

# University of Gloucestershire – Information Strategy

## Phase One: 2015-2017

discovery

*noun* /di'skʌv.ər.i/

the process of finding information...especially for the first time<sup>1</sup>

### Executive Summary

Our overall ambition is to provide fully integrated information resources to staff, students and relevant external stakeholders, who are able to get the most from that information wherever they are, whenever they wish and on whatever platform they choose.

We will do this through an Information Strategy based on two key assumptions: that our information is a strategic asset; and everyone at the University has a role in the creation, sharing and stewardship of our information.

The Information Strategy supports the University's Strategic Plan and other strategies, with a scope covering the information essential for the core functions of the University.

We will approach the strategy in phases. For Phase One we will seek to achieve six early goals within the next two years focused on information relevant to the student journey by delivering:

- student and staff with appropriate skills;
- relevant information that is discoverable;
- ownership of the underlying data;
- risk management of that data and information;
- innovation-led technological developments;
- efficiency targets to provide the headroom for continual investment in later phases of the strategy.

The key benefits of the first phase will be enhancements to the student and staff experience, improved decision making in key areas, protection of the University's reputation, and efficiency savings.

We will embed the information strategy principles within the other key University strategies as they are refreshed and inform and influence the next iteration of the UoG Strategic Plan. This will lead to Phase Two of the Information Strategy from 2017, that will accelerate the effective use of data and information by staff and students across the University.

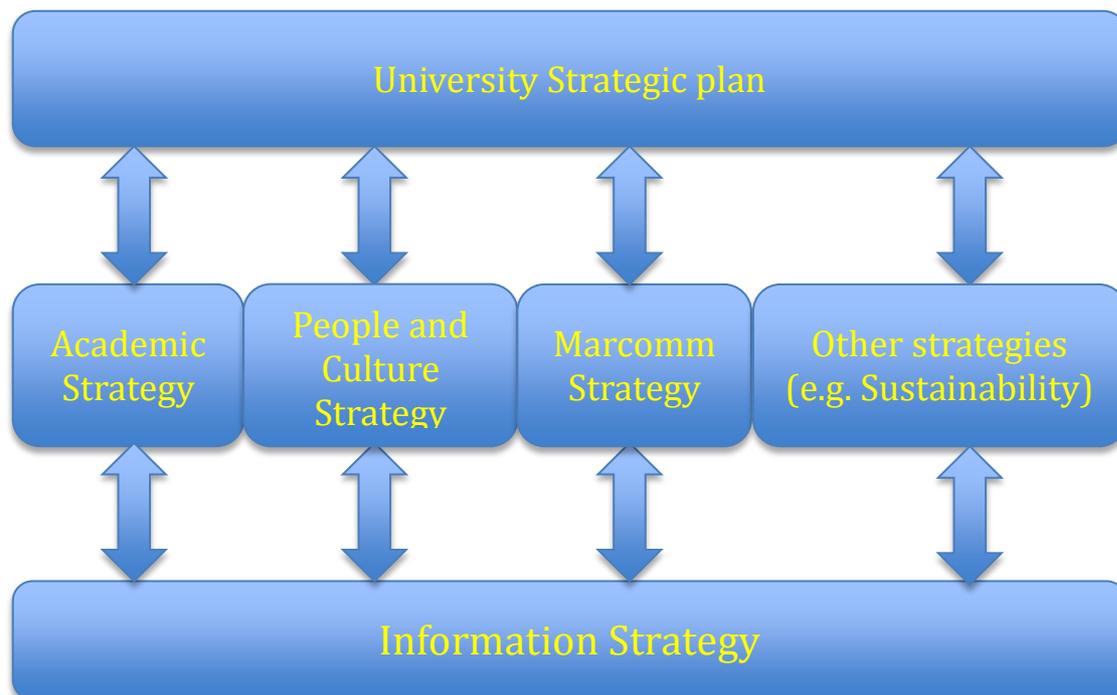
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<sup>1</sup> Cambridge Online Dictionary

## Strategic Overview

In keeping with all universities, the University of Gloucestershire relies on information to achieve its aims. Until now, the approach to using information has been implicit through strategic and operational plans. Following internal discussions and taking external advice the UoG will now make explicit the strategic use of information as a key enabler of the student and staff experience and to enhance the functioning of the University. This document sets out the UoG ambition for using information, and the initial goals the University intends to meet.

The Information Strategy exists to support the achievement of other key strategies and must successfully link to the goals of those strategies as shown below:



The considerable changes in the HE sector have resulted in particular pressures that are relevant to this strategy:

- Student expectations of ubiquitous access to internet-delivered services
- The funding priorities in times of austerity that require every institution to scrutinise costs and embrace an efficient way of working

There are also specific distinguishing features of UoG that need to be considered:

- A predominantly Teaching University that needs to maximise the use of information to achieve teaching excellence
- The distributed nature of the campus and student halls of residence which puts a greater pressure on the delivery of effective student and staff support
- A small and agile University that has a need to work collaboratively across departmental barriers

- The strategy to be a leader in the provision of Cyber Computing degrees which means that the University's approach to information and information management must underline our capability

In the next few sections we describe the background to the strategy, the long-term ambition and approach, as well as the and goals and benefits of Phase One. Two Annexes provide more detail on actions and scope within Phase One.

## **Background**

There are considerable strengths to the UoG provision of information resources, including:

- Innovative use of teaching resources across many Schools;
- A focus on data robustness through the Data Governance Group;
- A renewed external website that supports mobile browsing;
- The existence of some central repositories, particularly student records;
- An ability to share best practice, learning from NSS feedback for example;
- A strategic direction to enhance skills through a comprehensive staff development programme as part of the People and Culture Strategy;
- Prior achievement of ISO27001 accreditation;
- Contribution to the sustainability agenda through ethical sourcing and a reduction in power use of the IT assets.

However, the consultation and data gathering for this strategy identified these future considerations that need to be addressed strategically:

- High quality teaching by enabling seamless use of classroom technologies and learning and teaching spaces that support the interaction of staff and students in line with the academic strategy;
- Supporting subject communities by ensuring relevant subject information is available to students and staff, also linked to the academic strategy;
- The collection of data and information that provides feedback to students on progress towards 'Your Future Plan' using past evidence as a guide to future success;
- Streamlining many of our support processes, such as the SRD process, that currently use an inefficient mix of paper and electronic steps;
- Processes that make seamless use of information from different sources;
- Removing the need for duplicative data and information gathering, such as for checking student numbers, that uses scarce academic and professional services to recheck information to little benefit;
- An intranet environment that matches the functionality and ease of use of the extranet, in particular supporting mobile browsing;
- Effective use of collaborative communication tools that reduces the burden of email;
- Enhancing information skills that support teaching, learning and business management;
- Information system investments that consider long-term affordability, efficiency and sustainability and integration between systems.

The above emphasises the vast range of information needed by the University. The information may be electronic, in paper form or even intangible. Sometimes the information is temporary whereas sometimes it needs to be permanent. The information may be used by systems, or must be readable by people. The information encompasses teaching resources, information needed for decisions, and sometimes it is very sensitive, and sometimes very public. To make significant progress against such a broad scope this strategy has used the data gathering to identify the starting point: access to, trust in, and effective use of the data and information necessary to support each student's journey through the University and on to their future career.

## Core Assumptions

The Information Strategy is based on two core assumptions:

- (1) Information is a strategic asset, which needs to be treated as such (*hence the strategy's existence*).
- (2) Everyone at the university has a role in the creation, sharing and stewardship of our information (*hence its relevance to everyone*).

## Long-term Ambition

Our long-term ambition is:

***To provide fully integrated information resources to staff, students and relevant external stakeholders who are able to get the most from that information wherever they are, whenever they wish and on whatever platform they choose.***

***Achieving this ambition is an essential part of enhancing the student experience, creating a connected and informed staff environment, and meeting the external stakeholder needs through ready provision of robust information.***

## Approach

The university recognises that the long-term ambition will not be reached in one step. There are basic usability issues of the existing information that need to be fixed first. Therefore an iterative approach will be used:

- Delivery of six connected goals over the next two years, to 2017, increasing the data and information maturity relevant to the student journey – Phase One;
- Embedding the principles of the information strategy as other key University strategies are updated;
- Using the achievements over the next two years to inform and influence the next iteration of the University's strategic plan leading to the development of Phase Two.

## **Two-year Goals of Phase One**

The achievement of six connected goals in Phase One of this strategy is the essential first step towards the long-term ambition.

### **Goal I            Staff and students have the appropriate level of skills and understanding**

The long-term ambition will only be achieved through the development of the broad information skills of staff and students. In the short term the emphasis is on digital skills enabling staff and students to access information and to develop awareness of social media benefits and drawbacks. We will enable those already skilled, or interested in further developing their skills, to work together to share best practice. This will spread to wider inclusion of the whole staff and student population of the University as part of the People and Culture Strategy. This feeds all the other Goals and provides the platform for the second iteration of the Information Strategy where the focus becomes developing the critical analysis skills to develop and articulate a shared understanding of the information available.

### **Goal II            The information relevant to the student journey is discoverable by internal and external stakeholders**

A key early activity is to enable information to be readily discoverable and hence usable. We will do this by focusing initially on the information relevant to the student journey, in particular to work with Personal Tutors and students to identify information most helpful to inform their academic and co-curricular development. This forms an important link to the student engagement work and the plans to develop 'Your Future Plan'. The analysis of the specific sources and forms of information is a necessary input to Goal III. It is recognised that the information to support the student's journey must be readily accessible to students, and therefore requires significant development of the intranet. This will dovetail with the on-going web developments, which must ensure that external stakeholders needs are met.

### **Goal III            The data and information relevant to the student journey has an owner and everyone knows who the owner is**

The discovery of data is not sufficient: it must also be trustworthy. Development of this strategy has highlighted the significant effort that goes into multiple, inefficient rechecking of data. This stems from a lack of clear data and process ownership. Using the information defined from Goal II we will promote the importance of data accuracy and consistency and develop appropriate roles and responsibilities. We will also put in place a data architecture that will support the integration of systems on the next phase of the Information Strategy.

**Goal IV      The University's level of information risk is understood and demonstrated for the information central to the student journey**

The reputation of the University relies on the management of sensitive information. We will work with the owners identified through Goal III to develop a risk management framework, fix any process or system problems, promote awareness of information risk and continue to develop appropriate records management and policies to support legal requirements (such as FOI). For emphasis, this includes reaching agreement internal to the university on the transparent, ethical use of data and information identified through Goal II. We will use the mutually supportive relationship of the School of Computing with the IT developments of the university, to demonstrate how the teaching of cyber security in particular can be demonstrated in practice.

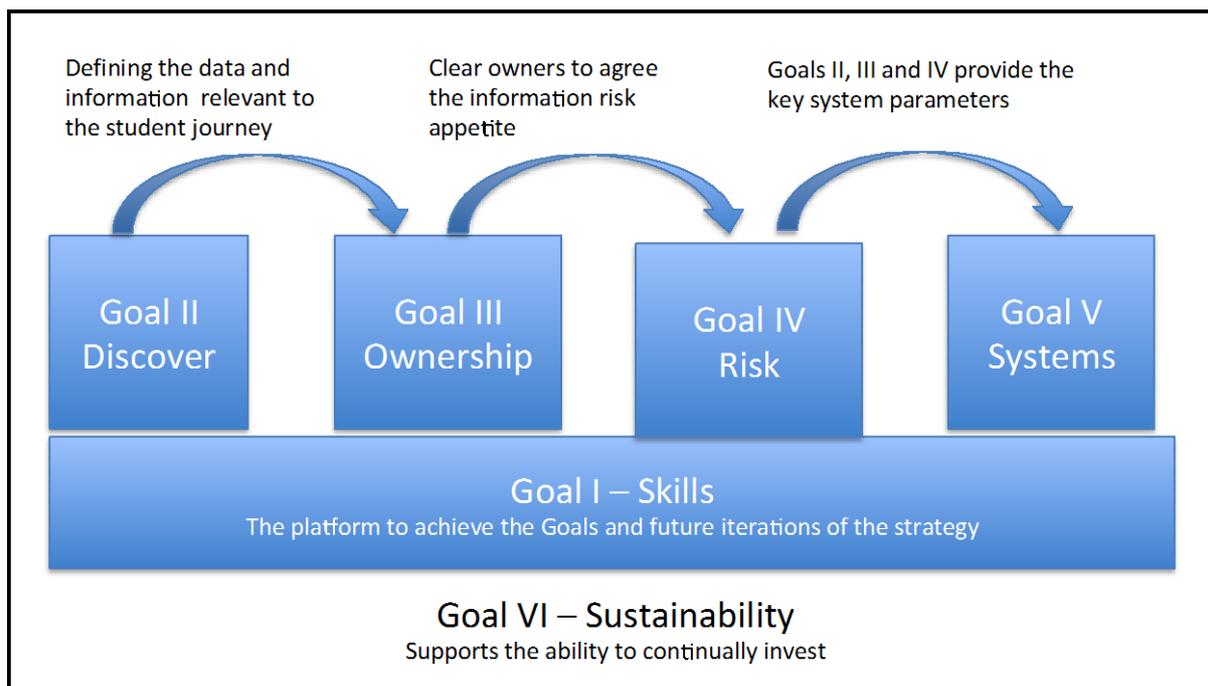
**Goal V      A new approach to system development based on innovation, demonstrated through systems that form part of the student journey**

As a small University, UoG has to be selective with the investment it makes in systems. We will put in place an innovation process that encourages targeted development of systems that support the achievement of key benefits. This will be demonstrated through a Learning Analytics pilot solution in support of 'Your Future Plan' and through embedding the principles of Technology Enhanced Learning as we refit our teaching and learning spaces. Both of these activities are critical to the student journey. In preparation for the next phase of the strategy we will enhance our application development using a cross-organisational approach.

**Goal VI      Sustainable efficiencies enable reinvestment in information capability**

Information systems have a key role to play in the sustainability of the University from the sourcing of components through to ensuring economic through-life support costs. There is a need to continually review deployed capability to cross-check with sustainability and to provide the headroom for future investment. We will set efficiency targets managed through a structure to the VFM committee, look to leverage shared services and exploit cloud based services where the business case supports this.

The core connections between the Goals are shown below with the Actions Plans for each Goal described in Annex A.



## Culture Change

A key part of this strategy is the development of a culture in which:

- Staff and students are known for their information skills;
- Publishing and sharing information is the norm;
- Data ownership is recognised as important;
- Managing information risk is recognised as everyone's responsibility;
- Innovation is encouraged in the development and use of information systems.

Appropriate actions to support this will form part of the revised action plan of the People and Culture strategy.

## Benefits of Phase One

By the end of Phase One we will have delivered benefits in four key areas:

**Student and Staff Experience:** particularly the creation of an online environment internal to the University that is more in keeping with the external website and the quality aims of the University; also use of learning data on early adopter courses that is helping personal tutors guide students more consistently.

**Decision Making:** provision of trusted data for better decision making through more reliable planning information.

**The University's Reputation:** particularly a focus on information risk management that supports the growing reputation of the University to be a provider of quality cyber teaching and research.

Efficiency Savings: a focus on bottom line savings for reinvestment in information management and technology in the region of £80k - £100k through Phase One.

## Key Performance Indicators

The KPIs for this first phase of the strategy are:

- (1) NSS Student Satisfaction (and potential future Engagement) scores
- (2) Maturity measured through the HEDIIP Data Maturity Model
- (3) Staff Satisfaction Survey
- (4) Levels of achievement against the skills framework
- (5) Reduction in Security incidents
- (6) Efficiency measures linked to resource savings
- (7) The progression of ideas through an Innovation pipeline

## Governance and Resources

The Strategy will be governed through an appropriate Information Strategy Group providing reports into UEC. The group will comprise the leads on the Goals, and will seek appropriate input from academics, all Professional Services and the student body. This group will oversee the delivery of the Goals, ensure requirements are clear, will resolve priority and policy issues, escalating as necessary to UEC.

There is a clear link from the Information Strategy to the achievement of the Academic Strategy so appropriate information will be provided to the Academic Board.

The majority of the resources to deliver this strategy will be through focused use of existing delegations (and in many cases the strategy provides a coherent framework for activities that are already in train). The 2015/2016 capital funds allocation has allowed for the development of a data architecture (III.5), the development of a robust Identity Management system (IV.3) and the enhancement of the generic teaching and learning spaces (V.1). Together this requires approximately £250k investment in 2015/2016 with £100k in 2016/2017.

Two items within the strategy require more significant investment that currently falls outside the capital funds:

- the development of Phase III of the web information, that encompasses the need to improve student communication (II.2);
- the development of a pilot learning analytics solution (V.4)

The detailed options are to be developed and an outline business case for each, including the outline funding, will be discussed with UEC. From the early assessment the investment may be significant, requiring of order £300k per year from 2015/2016 for the two developments. It should be noted that the actual investment does depend on speed and scope as well as the ability to seek funds from Jisc for the second item.

## Annex A – Goal Action Plans

### I Staff and students have the appropriate level of skills and understanding {*Owned by Head of LIS / Dean of Academic Development*}

#### Context

The long-term aim is for information literate students and staff. A necessary first step is the encouragement of digital fluency, including those abilities that enable an individual to live, study and work in today's digitally rich environment. That is the purpose of this first Goal.

Effective and active use of digital technology is vital in providing a compelling student and staff experience and in realising a good return on investment in digital technology at UoG. Student expectations, employer requirements and sector best practice all demand an institutional competence in digital fluency to improve and enhance effective university practices and education provision, particularly in our dispersed campus environment.

Digital fluency extends beyond functional IT skills to encompass a richer set of digital behaviours, practices and identities supported by diverse and changing technologies but typically includes the ability to seamlessly communicate through virtual networks, carry out research using digital tools, create and access data sets and share information.

It is therefore strategically important that, throughout the Enhanced Student Year, staff and students are enabled to work with confidence and critical assurance in a digital environment. This requires a supporting suite of literacies: information, media and collaboration all underpinned by digital fluency. This will enable flexible and innovative learning following Beethan & Sharpe's 'pyramid model' of digital literacy development model (2010):



By providing a focus on digital fluency we can ensure that students get more from the learning opportunities available to them and staff have the appropriate skills and knowledge to make the most of the University's systems. We will also enable constructive feedback between the users of our information and the providers of that information or service,

where knowledgeable users have higher expectations and in turn providers can generate increasingly sophisticated ways of meeting needs.

This supports:

- an enhanced student experience
- use of digital technologies for communication, collaboration, support, evaluation
- dynamic, innovative and invigorating support models, online and in-person
- a culture of digital fluency recognition and self-reflection
- effective and informed digital technology investments

	<b>Priority Actions</b>	<b>Timeline</b>
<i>Quick Win</i>	<i>Form a network of interested staff and students who meet to share tips and practices with information based technology</i>	Nov 2015
I.1	Develop a UoG information skills framework as part of a co-design approach and based on external best practice supporting both staff and student development	Sep 2016
I.2	Develop and evolve a programme of digital training and practice (including online training using the VLE) that synchronises with the staff role, the academic year and the needs of students tailored to subject communities	Through 2015/2016 academic year
	<i>We will further link to the People and Culture Strategy with appropriate action against the Performance Development and Recognition strand, through inclusion of staff recruitment criteria for new recruits and expanding the current award schemes to recognise innovation and digital skills</i>	<i>Through to end 2017</i>

## **II The information relevant to the student journey is discoverable by internal and external stakeholders {Owned by Dir of CMSR / ICT Head of Web Development}**

### Context

The second goal as part of the strategy seeks to remove the accessibility obstacle that surrounds a large proportion of our information.

In order to be of benefit to internal and external stakeholders, information should be discoverable from the earliest point at which it can be useful. With a focus on the student journey it is necessary to understand the information that is necessary for students and staff involved, to review the formats that the information is currently held in and to highlight the need for information that is currently not available. This will lead to providing information that is published with appropriate metadata so that it could be searched for and found.

Stakeholders will also need to be confident that the information they are accessing is the most current version and relevant. To achieve this, version control processes will need to be established to ensure that duplicate information, or older versions of the information, is removed and deleted. The relevant data and information must also be accessible from different devices to be of most benefit, particularly to students. The University also holds sources of information that, if integrated, could enhance the student experience at the University, particularly through the development of Your Future Plan. This information could also provide personal tutors and other members of staff with more timely insights into students' overall development and progress.

The proposed focus on discoverability will highlight how information could be shared and made accessible more widely, and is a key step to avoiding duplication. This supports:

- enriched student experience;
- effective use of student data through the Continuous Improvement Monitoring process;
- development of subject communities, as envisioned in the Academic Strategy, to enhance academic practice;
- reduction in Freedom of Information requests, and/or quicker and more effective responses to requests;
- confidence in HESA and HESES returns, and a greater understanding of these returns by a broader range of stakeholders;
- support for well-informed decision making, for example through the use of up-to-date financial information.

	<b>Priority Actions</b>	<b>Timeline</b>
<i>Quick Win</i>	<i>Redevelop staff infonet front pages to signpost key information commencing with the production of best practice guidelines for staff sharepoint sites</i>	Feb 2016
II.1	Determine the key data and information that supports the student journey, and document the different system and formats where the data and information currently resides. This will include developing an online catalogue of paper-based information (assuming digitisation is not worth it).	Feb 2016 – Student First Digital Project
II.2	Using the student journey as the core focus, redevelop the internal website to match the quality and usability of the external website (linked to the SU website as appropriate). This will include publishing standards for the intranet to ensure the search functions work effectively, robust version control procedures and the ability for staff and students to personalise their views of web delivered content and ready access through a mobile application.	Sept 2016 for initial release – Student First Digital Project
II.3	Work with Personal Tutors to pilot access to integrated data and information to enhance understanding of their students' progress, to inform the wider integration work for Phase 2 of this	Sept 2016 (for 2016-2017)

	strategy	academic year)
II.4	Make accessible other forms of information that form part of the student journey, where it is not primarily accessed through the website	Sept 2016
II.5	Develop pages within the University's website to publish relevant data and information to external stakeholders. Publish the protocol and style guidelines for publishing on external/internal websites and wordpress pages.	Sept 2016
II.6	Promote the use of active social media and the generation of online subject communities within the parameters of the social media policy	Mar 2016

**III All data and information covered by the strategy has an owner and everyone knows who the owner is {Owned by Planning and Reporting Manager}**

Context

The third goal directly supports the growing trust and applicability of our data by ensuring ownership is clear.

Significant momentum has already built through the Data Strategy and associated Data Governance Group. The Information Strategy can lend significant support to that intent by ensuring that ownership of information and data is clear which provides clear accountability for accuracy, and is the first step in identifying those that can determine whether the cost of generating and collecting information is consistent with the benefit that the University derives. The focus is on the breadth of data needed for the student journey, that encompasses many of our externally used benchmarks.

The University requires timely, quality data, which is useful to us and which supports decision making and planning. Collections and surveys are also mandated by external agencies such as HESA and HEFCE, which in turn drive funding and sector performance measures. Secondary data uses have developed massively over the last decade, with the birth of planning departments across the sector and, most recently, the Higher Education Data & Information Improvement Programme.

The burden of data management and the quality, timeliness and accessibility of data and information about higher education are under the spotlight and, in an increasingly competitive marketplace, the value of data collected for very practical purposes (e.g. enrolment) has the potential to be realised across a range of purposes. UoG will engage and remain competitive in the marketplace through the development of robust source processes which cross the University in their effect. A single point of collection resulting in multipurpose data supports the need for a single version of the truth, and benefits decision making and business-readiness.

It is recognised that business intelligence is a critical need for the University. Achieving this goal provides strong support to ongoing improvements in that area. It is expected that this will be a focus in the revision of the strategy.

This supports:

- Increased trust in data and information which is consistent and accurate
- Greater level of external assurance in the data and information we provide
- Improved system integration through data and information consistency
- Increased and clear accountability for quality
- Improvements in data and information quality

	<b>Priority Actions</b>	<b>Timeline</b>
<i>Quick Win</i>	<i>Raise awareness and develop a shared understanding of the 'student data journey' from enquiry to employment</i>	Nov 2015
III.1	Identify key business processes that cause current data issues	Jan 2016
III.2	Develop a collective university understanding of why we collect data and the breadth of its corporate purposes ( <i>linked to the actions as a result of the Gwyn Arnold report</i> )	Jun 2016
III.3	Establish business ownership of data and data processes and sponsorship of data purposes through the identification of senior business data suppliers and users ( <i>linked to the actions as a result of the Gwyn Arnold report</i> )	Dec 2016
III.4	Set clear expectations by defining and disseminating the meaning and purpose of key data roles and deliver staff development on reasons and responsibilities ( <i>linked to the actions as a result of the Gwyn Arnold report</i> )	Feb 2017
III.5	Implement changes to the key business systems to support efficient data collection, management, storage and extraction and develop a sustainable plan for its continual development, including clear data definitions and enumerated values. This includes business process re-engineering.	Sep 2017

#### **IV The University's level of information risk is understood and demonstrated for the information central to the student journey {Owned by Head of Registry Services}**

##### Context

The fourth goal ensures we don't over or under manage our information to ensure our developments are in line with the University's risk appetite.

In order for the University to operate safely as well as efficiently and transparently, information should be appropriately protected from the time it is created or collected and throughout its lifecycle. The reputation of the University can only be maintained if its

information is handled in line with appropriate risk frameworks, which are applied wherever our users and stakeholders are located.

Our stakeholders will need to be confident that the sensitive personal data or commercial information we hold is stored and processed in line with best practice and statutory regulations. To achieve this, we must demonstrate appropriate balance between openness and control by ensuring that the right processes for management oversight, local control and public access are established. We must support this with the right level of training and awareness among all staff, students and relevant partners.

It is important that the University expresses its zero tolerance of some risks for example relating to data protection, cyberbullying, intellectual property, commercial projects and reserved committee business. This strategy will enable a shared understanding of information risk.

	<b>Priority Actions</b>	<b>Timeline</b>
<i>Quick Win</i>	<i>Risk analysis of current systems based on independent analysis and resolve key weaknesses</i>	Dec 2015
IV.1	Promote understanding and ensure compliance with appropriate legislation particularly FOIA and DPA and introduce a regular cycle of training on information risk and control, begun at staff welcome and induction, including information risk on the University risk registers and including responsibility for information risk in all committee Terms of Reference and Project and User Groups	Mar 2016
IV.2	Set expectations on individuals with regard to IPR and ethics, provide website guidance and identify 'zero tolerance policies' and encourage and reward information risk awareness	Sep 2016
IV.3	Invest in robust Identity Management to improve the staff and student experience, simplify the relationship between a person and their identity and to ensure this control protects University sensitive data	Dec 2016
IV.4	Enable the professional teaching of cyber computing to inform the development of UoG Information systems, and use experience from practical deployment of systems within the University to support the teaching and research curriculum	Sep 2016

**V A new approach to system development based on innovation, demonstrated through systems that form part of the student journey {Owned by Dir of ICT Services / ADU Senior Learning Technologist}**

Context

The fifth goal recognises the importance of information systems to achievement of the Information Strategy.

The University of Gloucestershire is one of the smaller Universities. It prides itself on providing a personal experience to students and the information systems of the University need to provide a supporting digital experience. By targeted investment, using a clear student and staff voice around what makes the most difference, we can enhance the physical environment of the University. We can also support the increasingly diverse needs of those that spend little time on campus, or need to maintain contact with staff and students across different locations.

This will contribute to a rich learning environment for students in all schools and all staff.

	<b>Priority Actions</b>	<b>Timeline</b>
<i>Quick Win</i>	<i>Pilot an innovation process with staff to capture and progress initiatives that positively impact the UoG information systems supported by a community of information technology specialists across Department and Faculties that share ideas</i>	Dec 2015
V.1	Establish spaces that create the opportunities for teaching and learning innovation that enable the experimental use of IT solutions to support UoG Teaching and Learning leading to a process of continual improvement of the University's T&L spaces	Sep 2016
V.3	Put in a place an information use policy (ethical policy) with full agreement of staff and students to provide a framework for gathering and using data necessary to support the various business functions	Mar 2016
V.4	Develop a learning analytic solution that supports the Your Future Plan vision of the University to feedback to students and personal tutors on engagement	Sep 2016
V.5	Develop and promote mobile solutions, off-campus access to core systems and collaboration tools to avoid intersite travel and to benefit distance learners and staff	Jun 2016
V.6	Establish Application development as a core discipline within UoG, linking in particular ICT and system users, as well as linking to the staff and student skills in the School of Computing	Jul 2016

## **VI Sustainable efficiencies enable reinvestment in information capability {Owned by Dir of ICT Services / F&P Process Improvement Manager}**

### Context

The long-term affordability of the Information Strategy requires a more comprehensive analysis of whole-life costs. All information processes have a staff and resource overhead in their delivery. All information systems come with long-term support implications in the form of licenses, management overhead and maintenance activities. It is a necessary part of this strategy that the cost implications of past decisions are regularly and robustly reviewed

to yield the investment for new capability and information systems. This Goal seeks to establish a cost conscious culture in information services delivery, and one where a proportion of efficiencies can be reinvested to enhance those information services. In so doing this will be strongly linked to the Sustainability agenda.

	<b>Priority Actions</b>	<b>Timeline</b>
<i>Quick Win</i>	<i>Development of online delivery of the SRD process</i>	Mar 2016
VI.1	Establish an Information specific cost reduction group feeding into the overall VFM committee that sponsors system savings and supports the streamlining of key manual processes	Feb 2016
VI.3	Develop shared services with partner organisations where the business case shows a case for efficiency, particular through discussions with Jisc and strategic partners of the University	Dec 2016
VI.4	Rationalise the use of the current diverse systems and adopt cloud based / internet based delivery of systems to reduce onsite costs and to enhance the sustainability of the information systems, particularly around backup and disaster recovery	Dec 2017

## Annex B - Scope and Principles

The Information Strategy has as its scope:

- Information that is:
  - o Integral to the University's teaching, research, and enterprise;
  - o Essential to support our business processes, including decision making;
  - o Essential to support our internal and external stakeholders;
  - o Necessary for compliance with legal and regulatory obligations
  - o Key to effective communications and management
- **All information systems and processes** that store, manipulate or enable exchange of information or that support collaboration

The first version of the strategy focuses on (though not exclusively) the information and data that is critical to the student journey. Out of scope for this version of the strategy is the retrospective digitisation of paper materials.

The Information Strategy, and the actions sponsored through it are guided by following principles derived from the values of the University:

- *Nurture*: trusted information is vital to support developmental feedback to staff and students
- *Creativity*: information is the basis on which new knowledge is generated, and we believe in encouraging innovation in our generation and use of information
- *Sustainability*: information not only supports our sustainable futures approach, but is managed in a sustainable way
- *Service*: we think of providing information with a service mindset
- *Respect*: we understand our information responsibilities and respect the responsibilities of others
- *Trust*: we need information that can be trusted