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Objectives
The objective of the Student Lifecycle Support and Development (SLSD)\(^1\) Engagement Plan is to support the University in the use of MyCampus and to enable the University to realise the benefits of its investment through the ongoing development and enhancement of the MyCampus system.

To achieve this, the SLSD team will:
- Promote active engagement and collaboration
- Support preparatory and transition activities in readiness for the deployment of new and enhanced functionality
- Support effective change management (arising from change/s to MyCampus)
- Develop and deliver training to support and equip staff as users of MyCampus
- Ensure the creation and maintenance of documentation and resources to support staff in their effective use of MyCampus
- Communicate through appropriate channels (see Section 4) to target and engage all relevant audiences
- Use the established support model which provides for prompt and effective resolution of queries and problems
- Ensure responsibility and accountability for all aspects of delivery associated with activity under the Engagement Plan is clearly identified and agreed.

This Plan specifically deals with engagement as part of the day to day activities of the team and use of MyCampus in the ‘business as usual’ state. Where there are major new developments or the introduction of significant new functionality the implementation of this will be managed as a ‘project’. Within that the approach to user engagement, communication, training and support will be defined and managed.

\(^1\) For more information about the SLSD team please go to: http://www.gla.ac.uk/services/studentlifecycle/contactus/

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1. Engagement and Collaboration

SLSD is fully committed to engaging and collaborating with colleagues across various areas in the University, including all of its campuses, and in other Universities both nationally and internationally in seeking to deliver excellent customer service and to support the enhancement and development of MyCampus.

The approach to be adopted takes account of this and recognises in particular:

- the need to clearly establish where accountability lies for delivery across various areas in the University so that the staff involved have the necessary accountability/authority to ensure agreed procedural/system changes are actually implemented;
- the communication lines that pass information to and from the SLSD team should be established in a way that ensures information reaches the appropriate individuals in a timely manner and that these individuals are clear on who to contact within the SLSD team;
- the opportunities arising from effective communication and engagement with the user community;
- the need for timely provision of training and user support;
- the contribution MyCampus makes to the student experience;
- the benefits of collaboration and knowledge exchange between institutions.

We intend that aspects of our engagement activity will be delivered through thematic User Groups which will have the authority and responsibility to:

- review use of the system,
- consider new opportunities or requests for change,
- follow the agreed Enhancement Request process, liaising with the Approvals Group as required.

During 2015 we will be piloting this approach in the area of Financials. Further information about the remit of the User Groups (which will be convened as and when required) is included at Appendix A.

SLSD will continue to contribution to and participate in other groups and committees as required, including the Registration & Enrolment Operations Group. We will also continue to ensure the active involvement of the student body, primarily through the SRC Officers, in any aspect of our work which impacts the student experience.

We will also contribute to national and international user groups, collaborating with colleagues on the use and development of Campus Solutions.

2. Development and Change Management

Changes to MyCampus (including new system developments, upgrades, and enhancements) will be identified, assessed, validated, implemented and measured through a robust and clearly defined Enhancement Request process.

An outline of the process is illustrated at Appendix B.

In some cases a change will require revisions to business processes, including responsibilities and authorities. This will be identified as part of the requirements gathering and solution definition stages. Responsibility for the management of any process change, including the definition and implementation of new/revised processes rests with the relevant group.
3. Training Provision

We recognise the importance of ensuring MyCampus users are appropriately trained and have the confidence and capability to use the system as intended.

The approach to training is set out below. We will continue to review all aspects of our training options and delivery, seeking continuous improvement in response to user feedback and new opportunities.

**New Users**

Any member of staff intending to use MyCampus must submit an access request form (see: [http://www.gla.ac.uk/services/studentlifecycle/mycampus/security/](http://www.gla.ac.uk/services/studentlifecycle/mycampus/security/)). On approval general ‘read-only’ access to MyCampus will be given. ‘MyCampus Fundamentals’ guides are available (see: [http://www.gla.ac.uk/services/studentlifecycle/resources/userguides/general/](http://www.gla.ac.uk/services/studentlifecycle/resources/userguides/general/)).

Access is then defined in line with the user’s job role.

In most cases users will be required to attend a formal training course before access will be granted. In some cases, e.g. Adviser and On Course Management, the School, Research Institute or Service may provide local training (e.g. on the job) in the use of this specific MyCampus functionality and this, ahead of formal training, will be sufficient to allow user access to that functionality to be created.

Access requests must be approved and submitted by the appropriate authoriser. The application form and further details are published on the website: [http://www.gla.ac.uk/services/studentlifecycle/mycampus/security/](http://www.gla.ac.uk/services/studentlifecycle/mycampus/security/)

**Formal Training**

The full training courses on offer have been designed and scheduled to be run in line with the student lifecycle and when activities are carried out by Schools/Services. It should be noted that these training sessions normally require a minimum of 5 attendees.

These include: On Course Management, Degree Upload, Grade Roster, Adviser, Managing Research, Enrolment Requirement Groups, Plan Building, and Financial Aid Awarding.

With the exception of Adviser and On Course Management formal training must be completed prior to access being granted.

Miscellaneous Charges training is available as an online course via Moodle - access to this is subject to Head of School/Research Institute Administration approval. Staff must be nominated for this course and access will only be granted once the corresponding ‘inputter’ and ‘approver’ have successfully completed the training.

In some cases, e.g. Admissions, Advising, Degree Upload and Grade Roster training may be arranged and delivered in conjunction with or by the area of the University responsible for the process.

**Refresher Sessions**

As required refresher/ help sessions are also delivered, for example: on Plan Building and Enrolment Controls. As with MyCampus full training courses these refresher events are scheduled so that the attendees should be using the functionality shortly after attending. A pre-requisite to attending the refresher sessions is that staff have already attended a full training session on the subject.

Details of all training and scheduled dates are published on the SLSD website:
User Guides
A range of training materials, user guides (both detailed and summary versions, are available via the website).

http://www.gla.ac.uk/services/studentlifecycle/resources/userguides/

Video demos have also been provided for students in relation to the Registration and Enrolment process. These are available within the centrally maintained Registration and Enrolment web pages and via MyGlasgow for Students.

These materials will be subject to regular review and update in the light both of user feedback and further enhancements to system functionality in order to ensure they remain current and relevant to users. Our approach and channels used for training delivery will be subject to regular review and update, exploring options for online training and use of any other technologies as they evolve.

4. Communications Overview
The communications plan for SLSD covers 3 areas, each of which is described below.

a) Standard information for staff: (e.g. training information, user guides, access and security information) will primarily be managed through the SLSD website.

b) Communications associated with changes and developments
An important part of the arrangements for change management and transitional support is effective communications of proposed changes, the impact of change and the timescales and actions associated with the implementation of change.

Communications relating to any minor system changes will be the responsibility of the SLSD team.

A formal communication plan will be devised and delivered as part of the project management of any major changes or developments.

c) Ad hoc communications, of which there are 4 categories:
   1 relating to the system, maintenance, etc. which will be the responsibility of the SLSD team;
   2 News items – which will usually be communicated by SLSD through targeted emails or Campus News;
   3 Reports (e.g. to Senate, SMG, other stakeholder groups) will be produced by SLSD on request;
   4 student-facing – which will be the responsibility of the relevant Academic or Service area;

In relation to the items (except c4) above the appropriate channel and audience will be determined by SLSD for each communication. This may include emails to specific distribution lists; stakeholder meetings or designated user groups; publication of papers or guidance materials online. We will continue to make use of ‘Spotlight’ and ‘MyGlasgow for Staff’ and ‘MyGlasgow for Students’ to communicate any system updates (e.g. on maintenance or performance).
Local areas (Colleges, Schools, Research Institutes, and Services) are responsible for the content, maintenance and delivery of any communications/information/web pages which they manage. SLSD will continue to provide generic guidance and/or standard wording regarding use of MyCampus which can then be incorporated in local communications and web pages.

5. User Support Model

User support for MyCampus will be delivered through the established/agreed model which involves staff across the University as well as the SLSD team. We will follow a 3 level approach (see below), in line with good practice in the delivery of user support.

The success of this model continues to be dependent upon having suitably trained, knowledgeable and experienced staff available at all the designated locations (physical and virtual) to provide timely support, particularly during peak periods.

We will continue to use Supportworks as the primary channel for reporting problems and submitting queries in relation to MyCampus. Consistent use of this channel provides significant management and operational benefits, including:

- Staff working on the call can view the whole call history
- Trends and common issues can be identified, allowing for consideration of remedial action (e.g. further guidance; revised processes)
- Standard responses to common queries and issues can be created and used consistently
- Enquiries are not ‘lost’ as they are transferred around the University by email, phone or ‘post-it’ note
- Routing all enquiries through one system also simplifies the messaging to students and enables the University to gain a more accurate picture of the amount of resource devoted to enquiry management and support activity.

3 level approach

All calls, logged via self-service, will be routed to the first point of contact which is determined, based on the problem profile associated with the call, as the team who has direct responsibility for and knowledge of the subject or function.

Calls may then be reassigned in line with the 3 levels described below in order that the problem be resolved.

a. Level 1 – routine enquiries requiring a standard response, handled at first point of contact in the University
b. Level 2 – requiring individual intervention/response, potentially by a more senior member of staff or designated ‘expert’ (e.g. plan builder, adviser, fund administrator)
c. Level 3 – problems which cannot be resolved within the University and need to be referred to SLSD team, including technical problems (this must be done through Supportworks)

Assumptions

In adopting this support model we have assumed that:

a. Supportworks is the primary channel through which all queries are logged and managed
b. each area (College/School/Institute or Service) has sufficient staff assigned to and trained in level 1 support delivery and management
c. each area has identified and has available sufficient staff with the relevant expertise to provide Level 2 support
d. SLSD is sufficiently resourced to deal with Level 3 queries in a timely fashion.
### 6. Version Control

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<th>Revisions</th>
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<tr>
<td>12.11.14</td>
<td>1.1</td>
<td>Major redraft for internal consultation</td>
</tr>
<tr>
<td>2.12.14</td>
<td>1.2</td>
<td>Amends following internal consultation</td>
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<tr>
<td>4.12.14</td>
<td>1.3</td>
<td>Draft for wider communication</td>
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<td>17.12.14</td>
<td>1.4</td>
<td>Revised draft following feedback</td>
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<td>12.1.15</td>
<td>1.5</td>
<td>Final draft incorporating feedback from Deans and College Secretaries</td>
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<td>17.2.15</td>
<td>2.0</td>
<td>Published version – February 2015</td>
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Editor: Janice McLellan  
Approved by: Christine Lowther
Appendix A – User Groups

Overall Remit
1. To provide a forum in which to discuss matters connected to <<functional area>> in relation to MyCampus.
2. To review system use at operational level to:
   - Determine potential system developments
   - Agree Process improvements and areas of best practice
   - Discuss training issues
3. To collectively review new delivered functionality to determine if its implementation will impact any University of Glasgow processes and/or if the new functionality will replace current UofG developments.
4. To review University of Glasgow enhancement requests and plans for completeness – feeding into a rolling 5-year plan of activity to include Oracle Bundle Releases and Oracle Roadmap.
5. Agenda should be balanced to cover relevant issues from every area and should not be focussed on individual cases.

Specific Areas of Activity

Process improvements and areas of best practice
The objective of the User Group is to focus on improvements either to or afforded by MyCampus to help support and enhance the business in its activities. Any area identified as Business Process related are out with the remit of the User Group (these are the responsibility of the Business owners) unless system developments are identified as necessary to support the process.

Training Issues
Training activities by SLSD are detailed in the SLSD Engagement Plan. The User Group should feed into these activities to ensure that the right people are trained at the right time to perform their tasks – recognising that all required training will not be limited to training delivered by SLSD.

System Developments
The User Group should collectively identify and agree areas of system development and assign ownership to one member of the User Group. This will include a review of any requests received outwith the User Group forum. The User Group should identify a priority for each of its developments always remembering that these will be considered against other User Groups’ requirements.

The User Group Member identified as the owner will be responsible for completing or updating the Enhancement Request form before submission (with SLSD input as required). The entire User Group will review and approve the Enhancement Request form and provide a recommendation of the priority to inform the Senior Management Approvals Group.

Once approved, the User Group Member will – with the assistance of the User Group – be responsible for:
   - Developing an appropriate testing strategy for the development
   - Identifying and coordinating any new training requirements
   - Identify and communicate appropriately any impact on existing business processes.

Membership
The User Group should be made up of members from each College and Service who have an interest in and influence over areas of <<functional area>>.

Sufficient coverage from each College and Service is expected but numbers should be limited enough to be effective.
Members should be able to effectively communicate matters to the User Group on behalf of the area that they are representing as well as being able to make decisions on matters arising at the User Group.

**Frequency of Meetings**
Frequency of meetings to be agreed at the inception of the User Group, this will depend upon the particular focus area for the User Group.
Appendix B- Enhancement Request Process

**Enhancement Request Process**

<table>
<thead>
<tr>
<th>Requestor</th>
<th>SLSD</th>
<th>Approvals Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>New requirement</td>
<td>On-line form</td>
<td>Complete Enhancement Request form</td>
</tr>
<tr>
<td></td>
<td>Submit form for review</td>
<td>Consult with colleagues affected by the proposed change</td>
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<tr>
<td></td>
<td></td>
<td>Submitting the on-line form generates a call in Supportworks</td>
</tr>
<tr>
<td></td>
<td>On-line submission</td>
<td>SLSD: Conduct high-level review</td>
</tr>
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<td></td>
<td></td>
<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reject?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct further analysis &amp; assess resource requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supportworks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update &amp; close call, include reasons for rejection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress within team, prioritise and add to Dev Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Case required?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Business case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supportworks</td>
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<td></td>
<td></td>
<td>Issue Business Case template</td>
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<tr>
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<td></td>
<td>Complete technical solution options</td>
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<tr>
<td></td>
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<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make recommendation on best solution</td>
</tr>
<tr>
<td></td>
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<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review proposals and recommendations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approve developments and prioritise activity</td>
</tr>
</tbody>
</table>

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Appendix B- Enhancement Request Process

The Development Cycle would comprise a rolling 3-5 year strategic plan taking account of Oracle developments and the University strategic plan. Within this an annual operational plan would be devised – the process for which is outline here.

**Determine level of development resource available for next year**

**Review & prioritise all FF requests submitted**

**Identify all requests to be progressed a/c priority**

**Document and publish approved developments**

**Identify ‘reserve’ list**

**Update requester re: status**

To take account of:
- total resource available
- Oracle new modules/releases
- Bundle updates
- Routine support & maintenance
- Statutory changes/enhancements
- Ad hoc development

Priority criteria & weightings to be defined: e.g.
- number of people positively impacted
- tangible and sustainable efficiencies gained
- cost savings

These will be reviewed mid-year and if additional resource available (e.g. other tasks take less time) then they may be added to development list. If not added, reject will be sent.

3 months should be allowed for this part of the cycle – this being the last 3 months of the previous year, planning for the year ahead. Recommend the development year runs from January to December with this prep stage taking place October to December.

Alongside the main annual cycle provision needs to be made for quarterly reviews which would consider:
- New, urgent requests;
- Changes to the agreed plan (e.g. early delivery or slippage) and the impact of this;
- reprioritising developments in the light of current information.