**Service Delivery Specification**

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| Service Definition |
| **Client Name:** | Higher Education Institution | **Date:** | 18th May 2020 |
| **Practice Type:** | Business Analysis |
| **Project Name:** | Credit Transfer – Student Journey Analysis and Improvements |
| **Version:** | 1.1 |

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| Service Description |
| **Background** | The client is a Higher Education Institution (University) who is currently embarking on a Student Experience Journey initiative. The initiative is focused on three key objectives: * Personal Enrolment (facilitated initially via the mobile channel);
* Timetabling transformation; and
* Management of Academic Credit *[the specific focus of this engagement].*

**Management of Credit** Within the larger University environment, the Management of Academic Credit is a focus area for the current year. The main aim is to improve the user (student) experience, in the context of University recovery in a post-COVID world. This initiative already has the necessary business cases and approvals in place. BAPL has been commissioned to perform the analysis work to identify opportunities for improving the student experience for academic credit transfers. This will be done through the analysis of student (customer) journey mapping and business process analysis.  |
| **Objectives** | **Engagement Objectives:*** Map the current student (customer) journey experience for academic credit transfers
* Understand current business processes identified as impacting the student customer journey and prioritized during Stage 0: Engagement Planning and Stage 1: Current State Customer Journey Mapping.
* Identify and deliver corresponding business process collateral only to the extent that is required to deliver required value
* Identify critical Student (customer) Experience control points within University business processes
* Designing the improved student (customer) experience and customer journeys and business processes
* Identify business/stakeholder level change requirements, to ensure any changes (to systems, processes, data or organisational design) support the Student (customer) Experience objectives and future state processes effectively
* Provide outputs and recommendations
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| **Activities and Deliverables**  | **Stage 0: Engagement Planning** *(approx. 3 days)** Meet senior stakeholders to elaborate scope, confirm objectives, define required outcomes, and understand expectations
* Identify the key University analysis engagement resources
* Identify what templates will be used to deliver required outcomes (University, BAPL, hybrid)
* Identify business functions that are touched by the customer journeys that involve course credit management
* Identify Level 3 business and customer processes within impacted functions
* Obtain existing process collateral
* Identify stakeholders for each process
* Create a stakeholder matrix against processes
* Develop stakeholder engagement plan
* Create activity and task backlog
* Determine the remote ways of working
* Establish the engagement reporting regime

*Deliverables:** *Updated Service Delivery Specification (if required)*
* *Work plan*
* *Stakeholder Plan*

**Stage 1: Current State Customer Journey Mapping and Benchmarking** *(approx. 7 days)** Lead the current state customer journey mapping stream of work in conjunction with the following resources:
	+ Project Manager
	+ Analyst
	+ Domestic HE to HE
	+ VET to VET Process
	+ Any additional stakeholders: TBA

 This work will entail the following:* + Engage with stakeholders to review/update any existing current state course credit management customer journey collateral, covering the following use cases:
		- University Domestic Student Market Segment (University HE to HE),
		- Domestic Student Market Segment (Non-University HE to HE) - *This is the most important co-hort*,
		- University Domestic Student Market Segment (University VET to VET),
		- Domestic Student Market Segment (Non-University VET to VET),
		- Domestic Student Market Segment (University VET to HE),
		- Domestic Student Market Segment (Non- University VET to HE) - *This is the second most important cohort*,
		- International Student Market Segment (HE to HE), and
		- International Student Market Segment (VET to HE)
		- Any further use cases, as identified in Stage 1
* Elicit additional details (e.g. existing standards, satisfaction data for each touchpoint)
* Identify insights (e.g. satisfaction per touchpoint, pain points, opportunities)
* Understand goals for each touchpoint, what measures will indicate success and what data is available to baseline current position
* Define value proposition and standard student expectations for each stage of the student journey
* Create/update journey maps
* Create a benchmark view: Understand how similar universities in Australia are managing transfer of credits.

*Deliverables:** *Customer Journey Map(s) covering the identified use cases*
* *Pain-points and Opportunities*
* *Customer Journey metrics and KPIs*
* *A list of prioritised business processes to focus on in Stages 2-3*
* *Standard Student Expectations*
* *Benchmarking Analysis*

**Stage 2: Current State Business Process Analysis** *(approx. 10 days)** Lead the current state business process analysis work. The key resources in this regard will be VET to VET Process, Domestic HE to HE, Project Manager and any other identified individuals.

This work will entail the following: * + Review existing current state business process collateral
	+ Engage with stakeholders to elicit additional process detail
	+ Identify process issues and opportunities for improvement
	+ Identify impediments to achieving Student (customer) Experience goals (issues, opportunities, waste, etc)
	+ Identify quick wins (if any)
	+ Identify high level requirements for change
	+ Model current state, only in sufficient detail to support future state design.

*Deliverables:** *Current state business process models (Level 3 detail): The main outputs will be produced at APQC Level 3 only. Level 4 detail will be explored only where it adds further value to the customer journey.*
* *High level change requirements.*

**Stage 3: Future State Design** *(approx. 20 days)** Lead the future state business process design work.
* Engage with business and IT SMEs to understand existing system/data landscape and capabilities
* Co-design future state business and customer processes with business stakeholders
* Model desired future state
* Identify critical process control points and embed in process collateral
* Identify and embed process governance requirements
* Identify and document requirements to support process implementation – high level people, process, technology changes, not for procurement solution selection

*Deliverables:** *Future state business process models (Level 3): Level 4 will only be considered on an exception basis where a Level 4 depiction is considered valuable*
* *Updated high level change requirements*
* *Amendments required to the Customer Journey Maps (where required)*
* *High Level Recommendations Presentation (in PowerPoint) depicting what changes are being proposed and the rationale for each proposal.*
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| **Stakeholders** | * VET to VET Process
* Project Manager
* Sponsor
* Domestic HE to HE
* Academic Team
* Head of Course
* TACs (Tertiary Admissions Centres)
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| **Exclusions** | * The VET Assessment function
* HE to VET academic credit transfers function (for both Domestic and International)
* APQC Level 4 and beyond will not be considered. Development of work instructions will also not be considered
* Creation of solution architecture and other technical development artefacts
* Organisational change activities (except insofar as may be required to satisfy engagement objectives)
* Project management activities (except insofar as may be required to satisfy engagement objectives).
* Customer Journeys and business processes that do not pertain to academic credit transfers
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| **Quality** | Engagement quality will be monitored and reported on via the following formal mechanisms:* Structured service reviews between Client Manager and BAPL Service Delivery Manager (frequency to be determined) – SDM to organise
* Ongoing support and engagement from BAPL Service Delivery
* Weekly status reporting against workplan – Consultant to complete and publish to SDM and Client Manager
* Key business stakeholders (TBA) will review and endorse deliverables prior to submission for acceptance.
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| **Critical Success Factors** | * A clear set of unambiguous objectives and instructions
* Keep focused on the agreed scope, and drive alignment between stakeholders as to what level of detail is feasibly achievable in a relatively constrained timeframe
* Agreement upon fit for purpose template(s) for deliverables, early in the engagement
* Regular, structured feedback on the depth of analysis, quality of work and structure of deliverables
* Ability to validate and leverage existing process/journey collateral to speed up process elicitation/modelling
* The CJM activity (Stage 1) will be used to identify which processes will be analysed in Stages 2 & 3, and an appropriate level of detail for processes
* Ability for BAPL resource to work remotely within the University environment. This will be a 100% remote engagement. To this end, the agreement on the remote collaboration tools and the familiarity of all relevant stakeholders to these tools will enhance the success of the engagement.
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| **Clients Responsibilities** | * Provide access to existing business process collateral and similar content to enable consultant to prepare for, scope and plan engagement
* Provide timely remote access to the relevant University systems, tools and data
* Provide timely input into the review and acceptance of engagement deliverables
* Support to enable the Consultant to establish/maintain productive relationships with stakeholders.
* Make key University resources available for this engagement
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| **Clients Comments** | * End of the calendar year is the goal for the results of this initiative to be deployed.
* The Non- University cohort is the main focus area that needs attention, and in particular the HE to HE cohort.
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| **General Comments** | **Scope:** None**Constraints:*** Process modelling will be constrained to Level 3 detail.
* The first 20 days of the engagement will be executed on a full-time (100% allocation) basis. The remaining 20 days will be executed on a 50% allocation basis.

**Assumptions:*** Some of the work, or dependencies on the work, will be supported by the University project manager aligned to the engagement
* The engagement will be 100% remote. If any intra-state travel and accommodation is required, then these will be at the cost of University.
* The 40 day estimate for this engagement will be confirmed as part of the Stage 0 Engagement Planning.

**Dependencies:*** TBA
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| **Estimated Effort and Timeframe** | * Estimated Effort: 40 days
* Start Date: Monday, 18th May 2020
* The first 20 days of the engagement will be executed on a full-time (100% allocation) basis. The remaining 20 days will be executed on a 50% allocation basis.
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