Virtual Reality) (2019-2022)
- Staff appraisal (2015)
- Unified Library Management System (2016-2017)
- Assessments lifecycle Improvement Programme (multi-phase) (2019-2022)
- Research repository (2013)
- Extenuating Circumstances (2016)
- Personal Tutor Management (2017)
- Learning Analytics (2019)
- Subject specific software available virtually (2020)
- Student Course Evaluation (2013)
- Business Intelligence & Reporting programme (multi phase) (2015-2017)
- Dreadnought Hub build (2018)
- Develop and implement the "Greenwich Digital Skills Framework" (2019-2022)
- VOIP & Call Centre (2013)
- Recruitment CRM & communications (2015)
- Transnational Education (TNE) systems improvements (2017)
- Employability Passport (2018)
- Human Resources, payroll & expenses self-service systems (2019)
- Stockwell Street build (2014)
- Web Site rebuild (multi-phase - platform, architecture, prospectus, content) (2016-2018)
- Office 365 (collaboration, communication, mobility) (2019)
- High Performance Computing (HPC) as a service (2020)
- Identity & Access Management (2013)
- Mobile App (2014)
- Portal re-implementation (2016)
- Class voting system (2017)
- Enterprise Integration & Workflow platform (2019-2020)
- Smart Card & Building Access Control (2014)
- High Performance Computing (2015)
- Online shop & ePayments (2017)
- Student Records, self-service & Finance systems (major upgrade) (2019-2020)
- Open Data (2020)
- Infrastructure consolidation & distribution (private cloud) (2013)
- Network Improvement Programme (segregation, resilience, performance, tools) (2015-2017)
- Infrastructure refresh (2019)
- Research Processes & Admin (2020)
- Platform & storage as a service (2021-2022)
- Desktop consolidation to Windows 7 (2013)
- Attendance Monitoring (2015)
- Desktop consolidation to Windows 10 (2019)
- Student Casework Management (2020)
- IT governance introduced (2013)
- IT Service Transition (2014)
- Security improvement programme (governance, infrastructure, tools, training) (2015-2018)
- Security External Accreditation (2019)
- Printing refresh (2020)

OUR DRIVING PRINCIPLES

DIGITAL BY DEFAULT
We will be digital by default, ensuring digital is considered at the outset of every initiative.

WE ARE ONE UNIVERSITY
We will operate consistently as an organisation, ensuring our processes and methods of working are simple and uniformly applied.

SPACE TO BE CREATIVE
Opportunities to be creative through the application of digital technology will be exploited wherever possible.

PAPERLESS ENVIRONMENT
We will become a paperless organisation and bureaucracy will be questioned and removed wherever possible.

TECHNOLOGY EXCELLENCE
Our technology solutions and infrastructure will be considered excellent and facilitate services which add value to every aspect of university life.

PRODUCT FIRST
We will make use of commercial products and services by default and only develop internally where there is no viable alternative.

CONSISTENT
DIGITAL SKILLS
ONE UNIVERSITY
CREATIVE
SECURE | SIMPLE | CLOUD
SERVICE
GOVERNANCE

CLOUD FIRST
Cloud products and services will be selected by default to gain benefits of scaleabilty and as-a-service solutions.

INTEGRATE NOT DUPLICATE
Data should be integrated not repeated, with a common meta data model applied throughout.

COMMON USER INTERFACES
User interfaces will be designed to be thematically consistent and will be simple to navigate and use.

SECURITY IS EVERYONE'S BUSINESS
IT security must be embedded in our culture and within our governance, technology, applications and data.

SERVICE EXCELLENCE
We will provide proactive support without delay, the way each student or colleague prefers to access it, to make effective use of available resources and to remove or eliminate unnecessary barriers.

INDIVIDUAL EXPERIENCE
Boost individual productivity by providing an intuitive, effective and consistent self-service oriented experience that enables students and staff to learn, teach and work from anywhere at any time.

ALWAYS REALISE BENEFIT
Ensuring staff and students have the skills to use the digital solutions that are provided is crucial in ensuring our community gains the value from its investment in technology.

IN 2022, WE WILL SUCCEED IF

3. SUPPORTING & DEVELOPING OUR STAFF

Through the implementation of our Greenwich Digital Skills Framework, staff have the skills and capabilities to effectively use the digital platforms required to do their work and are equipped with the confidence and resilience to embrace change and new ways of working.

The implementation of cloud based HR, Payroll and expenses solutions has transformed the efficiency and effectiveness of staff-facing processes.

Via the principles of "One University", our business processes are optimised and applied consistently across the organisation. There is a culture of continuous improvement where all staff are empowered to surface ideas and suggestions for better ways of working.

Bureaucracy has been minimised and paper based processes have significantly reduced.

Staff are able to effectively communicate, collaborate and work from anywhere at any time.

1. Changing student lives through OUTSTANDING TEACHING & LEARNING

Strategically crucial external measures via the Teaching Excellence Framework (TEF) and National Student Survey (NSS) have benefitted from the improved application of Digital.

The majority of modules are augmented with high quality e-learning content.

Via the Greenwich Digital Skills Framework, students leave the university with digital competencies and a confidence that enables them to succeed in life and their chosen career.

All of our core classrooms and learning environments are good quality and academic staff are equipped with the necessary skills to effectively use the spaces and equipment.

Innovative teaching delivery is embraced and facilitated via managed Technology Enhanced Learning initiatives being successfully implemented alongside some fully online delivery.

Assessment and feedback processes are fully integrated and provide solutions that facilitate a high quality assessment environment for students and academic staff.

Students have access to key subject specifc software from anywhere at any time.

The student experience has an element of personalisation via the use of advanced learning analytics.

Processes associated with student support casework ensure academic and pastoral support services are seamless.

2. Enhancing science & society through INSPIRING RESEARCH & ENTERPRISE

Compliance requirements for the Knowledge Exchange Framework (KEF) and Research Excellence Framework (REF) 2021 are successfully provided.

Research authorisation, administration and reporting is centralised via digitally driven workflow and an integrated information system.

High Performance Computing (HPC) and High Throughput Computing (HTC) are brokered and provided flexibly via the cloud, and fully embedded across the university.

Multi-disciplinary and multi-partner research is effectively facilitated via digital communication and collaborative environments.

4. ENHANCING THE DIGITAL ENVIRONMENT

The majority of our information systems are delivered via "software as a service" and our infrastructure is predominantly contained via "as a service" providers.

Our website facilitates effective recruitment processes and contains world class content.

Our student records and finance systems are effective and fit for purpose and enable the university to quickly adapt its curriculum delivery and administrative models.

Integrated Business intelligence is provided to staff at all levels to facilitate effective decision making.

Collaborative partnership processes are high quality and facilitate equity of provision and effective operations. On boarding new partners is straightforward.

Our IT governance and service delivery environment ensures projects consistently deliver value to plan, service delivery is proactively delivered and our technology and data environment is compliant and secure.

NSS National Student Survey

"Library staff are extremely helpful with accessing information. Academic skills staff extremely helpful providing feedback on essays and helping with structure. IT services (especially updated Moodle) easier to use. IT staff provide prompt reply and timely help."

2018 NSS comment - Family Care and Mental Health student

OUR MEASURES & KPIs

STAFF DIGITAL CAPABILITIES
All staff should have at least one digital objective in their appraisal every year.
2019 - Unk'n
Target - 80%

STUDENT FEEDBACK
The National Student Survey scores for IT services and wider learning resources are always above the sector average.
2011 - 81%
2019 - 86%
Target > 90%

LECTURE CAPTURE
Modern curriculum delivery, including "flipped classroom", requires the use of Lecture capture.
2017 - 15%
2019 - 60%
Target > 80%

DIGITAL LEARNING RESOURCES
Modules should have structured digital learning resources lists to ensure students are fully aware and easily able to access the reading that is expected.
2019 < 20%
Target > 70%

SERVICE DESK - FIRST TIME FIX
Ensuring support requests are minimised and where they occur are fixed at the first point of contact is indicative of a highly performing IT service.
2013 - 40%
2018 - 78%
Target > 85%

SYSTEM AVAILABILITY
Ensuring unplanned downtime is kept to an absolute minimum is crucial in a digitally dependent organisation.
2013 - 98%
2019 - 99.5%
Target - 99.9%

IT STAFF ENGAGEMENT
Highly skilled staff confident in their own ability to deliver strategic change and high quality services are crucial.
2016 - 62%
2019 - 70%
Target >75%

INTERNAL SECURITY AUDITS
Continuous self evaluation of our conformity to information security legislation, policy and procedures is key to mitigating corporate risk.
2019 - 2
Target > 3 PA

There are no major security incidents. Cyber essentials accreditation is achieved.

Major projects consistently deliver to plan, time and budget and deliver the intended value and benefit.

RESOURCES - PEOPLE & £

UNIVERSITY STAFF - Driving down operations to focus IT staff resources to work on the Digital Strategy programme alongside key staff from across the university is crucial to its success.

£1M PA	**INFRASTRUCTURE (capital)** This will enable the university to continue to invest in its IT infrastructure and provide the high quality performance, distribution and resilience which is the necessary foundation upon which our digital platforms, systems and services rely.
£750K PA	**PROJECTS (revenue)** The continuing additional revenue investment will enable the programmes of activity outlined within the Digital Strategy to be realised. It will cover the acquisition of new services, specialist staff and professional services, licences, tools and knowledge transfer.
£600K PA	**ACADEMIC ROLLING PROGRAMME** This budget is crucial to ensure the provision and maintenance of world class digitally enabled learning environments. It also ensures our PC, Mac, laptop and printing provision reflects the expectations and demands of 21st century students.

IN 2022 - TARGET STAKEHOLDER EXPERIENCES

STUDENTS ARE INDIVIDUALS
When I applied to the University of Greenwich I felt valued as an individual as a result of receiving communications and information which really gave me a sense of what I should expect as a student within the Greenwich community.

As a learner there are tools and services which enable me to participate in my learning environment where and when it is convenient for me. The subject specific software I need to use is conveniently available remotely which has enabled me to succeed despite having a range of personal commitments. Being able to collaborate with peers online and replay my lectures really has made a difference to my experience and performance. I am able to navigate the various digital tools and learning resources and understand how to curate and apply them to my work, which leaves me feeling confident as I approach my chosen career that I can effectively work within a digitally driven professional environment.

I am provided with timely feedback and information on my progress via the student portal which allows me to evaluate and improve my performance and gain help and support where I need it.

RESEARCHERS ARE SUPPORTED
As a researcher the digital services, platforms and resources within the university support and enable my research to be more effective. Applying for new research grants and administering existing projects is straightforward and I am provided with information which enables me to evaluate the performance of my area of responsibility.

When I need access to high performance computing services or atypical digital infrastructure I am effectively supported. The projects I lead which include private sector contributors and colleagues from international universities are facilitated by platforms which enable us to communicate, collaborate and share information and content securely.

OUR PROCESSES WORK
As a member of the professional services I feel that digital is at the heart of everything I do. All of the processes I interact with are digitally driven and consistently applied across the university. The platforms I interact with are connected and I have been provided with the necessary training and support to confidently and effectively carry out my duties, and it is clear that I add value to the organisation.

I feel empowered and enabled to suggest improvements to our processes and can see that my suggestions are valued and taken seriously.

SENIOR DECISION MAKERS ARE ENABLED
As a senior academic leader I am provided with secure access to the information I need to plan and make accurate and timely decisions to ensure my area of responsibility runs smoothly. I am confident that my academic and professional services staff are equipped with the appropriate skills to effectively work within the university's systems, processes and data so that collectively we are able to succeed as an organisation.

ACADEMIC LIFE IS SUPPORTED
As an academic with multiple responsibilities I rely on the university's digital platforms and services to be connected and as simple as possible to use. As a module leader, personal tutor and early career researcher my time is valued and every opportunity possible is used to optimise practices and processes to enable me to do my job as effectively as possible.

I feel confident in my ability to work in a digitally driven, agile environment and I am able to use the digital platforms to ensure my students are provided with the best possible information, feedback and support to optimise their experience and opportunity of success. Digital approaches make it clear where I add value within my teaching and growing research.

EDUCATION 4.0 - INNOVATING FOR THE FUTURE

"It is education's time to be transformed" - Education 4.0 has been adopted by JISC to encapsulate the evolution of education.

Whilst the focus of the Digital Strategy is about the "now", it is also crucial that we develop the culture and capacity to innovate and experiment to enable us to lay down the foundations for the future digital world, where the ubiquitous adoption of technology will pervade every element of society, and therefore our university.

NEXUS OF SENSORS, ANALYTICS & PERSONALISATION
It is likely that the biggest impact on HE will be the convergence of a range of technologies which together provide the capability for a personalised and virtual assistant augmented learning experience where digital delivery has predominance.

IMMERSIVE TECHNOLOGY
Virtual / augmented reality will be an important element of learning and teaching delivery.

INTERNET OF THINGS
It is estimated that 50% of internet traffic will be from applicances and devices.

ARTIFICIAL INTELLIGENCE
Routine or repetitive tasks will be replaced or augmented by artificial intelligence and virtual assistants, allowing staff to focus on added-value activity.

DIGITAL DEXTERITY
Being able to navigate academic and professional life will require second nature digital capabilities. Ensuring digital wellbeing will be crucial.