

DIGITAL SUB STRATEGY 2022-2030



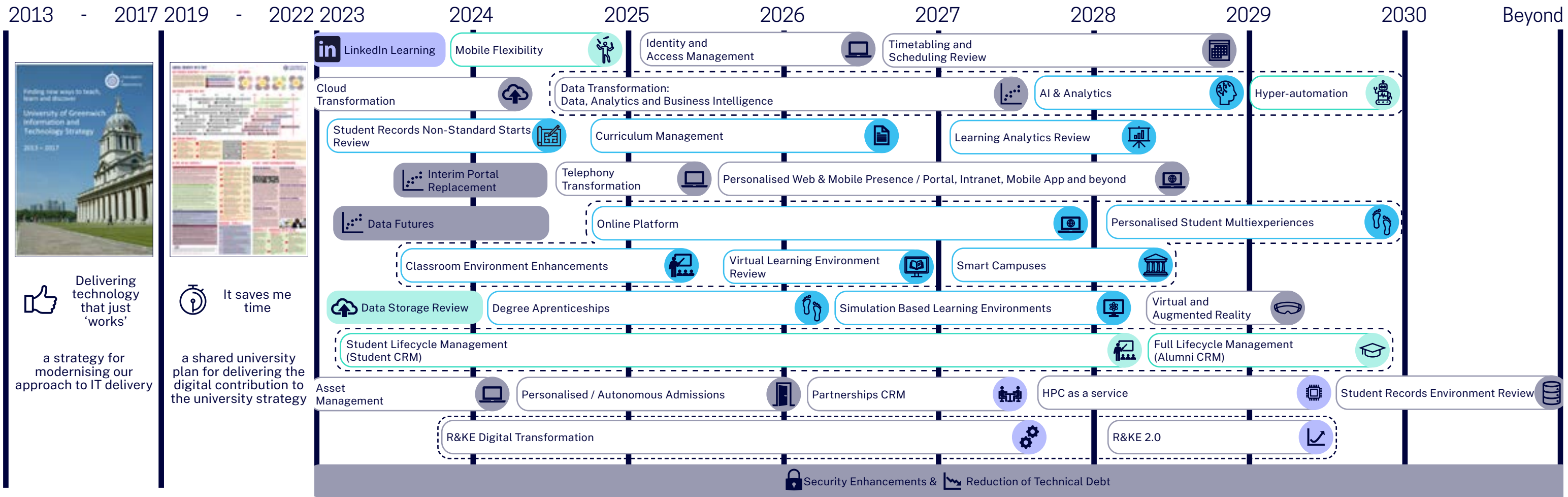
Our Strategic Priorities *to help the university deliver its mission, vision & strategy*

<p>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.</p> <p>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.</p>	1	Student Success
	2	Research and Knowledge Exchange
	3	Inclusivity and Culture
	4	Connected and Sustainable Campuses

Our Priority Themes

Learning Environment	Student Lifecycle Management	Data, Process and Decision Support
Student Experience	Research & Knowledge Exchange	Digital Engagement

Our Digital Journey 2013-2030



Our Digital Principles

<p>@ Digital By Default We will be digital by default, ensuring digital is considered at the outset of every initiative.</p> <p>🤝 We Are One University We will operate consistently as an organisation, ensuring our processes and methods of working are simple and uniformly applied.</p> <p>🧑 Inclusive By Design We will deliver digital with respect for the full range of human diversity, working for as many of our students and staff as possible.</p>	<p>💡 Digitally Competent We will be a digitally competent workforce, embracing digital to enhance our working environment and prepare our students with life-ready skills.</p> <p>✅ Technology Excellence Our technology solutions and infrastructure will be considered excellent and facilitate services which add value to every aspect of university life.</p> <p>🧱 Product First We will make use of commercial products and services by default and only develop internally where there is no viable alternative.</p>	<p>Consistent Digital Skills</p> <p>One University</p> <p>Creative</p> <p>Secure Simple Cloud</p> <p>Service Governance</p>	<p>☁️ Cloud First Cloud products and services will be selected by default to gain benefits of scalability and as-a-service solutions whilst benefitting from a more sustainable IT environment.</p> <p>🌱 Sustainable Digital We will play our part in delivering on the sustainability strategy, incorporating the impact on the climate into the decision making processes with the aim of achieving net zero.</p> <p>🔒 Security By Design IT security must be embedded in our culture and within our governance, technology, applications and data. Security is everyone's responsibility and our systems and services must be secure by design.</p>	<p>🏆 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.</p> <p>👤 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.</p> <p>👍 Meaningful Digital 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.</p>
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In 2030, We Will Succeed If

3. Inclusivity and Culture


Through the implementation of our digital engagement plan, 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.

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.

Staff are empowered to improve processes through automation and make more informed decisions through access to business intelligence and analytics; to self-serving improvements in the way they work.



1. Student Success

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

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 high 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.


The student experience is augmented through personalisation and advanced learning analytics.

Seamless student lifecycle management, offering academic and pastoral support through effective enquiry and casework management processes.


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 sub 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 and 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 appliances 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.



2. Research and Knowledge Exchange


Compliance requirements for the Knowledge Exchange Framework (KEF) and Research Excellence Framework (REF) 2029 are successfully provided.

A High Performance Computing (HPC) environment which scales to meet the demands of the research community 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.

The digital needs of our research community are supported centrally.

Specialist management and process tooling to deliver sector leading IT within the Research & Knowledge Exchange space, providing self-service yet centrally managed solutions to support our research and knowledge exchange ambitions.



4. Connected and Sustainable Campuses

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 to support personalised learning experiences.


Integrated business intelligence, analytics and artificial 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.

Through our estate’s strategy, our digital needs are clearly reflected and delivered. Our campuses are smart, providing a digitally augmented campus experience.


Resource - People & £




University Staff
Driving down operations to focus IT staff resources to work on the digital sub strategy programme alongside key staff from across the university is crucial to its success.




Infrastructure and Security
Allowing the university to continue to invest in its IT environment, providing quality, performance, distribution and resilience, both on-premise and in the cloud, necessary for a foundation upon which our digital platforms, systems and services rely.



Projects
The continuing additional revenue investment will enable the programmes of activity outlined within the digital sub strategy to be realised. It will cover the acquisition of new services, specialist staff and professional services, licences, tools and knowledge transfer.



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.




Fully Costed Strategic Programme
Each target capability equates to a programme of work consisting of one or more fully costed projects, each geared toward enabling the institution to realise its mission and strategy.

This activity is in addition to the existing infrastructure, security and project activity requiring us to deliver more and expand on our extensive digital services.


This means expanding our teams for periods of time, to bring in additional specialist resource to deliver more complex projects, shrinking back to a slightly larger core in order that we can continue to support the new.

Our Measures




Enabling Strategy
The digital sub strategy has a key part to play in the successful delivery of the overall corporate strategy. There are 9 KPI’s defined as part of the Corporate KPI Scorecard. The success of the digital sub strategy will have an indirect influence to the majority of these KPI’s, with a more direct influence over the following:

- 1. Continuation
- 2. National Student Survey (NSS) Overall Satisfaction
- 3. Graduate Outcomes
- 6. Staff Engagement
- 7. Research and KE income
- 9. Financial Sustainability



Capabilities
This digital sub strategy sets out an ambitious suite of digital capabilities which aim to enable instiutional success. Its success can be measured through capability attainment.



Working Document
This strategy presents the university’s digital ambitions with recognition that, in order to achieve the corporate strategy, we will need to update this document from time to time.

Our Digital Engagement Plan

Principles

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Culture of Digital Excellence
Build on the momentum of change by creating a culture of drive to achieve digital excellence.
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Digital Baseline
As a community, we set an ambitious, yet achievable, digital baseline. We strive to raise the bar, collectively reaching for digital excellence.
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Confidence and Resilience Over Tools
Equipping everyone with the skills and confidence to embrace technologies as tools and select the right tool for the job.
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Encourage Innovation
We will provide an environment where staff can tinker, play, be creative and be bold.
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Leadership Supported
Our community is encouraged and supported to engage with digital, aim high and sector lead. Individuals are empowered to experiment and make positive change.
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Continuous Development
Learning new digital skills is the cultural norm, upskilling as part of the professional development programme of for personal development.
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Sharing Practice
Through formal conferences and professional networks or informal peer to peer support, sharing practice encourages ongoing development.
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Community and Culture
Build a sense of community, providing an inclusive and supportive environment to facilitate engagement, development and experimentation.
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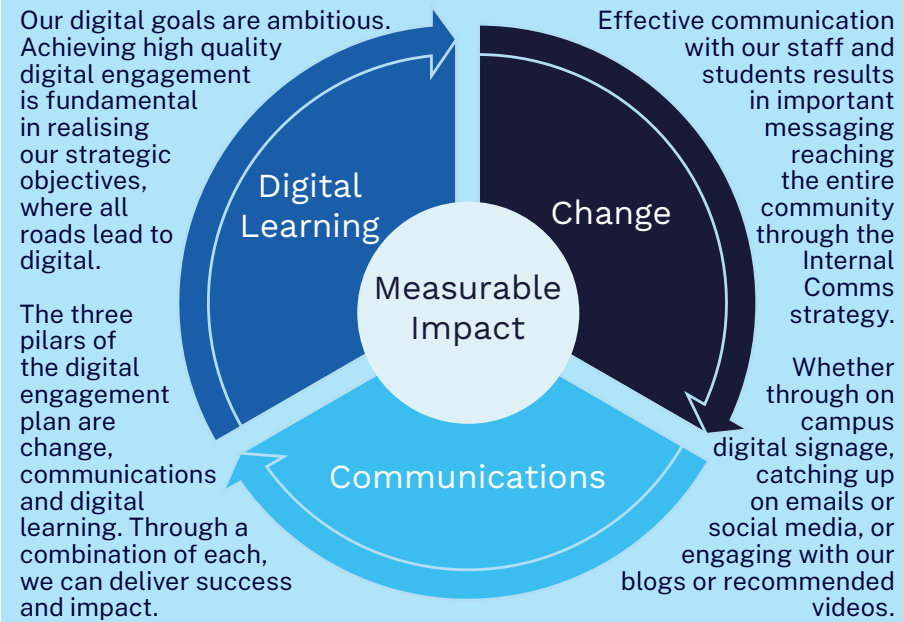
Effective and Impactful
Enhancing the professional and learning environment through the effective application of digital to enrich the student experience and maximise their potential.
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Coordinated Learning Technologists
Central support for the coordination of local, discipline contextualised, community focused learning technologists that deliver impact.
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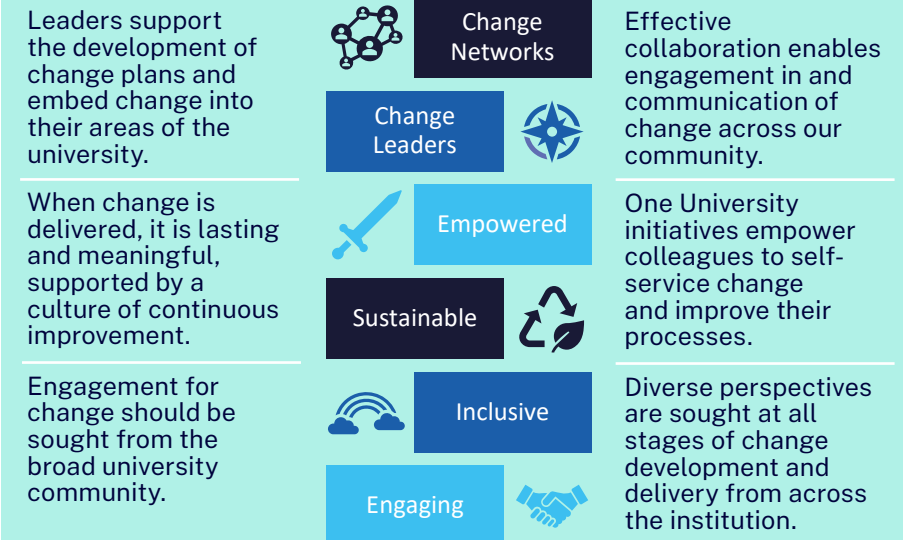
Personalised Development
High-quality personalised development delivered through a combination of compulsory, supported and self-service training and support.
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Measurable Change
Change is tracked through appropriate metrics to determine its impact and engagement across the university, to ensure we're all on the same journey and no-one is left behind.

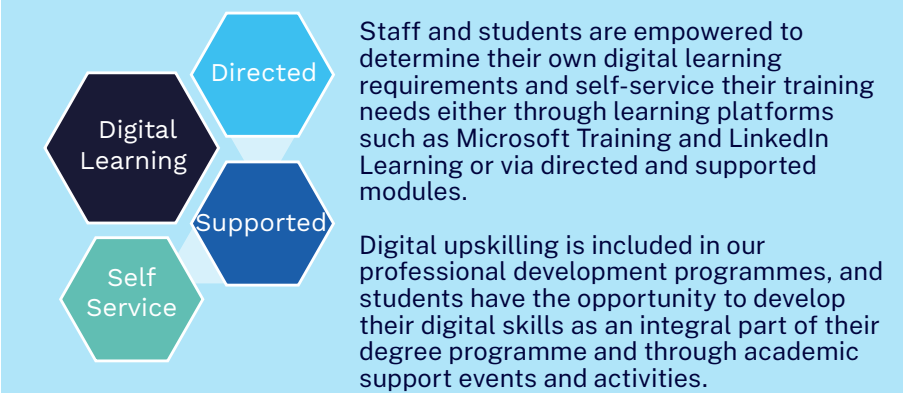
Engagement



Change



Digital Learning



In 2030 - 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 I am able to personalise my experience through a choice of online, on-campus and blended options. I can augment my studies with micro-credentials and gain additional skills through both library supported events and programmes, and self-service modules via LinkedIn Learning.

My on-campus experience is digitally augmented allowing me to get the most out of attending the university, such as easy navigation and finding the right study spaces. I choose to be on campus because of the high-quality practical learning experiences I simply cannot get elsewhere.

Being able to collaborate with peers online and remotely take part in and replay my lectures really has made a difference to my experience and performance. Combined with subject specific software being conveniently available remotely has enabled me to succeed in my own time, at my own pace, despite having a range of personal commitments.

I can self-serve solutions to many of my pastoral issues, track progress and gain swift resolutions to enquiries through the digital student centre. I am provided with timely feedback and information on my progress which allows me to evaluate and improve my performance and gain help and support where I need it.

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.

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 my suggestions are valued and taken seriously, whilst able to improve my own processes through automation, with the necessary business intelligence and analytics to inform my decision making.

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.



“During the past year university, I.T. services have been very helpful by granting students remote access to university software which has helped us greatly in completion of assignment. Despite being at home.”
2021 NSS comment - Faculty of Engineering and Science

“The free Adobe Cloud and the Lydia (LinkedIn Learning) was an amazing thing to have, as normally I wouldn't be able to afford a monthly subscription like this”
2021 NSS comment - Faculty of Liberal Arts and Sciences