



The  
University  
Of  
Sheffield.

## **Council Oversight Group: Student Lifecycle Project (Meeting Held on 21 October 2019)**

**Chair:** Mr Adrian Belton

**Secretary:** Dr Edward Smith

### **1. Background**

In February 2016, Council received and approved a proposal to establish a Group to oversee the Student Lifecycle Project (SLP), together with Terms of Reference and Membership.

The Oversight Group is chaired by Mr Adrian Belton and focuses on governance oversight matters, while the more detailed work associated with the programme is the domain of a Programme Board (chaired by the Director of Academic Services) and an Executive Sponsorship Group (chaired by the Provost & Deputy Vice-Chancellor).

This project represents a significant opportunity for the University but its large scale and complexity also entails significant risk and necessitates the engagement and support of a wide range of colleagues across the organisation. The project has been highlighted as a priority project by UEB, alongside the Programme Level Approach initiative. Appendix 1 provides an infographic SLP Launch Timeline for 2019/20.

### **2. Progress to Date**

The Group met on 21 October 2019 to discuss the following:

- 2.1 Project Update and Project Timelines (Appendix 2): The focus was on a progress update since the previous meeting and plans leading up the next stage gate review for the project in Spring 2020. The Group also noted the plan to the closure of the project in October 2020. Representatives of PwC were not present at the meeting as it had not coincided with a stage gate

The project had made good progress, while noting that a number of risks remain to delivery in 2020 (see 2.2). The bulk of the technical development associated with the releases planned for 2020 should be completed before the end of 2019. A major focus has been prioritisation, to ensure that most core/priority services can be delivered to deadline and transitioned into business as usual. Overall, 70% of the original requirements agreed with the system supplier are expected to be delivered; although 30% of the scope will remain undelivered, this does not pose a major risk as many of the requirements are no longer relevant or viable given changes in the external and internal operating environments. The project currently continues to run in line with budget: the full standard budget, and half of the contingency budget, have now been allocated. The full contingency budget is expected to be required.

There has been significant work to develop communications and raise awareness among a wide range of audiences. Recent attention is being focused on Faculties and

Faculty leadership, which will be responsible for managing the change of business processes involved with staff in their local areas.

Grants to the HESA Data Futures project have been suspended for the time being subject to clarification. The project is therefore out of scope of the SLP at present, and the risk it poses to the project has accordingly been diminished. Efforts are ongoing to maximise the synchronisation of the SLP with other major systems and process changes, e.g. the Programme Level Approach (PLA) initiative.

Progress will remain under continuous review in anticipation of the next stage gate review, which will take place in Spring 2020. At that juncture, UEB will approve one of three options that will inform the direction taken in April-September 2020:

- Option 1: Closure of the project in October 2020 with recognition that additional investment may be required for specific projects/product developments to manage any remaining and still relevant scope;
- Option 2: Extension of the project to complete remaining and still relevant scope. This option would require an extension to investment;
- Option 3: Closure of the project ('Do Nothing') with remaining and still relevant scope managed by business as usual.

2.2 Risk Update (Appendix 3): An update on risk will remain a standing item on the Group agenda. The Group discussed two principal areas of risk:

- Failure to effectively manage (the scale of) business process re-engineering. Mitigation: The team has scaled up its change management and communications activities and is working in partnership with senior figures in Faculties and Professional Services functions. A transition plan is being developed with clear allocation of roles and responsibilities during and after the move to business as usual. The Group noted that a range of further activities are planned and required to fully mitigate this risk.
- Quality of institutional data affects quality of Project Delivery: this will be at the point of migration from CIS to SITS. This risk is complex, noting historic systems architecture, and a data quality approach is being developed and adopted, which rests on strong engagement with Professional Services staff from across the University. The team, working closely with colleagues from IT Services delivering critical work on linked IT systems, will deliver a range of testing to assess readiness for data migration and the risk posed by the activity.
- The other risks outlined in Appendix 2 are being managed and do not currently give rise to concern. There has been progress in staff retention, where key fixed-term staff associated with the SLP have been transitioned onto permanent contracts. This process is being completed in partnership with HR and IT Services.
- The Group discussed the risk of further slippage in the timeline to completion, and the sensitivity of communicating a delay to staff within the University. The Group discussed contingency options and noted that further work was required to explore the risks around specific contingencies. It was noted that the most likely contingency option—continue to run elements of the existing student system—would represent a range of risks for the University given the sustainability of the technology.
- The governance oversight arrangements for the project were clear to the Group (Programme Board - Sponsorship Group - Oversight Group). When discussing the project close and handover from the SLP project sponsor, executive owner, and project director to BAU, it became less clear what the

executive and management lines were in the project compared to what they would be in business as usual and specifically whether they were the same or different roles who were handing over and accepting risks. Work is in train to clarify reporting lines for any handover risks associated with closing the project.

2.3 Expected Benefits Realisation (Appendix 4): The seven Primary Benefits were noted. The Group drew attention to the following:

- There are c. 800 standalone systems in operation that store student information. The move to the new student system should provide the stimulus for a culture change in this regard. Synchronisation with broader changes in information management and security at TUoS will be important in this regard. The University is looking to appoint a Chief Information Officer.
- Beyond the Primary Benefits, the SLP has had the effect of introducing new capacities and capabilities to TUoS in areas like testing and business analysis. The retention of staff noted above is helping to consolidate this knowledge.
- Though some risk management around staff expectations management will be needed, there is confidence that the system can realise the majority of benefits anticipated.

### **3. Next Steps**

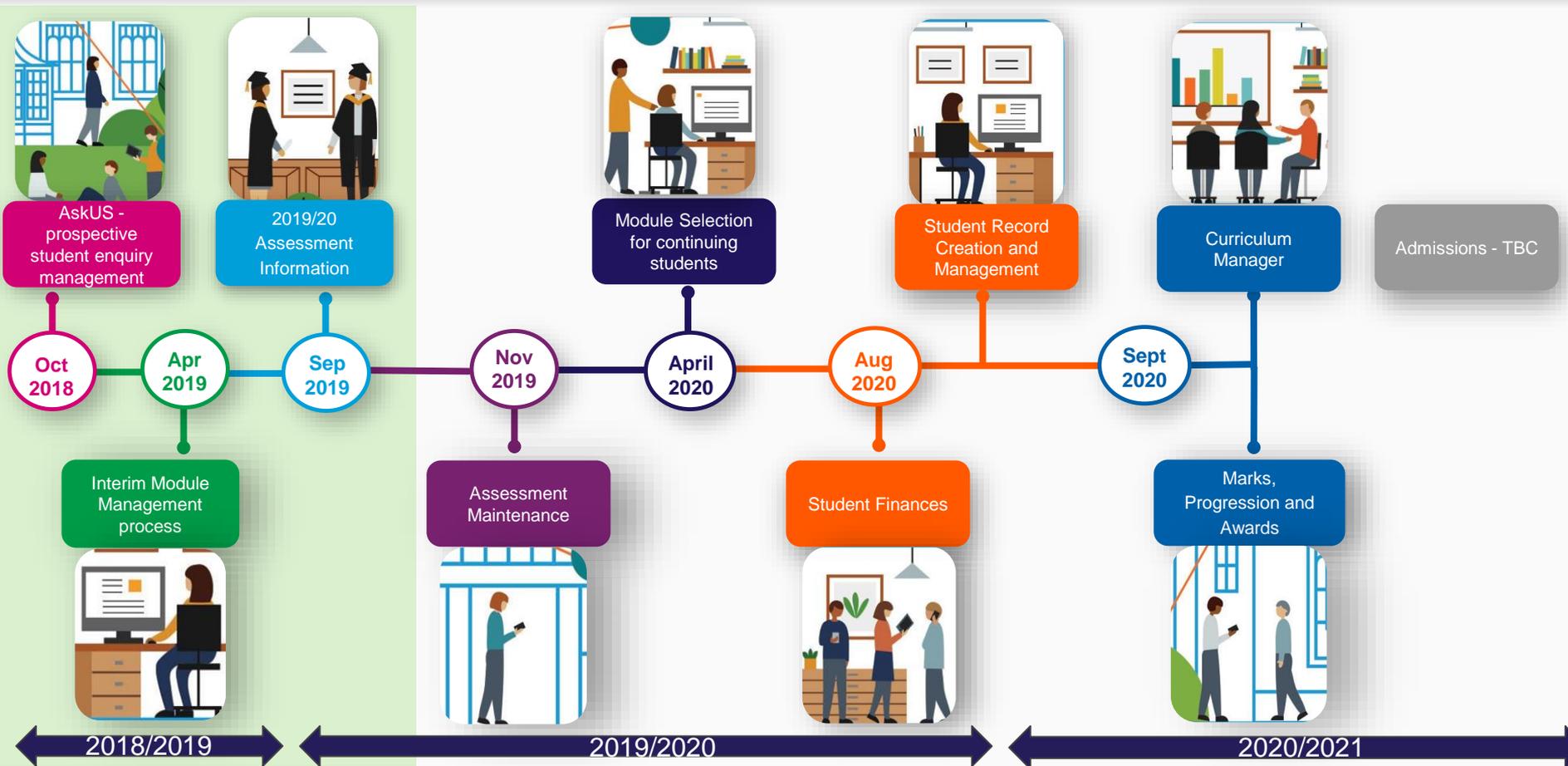
The Group will meet again after the next stage gate review, which will take place in Spring 2020.

November 2019



# SLP Launch Timeline 2019-2020

## Appendix 1







## Appendix 2

### Student Lifecycle Project - Progress Update

#### 1. Background

- 1.1 The Student Lifecycle Project is an ambitious programme of change that will make our services for students more efficient and effective by improving processes and systems. The project is delivering a number of interdependent initiatives to review and enhance different areas of the student lifecycle.
- 1.2 The project represents a significant opportunity for the University but its large scale and complexity also entails significant risk and necessitates the support of a wide-range of colleagues. The project has been highlighted as a priority project by UEB, alongside the Programme Level Approach initiative, and is being supported by the Strategic Change Office.
- 1.3 University Council agreed the Business Case for the Student Lifecycle Project in November 2016, following approval by the UEB and Finance Committee. The project began its implementation phase in September 2017 and is due to complete at the end of October 2020.
- 1.4 Governance for the Project is provided by several groups, including a Sponsoring Group chaired by the Deputy Vice Chancellor and a Programme Board chaired by the Executive Director of Academic Services. A Council Oversight Group meets periodically to consider PwC assurance reviews.
- 1.5 More information about the project can be found at: <https://www.sheffield.ac.uk/slp>.

#### 2. Progress Update

##### Overview of progress

- 2.1 The Student Lifecycle Project's Sponsoring Group and Programme Board have worked over the last year to prioritise the key work required to implement the new student system and associated services. The work on these areas has progressed with the project aiming to launch priority services in 2020, noting that several challenges still remain in achieving this. The project team are currently re-evaluating project plans/structure to assess the remaining challenges and provide further clarity about the risks (see section 3) to milestones over the next 12 months.
- 2.2 The completion of priority services will deliver a significant number of the benefits outlined in the original Business Case. However, it is clear that the full scope originally specified cannot all be delivered within the existing timeframe or budget and options for managing this will need to be considered and agreed.
- 2.3 Three releases of development have been completed and are being used within the University – prospective student enquiry management, interim curriculum management and assessment maintenance. Four more releases of development are scheduled over the next year. The completion of these releases, along with effective transition planning and delivery, will result in improvements for a range of student services and the student record managed within a new system.
- 2.4 The majority of the technical development associated with the releases planned for 2020 is expected to be complete before the end of 2019. This includes development of: managing student enrolment, module selection and changes to student records; assessment maintenance and management; PGR student functionality; the programme and module build; and student finance management.

- 2.5 The Project has experienced a number of challenges which have led to delays and the decision to reschedule releases from September 2019 to September 2020. The University and sector environment has changed substantially since the project started including extensive people change, three major staffing consultations and the introduction of a new regulator. The project has also been required to manage impacts from the postponement of the sector-wide Data Futures project.

#### Benefits progress

- 2.6 It is expected that the project will deliver a significant number of the benefits originally outlined, noting that in some cases delivery will only be partial. There are a number of benefits that are not expected to be realised, primarily as a result of items being de-prioritised to enable delivery of priority services or alternative decisions being made by the University recognising changing or other priorities.

#### Budget progress

- 2.7 The budget allocation for the project was £19,272,653, of which £2,286,051 was contingency funding.
- 2.8 The project is not currently forecasting to spend more than the overall original budget, despite the rescheduling of releases to 2020 and assuming delivery in 2020. However, due to the challenges experienced, all of the pre-contingency budget has now been allocated with some elements of the original project scope de-prioritised and not being completed within the existing timeframe.
- 2.9 To date, £1,125,308 has been approved and committed from the project's contingency budget to facilitate key additional testing resources and to extend contractor support. It is expected that all of the contingency budget will be required to enable delivery in 2020.
- 2.10 Although the project is not currently forecasting to exceed budget, there is a possibility of more funding being required if any further issues are encountered and as all existing budget is due to be used. The project's Sponsoring Group is closely monitoring the budget position and has approval of any spend from the remaining contingency budget.

#### Supplier and contract progress

- 2.11 The University has a strong contractual position and this has been used to help negotiate solutions to a number of challenges that have arisen with our system supplier – Tribal. The relationship is stable but we have experienced challenges in the last year around their provision of effective cloud environments and a sluggish attitude to system performance management.
- 2.12 The contract with Tribal is partly predicated on a large list of specific requirements (1507) that were specified in 2016. This list provides a strong backbone to the contract with Tribal, but is now somewhat dated and is being refined as we progress through development and our priorities change. It is envisaged that we will complete c70% of the original requirements that were specified with around c2% of the requirements no longer valid. It is expected that c28% of the requirements will need to be reassessed/taken forward following the project but possibly retained as contractual commitments with the supplier.

### **3. Remaining primary risks**

- 3.1 The major risk to the University in respect of the Student Lifecycle Project is that our current student system (CIS) is now end of life and urgently needs to be replaced. It is inadvisable to extend the operational use of this system beyond 2020 as the main software supporting the student lifecycle.
- 3.2 The three risks most likely to impact delivery in 2020 are 1) a lack of business readiness and ability to manage the scale of change planned, 2) variable curriculum data quality which cannot deliver an

effective academic model in the new system, and 3) variable student data to enable effective data migration. There is still a substantial amount of work to do to mitigate these risks with work and commitment required from across the University community and project team.

- 3.3 Some of the largest risks associated with this type of project have been successfully mitigated by the University up to at this point, including an over reliance on contractors or third party consultants with limited accountability and the large costs associated (this has resulted in budgets spiralling and problems with effective delivery at several comparable universities).

#### 4. Options in managing the completion of the project

- 4.1 As noted in section 2.2, although a significant number of benefits are expected to be realised, the full scope originally specified will not all be delivered within the existing timeframe and budget. There are a number of options for the University in managing the completion of the work and mitigating risks of costs or scope creep, and noting changing University priorities.
- 4.2 UEB have agreed that the following options are appraised and presented for consideration and decision in spring 2020: 1) Closure of the project in October 2020 followed by specific projects/product developments to manage any remaining and still relevant scope, 2) Extension of the project to complete remaining and still relevant scope, 3) Closure of the project ('Do Nothing' option) with remaining and still relevant scope managed by business as usual.

#### 5. Key dates for the next 12 months

- 5.1 The following table provides key dates running through to October 2020. The detailed launch timeline for 2020 can be found at: <https://www.sheffield.ac.uk/slp/timelines/launches>

Spring 2020	PWC stage gate review to assess progress and status 6 months from major releases and completion. The Council Oversight Group will meet to consider the outcomes from this stage gate review. Sponsoring Group and UEB to agree whether to proceed with major release in 2020
April 2020	Release and use of new module selection for continuing students. This will be the first new service to be used by students
August 2020	Release of student finance services and transfer of student financial management from SAP to SITS to coincide with the start of the new financial year
September 2020	The management of all new and continuing students information will be through the new student systems with a range of services launched
End October 2020	Current scheduled end date for project





### Appendix 3

#### Primary Risk Update

The following table lays out the primary risks associated with the delivery of the Student Lifecycle Project. This list is based on the original set of primary risks reported to Council in November 2016 but with changes/additions as SLP has progressed. A status update is provided in the final column. Status is assessed through the number and complexity of issues experienced (associated with each primary risk) and whether they are resolved.

Risk	Impact	Mitigation	Status
Failure to articulate/ promote the benefits of the Project	Negative perception, limited buy-in from staff, variable executive support, business change not prioritised	<ul style="list-style-type: none"> <li>Business Change Lead and People and Change Manager appointed to develop, facilitate and resource comms and engagement plans</li> <li>Achieve and communicate benefits management</li> <li>Stakeholder relationship management</li> </ul>	[AMBER] Comms and engagement plan agreed by SLP Programme Board, but activities still being completed and further development required
Unclear ownership and accountability in decision making	Poor decision making, delays to project timescales, limited buy- in from staff	<ul style="list-style-type: none"> <li>Robust project governance and link into University governance</li> <li>Clear escalation process at programme and project level</li> <li>DVC/DAS as accountable sponsors</li> <li>Effective contract with system supplier and maintenance of relationship</li> </ul>	[AMBER] SLP structural review being undertaken to add further clarity to decision making procedures. Expected to complete in November
Failure to align with the University's IT/Data Strategies and technical roadmap	Inability to support/develop/ integrate system, prioritisation tensions, negative perception	<ul style="list-style-type: none"> <li>Engagement of Director of CICS in governance/ decisions as Data and Technical Change Lead</li> <li>Technical and Data lead and other key staff sourced from CICS</li> </ul>	[GREEN]
Breakdown of relationship with systems supplier	Poor or incomplete solution delivery, delays to project timescales, impact on service levels, staff concern/stress	<ul style="list-style-type: none"> <li>Robust contract</li> <li>Completion of a discovery/ planning phase (acting as condition precedent in contract)</li> <li>Effective agreed governance (developed in partnership)</li> </ul>	[GREEN]

		<ul style="list-style-type: none"> <li>Relationship management and adoption of partnership approach/ethos</li> </ul>	
Failure to effectively manage (the scale of) business process re-engineering	Poor solution delivery, major workarounds still in place, negative perceptions of programme, work overload for key staff, prioritisation tensions	<ul style="list-style-type: none"> <li>Appropriate resourcing informed by other universities' experience</li> <li>Effective change management and comms activity</li> <li>Involvement of and working in partnership with key leaders and managers across the University</li> <li>Joint planning for transitional activity</li> </ul>	<p>[RED]</p> <p>Further work is required from across the University to mitigate this risk. SLP focus has moved on transitional planning with an increase of work with Faculty and PS Leads and Managers</p>
Failure to involve and engage key people across the University community	No change buy-in, negative perceptions of programme, variable executive support, staff stress around impact on roles	<ul style="list-style-type: none"> <li>Effective change management and comms plans</li> <li>Stakeholder relationship management</li> <li>Subject Matter Experts from across the University engaged in Project development and implementation work</li> </ul>	<p>[AMBER]</p> <p>See first primary risk. Further work is being undertaken with Faculties to ensure effective support for Academic Departments</p>
Quality of institutional data affects quality of Project delivery	New processes and functionality do not work or are perceived as poor due to poor quality data. Poor solution delivery, poor service delivery	<ul style="list-style-type: none"> <li>Data quality approach to be developed and adopted</li> <li>Engagement with Professional Services staff to clean and validate data sets</li> <li>Clear ownership of both reference and operational data agreed</li> </ul>	<p>[RED]</p> <p>Data migration work continues to be a priority. Substantial work is being taken forward on curriculum and student data, but a number of complexities remain to be fully managed/mitigated</p>
Failure to deliver the full scope of the programme	Some anticipated key benefits are delayed or not achieved. Additional cost is incurred to deliver large amounts of the original scope	<ul style="list-style-type: none"> <li>Consideration is given to potential options to deliver de-scoped elements of the programme through either BAU teams or subsequent projects</li> <li>All de-scoping decisions are taken by the appropriate level of governance</li> </ul>	<p>[AMBER]</p> <p>Some aspects of scope will not be delivered, but the majority of benefits in the Business Case are expected to be fully or partially realised. It is expected that some projects/further BAU work will be proposed to follow SLP</p>
Failure to retain staff either due to fixed term contracts or increased sickness due to work related pressures.	Development timescales slip/deadlines missed due to required staff resources and/or skills are not available	<ul style="list-style-type: none"> <li>Staff contracts are reviewed to ensure continuity throughout the programme</li> <li>Health and wellbeing plans are developed and enacted to support staff through high pressure delivery periods.</li> </ul>	<p>[GREEN]</p>

Al Carlile, Programme Director  
October 2019



## Appendix 4

### Expected Benefits Realisation

The following table lays out the benefits included in the Business Case for the Student Lifecycle Project. The table includes an up to date assessment of whether the individual benefits will be realised and further explanation for those where delivery is expected to be partial or not complete.

No	Specific Benefit	Tracking Metric	Envisaged Realisation	Notes
<p><b>Primary Benefit 1: Improved efficiency through process redesign to simplify, streamline and remove workarounds</b></p> <p>It is envisaged that the Project will deliver savings in process steps of between 40-50% across the areas of the student lifecycle currently rated at red and amber in the RAG analysis included in the original business case. In specific cases (as in the example included below), process step savings are likely to exceed 40-50%. The realisation of this benefit is expected to result in minimum recurrent long-term but likely non-cashable savings of 780k to 815k per annum. These savings figures will flex and become more fully developed as the Project progresses through discovery and implementation.</p>				
1.1	Increased efficiency in recording and managing curriculum information through the development of in-system design and approval standard processes	<ul style="list-style-type: none"> <li>- reduction in staff time spent on maintaining curriculum information</li> <li>- removal of standalone systems</li> <li>- 80% of design/approval following systematised processes</li> </ul>	Partial	Majority of benefits expected to be delivered, but the PROMS system will continue to be used in the short- term to supplement new processes
1.2	Elimination of time intensive paper-based student record management activities through the implementation of effective workflows	<ul style="list-style-type: none"> <li>- removal of all paper based transactions</li> <li>- reduction in the time taken to process a change of status</li> </ul>	Partial	Some complex processes enabling student changes of status will remain paper-based in the short/medium term
1.3	Automated workflow processes for the calculation and allocation of fees and scholarships	<ul style="list-style-type: none"> <li>- reduction in staff time spent on manually checking data and dual entry into multiple systems</li> <li>- removal of standalone systems (spreadsheets) and data requests</li> </ul>	Complete	
1.4	Automation of debt management and introduction of self-service functionality for students to manage and resolve debt	<ul style="list-style-type: none"> <li>- reduction in staff time spent on manually checking data and dual entry into multiple systems</li> <li>- reduction in the number of student debt enquiries/requests</li> <li>- reduction in student debt</li> </ul>	Complete	

1.5	Streamlined and consistent approach to submission of assessments and recording of individual circumstances	<ul style="list-style-type: none"> <li>- reduction in time spent on manually checking data and dual entry into multiple systems</li> <li>- reduction of need for individual and unrecorded communications</li> </ul>	Partial	The University will continue to use both the virtual learning environment (MOLE) and the new student system to manage assessments
1.6	Automated calculation of progression and award	<ul style="list-style-type: none"> <li>- reduction in time spent on manually checking/validating data and dual entry into multiple systems</li> </ul>	Complete	
1.7	Reduction in data cleansing and validation activities required to support statutory returns (for example, HESA)	<ul style="list-style-type: none"> <li>- reduction in staff time spent on manually checking and validating data</li> </ul>	Complete	
<p><b>Primary Benefit 2: Enhanced student experience through consistent delivery of fit for purpose processes and transactions</b></p> <p>The Project will help improve the student experience at the University, contributing to an increase in student satisfaction around key points of transition - registration and module selection, change of status, examination and assessment. The Project will reduce the amount of student time spent on 'administration'.</p>				
2.1	Improved experience across all categories of new student through the provision of fully-online registration	<ul style="list-style-type: none"> <li>- Removal of all time-consuming manual registration processes</li> <li>- improved outcomes from student satisfaction surveys</li> </ul>	Partial	Some statutory/compliance processes will remain face to face as per legal requirements
2.2	Improved experience for new and continuing students through the provision of online module choice activity for all categories of student	<ul style="list-style-type: none"> <li>- reduction in staff time spent approving module choices</li> <li>- improved outcomes from student satisfaction surveys</li> </ul>	Partial	The University decision to retain 'unrestricted module choice' results in some choice activity remaining offline/ manual. All other choice will be online and automated
2.3	Efficient, self-service change of status approach for students	<ul style="list-style-type: none"> <li>- Removal of time-consuming paper based processes</li> <li>- reduction in the time taken to process a change of status</li> <li>- improved outcomes from student satisfaction surveys</li> </ul>	Partial	Time taken to process changes will reduce as will process steps, but some processes will remain manual (See 1.2)
2.4	Improved handling of complaints and disciplinary cases through the introduction of a formal case management solution	<ul style="list-style-type: none"> <li>- reduction in the time taken to resolve a case</li> <li>- reduction in the number of requests for case reviews/appeals</li> </ul>	Complete	
2.5	Improved ability for prospective and current students to access a range of services/ activities at a time and place suitable for them	<ul style="list-style-type: none"> <li>- number of student actions completed from mobile devices</li> <li>- reduction in number of face to face enquiries at service information desks</li> </ul>	Complete	
2.6	Improved provision of personalised information for students including exams timetables	<ul style="list-style-type: none"> <li>- earlier resolution of exam clashes</li> <li>- reduction in the number of special exam arrangements</li> </ul>	Partial	More personalised assessment information will be available but exam timetables will not be delivered

2.7	Improved clarity of and student access to attainment/ assessment information	<ul style="list-style-type: none"> <li>- student access to attainment information in one place</li> <li>- ability for students to model their degree outcome</li> <li>- improved outcomes from student satisfaction surveys</li> </ul>	Complete	
<p><b>Primary Benefit 3: Improved ability to support new and non-standard academic delivery and services through increased flexibility</b></p> <p>The Project will enable a comprehensive view of the University curriculum with all elements and structures loaded and managed in one system, irrespective of model or mode of delivery. This will create savings in the number of process steps associated with the design/redesign, approval and inception of academic programmes (see Benefit 1) and a reduction in risk (no standalone systems holding curriculum data, as well as consistent inclusion of all relevant Professional Services in the design and approval process to ensure legal and statutory risks are always mitigated).</p>				
3.1	Creation of comprehensive view of the curriculum - all elements and structures are loaded into and managed in system irrespective of model or mode of delivery (single source of the truth)	<ul style="list-style-type: none"> <li>- reduction in staff time spent on manually checking data and dual entry into multiple systems</li> <li>- removal of standalone systems (spreadsheets)</li> </ul>	Complete/ Partial	A comprehensive curriculum view will be loaded but some non-standard areas may need to be managed manually
3.2	Increase in learning and teaching staff time to support curriculum development through reducing manual curriculum management activity	<ul style="list-style-type: none"> <li>- proportion of staff time spent providing 'added value' support for academic departments</li> </ul>	TBC	Project planning yet to be finalised
3.3	Improved ability for collaborative design of curricula through the introduction of collaborative tools	<ul style="list-style-type: none"> <li>- reduction of process/approval steps for non-standard programmes</li> <li>- increased take up of collaborative tools to aid curriculum design</li> <li>- improved staff satisfaction with curriculum design and approval process</li> </ul>	TBC	Project planning yet to be finalised
3.4	Improved graduation experience for all student types	<ul style="list-style-type: none"> <li>- all types of student provided with high quality graduation experience</li> </ul>	TBC	Project planning yet to be finalised, but benefit expected to be delivered
3.5	Improved interactions for students on non-standard programmes	<ul style="list-style-type: none"> <li>- improved outcomes from student satisfaction surveys</li> <li>- eradication of duplication of steps for students on non-standard/dual/triple programmes</li> </ul>	Complete	
3.6	Staff spend less time creating workarounds to manage non-standard programmes	<ul style="list-style-type: none"> <li>- non-standard programmes managed via standardised processes</li> </ul>	Complete/ Partial	See 3.1
<p><b>Primary Benefit 4: Enhanced user experience through interaction with more intuitive systems</b></p> <p>The Project will contribute to an increase in staff and student satisfaction in the use of student systems, with objectives to 1) increase satisfaction for prioritised areas (for example, online module selection, personal tutoring), and 2) speed up the completion of processes by 15/20% in prioritised areas.</p>				

4.1	Improved communications and engagement with enquirers and prospective students through an integrated CRM approach	- Improved enquirer and applicant conversation -reduction in the number of duplicated messages (students will receive 'single' responses)	Partial	Enquiry management system launched, communications development not delivered
4.2	Improved experience for all students through the provision of key personalised information and completion of tasks in one modern platform-independent interface (portal)	- improved outcomes from student satisfaction surveys - reduced number of standalone systems used by students	Partial	Major improvements will be realised in the provision of key personalised information, but this is unlikely to be through one sole interface
4.3	Improved experience and provision of student information to staff through one modern platform-independent interface (portal)	- reduced use of multiple systems to undertake student-related tasks	Partial	See 4.2
4.4	Better experience for third parties (partners) in communications/engagement through the implementation of effective CRM	- reduction in multiple and similar comms to partners - removal of standalone systems (spreadsheets)	Not complete	De-prioritised
4.5	Improved access to information and data for third parties (external examiner partners)	- reduction in External Examiner process steps - eradication of paper-based process - increase in the speed of payments to External Examiners	Complete	

**Primary Benefit 5: Improved technical resilience and sustainability through the effective outsourcing of system management**

The Project will establish 24/7 critical systems support, enabling service levels to be maintained across global time zones, and reduce the reliance on individuals to support critical systems.

5.1	Reduced risk of single point of failure through removing a reliance on individuals to support critical systems	- monitored through adherence to service level KPIs in contract - reduction in staff time taken to manage system	Partial	Some risk still remains to ensure that the University does not continue to over-rely on individual system developers
5.2	24/7 support for critical systems issues (enabling appropriate service levels in any global timezone)	- monitored through adherence to service level KPIs in contract	Complete	
5.3	Increased speed of integrating new systems with the student system	- average length of development time taken to integrate new software	Partial	This benefit will be fully realised but with a timespan expected to be post-project
5.4	Reduced requirement to purchase additional systems (credit card solutions etc) to meet student needs	- cost savings - reduced number of standalone systems	Partial	This benefit will be fully realised but with a timespan expected to be post-project
5.5	Improved sustainability through the suppliers support/responsibility for current and future statutory and external reporting requirements	- supplier performance monitored through adherence to KPIs in contract - reduction in staff (developer) time needed to support statutory developments	Complete	
5.6	Improved integration of financial systems and related data	- reduction in staff time spent on dual entry into multiple systems and reconciliation	Complete	

		- removal of standalone systems (spreadsheets) and data requests		
<p><b>Primary Benefit 6: Improved provision of timely, relevant and accurate information to support decision making</b></p> <p>The Project will help improve the student experience at the University, contributing to an increase in satisfaction around key elements of support and transition (for example, personal tutor support, and online module selection). The Project will aim to reduce the number of standalone systems being used to store student information by a third (there are currently more than 800 independent systems across academic departments and professional services), freeing up staff time from inputting, sourcing and validating data in multiple systems.</p>				
6.1	Ability for staff and students to access a holistic view of a student's interactions with the University, enabling Personal and Academic Tutors to provide high quality, personalised advice	- reduction in the number of local systems for the management of Personal Tutor activity - improved outcomes from student satisfaction surveys	Not complete	Work is being undertaken by the Strategic Change office and CICS to review the University's requirements for student engagement/CRM. SLP requirements were specified in 2016 and student, staff and OfS expectations around this area have changed with the University needing to ensure that any development meets current needs
6.2	Improved provision of information to staff through role-specific areas (portal) which allow for the targeted presentation of appropriate information	- reduced number of standalone local systems for holding information - reduced number of data requests to student-focused professional services	Complete	
6.3	Improved self-service access for staff to accurate and up to date operational information which crosses the breadth of the student lifecycle (applicant to alumni)	- reduced requests for bespoke operational reports - reduced number of standalone local systems for reporting purposes - reduction in staff time spent on validating data	Complete	
6.4	Improved financial decision making in academic departments through the provision of accurate scholarship budget information in real time	- availability of all scholarship information in one place - reduced number of standalone local systems for reporting	Complete	
6.5	Increased accessibility for staff and students to information about University-wide schemes and sessions which support academic and personal skills development	- improved staff satisfaction for Personal Tutors - improved student satisfaction about access to personal skills development information	Not complete	De-prioritised
6.6	Increased speed of signposting to support services	- staff able to see full interaction record of student e.g. meetings and notifications - all support services accessible through single initial point of contact/single sign-on	Not complete	See 6.1
6.7	Improved ability to monitor and report on full range of student attendance and engagement	- reduction in standalone systems monitoring student attendance and engagement	Partial	Reporting will be improved but further work will be required linked to 6.1

		- reduction in staff time spent on manually checking and validating data for UKVI reporting		
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**Primary Benefit 7: Building change capability within the University**

The project will develop a range of foundational approaches to change that can be utilised more broadly within the University. This includes the development of change management, project management, benefits management and service design capabilities.

This benefit was added to the original Business Case in response to recommendations from PwC assurance reviews. The following activities to realise this benefit have been taken forward:

- Creation of a project management office for the University (Strategic Change Office)
- Building foundational learning from the Student Lifecycle Project into work on future projects. Work to effectively support Programme Level Approach and the build of student wellbeing services has been informed by experiences/learning with the Student Lifecycle Project
- Retention of some of the key technical capabilities recruited to support the project, in order to support future initiatives

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