



## 1. Executive Summary

In June 2007, SMG considered the case for investing in a new student information system. Over many years, continuous investment has been made in developing the University's in-house student system to meet changing needs. SMG concluded that this model of development was unsustainable. It meant the University was critically reliant on the highly specific knowledge of a small number of internal colleagues, and it involved Glasgow losing ground to its Russell Group competitors, all but one of whom had now implemented a third-party student system.

In recent months, a Project Board has managed a tender process, leading to the selection of Oracle's 'Campus Solutions' as the preferred student information system. The Board has then taken forward a process of due diligence in order that, before making a contractual commitment to the preferred supplier, the University should explore fully the supplier's approach to implementation, thus gaining a high level of confidence about timescales and resource requirements.

With the conclusion of the due diligence process, the Project Board now recommends to SMG that the University implement Oracle's Campus Solutions. The estimated full cost of implementation, including internal staff commitments, is **£13.2M**. Part of this cost is capitalised, and its impact on the revenue account is therefore spread over 8 years. With a maximum annual revenue commitment of £2.5M (in 2011/12), the cost is affordable within the University's current financial projections. If approved, implementation will begin in May 2009, with full completion in September 2011.

This paper sets out the main areas in which the Student Lifecycle Project will benefit the University. It will help us realise some of our key strategic objectives, will deliver a marked improvement in the quality of service we offer students and staff, and will achieve efficiencies in our operations, allowing savings to be secured and staff time to be used more productively.

The paper also identifies some of the key requirements placed on University managers. If we are to secure the greatest benefit from this initiative then, across a range of academic policies and administrative processes, we must have a consistent approach, driven by the need to offer students the best quality of service and to make the most effective use of staff time. The paper identifies the main policy areas in which changes will be required. In asking members of SMG to approve the adoption of Campus Solutions, it seeks their commitment to ensure that, where new University policies are approved, they are implemented consistently and effectively.

## **2. Background and Rationale**

In 2007 an analysis of the University's strategic objectives established the priorities of senior staff in order to support delivery of strategic plans, particularly Recruitment, Retention, Student Centric Services and Management Information.

A business case was then developed for the investment required to transform the processes which support learning and teaching, provide better management information and improve the delivery of services to students and staff.

The analysis and the business case made clear that to maintain the current student information system and develop it at the present rate, will not provide the extra features needed as the competition accelerate ahead by an ever increasing margin. The conclusion reached was that the way forward is to invest in a third party package solution to replace the core student records system in conjunction with a major process improvement programme.

Having obtained approval for investment as set out in the Business Case (SMG meeting 26.6.07 'Business Case for Review of Student Administrative Processes') the Student Lifecycle Project (SLP) was established and embarked upon the procurement of a new student information system and associated business transformation activity.

The basis of the initial assessment and justification for the investment has not changed. The current position is unsustainable for the future and will not adequately support the attainment of the University's strategic objectives.

Having undertaken a comprehensive procurement process, using the EU negotiated route (Competitive Dialogue), and completed a rigorous Due Diligence phase, the Project Board is now in a position to recommend the appointment of a supplier (Oracle) for the provision of a new student information solution and the full implementation of the SLP.

The Student Lifecycle Project can deliver significant benefits and efficiencies, and can make a direct contribution to the attainment of the targets set out in the University's Strategic Objectives. However, success in this is reliant upon achieving the business transformation which is a key part of the overall project.

The SMG has a pivotal role to play in leading change to ensure achievement of the University's aspirations. Strong leadership and commitment is required to achieve greater levels of consistency and standardisation and achieve full utilisation of the new corporate student records solution.

### 3. Contribution to UoG Strategic Objectives and Key Performance Indicators (KPIs)

In its 2006 – 2010 Strategic Plan the University set the following objectives:

- ❖ Learning and Teaching: we aim to be renowned internationally for enquiry-led learning in a knowledge culture that is shaped by the richness and diversity of our research environment.
- ❖ Research: to be in the top 50 research-oriented universities worldwide.
- ❖ Finance: to develop and maintain a strong resource base.
- ❖ Human Resources: to enable staff to excel in the achievement of University objectives.
- ❖ Infrastructure: to develop our facilities and infrastructure to support academic excellence

These objectives are reflected in the Key Performance Indicators (KPIs) by which the University measures its progress and attainment. By improving student recruitment success and facilitating a more productive use of staff time, the Student Lifecycle Project will contribute to achieving the University's objectives for Research, Finance and Human Resources. Its principal impact will be in contributing to the achievement of the University's Learning & Teaching objectives, in particular in the areas of: *Student Recruitment*; *Student Retention and Progression*; and *Student Satisfaction*. The SLP will also contribute to

#### 1) *Student Recruitment*

The University aims to:

- Increase the proportion of PG students from 25%-33%
- Improve the quality of entrants (>420 UCAS pts)
- Increase the proportion of International students from 10% - 15%
- Increase 'Widening Participation' levels by 5%

#### *SLP Contribution:*

- SLP facilitates more targeted marketing of key audiences
- Portal provides an improved interface for prospects and applicants, enabling easy access to information and communications
- Web-based nature of solution means it is available anytime, anywhere and so can be used to support international recruitment in-country and provide international applicants with the same level of service and access to information as home students
- Centralised processing of applications improves response times and communications with applicants
- An enhanced reputation generates greater interest in the University

- These improvements will also lead to an increase in the number of applications for undergraduate studies, helping to achieve the University's target of 35k applications per annum.<sup>1</sup>

## 2) Student retention

The University aims to:

- improve 1st – 2nd year progression rates, from 86% to 94%
- improve undergraduate completion rates, from 78% to 88%

### SLP Contribution:

- Automated identification of 'at risk' students (and those potentially at risk) based on characteristics, activity and events
- Automated prompts to advisers of 'at risk' students allows earlier intervention
- Additional support can be automatically targeted to 'at risk' students
- Easier communications between departments/services improves service & support to students
- Standardised approach and centralised data on attendance recording & monitoring will enable analysis of trends and early identification of problems
- Academic advisement rules provide comprehensive information about course options and requirements through the self-service functionality, aiding course selection
- Academic planner allows 'what if' scenario planning to aid course selection & progression
- Automated triggers and workflows alert staff of students who may be unable to progress (progress cases) in order to allow early intervention
- Improvements in the administration and timeline required to manage the progress system and progress committees, giving students more time to make representations

## 3) Student satisfaction

The University aims to improve the NSS satisfaction rating from 86% to 90%.

### SLP Contribution:

Providing a better customer service by ensuring:

---

<sup>1</sup> The University is committed to becoming a fully selecting University across all its degree programmes, and is seeking to improve the 'tariff at entry' profile of its undergraduate student population. In order to promote both of these objectives, it seeks to grow its applications to c. 35000 per annum and has invested in enhanced recruitment and marketing activities (Ref: Education Policy & Strategy Committee, 17.12.08, EC08/19)

- A more integrated approach to student support
- More quality engagement with students rather than administrative processing
- Increased self-service functionality
- Improved access to information
- Greater consistency and transparency of processes and regulations
- Single source of information and single point of access

#### **4. Qualitative Benefits**

In addition to the contribution to Strategic Objectives, the project will also enable the realisation of a range of benefits, for example:

- ❖ Improving the quality of management and planning through access to better Management Information (MI)
  - Single source of data – 'single source of truth' provides for more consistent and accurate reporting
  - 'Management dashboard' for production and distribution of reports will provide prompt access to reports and enable the focus to be on priority areas or measures (e.g. KPIs)
  - Easy access to reports and queries for all users
  - Less time spent collating and reconciling data for analysis
  - Earlier availability of data to inform planning
- ❖ Enhancing the staff experience through:
  - Improved access to information
  - Automation of routine administrative tasks
  - Automated prompts and alerts where action is required (e.g. students who are 'at risk' or 'progress cases')
  - Consistent and standardised processes
  - Single data source
  - Single point of data entry
  - Reduction/removal of redundant manual transactions
  - Fewer routine administrative interactions with students, allowing time to be spent on quality interactions
  - Improvements in both the administration and timeliness of processes such as managing the progress system and progress committees
- ❖ Improving enquiry management through:
  - Improved client interface and on-line marketing capabilities which will enable the University to raise its profile and encourage enquiries
  - More intelligent use of alumni data leading to an increase in enquiries for CPD and other learning opportunities
  - Automation of activities (include enquiry logging, responses and communications) and creating more self-service provision, enabling higher volumes of enquires to be captured and managed efficiently
  - Logging of all enquiries to allow for better data analysis, more targeted marketing and evaluation of marketing and communication initiatives.

- ❖ Increasing conversion rates (Enquiry to Application; Application to Offer; Offer to Acceptance; Acceptance to Registration) through:
  - Enabling earlier engagement of applicants and nurturing of relationships to increase conversions
  - Allowing identification of and direct communication with targeted groups of applicants
  - Better and more comprehensive information (e.g. fee liability, financial aid, accommodation, disability services) enables students to make informed decisions
  - Better service to applicants at all stages of the process
- ❖ Improving financial stability by:
  - Informing students of their fee liability at an early stage (i.e. for new students, once offer is accepted)
  - Providing a greater range of options for payment, including on-line payments
  - Enabling the collection of fee deposits at an early stage
  - Identifying students in need of financial aid
  - Ensuring a more co-ordinated and targeted approach to financial aid
  - Improving debt management arrangements and support

## 5. Efficiencies

Through the SLP and implementation of the Oracle solution the University will be able to make more effective and efficient use of its resources. The workshops conducted during the Due Diligence phase identified significant business improvements which would deliver operational efficiencies. This has the potential to achieve a real improvement in the University's productivity through removing unnecessary duplication and reducing the time academic and support staff require to devote to administrative tasks. The table below provides examples of areas in which significant operational efficiencies can be achieved.

	Area
1.	Centralised PG application processing
2.	Centralised financial aid processing & management
3.	Automation of fee calculation, invoicing and debt management together with on-line payments
4.	Automation of course selection and enrolment processes(reducing the administrative burden on academic advisors)
5.	Single and consistent source of data for reporting
6.	Centralised and automated timetabling & room-booking processes and automatic production of personalised timetables
7.	Streamlining of processes and access to information (e.g. preparation for Departmental examination boards)
8.	All information held in single system so less time spent copying/sending information to other departments/services (e.g. details of completers to Registry)
9.	Redundancy of locally maintained systems
10.	Centralised processing and management of short-course fees.

An early estimate has been made of the value of staff time that will be saved in the above 10 areas, and the figure is in excess of £1M per annum. A more robust estimate of the value of efficiency savings, together with the value of the contribution of the solution to the realisation of strategic and operational benefits, will be made once the process design phase of the Project is complete.

## **6. Timeline and Process Design**

Implementation of the Student Lifecycle Project is scheduled to commence in May 2009 with a detailed design phase followed by a phased roll-out of the system. The final elements of the solution are planned to go live in September 2011. This timeline, whilst challenging, is considered to be realistic and achievable.

A high level implementation plan is included at Appendix 1 for information.

The first stage of the implementation plan will be Conference Room Pilots (CRP1) <sup>2</sup> for all processes in the Student Lifecycle. These are due to commence in June 2009.

For this stage the information gathered in the due diligence workshops to design future processes will be used by the Oracle consultants to pre-build a pilot system, using a small amount of University of Glasgow data, to demonstrate the business processes and agree details required for the system design and build to commence.

The due diligence phase has demonstrated that Campus Solutions has the functionality required to meet the University's needs. It will be important in this first stage of implementation to ensure that our processes are aligned closely with the new system's functionality. We must avoid wherever possible the need for Oracle to deliver special customisations for the University, a requirement which would be expensive, both in terms of implementation costs and longer term maintenance costs, and might involve delay.

The CRP1 workshops will involve staff from across the University who will be able to take decisions on how detailed processes are designed and delivered in the new system. Underlying this, a number of policy issues need to be addressed and decisions made either before the workshops start in June or by the time the design is finalised in September.

## **7. Policy Issues**

In a number of instances the proposed future processes will require a change in current policy.

---

<sup>2</sup> CRPs (Conference Room Pilots) refer to the approach adopted by Oracle to ensure robust design and testing of the new solution on an incremental basis. CRP1 produces the detailed design for the solution; CRP2 allow a build of the UoG design and configuration to be reviewed and tested; whilst CRP3 and 4 are the testing, training and deployment phases.

The key policy decisions involve:

1. admissions policies
2. the role of advisers in course approval
3. the process for allocating students to classes and class scheduling/ room allocations
4. the level at which course components should be recorded and results published to students through the system
5. the harmonisation of progression rules and supplementary regulations
6. management of research students
7. Student Financial Aid and Scholarships management.

The following describes these broad issues in more detail:

1. The University already has centralised management of admissions for the majority of faculties for UCAS students and PGT students. Several departments operate their own additional processes for selection, including interviewing candidates. The requirement for these non standard processes will be reviewed, and they should be maintained only where there is a demonstrable requirement for them. In the case of PGR applications, it is proposed that the application and admissions process should be administered centrally with decision making remaining with individual departments as at present. The new system also gives the University the opportunity to bring short course admissions into line with the processes for other areas.
2. The functionality in Campus Solutions will enable the University to streamline the process for registration and enrolment, with course selection being much more automated than at present without the need for adviser approval of all course choices. The intention is to simplify the process to the benefit of students and advisers, and to ensure the involvement of advisers in course selection is appropriately targeted. Whilst the detail of how this would operate can be finalised in the CRP1 the principles need to be agreed in advance and need to be consistent across faculties.
3. The new system will enable students to access their individual timetable of all lectures, classes, labs. This will require relevant data to be recorded and maintained in the system and for agreement to be reached to allow the allocation of students to classes and labs to be automated wherever possible. CMIS (the system currently used by Central Room Booking) will be used for scheduling and the functionality of CMIS and the processes supporting it will be reviewed in the light of the new requirements. As a minimum all teaching space needs to be recorded and allocated through CMIS.
4. The level at which results for course components are recorded in the system and published to students needs to be agreed and there needs to be consistency of approach across courses.



5. A significant area for possible improvement is progression rules and supplementary regulations which can currently vary considerably, even within the same degree and department.
6. The extent to which there can be greater consistency in the management of research students across Faculties needs to be agreed.
7. There is a lack of a single focus for student financial aid and scholarships in the University. Responsibility is currently dispersed across a number of central services and faculties and there would be efficiencies and service improvements to be gained from bringing support for this area of activity together in one office, using the functionality in Campus Solutions to underpin more consistent processes.

A Process Champion (Project Board member) has been assigned responsibility for ensuring the resolution of each of the policy issues. Appendix 2 sets out the full details of the key policy decisions which need to be addressed before CRP1 commences (end May 2009) giving a description of each issue; the decision required to progress the project, the University Committee or Group with responsibility for that decision and the date by which that decision is required. Given the timescale it may be desirable to hold an additional meeting of each of the Committees/Groups involved specifically to deal with these issues.

## **8. Oracle Partnership and Proposal**

Oracle has agreed, as a result of both pressure from the University of Glasgow and realisation of the potential for Campus Solutions in the UK market, to take ownership of the UoG project and not rely on a third party implementation partner. In addition Oracle has agreed to resource the project team with experienced consultants from the US. Combined with a revised implementation model which is based on the proven US methodology there is now far greater belief that the proposed plan, timescales, costs and overall scope is achievable.

The implementation methodology to be adopted is based on an iterative design and build model as described below. Of critical importance is the need to gain comprehensive coverage of requirements in the first design iteration (CRP1). The second, third and fourth iterations are about refinement and testing and should not be viewed as an invitation to continually question and raise new requirements. Throughout all the iterations the system itself will play an important role allowing workshop participants to view how the system would support the various processes and the options that are available, as against the traditional paper based model which relied on users being able to visualise options and potential outcomes.

The commitment of Oracle to the University of Glasgow project, both in terms of vision and internal commitment as well as the market opportunity it

presents, has been reinforced over recent months by senior managers within the Oracle corporation.

A more detailed description of the proposed approach is included at Appendix 3.

## **9. Project Governance**

Clear and effective project governance is essential in major projects, such as the SLP. This is well recognised by both Oracle and UoG. Accordingly, the first activity (Structure phase) within the implementation plan is concerned with a range of project initiation tasks and establishment of the project structure and governance for the operation and delivery of the whole project. This methodology will be fully documented and will define the following:

1. Vision and Objectives
2. Scope
3. Assumptions, Constraints, Risks, and impact of other Critical Path Projects
4. Project Organisation
5. Project Standards and Administration
6. Quality Plan
7. External Communication Plan
8. Testing Plan
9. Organisation and Business Process Change Management Plan
10. Functional Configuration and Scope Change Management
11. Software Configuration Management Plan for Project
12. Technical Architecture Requirements
13. Project Team Communication Plan
14. Milestone Project Plan.

## Investment Summary

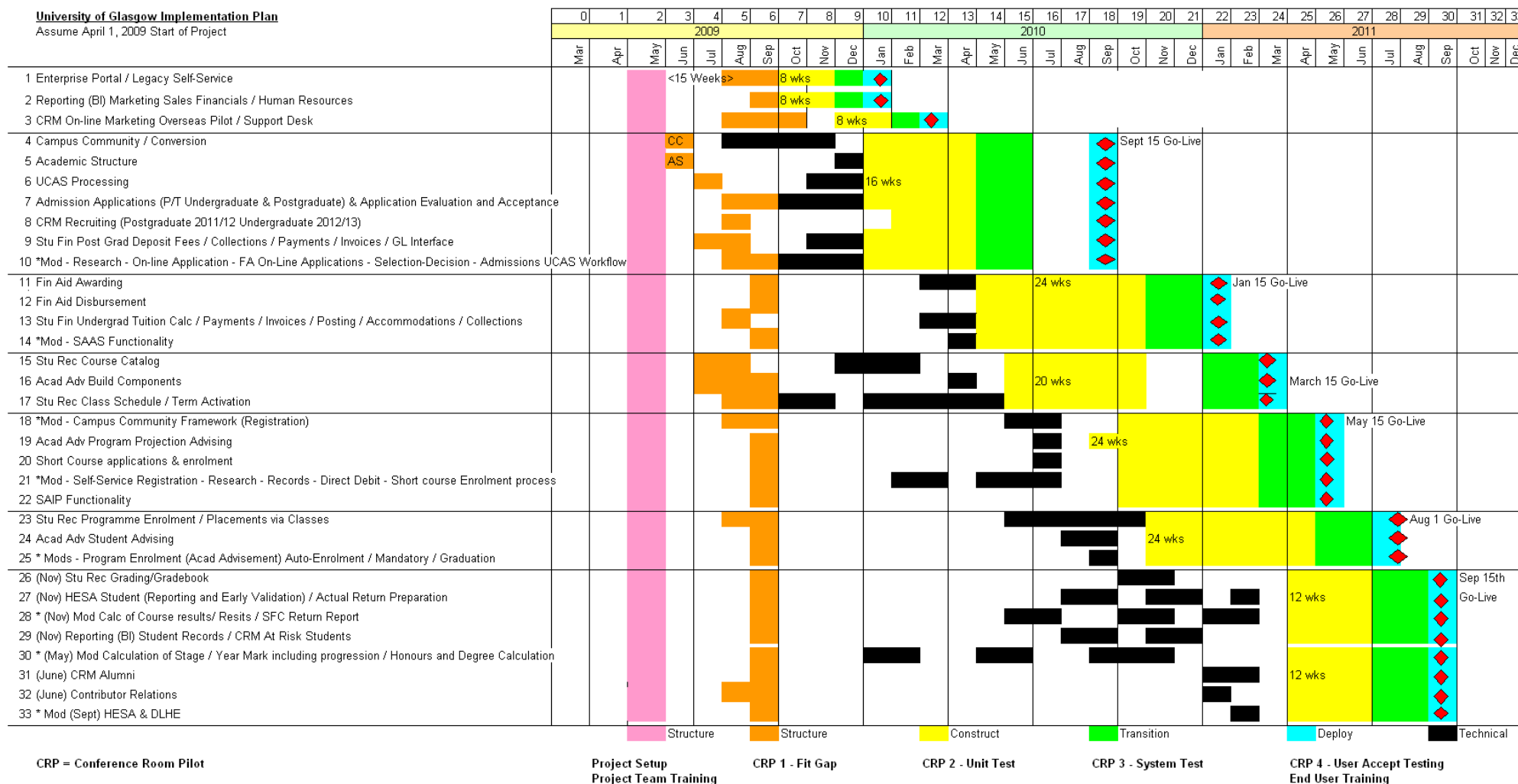
The costs summarised below are based on the now agreed resource plan covering implementation, licenses and hardware. All implementation effort is based on a time and materials basis.

### Capitalise Licenses, Hardware, Software & Consultancy

	<u>08/09</u>	<u>09/10</u>	<u>10/11</u>	<u>11/12</u>	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>Total</u>
<b><u>Student Lifecycle Project</u></b>									
Licenses	(230)	(495)	0	0					(725)
Hardware	(288)	(705)	0	0					(993)
Oracle Services Contract	(838)	(2,677)	(2,194)	(541)					(6,250)
<b>Capital Costs</b>	<b>(1,356)</b>	<b>(3,877)</b>	<b>(2,194)</b>	<b>(541)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(7,968)</b>
Hardware Maintenance	0	(35)	(106)	(135)	(135)	(135)	(135)	(135)	(817)
Software Maintenance	0	0	(161)	(161)	(161)	(161)	(161)	(161)	(965)
Oracle User Group	(35)	(35)	(35)	(35)	(35)	(35)	(35)	(35)	(281)
Back-Fill Costs	(339)	(1,416)	(1,191)	(190)					(3,136)
<b>Revenue Costs</b>	<b>(373)</b>	<b>(1,487)</b>	<b>(1,493)</b>	<b>(521)</b>	<b>(331)</b>	<b>(331)</b>	<b>(331)</b>	<b>(331)</b>	<b>(5,199)</b>
<b>Total Cashflow</b>	<b>(1,729)</b>	<b>(5,364)</b>	<b>(3,687)</b>	<b>(1,062)</b>	<b>(331)</b>	<b>(331)</b>	<b>(331)</b>	<b>(331)</b>	<b>(13,167)</b>
Revenue - Cashflow	(373)	(1,487)	(1,493)	(521)	(331)	(331)	(331)	(331)	(5,199)
Revenue - Depreciation				(1,992)	(1,992)	(1,992)	(1,992)		(7,968)
<b>Total Revenue</b>	<b>(373)</b>	<b>(1,487)</b>	<b>(1,493)</b>	<b>(2,513)</b>	<b>(2,323)</b>	<b>(2,323)</b>	<b>(2,323)</b>	<b>(331)</b>	<b>(13,167)</b>

1. All values include VAT where appropriate
2. Oracle Services costs include other third party costs such as NCC
3. Model assumes Services / Consultancy costs are capitalised
4. No contingency has been included

## Appendix 1: Project Timeline



\* The 'lines' in the implementation plan above marked with an asterisk are Functional Gaps and have only been included to indicate the point in the project that they need to be addressed. As they are functional gaps, please refer to the Functional Gaps section of the proposal for more information.

## Appendix 2 Issues

### Academic Structures (Process Champion – Professor Andrea Nolan)

Ref.	Policy Issue Requiring Decision	Responsibility	Due Date
I-AS-006	<p><b>Issue:</b> In the general faculties, although students are admitted against a specific UCAS course code, they do not need to make a decision on their intended honours subject until their third year. Until this time, the subject for which they were admitted (UCAS course code) shows as the student's subject even though this may mean that they will be recorded against a subject that is not related to the courses actually being studied.</p> <p><b>Recommendation:</b> For all students intended honours subject should be captured and recorded at the point of registration in each year of study. (This does not undermine the principle that a firm decision as to which honours subject will be followed will not be made until after the end of year 2.)</p>	Vice Principal for Learning and Teaching and Internationalisation (advised by Learning and Teaching Ctte)	End May 2009
I-AS-008	<p><b>Issue:</b> A formal title to encompass DACE and CPD provision is required.</p> <p><b>Recommendation:</b> The title Life Long Learning to be applied.</p>	Deans Group	End May 2009
I-AS-009	<p><b>Issue:</b> Feedback indicates that there are concerns over the potential for confusion between fundamental elements of terminology used by both UoG and Campus Solutions (CS) e.g. definition of UoG Programme versus a CS Plan as well as UoG Session versus a CS Term. Some terminology which is UK specific rather than simply UoG specific may be delivered by Oracle as a UK localisation.</p> <p><b>Recommendation:</b> Principle should be to keep re-naming to a minimum.</p>	EdPSC (advised by Advisory Group established by Vice Principal for Learning and Teaching and Internationalisation)	End May 2009

### Student Records Maintenance (Process Champion – Professor Andrea Nolan)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-SR-002	<p><b>Issue:</b> Standard functionality in Campus Solutions enables student requests to change courses to be immediately processed, in accordance with agreed rules in the system's enrolment engine, and advisers notified via the system.</p> <p><b>Recommendation:</b> Remove the stage of adviser approval before course changes can be effected, with appropriate safeguards to check the new course is a viable option for the student.</p>	EdPSC (advised by Clerk of Senate and Vice Principal for Learning and Teaching and Internationalisation)	End May 2009

I-SR-004	<p><b>Issue:</b> Registry currently has the responsibility for confirming and processing student withdrawals but it is thought to be more appropriate that this resides with the adviser who is likely to be the person to have final contact with a student and the opportunity to counsel the student before the withdrawal is processed.</p> <p><b>Recommendation:</b> Determine a standard policy for managing withdrawals taking account of the needs of the student.</p>	Student Support and Development Ctte (advised by Chief Advisers Sub – Ctte)	End May 2009
I-SR-005/007	<p><b>Issue:</b> UoG's attendance monitoring policy needs to be approved before detailed configuration of attendance process on CS can take place. This is currently under discussion.</p> <p><b>Recommendation:</b> Consistent policy across faculties to be agreed for UG, PGT and PGR students.</p>	EdPSC ( advised by Learning and Teaching Committee's Attendance Monitoring WG)	End May 2009
I-SR-009	<p><b>Issue:</b> Internal processes for faculty/programme changes vary considerably across faculties.</p> <p><b>Recommendation:</b> Agree a common policy across all Faculties.</p>	Vice Principal for Learning and Teaching and Internationalisation (advised by Chief Advisers Sub – Ctte)	End May 2009
I-SR-011	<p><b>Issue:</b> A prescribed 'add / drop' period for students to make course changes should be considered as part of a more automated process for course approval.</p> <p><b>Recommendation:</b> A published deadline date for course changes should be set.</p>	Academic Standards Committee ASC)	End May 2009

### Course and Programme Management (Process Champion – Professor Andrea Nolan)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-CP-001	<p><b>Issue:</b> The further development of generic degree regulations and harmonisation of supplementary regulations will enable the University to simplify the advisement rules to be created and maintained in the system.</p> <p><b>Recommendation:</b> A Working Group of Academic Standards Committee to review and agree plan to achieve this.</p>	Academic Standards Committee (ASC)	End May 2009
I-CP-005	<p><b>Issue:</b> DACE non-accredited and low credit courses and short courses will be held in the system and the current course approval process for these needs to be investigated against proposed design to determine whether special requirements will continue to be required.</p> <p><b>Recommendation:</b> To be reviewed and future process agreed</p>	Clerk of Senate (advised by Head of DACE)	End May 2009

I-CP-016	<p><b>Issue:</b> New course coding structure to be developed which will enable accurate searching by SCQF level, given that CS does not record 'level' as a standard searchable attribute and be more user orientated.</p> <p><b>Recommendation:</b> Review course code structure to develop a logical coding scheme that will fit the Campus Solutions field requirements and which will enable degree regulations to be adhered to. Recoding should take account of best practice to develop a structure which is robust in the long term (e.g. evaluating any risks associated with embedding the 'level' within the course code)</p>	Clerk of Senate (advised by Chair of ASC, Senate Office, Registry and MIS)	End May 2009
----------	--	--	--------------

### Admissions (Process Champion – David Newall)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-UG-001	<p><b>Issue:</b> The University already has centralised management of admissions for the majority of faculties for UCAS students and PGT students, although a number of departments operate their own processes for selection, including interviewing candidates and whether all of these non standard processes need to continue should be reviewed.</p> <p><b>Recommendation:</b> Agreement that standard agreed processes for admissions and selection should be adopted as far as possible and the need for any variations should be justified.</p>	Vice Principal for Learning and Teaching and Internationalisation (advised by Secretary of Court and Deans)	End May 2009
I-UG-017	<p><b>Issue:</b> UG admissions policy needs to be developed in line with goal to be a selecting university including moving to a gathered field of all applicants before making decisions; the role academic expertise/ vs professional admissions staff in reviewing personal statements; transparency in using additional tests and how to make decisions between competing students who have achieved over the minimum tariff in "general" faculties.</p> <p><b>Recommendation:</b> Policy to be agreed.</p>	Vice Principal for Learning and Teaching and Internationalisation (advised by Secretary of Court and Deans)	End Sept 2009

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-PG-003	<p><b>Issue:</b> .There is currently no central involvement in the PGR application and admissions process and there would be efficiencies which would benefit applicants and staff in administering the process from a central admissions office.</p> <p><b>Recommendation:</b> The application and admissions process for PGRs should be administered centrally with decision making remaining with individual departments as at present.</p>	RPSC (advised by Secretary of Court)	End May 2009

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-SC-004	<p><b>Issue:</b> There is no support for CPD short course administration within the current system. The new system gives the opportunity to bring short course admissions into line with the processes for other areas.</p> <p><b>Recommendation:</b> Agree that wherever possible short course/CPD/DACE applications should be processed using the same standard processes as for other programmes. This will enable the new system to be used for all programmes.</p>	Secretary of Court (advised by Deans)	End May 2009

### Registration and Enrolment (Process Champion – Dr Carol Clugston)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-RE-004/ CP011	<p><b>Issue:</b> The new system will enable students to access their individual timetable of all lectures, classes, labs. This will require relevant data to be recorded and maintained in the system and for agreement to be reached to allow the allocation of students to classes and labs to be automated wherever possible. CMIS (the system currently used by Central Room Booking) will be used for scheduling. SMG has already agreed that the allocation of all teaching space should be done using the CMIS system so that comprehensive timetables can be delivered to students through Campus Solutions.</p> <p><b>Recommendation:</b> Plan to incorporate all teaching space into CMIS in accordance with the timescales for implementation of Campus Solutions needs to be progressed and the functionality of CMIS and the processes supporting it need to be reviewed in line with the overall process.</p>	Secretary of Court and Director of Estates and Buildings	End May 2009
I-RE-006	<p><b>Issue:</b> The functionality in Campus Solutions will enable the University to streamline the process for registration and enrolment, with course selection being much more automated than at present without the need for adviser approval of all course choices. The intention is to simplify the process to the benefit of students and advisers, and to ensure the involvement of advisers in course selection is appropriately targeted. Whilst the detail of how this would operate can be finalised in the CRP1 the principles need to be agreed in advance and need to be consistent across faculties.</p> <p><b>Recommendation:</b> The role of the adviser in course approval and the 'Faculty Approval' process to be changed to take account of the new functionality available.</p>	Clerk of Senate (advised by the Chief Advisers Group and Deans)	End May 2009



### Progression (Process Champion – Professor Paul Hagan)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-PR-003/004	<p><b>Issue:</b> Progression rules are set at departmental level in accordance with published degree regulations. There are differences in progression rules / requirements between faculties/ depts. even for the same degrees. This causes lack of clarity for students and will complicate the configuration of automated processing. The University may wish to review the need for increased standardisation.</p> <p><b>Recommendation:</b> Each Faculty should review progression rules for all its honours programmes to ensure that there is consistency and transparency between them from a student perspective, that they can be configured to enable automated processing and that rules are harmonised where possible.</p>	Deans of Faculties	End May 2009

### Assessment (Process Champion – Professor Paul Hagan)

Ref.	Issue Requiring Decision	Responsibility	Due Date
IS-A-003	<p><b>Issue:</b> it will be possible to record assessment results at a more detailed level in CS than is currently possible and a policy is needed on level at which grades should be recorded in CS and/or published to students.</p> <p><b>Recommendation:</b> Policy to be devised.</p>	EdPSC (advised by ASC/Code of Assessment WG)	End May 2009
IS-A-011	<p><b>Issue:</b> The new system will enable reports to be developed for use during exam boards. Standard content for these will need to be developed. (Reporting tools can be used to enable departments to produce supplementary information.)</p> <p><b>Recommendation:</b> Agree standard content for exam board papers/on screen displays.</p>	EdPSC (advised by Code of Assessment Working Group)	End May 2009

### Exam Management (Process Champion – Christine Lowther)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-EM-011/012	<p><b>Issue:</b> At present there is a 2 stage approval process for all special examination arrangements made for students with disabilities. There is also a wide variation in the provisions made eg amount of additional time in exams which leads to a great deal of complexity for departments in setting up of special arrangements.</p> <p><b>Recommendation:</b> Review whether the 'double' approval arrangement (SDS and Clerk of Senate) should continue and review arrangements for students with special examination requirements to ensure there is not an unnecessary proliferation of different provisions. Develop a standardised coding system to describe special arrangements. In the light of the outcome of review to agree the split of responsibilities between departments and Registry for implementing arrangements.</p>	Clerk of Senate (advised by the Student Disability Service, Registry and departmental Disability Co-ordinators)	End May 2009

### Graduations (Process Champion – Christine Lowther)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-GR-002	<p><b>Issue:</b> Students on final year taught courses who have outstanding assessments carried into a new session are not currently required to register and this means that there is not a live record in the system to record results/ graduation record and report against.</p> <p><b>Recommendation:</b> All students should continue to be registered until they have completed their course of study and all assessments unless they are deemed to have withdrawn. Consider whether this requires development of withdrawal policy. Details of any fees due to be determined.</p>	EdPSC (advised by Head of Registry)	End May 2009

### Research (Process Champion – Dr Carol Clugston)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-RS-006	<b>Issue:</b> At present it is optional for research students who have completed their required period of full time registration to register during their “writing up” period. This makes it difficult to use central records to track students and report accurately on the number of students in this category. <b>Recommendation:</b> All research students to continue to register until their research is completed and their thesis has been examined.	RPSC	End May 2009
I-RS-001/003/004/010/012	<b>Issue:</b> Processes for managing research students vary considerably across faculties. <b>Recommendation:</b> The extent to which any processes can be standardised should be explored.	RPSC (advised by Heads of Graduate Schools Group)	End May 2009

### Reporting (Process Champion – Professor Neal Juster)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-RP-001	<b>Issue:</b> The fact that the University does not have a comprehensive reporting strategy was highlighted in considering how reporting tools and business intelligence system would be deployed. <b>Recommendation:</b> Overall reporting strategy to be agreed.	Vice Principal for Strategy and Resources (advised by Working Group)	End May 2009

### Student Profile (Process Champion – Christine Lowther)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-SP-002	<b>Issue:</b> Date of birth is not currently compulsory for DACE students. If this remains the case once all data held in single database there would be inconsistencies in records and incomplete data. <b>Recommendation:</b> Date of birth data should in future be collected for all students, including DACE.	Dean of Faculty of Education	End May 2009

## Student Financials (Process Champion – Robert Fraser)

Ref.	Issue Requiring Decision	Responsibility	Due Date
I-FA-009/001/ I-RS-008	<p><b>Issue:</b> There is a lack of a single focus for student financial aid and scholarships in the University. Responsibility is currently dispersed across a number of central services and faculties and there would be efficiencies and service improvements to be gained from bringing support for this area of activity together in one office, using the functionality in Campus Solutions to underpin more consistent processes.</p> <p><b>Recommendation:</b> A standard process for the management of scholarships and other awards should be agreed and the benefits and practicalities of having a centralised 'financial aid' office should be explored. These could include the ability to streamline the management, receipt, processing and tracking of hardship and scholarship awards and monitoring overall provision to ensure it is supporting strategic objectives.</p>	Secretary of Court and Deans ( advised by Central Heads of Service and Faculty Secretaries.)	End May 2009
I-SF-005.	<p><b>Issue:</b> Although minimum levels of fees are set for Postgraduate Taught and Distance Learning courses actual fees charged are determined by departments and there are variations which would seem to unnecessarily complicate the fee structure. There is also variation between whether all costs are included in the published tuition fee or whether additional charges are levied locally for field courses etc.</p> <p><b>Recommendation:</b> A fee matrix should be developed decreasing the range of fees charged whilst ensuring that departments retain the ability to determine the appropriate market rate for their programme.</p>	Vice Principal for Strategy (advised by Deans and Director of Finance)	End May 2009

### Oracle Approach

Section 9 of this paper describes the overall Oracle implementation approach and refers to specific elements of this. These elements are described in more detail in this appendix.

#### Conference Room Pilots

##### Conference Room Pilot 1 (CRP1)

1. A detailed review of all processes in scope concurrently
2. System is prototyped using delivered test data
3. Will identify gaps and propose resolution prior to build of the system
4. Progress to CRP2 requires system design sign-off from CRP1

##### Conference Room Pilot 2 (CRP2 Construct)

1. Completed system configuration
2. Unit-tested business processes
3. Completed build of technical components (reports, interfaces etc.)
4. Progress to CRP3 requires system build sign-off from CRP2

##### Conference Room Pilot 3 (CRP3 Transition)

1. Integrated beginning-to-end testing of all processes
2. Completed test scripts for each tested business process;
3. Completed system ready for go-live
4. End-user training
5. Progress to CRP4 requires system acceptance from CRP3

##### Conference Room Pilot 4 (CRP4 Deploy)

1. Validation of final go-live execution;
2. Final data conversion from legacy systems
3. Transition to live;
4. Progress to Live requires user acceptance from CRP4

#### Core Functionality

A summary of the key processes to be covered in the project is provided in the table 2 below with the majority of functionality delivered by the software modules identified in table 1 below.

**Table 1: Oracle Modules**

<b>Campus Solutions</b>	Enterprise Campus Solutions, which includes: Student Administration (Student Records, Recruiting & Admissions, Academic Advisement, Financial Aid, Student Financial Services, Academic Structure and Campus Community), Gradebook and Campus Self-Service
<b>Campus Portal</b>	Enterprise Portal

<b>CRM</b>	Student Lifecycle Marketing (CRM Marketing, and Online Marketing), and Sales, Support and Multi-channel communications
<b>Contributor Relations</b>	Contributor Relations
<b>Reporting</b>	Campus Solutions Warehouse and Business Intelligence Enterprise Edition & Interactive Dashboards, BI Publisher, nVision, Query, and Crystal
<b>End User Training Tools</b>	User Productivity Kit: Developer and Content

### **Business Process and Conversions**

The following Business Processes and Conversions have been identified as requirements during the Due Diligence Phase and will form the basis for Conference Room Pilot 1 in the Structure Phase.

**Table 2: Business Processes & Conversions**

<b>Campus Community / Conversion</b>	<ul style="list-style-type: none"> <li>• Conversion of Campus Community relevant data (e.g. Person records, external organisations, etc.)</li> <li>• Enablement of relevant Campus Community features</li> <li>• Interface from Accommodation system</li> </ul>
<b>Academic Structure</b>	<ul style="list-style-type: none"> <li>• Configuration of Academic Structure (including Academic Organisations and the Academic Organisation Tree)</li> <li>• Conversion of the Academic Structure</li> </ul>
<b>UCAS Processing</b>	<ul style="list-style-type: none"> <li>• Previous UCAS applications Conversion into Data Warehouse</li> <li>• UCAS and GTTR admissions processing</li> <li>• 3Cs for UCAS (Communications, Checklists, and Comments engine)</li> </ul>
<b>Admission Applications (P/T Undergraduate &amp; Postgraduate) &amp; Application Evaluation and Acceptance</b>	<ul style="list-style-type: none"> <li>• On-line and paper based applications</li> <li>• Interviewing solution</li> <li>• Determine evaluation process</li> <li>• 3Cs for admissions (Communications, Checklists, and Comments engine)</li> <li>• Recording of applicants acceptance/rejection/deferral</li> <li>• Research, Visiting Undergraduate, Postgraduate Taught and Part-time Undergraduate admissions</li> <li>• Previous non-UCAS/GTTR applications Conversion into Data Warehouse</li> </ul>
<b>Student Finance Post Deposit Fees / Payments / Invoices / General Ledger Interface</b>	<ul style="list-style-type: none"> <li>• Cashiering</li> <li>• On-line payments</li> <li>• Invoice generation</li> <li>• General Ledger Interface</li> <li>• 3Cs for Finance (Communications, Checklists, and Comments engine)</li> <li>• Application Fees</li> <li>• Enrolment deposits</li> </ul>
<b>Financial Aid Awarding</b>	<ul style="list-style-type: none"> <li>• Financial Aid On-line application</li> <li>• Financial Aid budgeting</li> <li>• Determining an individual award amount</li> </ul>

<b>Financial Aid Disbursement</b>	<ul style="list-style-type: none"> <li>• Transferral of funds to the student</li> <li>• BACS payment file interface</li> </ul>
<b>Student Records Course Catalog</b>	<ul style="list-style-type: none"> <li>• Processes for program and course approvals</li> <li>• Course Catalog conversion (including the build of historical class schedules)</li> <li>• PIP course information file interface</li> </ul>
<b>Academic Advisement Build Components</b>	<ul style="list-style-type: none"> <li>• Configuration of progression regulations</li> <li>• Student progress tracking and reporting</li> <li>• Honours progression</li> <li>• Enrolment conversion – current students only (conversion of history of enrolments to be owned and actioned by UoG in a time to suit the Universities schedule)</li> </ul>
<b>Student Records Class Schedule / Term Activation</b>	<ul style="list-style-type: none"> <li>• Class timetabling for CMIS interface</li> <li>• Allocation of staff to classes</li> <li>• CMIS interface</li> <li>• Term Activation</li> </ul>
<b>Student Records Enrolment / Placements via Classes</b>	<ul style="list-style-type: none"> <li>• Registration</li> <li>• Enrolment</li> <li>• Placement</li> <li>• Accreditation of prior learning</li> </ul>
<b>Student Records Grading/Grade book</b>	<ul style="list-style-type: none"> <li>• Marking of Assessments (including grade &amp; final award calculation)</li> <li>• Submission of Assessments</li> <li>• Exam management (including exam scheduling)</li> <li>• External Examiner Interface</li> <li>• Academic Appeals</li> <li>• Appointments of External Examiners</li> <li>• Attendance tracking (including early warning &amp; at risk identifiers)</li> <li>• Absence Recording</li> </ul>
<b>Student Financials Tuition Calc / Payments / Invoices / Posting / Accommodations / Collections</b>	<ul style="list-style-type: none"> <li>• All remaining Financials functionality as appropriate (the last financials go-live) – including Fee set-up and calculation and Ad-hoc charge and credit posting</li> <li>• Sponsorships and payment plans</li> <li>• Accommodation Interface</li> <li>• Account Balances Conversion</li> <li>• Direct Debits</li> </ul>
<b>Academic Advising Program Projection Advising</b>	<ul style="list-style-type: none"> <li>• “What If” processing dependent on subject ownership decision</li> </ul>
<b>Academic Advisement Student Advising</b>	<ul style="list-style-type: none"> <li>• Allocation of Advisors</li> <li>• Academic Advising</li> </ul>
<b>Short Course applications &amp; enrolment</b>	<ul style="list-style-type: none"> <li>• Financial Aid processing for Short Course</li> <li>• 3 Cs (Communications, Checklists, and Comments engine)</li> <li>• Assessment</li> <li>• Academic Advisement for Short Courses</li> <li>• Development of a Short Course Admission, Registration and Enrolment process</li> <li>• Full Financials functionality for Short Course</li> </ul>

<b>Student Admin Integration Pack Functionality</b>	<ul style="list-style-type: none"> <li>• Integration between PeopleSoft Campus Solutions and Moodle</li> </ul>
<b>HESA Student (Reporting and Early Validation) / Actual Return Preparation</b>	<ul style="list-style-type: none"> <li>• Derivation and file extraction for HESA Student Return</li> <li>• DLHE</li> <li>• Scottish Funding Council return</li> </ul>
<b>CRM On-line Marketing overseas pilot / Support Desk</b>	<ul style="list-style-type: none"> <li>• Marketing of overseas prospective students</li> </ul>
<b>CRM Recruiting (Postgraduate 2011/12 Undergraduate 2012/13)</b>	<ul style="list-style-type: none"> <li>• Marketing of undergraduate and post-graduate prospective students</li> <li>• Applicant Enquiries</li> </ul>
<b>CRM Alumni</b>	<ul style="list-style-type: none"> <li>• Target donors, students and external organizations</li> <li>• Constituent surveys</li> </ul>
<b>Contributor Relations</b>	<ul style="list-style-type: none"> <li>• Campaign design</li> <li>• Volunteer management</li> <li>• Membership Services management</li> <li>• Pledge management</li> <li>• Gift Processing</li> <li>• GL Interface</li> <li>• Alumni related KPIs</li> </ul>
<b>Enterprise Portal</b>	<ul style="list-style-type: none"> <li>• Initial portal design and deploy</li> <li>• Single sign-on</li> </ul>
<b>Reporting (BI) Marketing, Sales, Financials &amp; Human Resources</b>	<ul style="list-style-type: none"> <li>• Development of ETLs required for Financials and HR</li> <li>• Initial report development for non-student related KPIs</li> </ul>
<b>Reporting (BI) Student Records / CRM At Risk Students</b>	<ul style="list-style-type: none"> <li>• Student Support Service processes</li> <li>• Retention Reporting</li> <li>• Student related KPIs</li> </ul>