UAL Digital Life: Programme Brief

A programme brief is a snapshot in time. It documents the discovery, progress, conclusions and direction as a way of agreeing the basic approach and scope for a programme and to help determine if that programme is viable. After approval it is not maintained or updated, its component parts will evolve into a number of programme documents that provide greater detail and accuracy.

Vision for the programme, its benefits and the capabilities we will deliver

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Outline Vision - *What we will have achieved when the programme completes*	**Vision:** "We provide an inspirational digital experience through rapid, future oriented and continuous innovation that: - focuses on our students and the arts - transcends university, college and departmental boundaries - promotes learning, collaboration, mobility and community" **Principles:** - accessible, available everywhere, at all times - minimal duplication and complexity - built on a digital mesh from within the institution and outside - our community delights in our digital services, evangelises and challenges us - other institutions look to us for inspiration - sometimes world class, sometimes simply fit-for-purpose - rapid and regular change - individuals receive personalised experience, consuming services where, when, how they wish - each College able to surface its uniqueness as part of a single vibrant digital University - digital learning innovation investigated and integrated where value added - digital by default **Digital Life Definition:** *"the use of online tools and services that allow an individual to live an online life to such an extent that it complements and in some cases replaces physical interaction; a life that is rich, rewarding, immersive, compelling, collaborative, involved, socially engaging and diverse; a life using a mesh of online services where concerns of privacy and ownership are unimportant"*

Benefits - *How will we know we've been successful - both benefits and disadvantages*	*To be completed by Project SRO's and Project Managers in conjunction with the Programme Manager:* 1. … 2. … 3. … 4. …
Where we are today	Not starting from scratch; many isolated areas where we have good digital presence and innovation; programme required to coordinate initiatives and achieve consistency whilst allowing innovation; funding is available; limited progress following digital strategy review by Pete Cranston in 2010. **What we do well:** • Pockets of innovation using variety of tools for student interaction outside of lectures • Virtual learning, portfolio, blogging tools used across colleges • Adoption of facebook pages/twitter for news, promotions and events • Digital literacy being addressed across all groups **Areas for improvement:** • Multiple 'digital' projects, with no definitive list, coordination, governance, ownership, accountability or consistency • Limited communication between projects; few common goals • Projects trying to grow and make up for lack of coordination; already examples of sprawl e.g. VLE and portal • Missed opportunities – new digital branding won't be ready in time for VLE or Portal • Independent approaches • Some linkage to medium term strategy, but unclear how to measure • No IT support for digital experimentation forcing activity underground • Digital presence confusing, inconsistent, focused on limited audiences • Poor understanding of what already exists e.g. complaint that student communication not possible via SMS when already available • Focus on internal structures rather than stakeholder requirements and audience segmentation • Focus on traditional digital platforms under UAL control (i.e. web site) rather than social community to which stakeholders belong (e.g. Facebook) • Focus on old-school technologies (e.g. corporate email) • Limited flexibility, capacity and increasing duplication

- Limited integration between technology platforms
- Limited and dispersed digital resourcing
- Minimum level of expected digital literacy within staff and student recruitment and review processes
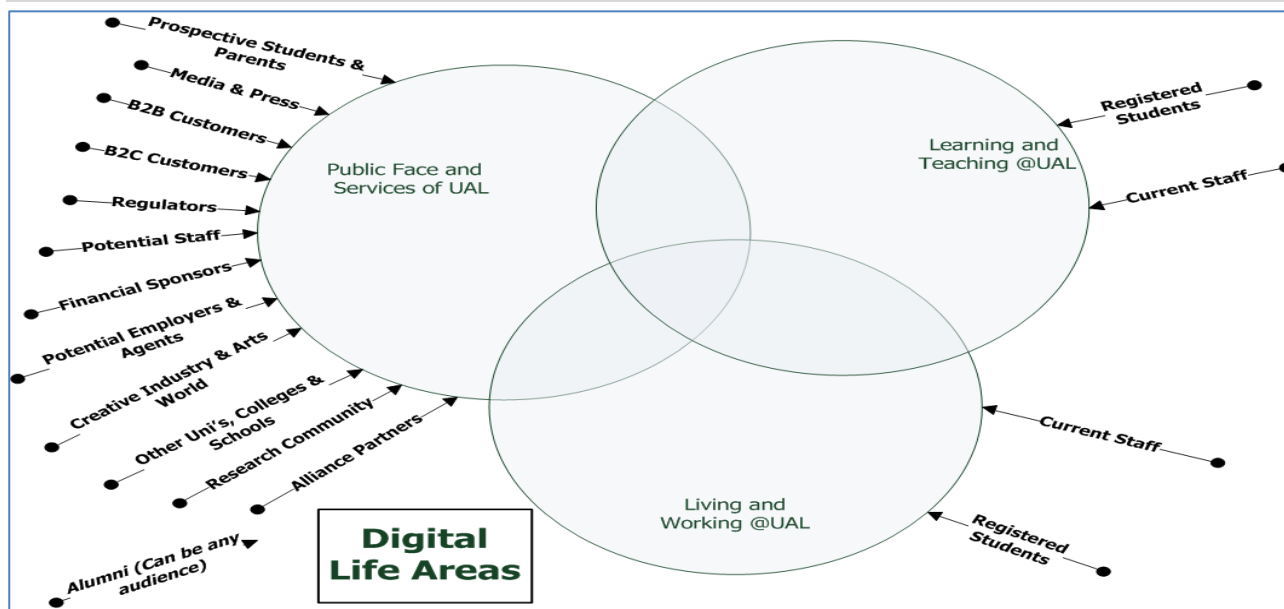
Who is involved, affected or the target of this change	**External:**

External:

- Prospective students (various routes and backgrounds; including international, traditional, short course and industry professionals)
- Potential staff (recruitment into various roles)
- Financial sponsors
- Creative industry and arts world
- Potential employers and agents (for students)
- Commercial customers (consultancy, research, facilities B2B …)
- Other universities, colleges and schools
- Media (traditional and social)
- Conference/seminar/exhibition attendees (B2C)
- Regulators

Internal:

- Current students (various stages in journey and backgrounds; including distance learners, research and corporate)
- Current staff (different roles, responsibilities and groups; including researchers, teaching, admin and technical, managerial, temporary)
- Recent Alumni

Mixed (can be external or internal):

- Parents
- Alumni (not a single audience, *can be any and all of the audiences combined*)

	• Alliance partners (universities and other organisations) • Research community
Other known interested parties	• Government • UAL Students' Union • NUS • UAL Governors • Suppliers • General public

Environment

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What are the risks involved	1. Tension between groups/colleges/centre 2. Internal 'Competition' inhibiting sharing 3. Complex/different business processes prohibit simple technology 4. Everything digital, making programme too big 5. Lack of priority - UAL unwilling to give up or delay 'good' ideas to deliver 'great' ones 6. Unwillingness to adopt agile/iterative rapid delivery models 7. Culture/resistance to change, fear of making the wrong changes 8. Availability of resource and financial support 9. Digital exposure – we do not naturally use digital 10. Overlaps in existing digital projects not understood (in particular web site, VLE and Portal) 11. Tension between longer term aspects in UAL (e.g. new course development and digital projects) 12. External factors (e.g. regulatory change, government agencies) 13. Well intentioned decisions made in ignorance of digital world 14. New 'digital' projects develop independently from programme
What is excluded	• Students' Union sites/services
What constraints exist	• Existing funding and resources • Regulatory requirements and education legislation • Existing digital skills
What assumptions have been made	• Desire to be joined up in approach to digital projects • Desire to make digital leap, not just catch up • Willingness of colleges/centre to join within single programme • Experimentation with new digital technology will continue • Active involvement with stakeholders, especially students • Eye towards future technology and change
What tolerances do we have	• Not all audiences are equal; strive to provide outstanding services for current students; attract the best new students • Must not prohibit experimentation with new digital learning

	technologies

Options Considered

Approach selected	1. Adopt and support in-flight digital projects 2. New digital projects established with help of programme, encouraging, approving, monitoring, coordinating, resourcing and directing digital initiatives 3. Agile and light touch allowing innovation and experimentation, promoting accountability, transparency, collaboration and joined up thinking 4. Each project to have own SRO/project board, responsible to the programme board, to direct individual projects 5. Business Change managers identified, responsible/accountable for embedding long term programme benefits
Options considered, but rejected	1. Halt all digital projects, define meaningful cross-UAL programme to support medium term strategy, reconstitute appropriate projects to support programme; establish Programme Board to approve, monitor, control digital initiatives, managing top down 2. As chosen approach, except limit to central services 3. Continue to deliver discrete projects as now
Reasons why alternatives rejected	1. May achieve vision, but delay implementation of many projects and clashing with culture 2. Would not fulfil vision, central digital services 'joined up', college services would suffer 3. Would not fulfil vision, ad-hoc projects would deliver, service increasingly poor

Projects and Scope
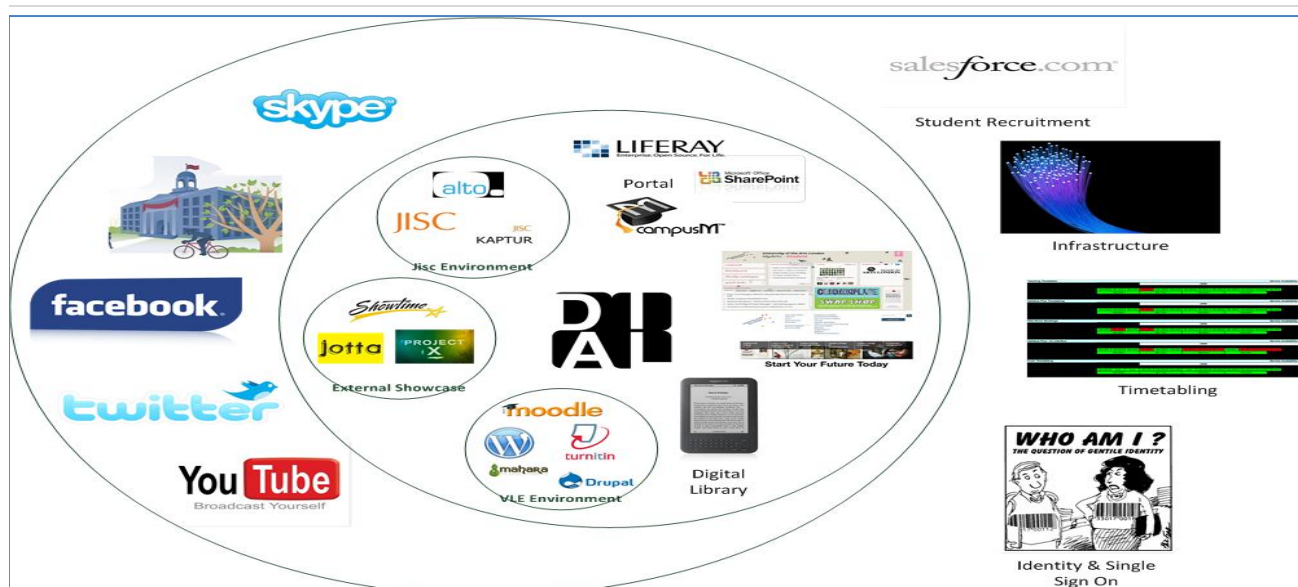
Scope – *what type of services or projects are part of this programme*	- Student/Staff Portals and intranets - Websites (all websites) - Virtual and Distance Learning - Online Library & Search - JISC initiatives - Digital Literacy for Staff and Students - Social Channels (Facebook, Twitter, YouTube, Skype …..) - Showcases and Portfolios - Online recruitment, admissions and applications - Organisational impact of Digital Life - Electronic communication services

Projects – *that will be adopted by this programme and fall under its control*

Project	SRO	PM
Student and Staff Portals	Elizabeth Rouse	Phil Swain
Web Refresh (Information architecture, content and layout)	Frances Corner	Katie Christie/Mo-Ling Chui
VLE/LMS (Moodle, Turnitin, assessment, repository, blogs, mahara/workflow, drupal/process)	Nancy Turner	Angus Eason
Commonplace	Shan Waring	Siobhan Clay
Online Library & Search (inc CALM archive)	Pat Christie	Sarah Mahurter
JISC (ALTO, Kaptur…..)	Nancy Turner	John Casey
DIAL	Shan Waring	Chris Follows
Platform X (Showtime and First Move)	Hannah Clayton	
Jotta (Portfolio, Artscom VLE)	Dani Salvadori	
Jotta (online admissions review)	Steve Marshall	
……………TBA ………….		

Linked Projects – *those connected and that must support and comply with the programme goals and principles, but are not directly part of the programme*

Project	SRO	PM
CRM/Student Recruitment	Sian Sterling	Phil Swain
Web Infrastructure, access and security	John Brown	Justin Banbury
Model Studio & BYOD (bring your own device)	John Brown	Karl Edmond
Effective Timetabling	David Garcia	John Carbery
Single Sign On (part of portal project)		Phil Swain
Identity Vault/Management		
QL (finance) replacement	Martin James	Helen Stephens
QL (registry) replacement	Steve Marshall	
……………TBA ………….		

| Missing Projects – *projects that we should consider forming*	1. Use of social channels and social media community (social media collaboration and use of disruptive technologies including Facebook groups for schools and iTunesU) 2. External showcases and portfolios – numerous platforms (inc Showtime, First Move, PlatformX, Jotta, process.arts) requires review and rationalisation

	3. Intranet and internal communication – numerous projects, but not intended to address internal collaboration, community or communication 4. Expanded or increased DIAL to improve digital literacy in staff 5. Organisational structure, if digitally successful what changes are required
Programme management team structure	**Programme SRO** – Stephen Reid **Programme Manager** – Steve Howells **Programme Board** – Prog SRO, Prog Mgr, Frances Corner/Hannah Clayton, Ben Westhead, Martin James, Dee Searle, Nancy Turner, John Brown/Andy Dean + Project SRO's and BCM's as required **Business Change Managers (BCM's)** – individuals within operational areas responsible for embedding/delivering long term programme benefits. **Programme Team** – project PM's and Prog Mgr (project PM's report to project SRO's, but have dotted line to Prog Mgr) **Digital Forum(s)** – wider group for virtual discussion and workshops made up of those most interested and most resistant to digital change. *Note: Programme Manager ex-officio seat on all project boards.*
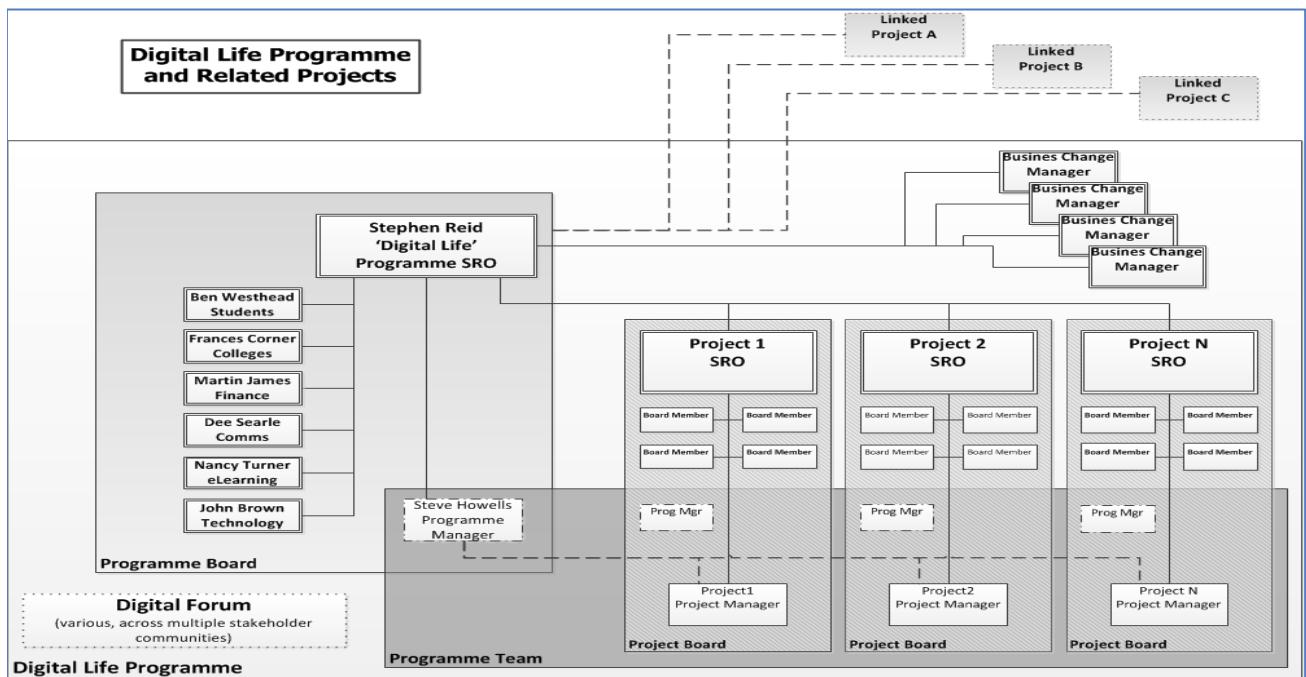
Programme approach	• Light touch 'Managing Successful Programmes' Programme Management • Agile iterative project approach, regular deliverables • Benefits focused, accountability for delivery • Project teams/boards able to focus on their projects

Reference documents/ products	• Document: UAL Strategy 2010-2015 • Presentation: What is Digital and Why is this a Programme?, June 2012, Steve Howells • Report: Becoming Digital, September 2010, Pete Cranston • NUS ICT Charter, 2012

Document Control

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