DIGITAL STRATEGY
2026-2030

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Digital and City of Dublin ETB

What does it mean for us?

Digital and City of Dublin ETB

The importance of a Digital Strategy for City of Dublin ETB

City of Dublin ETB is the state education and training authority for Dublin city with over 3,000 staff who provide education and training opportunities for over 34,000 people.

We do this through running Community National Schools, Community Special Schools, Community Hospital Schools and 11 Community Colleges across the city. Our City of Dublin FET College operates across four campuses with 9 faculties in the city, providing Post Leaving Certificate courses, apprenticeships, traineeships and a range of further education and training opportunities for adults. We also provide education services in seven prisons and fund a range of Community Training Centres and Local Training Initiatives.

City of Dublin ETB supports the provision, coordination, administration and assessment of youth work in Dublin city, and is the lead partner in Music Generation Dublin City. City of Dublin ETB is also responsible for Student Universal Support Ireland (SUSI), the national awarding authority for student grants in Ireland.

Our provision is supported by the Head Office administrative staff in Ballsbridge. Other support services include a psychological service, a curriculum development unit, a learner support and engagement service, an employer engagement service, a data and strategic planning unit and a buildings maintenance unit.

The City of Dublin ETB Strategy Statement 2026-2030 sets out our organisation's ambition to become a Leading Digital Public Service that meets the changing needs and expectations of our learners, staff and stakeholders. Our Digital Strategy provides a roadmap to realise this goal.

Our Digital Strategy:

✓ Integrates future-thinking into operations and processes, putting learners and applicants at the heart of decision making.

✓ Describes the conditions for a positive, agile, and empowering working and learning environment in a digital age.

✓ Sets out a journey for our digital transformation.

Digital is not an end in itself, rather it is about allowing City of Dublin ETB to both do things better, and do better things.

Digital transformation should design solutions with a human-centred approach, focusing on accessibility and user experience for learners, applicants, and staff. It should blend human and technology to ensure inclusivity, start small and iterate quickly to foster continuous improvement, and use data-driven decision-making. Services should be kept simple and efficient to achieve the best outcomes.

Digital and City of Dublin ETB

What is Digital?

For City of Dublin ETB, 'Digital' is a transformative approach that integrates technology into every aspect of our operations and services. It is not just about adopting new tools but about reimagining how education and training is delivered and accessed by learners. Digital transformation enhances collaboration, streamlines administrative processes, and focuses on delivering value through innovative solutions, skill development, and new ways of working. This approach ensures that both simple and complex educational and training needs are met effectively, preparing learners for a future where digital proficiency is paramount.

Enhanced user focus

Digital

New ways of working

Modern technologies
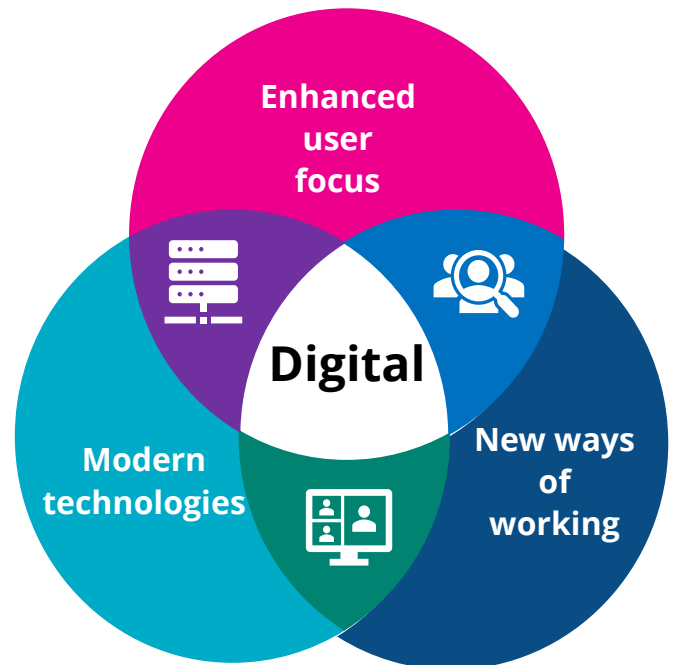
For City of Dublin ETB, Digital represents:

Enhanced user focus that will place the needs of learners and staff at the core of the change. We will prioritise user-friendly interfaces, personalised experiences, and responsive services. We will leverage technology to better understand and meet the needs of learners and staff, ensuring that their interactions with the organisation are seamless and efficient. This approach fosters greater satisfaction and engagement, ultimately creating a more supportive and effective learning environment.

New ways of working that will enhance collaboration among staff, streamline administrative tasks through automation, and provide personalised learning experiences. Learners and staff will be able to remote access resources, benefit from improved communication, and leverage data analytics for informed decision-making. We will create a more efficient, flexible, and innovative educational environment, better suited to meet the evolving needs of learners and staff.

Modern technologies that will harmonise the digital experience, automate routine tasks, and improve collaboration. This includes upgrading hardware, streamlining software to ensure reliability and efficiency and providing greater accessibility and availability of resources. This integration creates a more efficient, flexible, and innovative environment, better suited to meet learners and staff needs over the medium and long term.

Digital and City of Dublin ETB

Our Digital Principals

Our Digital Vision and Digital Strategy are founded upon four key digital principles that will guide all our activities, projects, and decisions in the future. They serve as the link between the Vision and the work we will undertake to achieve it, with learners at the centre of our focus. Our principles are:

01

Future-ready, scalable, and adaptable digital learning environment

◆

Develop a robust and adaptive digital and data infrastructure that evolves to meet technological advancements and changing learning needs.

02

Highly available, reliable, and trusted systems for learning and administration

◆

Implement dependable and secure systems that guarantee stable access to educational and administrative resources, fostering trust and efficiency.

03

Unified and harmonised services that support anytime, anywhere learning

◆

Create an integrated and inclusive digital ecosystem that supports seamless learning experiences across all locations, enabling learners and staff to access resources and collaborate from any place at any time.
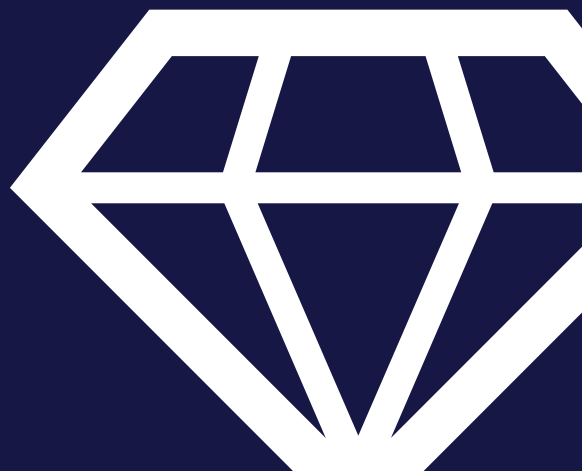
04

Modern and relevant digital skills

◆

Equip learners and staff with the most up-to-date digital skills and teaching methods, enhancing learning, and fostering growth and innovation.

02
Our Digital Vision

Where do we want to be?

City of Dublin ETB has a clear Digital Vision

The Vision for our digitally enabled future, which will act as the 'North Star' for the decisions and actions we will take over the coming years, is as follows:

> *"We will create a seamless, collaborative, and scalable digital ecosystem that empowers learners, educators, and administrators with innovative technologies, and enables equitable access to high-quality education and services."*
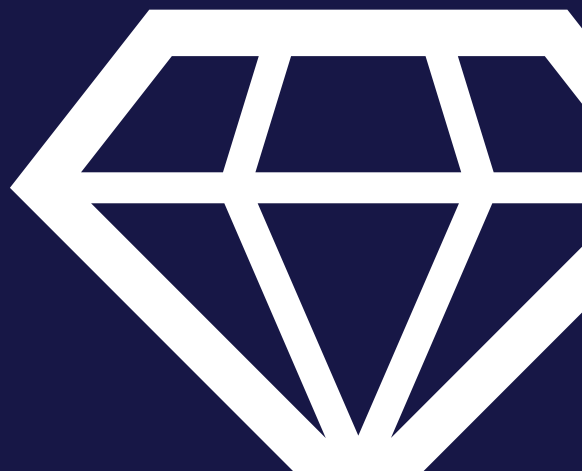
By realising our Digital Vision, we will deliver positive, material changes for City of Dublin ETB learners, applicants and staff.

03
Our Digital Strategy

How will we achieve our vision?

Our Digital Strategy

Realising our vision requires a Digital Strategy

Technology is already a key enabler for our operations. Educators rely on it to deliver courses, and learners expect digital technologies to enhance their learning. The administration and assurance of courses depends on technology, and SUSI's operations are entirely reliant on functioning technology. Additionally, corporate administration is increasingly digitalised through a shared service model.

Our Digital Strategy recognises these existing services and combines them with new digital opportunities to outline both how we will operate in the future, and how we will get there.

In developing our Strategy, we have engaged extensively across the organisation to ensure we captured both the views of staff including:

* 30 one to one interviews across 18 teams
* An organisation-wide digital survey (with almost 500 participants)
* 9 Digital Strategy Working Group sessions to guide and review
* A full-day design and visioning workshop with 30 attendees from across the organisation
* External benchmarking of relevant processes

Our Digital Strategy is split into four main components:

* **Digital principles** that provide the practical guidance for decision-making
* **Organisational solutions** that describe changes to how the organisation is structured (e.g. governance)
* **Technology solutions** that describe technical (e.g. software) changes
* **Cultural solutions** that describe changes to behaviour, skills, or collective habits (e.g. piloting methodology),

leading to our **Delivery Horizons, Digital Framework** and **Roadmap**.
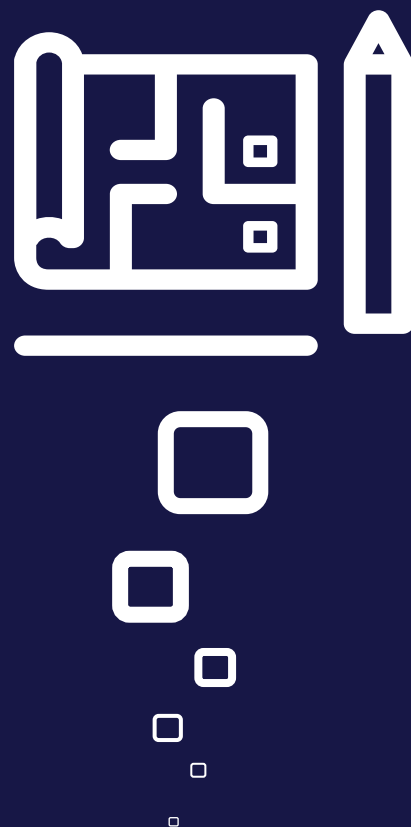
Digital Strategy: Our Principles

Digital principles serve as the bridge between our ambitious digital vision and the identification, delivery and management of the solutions required to deliver that vision. Every key digital related decision and project undertaken will align with at least one of these principles.

## Future-ready, scalable, and adaptable digital learning environment

We will:

1. be able to cope with new technological advancements or changing learner and applicant expectations.

2. be able to service increased, flexible demand without compromising quality or experience.

3. be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.

Highly available, reliable, and trusted systems for learning and administration

We will:

1. offer a reliable, consistent performance and functionality for learners, applicants and staff regardless of digital access route.

2. be able to minimise downtime, service interruptions or critical incidents.

3. protect data integrity and maintain user confidence through robust security.
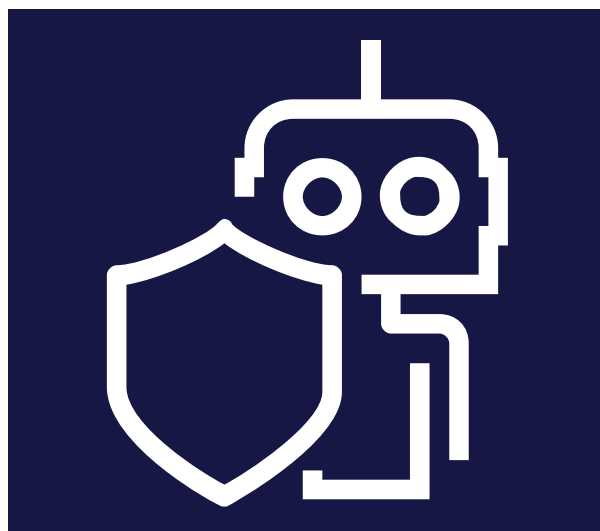
Our Digital Strategy

Digital Strategy: Our Principles

Digital principles serve as the bridge between our ambitious digital vision and the identification, delivery and management of the solutions required to deliver that vision. Every key digital related decision and project undertaken will align with at least one of these principles.

Unified and harmonised services that support anytime, anywhere learning

We will:

1. ensure our services are accessible at any time, by anyone, on any compliant device.

2. provide an inclusive digital ecosystem that promotes digital inclusion as standard.

3. ensure seamless access to learning platforms and collaboration tools across devices and locations.

Modern and relevant digital skills

We will:

1. equip staff and learners with up-to-date competencies to effectively utilise technology.

2. collectively adapt to changes in teaching and learning and employ the latest techniques in Digital Learning.

3. foster a culture of continuous improvement and innovation in digital.

Digital Strategy:
Our Organisational Solutions

Provided below are high level descriptions of the organisational solutions that will enable us to deliver on our digital vision:

Future-ready, scalable, and adaptable digital learning environment

Digital governance model

The establishment of a Digital Governance model, with oversight and accountability for the delivery of the Digital Strategy, is a critical success factor. The model is centred on the establishment and operation of a Digital Implementation Group (DIG).

Digital delivery upskilling

Focus on upskilling the Business Architecture capability to be able to effectively assess, plan, design and deliver digital change at the corporate level; formalise project planning to enhance efficiency and execution of digital initiatives.

IT Service management model

Develop a formal approach to service management by adopting ITIL4 guiding principles. Reorganise the structure, governance, processes, and practices to align with the ITIL4 service value system, enhancing overall IT service delivery and management.

Highly available, reliable, and trusted systems for learning and admin

External IT support services review

Review current contracts with support service providers, including SLAs. Monitor and track performance through KPIs and evaluate the contracting approach within the new IT organisation model to ensure optimal service delivery and efficiency.

Unified and harmonised services that support anytime, anywhere learning

Business architecture capability

Develop a function designed to 'bridge the gap' between digital/ IT planning and learner or staff need, ensuring technology investments are focussed on the requirements of those service providers and users.

Digital learning plans

Standardise the digital implementation planning process for each centre. These plans will be collated at a programme level across the organisation and will identify programmatic themes for the organisation and maintain a record of key digital contacts.

Group buying strategy

Coordinate a process for purchasing technologies at the organisational level instead of individual sites. Review existing subscriptions and purchases and simplify the catalogue of approved technologies to streamline procurement and enhance efficiency. Utilise existing frameworks.

Modern and relevant digital skills

Onboarding and training pathway

Develop digital pathways for onboarding new staff. It will also create fundamental training pathways for administrators and educators, leveraging LinkedIn Learning and the online hub to enhance skill development and integration.

Data and AI readiness

Prepare the organisation for adopting AI solutions at scale by developing a robust data governance model, including a data governance function and policies, along with foundational steps to assess and prepare process, technology, and people for AI use cases.

Digital Strategy: Our Technology Solutions

Provided below are high level descriptions of the technology solutions that will enable us to deliver on our digital vision:

Future-ready, scalable, and adaptable digital learning environment

M365 and Azure evolution

Transition to relevant M365 services across the organization, focusing on harmonizing security, compliance, and device management. This solution also enhances learning management and collaboration, establishes a central digital hub, and transitions SUSI to a SUSI-managed tenancy for optimal control and efficiency.

Cloud migration approach

Transition appropriate infrastructure to cloud services. Including replacing on-premise servers, and the administrative network with secure communication and file transfer solutions, as well as adopting cloud or web-based services. Additionally, we plan to move relevant SUSI services into a dedicated SUSI-managed cloud environment to ensure optimal management and security.

Repeated process review

Identify manual and inefficient processes, such as class administration. By leveraging Microsoft services, automate these manual or repetitive tasks, enhancing overall efficiency and productivity.

Highly available, reliable, and trusted systems for learning and admin

Helpdesk automation

Develop self-service support methods and initiate reporting on metrics and KPIs, enhance remote and face-to-face support, and account for seasonal variations in support needs to improve overall efficiency and user satisfaction.

Wi-Fi service review

Review the performance of Wi-Fi across all sites and make targeted upgrades to the service. Engage with staff to identify areas of poor performance and work to improve the overall quality of service, ensuring these improvements are included in future SLAs.

Common VLE across organisation

Harmonise the use of learning management systems throughout the organisation. Including enhancing peer-to-peer collaboration and communicating a suite of standard digital learning applications for consistency and learning efficiency.

Unified and harmonised services that support anytime, anywhere learning

Single sign-on across centres

Develop uniform access to IT systems, internet connectivity, shared printing services and anywhere helpdesk support, enhancing accessibility and user convenience across centres.

Digital identities for all learners

Provide single digital identities to all users, ensuring access throughout their learning journey. This initiative will include part-time and unconventional learners, promoting inclusivity and seamless access to educational resources.

Modern and relevant digital skills

AI integration and upskilling

Continuously review possibilities for incorporating AI into lesson planning and administrative tasks. Empower staff through appropriate upskilling on AI use and continuously explore new AI use-cases to enhance educational practices.

Additional needs technologies

Develop a new approach to building capability regarding assistive technologies and improving learning outcomes for additional need learners, leveraging the existing additional needs settings to act as change champions.

Digital Strategy: Our Cultural Solutions

Provided below are high level descriptions of the cultural solutions that will enable us to deliver on our digital vision:

Future-ready, scalable, and adaptable digital learning environment

Piloting and innovation network

Establish a network of innovators across the organisation. Request and review opportunities for piloting new ideas, provide governance for scaling successful pilots, allocate time for these activities, and implement challenge forums for problem-solving.

Highly available, reliable, and trusted systems for learning and admin

Cyber security essentials

Train and develop staff to a baseline accredited level of cyber security, aligning with government strategies. Focus on continuous improvements through ongoing development of an Information Security Management System (ISMS) to enhance protection and resilience.

Unified and harmonised services that support anytime, anywhere learning

MS SharePoint use and taxonomy

Enhance the use of MS SharePoint by focusing on standardisation and efficiency. Review the best administrative structure and establish a defined organisational taxonomy for sites, development areas, and learning resources to streamline operations and improve accessibility.

Modern and relevant digital skills

Communities of practice

Establish communities of practice focused on specific digital transformation topics. Facilitate the sharing of good practices and resources, create a knowledge base, and serve as a hub for information on assistive technology.

Delivery Horizons

We will deliver our strategic solutions through a series of 'Horizons' – broad stepping stones that will represent transition stages and points of inflection as we implement our Vision through to 2030.

As we deliver each Horizon we will assess where we are on our digital change journey, what we have achieved, and where we may need to adjust if, for example, new technology or opportunities emerge.

Our Horizons are:

Brilliant Basics: we will initially focus on two key things: a small number of important 'quick wins' and establishing robust foundations for our long-term digital transformation.

By Horizon 1, we will be able to make effective decisions about technology and deliver those decisions efficiently. This will be supported by an improved user experience across IT support services and core services like internet connectivity, along with a more seamless and consistent digital environment that integrates stronger security protections across the organisation. We will have established the foundations for responsible and effective AI use.

Expected to be achieved by within the first **2 years.**

Advanced Aims will be focussed on delivering organisational wide digital change that directly benefits our learners and staff.

Our aim is to develop a scalable, secure and future-fit digital environment.

By Horizon 2, we will have increased security, cost efficiency, and business continuity by progressing toward a cloud-first organisation. This will be reinforced by an improved organisational security baseline through the development of an ISMS and targeted training, along with deeper resilience and a more unified management experience supported by modern cloud tools.

Expected to be achieved within **3.5 years.**

Future Focus will be about embedding the change and completing the delivery of our Vision. A key part of this is ensuring we are equipped to adopt emerging and nascent innovations in a quick yet controlled manner.

By Horizon 3, we will have embraced AI, improved productivity through upskilling and automation, and streamlined high-effort processes. Staff engagement and collaboration will be strengthened through communities of practice and simplified digital environments. We will have the structure and tools to pilot and scale new technologies.

Expected to be achieved within **5 years.**

Our Digital Strategy

Digital Framework

Provided below is a summary of the solutions we will deliver, the Digital Principle each aligns to, and the Delivery Horizon in which we will deliver them:

| Organisation |
| Technology |
| Culture |

Digital Principles	Brilliant Basics	Advanced Aims	Future Focus
Future-ready, scalable, and adaptable digital learning environment	Microsoft 365 and Azure evolution (Horizon 1)	Microsoft 365 and Azure evolution (Horizon 2)	Microsoft 365 and Azure evolution (Horizon 3)
	Digital governance model	IT Service mgmt. model review	Piloting and innovation network
	Digital delivery upskilling	Cloud migration approach	Repeated process review
Highly available, reliable, and trusted systems for learning and administration	Helpdesk automation	Cyber security essentials	Common VLE across the organisation
	Wi-Fi service review		
	External IT support services review		
Unified and harmonised services that support anytime, anywhere learning	Business architecture capability	Single sign-on across centres	Digital identity for all learners
	Digital learning plans	Group buying strategy	
		MS SharePoint use and taxonomy	
Modern and relevant digital skills	Onboarding and training pathways	Data and AI readiness	AI integration and upskilling
		Communities of practice	Additional needs technology

Our Digital Strategy

Roadmap

2026	2027	2028	2029	2030

Brilliant basics   **Advanced aims**   **Future focus**

M365 & Azure evolution Y1   M365 & Azure evolution Y2   M365 & Azure evolution Y3   M365 & Azure evolution Y4   M365 & Azure evolution Y5

Digital Governance Model

Digital delivery upskilling

Business architecture capability

Digital learning plans

IT Service management model

Cloud migration approach

External IT support services review

Helpdesk automation

Wi-Fi service review & upgrades

Single sign-on across campuses

Onboarding and training pathways

Cyber security essentials

Data and AI readiness &   AI integration and upskilling

Group buying strategy

Communities of practice

MS SharePoint use and taxonomy

Piloting and innovation network

Repeated process review

Common VLE

Additional needs technologies

Digital identity for all learners

Level of effort
The initial stages of this roadmap require significant effort to address the most impactful challenges. Later phases will have spare capacity for emerging challenges, and the organization can leverage efficiencies gained from earlier solutions.

| *High* | *Very High* | | | | | | | | *Moderate* | |

04

Implementation and Delivery

How do we create the conditions for successful delivery?

Implementation

Delivery Management Structure

To successfully deliver meaningful and sustainable change, participation is required at all levels of the organisation. The delivery management structure set out below, along with the delivery cycle (next page), set out the different change management responsibilities across the organisation and the cyclical process of delivering change.

Senior sponsor(s)
SLT member(s) who drive the change and ensure business readiness. Is a vocal advocate and works with the DIG to communicate to the organisation at the right times.

Programme

consisting of multiple..

Projects

supported throughout the organisation by..

Change champions

who will represent and advocate for..

All staff

Digital Implementation Group (DIG)
Oversees programme portfolio of projects, aiming to realise strategic benefit realisation with regular meetings and reporting to senior sponsorship and outwards to the rest of the organisation. Terms of Reference and reporting requirements will be established upon the convening of the DIG.

Project change manager
Works with Change Champions and staff to project manage, assess requirements, recommend solutions, and bring change.

Change champions
Supports key change activities and are the first to be upskilled to influence the practice of others.

All staff
Demonstrate desired behaviours and support each other through change – providing feedback along the journey.

Innovation & piloting network
Identifies existing challenges and develops solutions to address them.

Communities of practice
Groups where members share knowledge and collaborate to improve their skills and practices.

Business architecture capability
Together, Project Change Managers and Change Champions will play a joint role within the business architecture capability. This capability translates user requirements into solutions and will review effectiveness to drive continuous improvement.

Delivery Cycle in Practice

The below schematic demonstrates how the delivery cycle works in practice, following four key steps:

1. **Generate and review inputs:** The Piloting and Innovation Network and CoPs represent the organisation's ideas, feedback, or challenges. These are fed back to the DIG through established processes for DIG review.

2. **Develop recommendations / Agree user requirements are met:** The DIG will consider these inputs, prioritise, and task Project Change Managers (PCMs) to develop recommendations. These recommendations will be iteratively assessed through a series of proposals and challenges against the user requirements whilst being developed.

3. **Decide and commit:** The DIG will make an informed, evidenced decision on which recommendation to take forward, with senior sponsorship approval as required.

4. **Execute the decision:** The PCMs will identify suitable Change Champions (CCs), obtain the necessary knowledge, manage the delivery, and regularly report into the DIG. They will also adjust to strategic direction provided by the DIG. The CCs will become upskilled in the solution and advocate for it at local levels aiming to shift behaviours and culture.
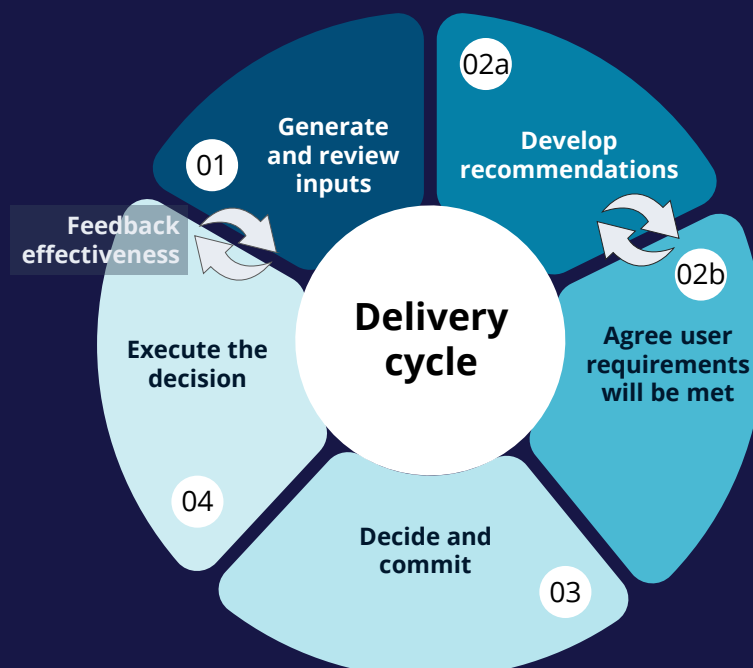
05
Appendices

What are the details behind our Strategy?
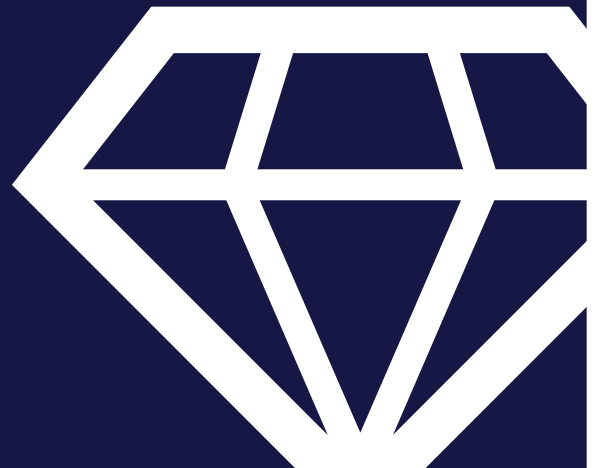
05a

Current and future landscapes

What is our starting point and where do we want to go?

Intensive consultation with staff underpins this strategy

As part of the development of this strategy, significant amounts of time were invested to understand:

- Our current digital environment, for example, what use are we making of existing technologies, how consistent is our use, what barriers exist to further adoption?

- Our current organisational 'pain points', for example, what are the operational and service delivery challenges we face across organisation that digital could either alleviate or eliminate?

- What opportunities for improved educational delivery are potentially being missed because we don't have the digital environment in place to help identify, prioritise and deliver on these opportunities?

To gather an accurate and representative picture of our current digital state, a series of engagements were held and activities undertaken across City of Dublin ETB. Alongside 30 interviews and design/visioning working sessions we undertook an organisational wide digital survey, using a tool known as 'Thought Exchange'. This online platform allowed every member of our staff to share their thoughts and anonymously rate the inputs of other participants, based on a single question:

"As City of Dublin ETB looks ahead, what are some of the most important things you need from digital technologies and services to be successful in your day-to-day work?".

Nearly 500 members of our staff, with significant representation from across all our functions, participated. That is well above the average response rate for such surveys and leads to a finding in and of itself: there is already a high level of interest and engagement on our digital future amongst our staff.

467	**411**	**8,877**
participants	thoughts	ratings

A second key finding relates to the level of existing confidence amongst our staff in the use of technology in their role – 98% were either confident, very confident or extremely confident, suggesting they are prepared to embrace digital change.

How comfortable are you using technology in your role?

Percentage of respondents answering 'comfortable', 'very comfortable' or 'extremely comfortable'

98%

0%   100%

Identifying our starting point and future opportunities

These strengths were further expressed via a SWOT analysis, a one-page overview of the key Strengths, Weaknesses, Opportunities and Threats that exist as of today for City of Dublin ETB, shown below.

As can be seen, whilst our strengths are important foundational building blocks, our staff have identified several challenges which must be overcome by our Digital Strategy.

Strengths

Participants appreciate the availability of existing digital tools and recognise their potential to further enhance teaching and learning. There is a strong acknowledgment of the importance of technology in modern education and a desire to 'get started' on our digital journey

Key strengths identified amongst participants:
• Availability of (existing) digital tools
• Recognition of technology's importance for learners and its potential to enhance their experience
• Strong desire to engage in our digital transformation

Weaknesses

Participants expressed frustration with outdated equipment, unreliable Wi-Fi, and the complexity of current systems. There is strong support for regular and structured training, as well as consistent technical support.

Key weaknesses identified amongst participants:
• Unreliable Wi-Fi which impacts both staff and learners
• Complex systems that are hard to access and/or navigate
• Irregular or unknown training for digital tools/ technology
• Inconsistent technical support across the organisation

Opportunities

There are opportunities to improve the integration of digital tools, streamline processes, and enhance data security. Providing comprehensive training and investing in reliable equipment can significantly improve the educational environment.

Key opportunities identified amongst participants:
• Improve digital integration across the learning environment
• Streamline processes to make it easier to use Digital
• Comprehensive training on how to use existing and new technologies
• Invest in reliable equipment

Threats

The main threats include the potential for data breaches, the risk of falling behind in technological advancements, and the negative impact of inadequate support on teaching quality.

Key threats identified amongst participants:
• Risk of data breaches, impacting learner and staff trust
• Falling behind in technology (including when compared to peer ETBs)
• Impact of inadequate support on quality of teaching

Future landscape: User Personas and Journeys

User personas and journeys help to translate our strategic ambitions into the future digital 'reality' of our staff and learners. Personas are selected to provide a broad range of representation across our stakeholder groups, and user journey examples illustrate how these personas will consume and/or deliver services in the future. Together, they illustrate the scale of ambition, change and benefit we will deliver across City of Dublin ETB.

During our 'Art of the Possible' workshop, which brought together 30 representatives from our organisation, we developed six key user personas to guide the user journey design process. These personas represent the main user base for our services:

- **Inquisitive Ian**, a Further Education and Training (FET) learner beginning their new course.

- **Highflyer Hazel**, an administrator looking to upskill herself and her team.

- **Academic Annie**, a primary-level learner with additional needs starting her first week at school.

- **Teacher Terri**, a teacher delivering a course for a new cohort of learners.

- **Beneficiary Bo**, a Deputy Principal who has received a grant for digital technologies.

- **Applicant Adam**, a SUSI applicant applying for SUSI grant.

These personas were chosen to ensure our digital strategy aligns with the diverse needs and interactions of our user base.

For each persona we provide an example journey that embraces the potential of digital, including key touch points and benefits to our organisation from their experience. Each journey is broken down into:

journey steps

key actions

digital touchpoints

burning questions

required services or capabilities to enable this step

The following pages detail example digitally enabled user journeys for these personas.

User: FET Learner

I want to complete my QQI Level 5 course, so I can progress to higher education and get a full-time professional role.

Inquisitive Ian
FET Learner

Ian has enrolled on a course through City of Dublin ETB FET services on a blended learning course. He has reviewed a range of courses, applied online and is now a student.

Ian cares about:

- Having accessible and modern digital experiences to learning, suitable to the course
- Being prepared for the digital experience in the workplace
- Having a seamless experience across City of Dublin ETB buildings and remote locations

	Searches for his timetable and course info	Log into City of Dublin ETB digital hub or app	Provided device to supplement learning	Accesses online and blended learning content	Submits assessments	Accesses integrated employer engagement platform	Chooses follow-on Higher Education course
	• Searches website for guide on how to access info	• Searches onboarding pack for log-in info and download instructions • Signs into online digital hub	• Orders educational device • Collects educational device	• Accesses learning management system (LMS) • Consumes learning resources	• Completes assignments and assessments • Submits for feedback • Views feedback	• Explores tailored work opportunities • Applies to opportunities	• Explores tailored HE opportunities • Creates HE application profile • Applies for HE
	• Website • Onboarding pack (email or physical)	• Website • Onboarding pack • App or portal	• App or portal • IT support office	• App or portal • LMS	• App or portal • LMS • Third-party verification software	• App or portal • Workplace resources • Guidance support	• App or portal • Guidance support • HE resources
	• Where can I find my course and timetable info? • How do I download the digital hub?	• Where is my log in information? • What can I do on the digital hub?	• What device can I get? • What can I use it for? • What rules are? • Where do I collect it? • Where do I go if I have a problem?	• Where are my learning resources? • How do I communicate with my teacher and classmates? • How do I track my progress?	• What's my deadline? • What formats can I submit this in? • What's my score? • Where is my feedback?	• What opportunities do I have? • Are these tailored for me? • How do I update my preferences?	• What opportunities do I have? • Are these tailored for me? • How do I update my preferences?
	• Roll-out digital onboarding processes before Day 1	• Integrate existing systems into unified portal	• Audit network connectivity for reliability and connectivity	• Encourage cultural shift to adopting digital ways of working / learning	• Support staff with central policies, such as AI and GDPR		• Create digital hubs for life beyond the organisation for learners

Benefits for City of Dublin ETB	Improved reputation for learner satisfaction and accessibility	Increased proportion of time teachers spend teaching	Increased automation and self-service provides cost-savings

Appendix: Current and future landscapes

User: Administrator

I want to improve my skills, streamline workflows, and solve problems so I can progress in my career, empower others, and build a high-performing team.

Highflyer Hazel
Administrator

Hazel has worked in an administrative role at City of Dublin ETB. She wants to find additional training to help her understand and perform her role better.

Hazel cares about:

- Creating efficient processes for repeated tasks
- Sharing her knowledge with her team
- Maintaining data compliance
- Having systems and software that work well

	Enrols on a training course for better use of M365	Engage with online learning content	Finds opportunities to apply learning	Mentors and shares learning with others	Identifies problems and solutions across the org.
	• Searches for course • Enrols on course	• Accesses learning material • Records progress • Receive certification	• Applies learning to own role • Accesses advanced M365 product features	• Creates bitesize learning material • Shares good practice documents with org. • Oversees the application of skills by others	• Seeks to make improvements outside her own role • Champions new approaches and innovations • Becomes point of contact
	• App or portal (skills platform)	• App or portal (skills platform) • Email	• M365 features	• App or portal (sharing good practice) • M365 features • Collaboration environment • Digital champion	• App or portal (sharing good practice) • M365 features • Collaboration environment • Digital comms. • Innovation boards
	• What courses are available? • What course would be best for my problem? • Where do I access courses?	• How do I track progress? • When am I available to learn? • Is this material valuable to my problem?	• How do apply theory to my problem? • Who can I ask for support? • Have I made this better?	• How can I work with others on problems? • How can I share my learning? • How can I mentor others?	• How do I reach people with my skills? • Where can I find problems to solve? • Who needs help?
	• Single sign-on	• Integrate a skills platform into unified portal or create effective interface		• Employ Digital Champion methodology for creating cultural shift	• Create governance process for digital change and innovation

Benefits for City of Dublin ETB	Increased upskilling of staff through sharing of good practice	Higher staff satisfaction through enhanced capability and challenge	Increased collaboration and reduction in siloed approached to problem solving

Appendix: Current and future landscapes

User: Primary Learner

I want a tailored learning plan, accessible materials, and clear expectations so I can navigate my education confidently, meet my needs, and engage fully in learning

Academic Annie
Primary Learner

Annie is a primary-level learner at a school for learners with additional needs.

Annie cares about:
- Having an inclusive classroom that facilitates her needs
- Being able to access course materials without exclusion due to disabilities
- Being recognised and encouraged to be a valued member of the community

	Attends for her week at a new school	Provided device to supplement learning (inc. wearables)	Engages in learning and school life	Provides continuous feedback on feelings and emotions	Shares progress and highlights with parents	Creates tailored learning plan
	• Staff introductions • Introduction to assistive technologies in school for her and parents	• Receives device(s) • Orientation with how to use them	• Works with Teacher and SNA to engage in high quality learning	• Interacts with physical and digital prompts to get info, or capture experiences and feelings	• Records entries for parents and teachers to track day	• Generates, tailors, and reviews learning plan • Works with teacher to record milestones
	• Assistive technologies • Classroom technologies	• Learning device(s) • Digital support	• Learning device(s) • Assistive technologies • Classroom technologies • Digital support	• Learning device(s) • Assistive technologies • Physical/ digital prompts	• Learning device(s) • Assistive technologies • App or portal • Email	• App or portal
	• Who can I go to for help? • Where am I going? • How will I spend my day? • Who are my friends?	• How do I use this? • What should it be used for? • How will it help me? • Who can I ask for help?	• Am I progressing?	• How can I let people know how I feel or what I need? • When will issues be fixed? • How do I get help?	• How can my parents support me? • How can I record and share my favourite memories?	• What can I achieve? • What do I need to work on to achieve my goals? • What's my potential?
	• Defined materials for onboarding parents into digital ecosystem	• Enhanced device management methodology within IT	• Specific training in assistive technologies	• Create or strengthen partnerships who understand additional need support		

Benefits for City of Dublin ETB	Better outcomes for learners	Increased reputation for inclusivity	Reduced stress for teaching and support staff

User: Teacher

I want to be equipped with the right digital technologies and information so I can deliver tailored, engaging lessons that maximise learner participation.

Teacher Terri
Teacher

Terri teaches a blended learning course in a large FET centre. She must prepare and deliver the administration and teaching parts of the course.

Terri cares about:
- The success of her next class
- Offering engaging and effective learning for learners
- Accessible and functional online and physical learning environments for ALL abilities
- Efficient administrative processes

	Receives list of incoming learners for new session	Creates digital hub for herself and learners	Uses self-service functions to troubleshoot issues	Delivers standard, blended, and hybrid lessons	Creates digital collaboration assignments	Gets real-time insights on her learners' performance
	• Approves learner list and permissions	• Allocates learners a digital space • Provides access to onboarding and learning material	• Accesses self-service support to overcome common problems	• Harnessing classroom technologies to deliver content • Uploads learning materials	• Sets assignments that require digital collaboration and submittal • Digitally marks and publishes scores	• Reviews learner performance • Uses insights to tailor content and feedback
	• Automated process with approval check-points	• App or portal • Learning management system • Email	• App or portal • Wiki • Digital support	• Classroom technologies • App or portal • Learning management system • Digital support	• App or portal • Learning management system • Email • Digital support	• App or portal • Learning management system • AI-powered performance assessment
	• Who am I teaching this year? • Is this process compliant with our data policy?	• Are they set up correctly? • Have they accessed the content? • Are they confident in accessing the space?	• How do I overcome this issue? • Has someone experienced this before? • How quickly will this be fixed?	• Am I engaging all types of learners? • Are my learners engaging with my lessons? • Am I using this tech correctly?	• Am I being data compliant? • Am I checking for plagiarism or AI use correctly?	• How are my learners performing? • What do I need to focus on developing in them?
	• Redesigned process and software for class administration	• Unified approach to adopting a preferred LMS	• Centrally coordinated support with clear processes	• Build confidence in a standard set of core technologies		

Benefits for City of Dublin ETB	Increased proportion of time teachers spend teaching	Increased morale across teachers who feel like they work in a forward-thinking, dynamic org.	Improved data integrity and compliance

User: Deputy Principal

I want to provide the best and most suitable digital technologies to deliver the optimum teaching and learning experience at my site.

Beneficiary Bo
Deputy Principal

Bo is a Deputy Principal in a DEIS post-primary. It is the start of the academic year; she has received a grant to improve the digital experience offered by the school.

Bo cares about:

- Getting the most cost-effective solutions for her site's requirements
- Providing the learning to upskill staff with purchased technologies
- Ongoing maintenance of technology at her site

	Receives grant allocated for digital technologies	Determines teacher requirements	Seeks advice from central hub or team to meet requirement	Purchase and implement digital solution	Organises staff and student training	Gathers and forwards feedback on solution's effectiveness
	• Retrieves list of previously identified digital opportunities • Reviews school's Digital Plan	• Requests ideas for spending • Discusses problem the purchase will solve • Establishes key PoCs	• Contacts central advisory team • Discusses requirement and potential solutions	• Purchase solution • Seeks support on design, placement, installation, and use • Install solution	• Understands training requirements • Organises training for key personnel (Digital Champions)	• Tracks effectiveness of solution against agreed KPIs in Digital Plan
	• App or portal • Digital plan	• -	• Email • Digital advisory team	• App or portal • Procurement system • Digital advisory team	• App or portal (skills platform) • Email • Digital advisory team • Digital champions	• Digital plan • Email
	• What am I allowed to spend this on? • What's the approval process? • What's the procurement process?	• What problems do I need to fix? • Where would be the most effective place to spend this money?	• How do I best solve my problem? • What are others doing to solve this problem?	• Am I following the procurement process? • How do I install and use this solution properly?	• Do my staff and students know how to use this? • What training would be most effective? • How do I create digital champions?	• Has my solution worked? • Is there anything I should share with the rest of the organisation?
	• Creating Digital Plans per site to support Digital Strategy		• Digital advisory team made up of IT and digital learning specialists	• Clear understanding of digital technologies in use and available	• Organisational ownership of digital training needs and provision	• Good practice sharing between sites
Benefits for City of Dublin ETB	Raised standard for digital learning across the organisation		Consistency in digital across the organisation	Empowered staff increasing autonomous decision making and innovation		Increased reputation as a modern, innovative organisation

Appendix: Current and future landscapes

User: SUSI Applicant

Applicant Adam
SUSI applicant

I want to get a grant or student funding, so I can decide on my future in education.

Adam is applying for a student grant to attend third level education in September. He is researching what materials and documents he needs to submit along with what the overall process will look like

Adam cares about:

• Understanding the application process
• Ensuring all documents are submitted and accepted in a timely manner
• Receiving the grant at the agreed dates to ensure access to third level education

	Exposed to SUSI marketing material	Assesses eligibility	Creates student portal account	Submits application	Receives decision	Receives payments
	• Engages with advert • Visits website • Newsletter signup	• Provides details • Submits form • Receives response	• Provides details • Acknowledge data use and link to other govt. sources	• Gathers supporting evidence • Provides details • Tracks progress	• Acknowledges or appeals decision	
	• Website • Social media • Third-party websites	• Website • Email	• Website • Student portal • Email • Support	• Website • Student portal • Email • Support	• Website • Student portal • Email • Phone • Support	• Student portal • Bank • Support
	• What is the process? • What are key dates?	• Why do they need this info? • Who is it for?	• Why do they need this info? • What data will they link me to? • Is this a legitimate service?	• Why do they need this info? • How do I fill in the application? • What supporting docs do I need?	• How long will it take for a decision? • How do I appeal? • What next?	• When do I get paid?
	• A highly available, secure, and versatile development environment with good data integration to external partners.					

Benefits for City of Dublin ETB	Recognition as a leading public service	Cost saving through reduced manual work	Delivering the Government Digital Strategy

05b
Digital Solutions

What will we do?

Appendix: Digital Solutions

Delivering the future

To realise our Digital vision, including the delivery of our new user journeys, we will invest in a wide range of new and enhanced digital solutions. These solutions are categorised as either technology-based, organisational, or cultural.

Organisation	Organisational solutions involve changes to how an organisation is structured, including governance adjustments and the introduction of new capabilities and functions. This also encompasses restructuring team roles and responsibilities, developing new business skills, refining procurement strategies, and enhancing planning and project management. Additionally, it includes updating organisational artefacts and processes.
Technology	Technology solutions involve various IT changes, such as purchasing software and hardware, using technology to automate services, and standardising its use. This also includes reviewing technology-based processes, implementing new solutions, improving digital services, and developing skills in specific technologies.
Culture	Cultural solutions involve changes to behaviour, skills, or collective habits, such as adopting new ways of working and refining the approach to innovation. This also includes enhancing personnel security awareness, standardising the taxonomy and use of collaboration technologies, and improving the approach to sharing good practices and insights.

Organisational solutions

Appendix: Digital Solutions

Digital governance model

The establishment of a Digital Governance model, with oversight and accountability for the delivery of the Digital Strategy, is a critical success factor for our organisation.

We will have multiple projects running in parallel, each with their own objectives, plans and benefits, and together these will move us through our digital Horizons towards that end state vision. To maximise our chances of success, we must establish a robust governance and delivery capability, that will provide:

- Visible senior sponsorship and advocacy

- Effective, informed decision making focussed on the delivery of the Digital Strategy

- Processes and structures that enable co-ordination, reporting and management of delivery

- Strong project and change management capabilities to deliver each solution on time, to budget and against quality requirements

Summary requirements to establish a digital governance model:

Moderate	High	Very High	
🟧			Indicative cost
🟦			Indicative effort
🟩	🟩	🟩	Indicative impact
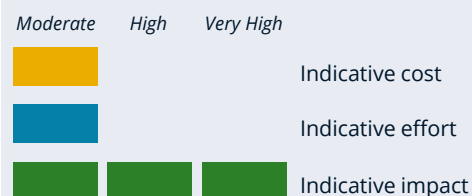
We will establish a governance model consisting of the following key roles:

	Description	Cadence
Executive sponsorship	SLT representatives who will promote, advocate and drive forward our Digital vision	Ongoing role throughout the Digital Strategy's delivery
Digital Implementation Group	The central mechanism for assessing and overseeing the delivery of digital solutions and projects, with representation from relevant functions within our organisation	Ongoing role throughout the Digital Strategy's delivery
Project Change Managers (PCM)	Individuals who will scope, design and deliver each digital solution – a Project Change Manager may have one or more projects 'in flight' at any one time	At any one time a PCM may have none, one or more projects under delivery
Change Champions (CC)	Will be identified in each City of Dublin ETB function (where there is an impact and benefit from any of the digital solutions) to help drive through 'local' adoption.	At any one time a CC may be supporting none, 1 or more projects under delivery

Appendix: Digital Solutions

Digital governance model (cont.)

The Digital Governance model is centred on the establishment and operation of a Digital Implementation Group (DIG). The DIG will be a long-term governance mechanism with a critical role in the identification, assessment, management and delivery of our digital solutions.

Supporting the following commitments in our Digital Principles:

- This solution supports every Digital Principle and is a key foundational element for the Digital Strategy

Operating structure

```
      Executive
      Sponsors
         ▲
         │
         DIG
         ▲
         │
  Project Change Managers
  and Change Champions
```

The DIG is ultimately responsible for driving the successful delivery of the City of Dublin ETB Digital Strategy.

The remit of this function is organisational wide, and their scope includes the oversight of all planned digital solutions (in this Strategy), as well as new solutions identified in the future.

The DIG will consist of 6-10 members including Executive Sponsor representation – SLT member(s) appointed by the Chief Executive. Other members will be selected from relevant functions within our organisation.

Their work will be facilitated by regular meetings attended by all DIG members, with reporting provided to enable informed decision making. The key inputs to their work will include:

- Status reports from 'in flight' digital solutions/projects
- Proposals for new or expanded digital solutions/projects
- Strategic direction / inputs to inform decision making

This Governance mechanism will ensure technology investments, standards, and practices align with the overarching City of Dublin ETB vision, priorities, and operational needs. It will also support digital innovation, sustainability, security, and equity across the organisation.

The DIG will guide the Business Architecture capability (composed of Project Change Managers and Change Champions). For new projects/digital solutions under assessment, those planned and those in flight, relevant members of the Business Architecture capability will attend the standing DIG meetings.

The DIG will facilitate the funding required to deliver digital solutions, ensuring the cost of delivery is outweighed by the benefits (monetary or non-monetary).

Appendix: Digital Solutions

Digital delivery upskilling

Focus on upskilling the Business Architecture capability to be able to effectively assess, plan, design and deliver digital change at the organisational level; formalise project planning to enhance efficiency and execution of digital initiatives.

Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to service increased, variable demand without compromising quality or experience.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- protect data integrity and maintain user confidence.

Summary requirements:

Moderate	High	Very High	
			Indicative cost
			Indicative effort
			Indicative impact
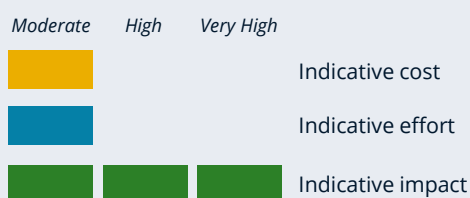
To deliver our strategy, we need to develop the right skills to manage concurrent delivery of solutions/projects, at pace, and with meaningful user uptake. These skills will help us build consistent mechanisms and processes for managing change successfully and in a repeatable manner. For our Business Architecture capability, which will represent the 'engine' of solution delivery, we will identify and provide training to:

Project Change Managers: examples of training include internationally recognised project management standards such as MSP and Prince2, alongside upskilling in Agile delivery (Kanbans, Sprints, user Stories, Fail Fast etc.)
This training should include:
- Planning: breaking down projects into manageable stages with clear objectives
- Risk Management: Identifying and mitigating risks and issues, and knowing when to escalate
- Resourcing: estimating and optimising capacity and capability without overextending
- Performance: Using structured approaches and tools to monitor progress and adjust as needed
- Quality Assurance: Implementing measures to ensure project outcomes meet standards

Both **Project Change Managers** and **Change Champions** should be trained in:
- Change planning: how to effectively plan and maximise end user support and adoption
- User segmentation: understanding the needs of each user cohort, and their change impact
- Communications: defining how, when and what to communicate to end users
- Training: how to identify training needs, how to design training, and how and when to deliver
- Business Readiness Assessments: how to measure if end users are ready to receive the solution, and what to do if not
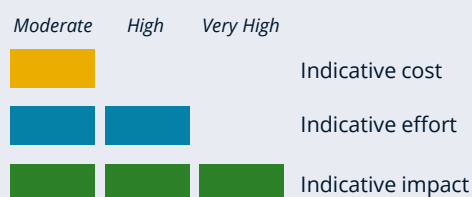
Appendix: Digital Solutions

Business architecture capability

Develop a capability designed to 'bridge the gap' between digital/ IT planning and learner or staff need, ensuring technology investments are focussed on the requirements of those service providers and users.
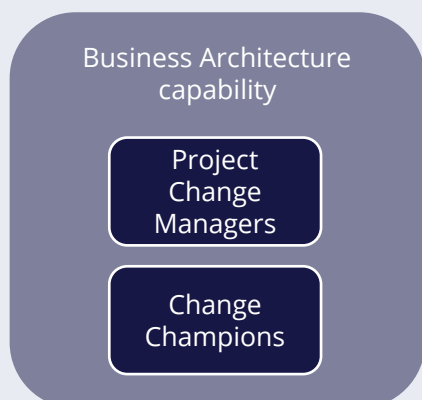
Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.

Summary requirements:

Moderate	High	Very High	
			Indicative cost
			Indicative effort
			Indicative impact

Operating structure

Business Architecture capability

Project Change Managers

Change Champions

To deliver our Digital Strategy, we must develop a capability that can both drive forward the delivery of change and ensure that change continually meets staff and learner needs.

The Business Architecture capability will consist of Project Change Managers and Change Champions who will be directly responsible for implementing our digital solutions.

- Project Change Managers will likely be members of the Head Office IT Team, SUSI IT Team, local centre IT Teams, and the Digital Learning Team.

- Change Champions will be advocates for, and skilled in, the digital change being implemented to recipients of the solution / project

Its members will be provided upskilling and training in effective enterprise level project planning, management and delivery, including the theory and practise of digital change management (i.e. how to maximise advocacy and adoption).

The capability is not be a separate team or function within City of Dublin ETB; rather its members will remain within their existing areas and functions (to maximise the integration of user need with delivery on that need). They will represent a skilled 'resource pool' to be assigned to (one or more) digital solutions either within this Strategy, or as part of new and evolving digital needs and opportunities over the coming years.

Directed by the Digital Implementation Group (DIG), members of the Business Architecture capability will meet regularly to communicate user needs and develop potential solutions. Those that are approved by the DIG will then be executed by members of the Business Architecture capability, (as selected by the DIG).

Appendix: Digital Solutions

Digital learning plans

Standardise the digital learning planning process across the organisation. These plans will be collated at a programme level across the organisation and will identify programmatic themes for the organisation and maintain a record of key digital contacts.

Supporting the following commitments in our Digital Principles:
- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- equip staff and learners with up-to-date competencies to effectively utilise technology.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

Each centre is independently developing its digital environments and cultures, often informally and without an over-arching strategy.

Each centre will be required to complete a contextualised plan detailing SMART targets and key contacts – a model already included in the FET sector's Blended Learning Application. The annual collation of these would be delegated to a Project Change Manager who would report key insights back to the DIG. The value lies in then having a strategic view on priorities across the organisation and encouraging annual planning at each centre.

Summary requirements:

Cost
Effort
Impact

Moderate   High   Very High
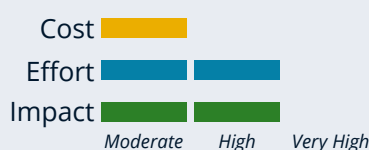
Employee input:
"Funding to have technology. Most of our classrooms are outdated with … old computers and software and over stretched IT support."

Onboarding and training pathway

Develop digital pathways for onboarding new staff. It will also create fundamental training pathways for administrators, educators, and developers, leveraging LinkedIn Learning and the central organisation hub to enhance skill development and integration.

Supporting the following commitments in our Digital Principles:

- provide an inclusive digital ecosystem that promotes digital inclusion as standard.
- equip staff and learners with up-to-date competencies to effectively utilise technology.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

The onboarding process for new staff can be improved, with defined training pathways for different roles.

Digital solutions hosted at the organisational level can address both issues. Develop onboarding solutions to enhance the employee value chain. Similarly, use digital solutions for training pathways, prioritising common role pathways, developing or signposting digital learning curriculums (e.g., LinkedIn Learning or UDL), and linking to industry accreditation pathways (e.g., PRINCE2 or ITIL4).

Summary requirements:

Cost
Effort
Impact

Moderate   High   Very High
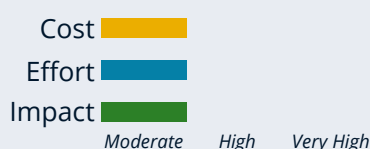
Employee input:
"Assuming that everyone is on the same level when it comes to understanding technologies can be isolating"

Appendix: Digital Solutions

External IT support services review (1/2)

Review current contracts with support service providers, including SLAs. Monitor and track performance through KPIs and evaluate the contracting approach within the new IT organisation model to ensure optimal service delivery and efficiency.

Supporting the following commitments in our Digital Principles:

- be able to service increased, variable demand without compromising quality or experience.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- ensure our services are accessible at any time, by anyone, on any compliant device.

Summary requirements:

Moderate	High	Very High	
■			Indicative cost
■	■		Indicative effort
■	■	■	Indicative impact
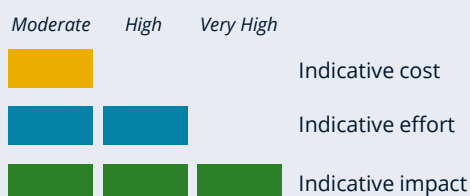
Employee input:

"[I need] a dedicated member of staff to upgrade, troubleshoot, and help with the computers and printers where I work.

"When everything runs smoothly, we can focus on delivering our courses."

Currently, IT support differs between academic and administrative networks: the Head Office IT Team maintains the admin network, while subcontractors handle the academic network.

Subcontractor contracts are divided by geographical areas and large training centres, served by small IT firms. A review of these services should aim to align the new support model with the refreshed IT service management model and maximise value and performance from contractors. There are four options for IT support services:

1. Contracting with a Prime: A single vendor manages all subcontracted IT services.
2. Multivendor Approach with an Overriding Integrator: Multiple vendors supply IT services, coordinated by a central integrator.
3. Multivendor Approach without an Integrator: Multiple vendors provide IT services individually.
4. Going Entirely In-House: The organization handles all IT services internally.

The preferred option should prioritise providing a unified experience across the organization, reducing the management burden, and still supporting SMEs where required.

Option 1, 2, and 3 would require strong contractor management from Head Office IT, including SLAs, feedback forums, and performance mechanisms. The preferred option may change depending on resourcing position within Head Office IT.

Appendix: Digital Solutions

External IT support services review (2/2)

PRIME

This model enters into a single master services agreement with a lead vendor, who assumes responsibility for managing all subcontractors required to deliver IT support services. All communication, invoicing, and performance oversight are channelled through the prime, offering a unified SLA framework and a single point of accountability. This simplifies governance and vendor management. However, it may incur higher costs due to the prime's margin, and service quality may be affected if the prime lacks expertise in specific technical areas. In 2018, the University of Exeter entered a 10-year IT Managed Services agreement with a prime integrator, overseeing service desk, desktop support, network operations, and data centre services. The arrangement streamlined governance through a single oversight board, improved KPI reporting, and reduced internal coordination demands.

STREAMLINED GOVERNANCE — UNIFIED END-USER EXPERIENCE — CONCENTRATION RISK — VENDOR MARGIN

MULTIVENDOR w. INTEGRATOR

This approach involves contracting multiple specialist vendors for discrete IT services, coordinated by a neutral systems integrator. The integrator manages SLAs, inter-vendor workflows, and dispute resolution, without delivering core services. It combines specialist expertise and market competition with reduced coordination complexity. However, it introduces additional cost for the integrator role and depends heavily on the integrator's competence and authority to ensure effective service delivery—particularly in translating academic requirements into digital solutions. King's College modernised its learning management platform by appointing a consortium of four specialist vendors, each responsible for a distinct service area. A dedicated systems integrator was engaged solely to coordinate delivery, manage incidents, and oversee change processes. This structure enabled streamlined change management, faster incident resolution, and a single point of accountability, reducing the burden on internal teams.

SPECIALIST & SME ACCESS — OUTSOURCING MANAGEMENT — KNOWLEDGE ATTRITION — MANAGEMENT FEES

MULTIVENDOR wo. INTEGRATOR

This model requires contracting directly with multiple vendors and relying on an internal IT team to coordinate service delivery. While this can reduce costs and provide greater control over vendor relationships, it places significant demands on internal capacity. The in-house team must manage SLAs, resolve conflicts, and ensure cross-functional coordination. Without sufficient expertise and resources, service quality and operational efficiency can be compromised. In 2017, a large Australian Educational body adopted a decentralised IT model, contracting separately with service providers and local MSPs for various services. The internal IT operations team coordinated vendor activities, managed SLAs, and led monthly performance reviews. This approach fostered competitive pricing and specialist expertise but increased internal management demands and occasionally led to inter-vendor accountability challenges.

VENDOR FLEXIBILITY — SPECIALIST & SME ACCESS — VARYING END USER EXPERIENCE — DEMAND ON MANAGEMENT

IN-HOUSE

This model entails delivering all IT support services internally, offering full control over priorities, staffing and service levels, and enables rapid feedback loops with end users. However, it requires sustained investment in talent acquisition, training, and tooling. The organisation assumes full responsibility for maintaining service quality and keeping pace with technological change, which may be challenging during periods of high demand or rapid innovation. In 2020, a UK university opted to bring desktop, network, and data centre support fully in-house, ending its managed services contract. Over two years, it hired 12 additional staff, launched an internal IT Service Academy for graduate development, and implemented ServiceNow for ITSM. This shift provided greater control over change management and closer alignment with academic needs, though it introduced higher fixed staffing costs and slower adoption of emerging technologies.

AWARENESS OF USER NEEDS — AUTONOMY — COVERAGE RISK — CAPITAL INVESTMENT

Appendix: Digital Solutions

Data and AI readiness (1/2)

Prepare the organisation for adopting AI solutions at scale by developing a robust data governance model, including a data governance function and policies, along with foundational steps to assess and prepare process, technology, and people for AI use cases.

Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- equip staff and learners with up-to-date competencies to effectively utilise technology.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

Summary requirements:

Moderate	High	Very High	
■			Indicative cost
■	■		Indicative effort
■	■	■	Indicative impact
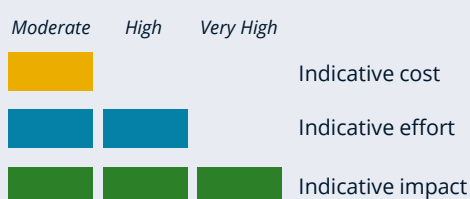
Solution to be aligned with:

- Ireland's AI strategy
- 'Open Data Strategy 2017-2022'
- DoE Data Strategy 2024-2027
- Connecting Government 2030: A Digital and ICT Strategy for Ireland's Public Service
- Guidelines for the Responsible Use of AI in the Public Service
- Irish Government Data Strategy

In the short term, the City of Dublin ETB will define guidance and terms of use for AI across its networks, informed by relevant Government direction and in line with the published 'Guidelines for the Responsible Use of Artificial Intelligence in the Public Service'.

Robust, accessible and effectively managed organisational data is a key requirement to maximise the long-term potential of AI for our organisation. To fully harness the value of data (and therefore AI), we will treat it as a strategic asset—transforming it into actionable insights that drive informed decisions and innovation. This will be supported by a strong data governance framework that ensures quality, security, and regulatory compliance, alongside optimised data management to boost efficiency and reduce costs. By fostering a data-driven culture and improving data literacy, we'll help to empower staff (and students) to make evidence-based decisions. We will establish a future-ready data architecture that supports scalable, sustainable growth and unlocks new efficiencies through advanced analytics, AI, and data-driven solutions.

An approach to increasing data maturity should be based on advancing through a Data Maturity Assessment, which will guide actions and priorities.

The activities we will undertake to realise the potential value of our organisational data are as follows:

Strengthen Strong Governance and Policies: Create a senior data governance function to oversee all data initiatives. This may be a governance board or steering group including a senior sponsor, a Data Protection Officer, and data owners or stewards for each function. It should focus on how practical decisions are made about data, develop a formal data governance policy and supporting framework that define ownership, responsibilities, standards and workflows. A data governance policy and associated framework should aim to make all data rules transparently and consistently understood.

Conduct a Comprehensive Data Audit and Cataloguing: Inventory all key datasets and data flows across the organisation and plan for releasing high-value data. Use this audit to build a data catalogue or 'data map' listing each critical dataset, its owner, quality status and access rules. Maintain this catalogue as a living resource (e.g. with metadata and data definitions) to improve data findability and reduce duplication of collection.

Appendix: Digital Solutions

Data and AI readiness (2/2)

Improve Data Quality and Usability: Define and enforce data standards (naming, formats, classifications) for all critical data. Develop a data quality management framework to measure and monitor key data elements. For example, the Education Data Strategy calls for a data quality monitoring framework that identifies key elements, sets validation rules, and conducts ongoing checks. In practice, this means establishing validation at source (e.g. mandatory fields, use of unique identifiers) and regular quality reviews.

Enhance Data Sharing and Access: Build the infrastructure and processes to make data more usable. This includes linking systems and creating a central analytics platform or data warehouse so that data from different places can be easily combined. Developing a centralised data platform allows staff to directly access data insights and avoid re-collecting information that already exists elsewhere. Similarly, implement secure data-sharing agreements and APIs with other public bodies to streamline exchanges. Finally, following the Open Data Strategy, publish 'high-value datasets' in open, machine-readable formats for reuse to spur innovation and increase public trust.

Foster a Data-Driven Culture and Literacy: Cultivate understanding and enthusiasm for data throughout the organisation. Communicate policies and the benefits of data use so that all staff see data as part of their work. Develop and implement a training plan on data literacy, analytics tools, and data management best practices. Offer general and targeted courses (e.g. on GDPR, statistical analysis, dashboarding) so that everyone who works with data is competent. Use the communities of practice for sharing data ideas and successes.

Ensure Ethical and Secure Data Practices: Embed privacy, security and ethics into every step. Classify data by sensitivity, apply access controls, and encrypt or anonymise personal data as appropriate. Regularly update security controls and conduct risk assessments to prevent breaches. Importantly, incorporate ethical guidelines – for example, Ireland's AI Strategy (Section 7.2) stresses data protection, ethics and privacy when using data for analytics. In practice, this could mean establishing a data ethics review for sensitive projects or adhering to a published data ethics framework.

Leverage Data for Decisions and Innovation: Use the improved data foundation to support evidence-based policymaking and new services. Make sure analysts and managers have tools (dashboards, BI platforms, statistical software) to turn trusted data into insights. Encourage staff to use data to improve processes (a "data use case" mindset), and benchmark outcomes. Throughout, maintain a feedback loop so that data quality and relevance are continuously improved based on actual use.

As the level of data maturity increases, large scale AI adoption can be progressed in earnest. This would begin with identifying specific areas where AI can deliver tangible value, such as automating administrative tasks, personalising learning experiences, or enhancing support services. Each AI use case should be clearly linked to organisational goals like improving learner outcomes, increasing efficiency, or supporting educators. This will prepare us for AI integration and upskilling (see page 57).

Appendix: Digital Solutions

IT Service management model

Develop a formal approach to service management by adopting ITIL4 guiding principles. Reorganise the structure, governance, processes, and practices to align with the ITIL4 service value system, enhancing overall IT service delivery and management.

Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to service increased, variable demand without compromising quality or experience.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- protect data integrity and maintain user confidence.
- foster a culture of continuous improvement and innovation in digital.

Summary requirements:

	Moderate	High	Very High	
	🟧			Indicative cost
	🟦	🟦	🟦	Indicative effort
	🟩	🟩	🟩	Indicative impact
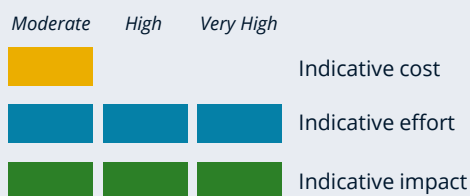
Employee suggestion:

"A forum or regular meeting on how centres manage their IT systems. A forum would bring out best practices and make work easier for all."

The organisation operates its IT in a federated model, balancing centralised control with local autonomy. Some IT decisions and services are standardised, while others remain flexible to meet local needs. This model requires centralised core functions and strong governance to set strategic directions and standards, with local centres contributing to decisions.

Adopting ITIL4, a globally recognised framework for managing IT services will enable a successful federated model. Adopting it involves aligning IT to a value-driven service model by training staff, assessing current practices, prioritising key improvements, and embedding continual improvement. ITIL4 provides:

- A shared language and framework for collaboration between central and local IT teams.
- Federated teams aligned to a vision of value, focusing on user experience, business value, and outcomes.
- Tailored practices for local contexts, aligned with overarching principles, security, and compliance.
- Governance that sets rules centrally while allowing local sites autonomy within boundaries.
- Continuous improvement conditions, sharing best practices across the federation.

ITIL4 has several guiding principles and 34 service management practices that should be applied across the federation. Examples below:

ITIL4 Practice	Central role	Local role
Change enablement	Define policy, assess risk	Implement changes locally
Incident management	Platform-level SLA	Direct user support
Service request management	Standard templates	Handle local needs
Asset management	Central inventory control	Local tracing of devices
Knowledge management	Shared base and standards	Localised guides, FAQs

Appendix: Digital Solutions

Group buying strategy

Coordinate a process for purchasing technologies at the organisational level instead of individual sites. Review existing subscriptions and purchases and simplify the catalogue of approved technologies to streamline procurement and enhance efficiency. Utilise frameworks such as OGP Professional Services Framework and ICT Technical Framework.
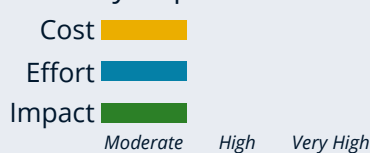
Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.
- provide an inclusive digital ecosystem that promotes digital inclusion as standard.

At present technology purchasing can be isolated and tactical. While procurement requirements are followed, further efficiencies in process and cost can be achieved. Licences should be managed at the organisational level, and sites should choose from a smaller suite of standard applications aligned with the common VLE solution. Communities of practice and the new service management model can help to advise on appropriate digital solutions.

Every digital purchase should include assistance with installation to standardise deployment.

Summary requirements:

	Moderate	High	Very High
Cost	▬		
Effort		▬	
Impact	▬		

Technology solutions

Appendix: Digital Solutions

Microsoft 365 and Azure evolution

Transition to relevant M365 services across the organization, focusing on harmonizing security, compliance, and device management. This strategy also enhances learning management and collaboration, establishes a central digital hub, and transitions SUSI to a SUSI-managed tenancy for optimal control and efficiency for its mission.

Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to service increased, variable demand without compromising quality or experience.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- protect data integrity and maintain user confidence.
- ensure our services are accessible at any time, by anyone, on any compliant device.
- provide an inclusive digital ecosystem that promotes digital inclusion as standard.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.

Summary requirements:

Moderate	High	Very High	
🟧	🟧		Indicative cost
🟦	🟦	🟦	Indicative effort
🟩	🟩	🟩	Indicative impact

Before developing this Digital Strategy, City of Dublin ETB created an M365 migration roadmap, now part of the broader strategy. To meet the distinct needs of administrative and academic groups, our Microsoft environment should manage each separately within a unified system. This enables tailored policies, access controls, and support, while ensuring academic administrators can manage their users and devices freely within the organisation's governance framework. Currently, SUSI operates under City of Dublin ETB's tenancy, posing challenges due to differing IT operations. The M365 transition will involve increased usage and migrating SUSI to its own tenancy. The five-year roadmap outlines a logical transition process, with each year themed.

Year 0: Review existing M365 transition roadmap and develop formal project management approach.
Year 1: Establish foundational structures and governance, including security measures, cloud migration, and user-support mechanisms.
Year 2: Scale management and security with comprehensive endpoint management, enhanced threat detection, and deeper integration of administrative and educational platforms.
Year 3: Implement advanced automation, Zero Trust security, and extensive cloud adoption to streamline management and enhance user interactions.
Year 4: Achieve a mature, automated environment with robust security operations, deep cloud integration, and extensive AI utilisation.
Year 5: Focus on innovation and education transformation through advanced security frameworks, and AI integration.

Adequate resource and project management are essential for this transition, considering the significant effort required for change management and end-user support.

Appendix: Strategic Solutions

Helpdesk automation

Develop self-service support methods and initiate reporting on metrics and KPIs, enhance remote and face-to-face support, and account for seasonal variations in support needs to improve overall efficiency and user satisfaction.
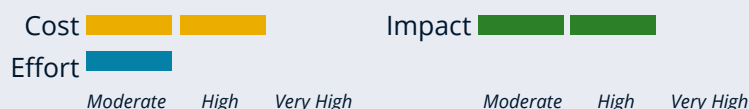
Supporting the following commitments in our Digital Principles:

- be able to service increased, variable demand without compromising quality or experience.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- provide an inclusive digital ecosystem that promotes digital inclusion as standard.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.
- foster a culture of continuous improvement and innovation in digital.

Currently, requesting support for the academic and administrative network is manual and resource-intensive. Implementing a Commercial Off The Shelf (COTS) product for managing ticket requests and developing FAQ pages for troubleshooting can provide immediate improvements.

As the strategy evolves, integrate helpdesk services into the ITIL4 solution and align with the support service purchasing approach. Additionally, offer physical drop-in support during key academic periods or intensive times of change.

Summary requirements:

Cost — *Moderate High Very High*

Effort

Impact — *Moderate High Very High*

Wi-Fi service review

Review the performance of Wi-Fi and make targeted upgrades to the service. Engage with staff to identify areas of poor performance and work to improve the overall quality (coverage, reliability, speed) of service, ensuring these improvements are included in future SLAs.

Supporting the following commitments in our Digital Principles:
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.

A comprehensive review of internet connectivity, including for roaming staff, will identify areas for improvement. Utilising an automated helpdesk system will improve the efficiency and effectiveness of this solution by identifying high priority areas that require attention.

Targeted improvements will be prioritised, likely for high volume areas with known issues.

Summary requirements:

Cost

Effort

Impact — *Moderate High Very High*
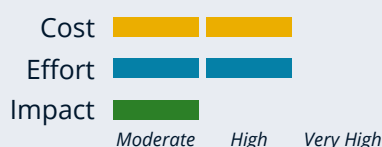
Employee input:
"Issues with equipment (Wifi, Printers, out-dated Computers) can disrupt the day-to-day running of our service which cause delays"

Appendix: Digital Solutions

Cloud migration approach

Transition most of our infrastructure to cloud services. This includes replacing on-premise servers and the administrative network with secure communication and file transfer solutions, as well as adopting cloud or web-based services. Additionally, we plan to move relevant SUSI services into a dedicated SUSI-managed cloud environment to ensure optimal management and security.

Supporting the following commitments in our Digital Principles:
- be able to service increased, variable demand without compromising quality or experience.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- protect data integrity and maintain user confidence.
- ensure our services are accessible at any time, by anyone, on any compliant device.

Summary requirements:

Moderate	High	Very High	
			Indicative cost
			Indicative effort
			Indicative impact

Employee input:

"I need the applications I frequently use to function seamlessly across all IT systems, including my laptop, remote desktop, and office desktop.

*This is important to ensure consistent productivity and efficiency, regardless of which device or location I'm working from. Seamless functionality."*

Currently, there are two networks used across the organisation, a cloud-based academic network and an administrative network running on a physical wide area network with on-premise servers.

Across these networks there is an organic transition to cloud through improved use of M365 and Azure services (see Microsoft 365 and Azure evolution on page 53). Shared services are increasingly adopted, replacing legacy systems.

Some sites are more advanced in cloud technology use resulting in variance across the organisation.

A cloud migration plan should focus on reducing IT complexity through virtualisation, rationalisation and subsequent migration. It should seek to use modular architecture (e.g. for student information systems, including student records, attendance, class scheduling) or repeatable micro-services (e.g. authentication services for user login or payment processing services).

The plan should look to phase out the administrative network in its current form. Where possible, both networks should look to run off the same hardware by employing VLAN tagging to 'air gap' the two networks, with the administrative network moving to modern, secure cloud services (e.g. Virtual WAN) or secure web-based services (e.g. online file transfer). This would result in a refocussing of the current administrative network team to other digital activities.

In addition to SUSI migrating to their own M365 tenancy, this plan should explore ways that the current workloads could be migrated ahead of the MySUSI deployment.

Appendix: Digital Solutions
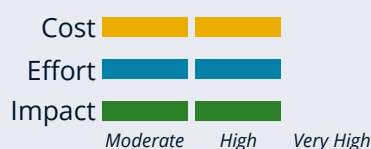
Single sign-on across centres

This initiative will include uniform access to IT systems, internet connectivity, shared printing services and anywhere helpdesk support, enhancing accessibility and user convenience across centres.

Supporting the following commitments in our Digital Principles:

- be able to service increased, variable demand without compromising quality or experience.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- protect data integrity and maintain user confidence.
- ensure our services are accessible at any time, by anyone, on any compliant device.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.

Currently, Wi-Fi, printing services, and helpdesk support access are disconnected across centres. To provide a seamless user experience (and help unify branding), a single sign-on (SSO) approach (e.g. leveraging HEAnet edugate) should be implemented. This will create a consistent experience across all sites, making it easier for learners and staff to visit and work from different centres or locations. SSO for staff will ease access to an increasing number of shared services (e.g. HR) and create a more unified digital experience.

Summary requirements:

Cost — Moderate / High
Effort — Moderate / High
Impact — Moderate / High

Moderate   High   Very High

Employee suggestion:
"Standardised solutions like single sign-on, simplify workflows, letting staff focus on teaching, not tech hurdles."

Common VLE across org.

Harmonise the use of learning management systems throughout the organisation, including enhancing peer-to-peer collaboration and communicating a suite of standard digital learning applications for consistency and learning efficiency.

Supporting the following commitments in our Digital Principles:
- be able to service increased,variable demand without compromising quality or experience.
- be able to minimise downtime, service interruptions or critical incidents.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- provide an inclusive digital ecosystem that promotes digital inclusion as standard.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.
- foster a culture of continuous improvement and innovation in digital.

Learning management systems are used inconsistently across centres, with both Moodle and Teams being common. A unified approach should be promoted, including through communities of practice and Digital Learning training.

A single Moodle coordinator should oversee changes across centres, and integrating Moodle with M365 should be explored. Adopting a standard suite of technology tools will streamline digital support demand and improve user experiences.

Summary requirements:

Cost — Moderate
Effort — Moderate / High
Impact — Moderate / High

Moderate   High   Very High
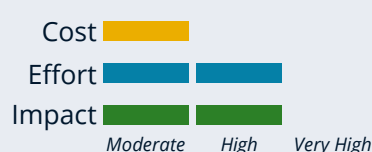
Employee input:
"learners submit almost all work digitally now...having a quick and effective platform set up from the beginning gives us all a positive start"

Appendix: Digital Solutions

AI integration and upskilling

Continuously review possibilities for incorporating AI and explore new AI use-cases to enhance educational practices e.g. incorporating into lesson planning and administrative tasks. Empower staff through appropriate upskilling on AI use.

Supporting the following commitments in our Digital Principles:
- be able to cope with new technological advancements or changing learner and applicant expectations.
- be able to make decisions on the future direction of technology and successfully manage the implementation of those decisions.
- equip staff and learners with up-to-date competencies to effectively utilise technology.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

*E*mployee input:

"[I would like] access to, and training in AI Gen. Tech. To help me monitor its use by learners, to help me build a better classroom, and to help me build special learning tools for the modern learner."
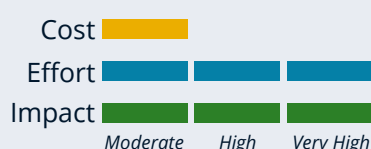
Currently, there is fragmented uptake and confidence in using AI across the organisation. Building on the AI and data readiness solution, we will:

Conduct risk assessments and ethical reviews: Before implementing any AI solution, carry out a Data Protection Impact Assessment (DPIA) to identify and mitigate data privacy risks. Establish ethical review processes to ensure AI is used fairly, transparently, and responsibly, in line with GDPR and Ireland's AI strategy and Ireland's AI Act.

Strengthen skills and awareness: Invest in upskilling staff across roles to build awareness of AI's potential and risks. Provide technical training for data teams (or Change Champions) and AI literacy workshops for educators and administrators, ensuring all stakeholders can make informed decisions and engage with AI solutions confidently. Build AI into onboarding and training pathways.

Choose the right tools and partners: Select AI tools that meet our transparency, interoperability, and long-term support requirements. Consider open-source solutions or collaborate with trusted partners, such as CeADAR or universities.

Think big, start small, scale fast: Start with low-risk pilot projects in areas like timetable generation or helpdesk automation. Identify use cases and run pilots through the innovation network.

Infrastructure readiness: Assess your IT and data infrastructure to ensure it can support AI workloads. Scalable cloud platforms (see the solution 'Cloud Migration Approach'), secure data environments, and robust integration mechanisms are essential to deploy and maintain AI tools effectively.

Incorporate **continuous governance into the data governance** model to monitor AI systems for accuracy, fairness, and performance. Define oversight responsibilities and ensure regular reviews and updates for compliance and trust.

Summary requirements:

	Moderate	High	Very High
Cost			
Effort			
Impact			

Appendix: Digital Solutions

Repeated process review

Identify and automate manual, inefficient processes to reduce workload and create a more efficient organisation.

Supporting the following commitments in our Digital Principles:

- be able to service increased, variable demand without compromising quality or experience.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- foster a culture of continuous improvement and innovation in digital.

Some manual, inefficient processes are repeated across the organisation, such as the nine-step email setup for new learners which involves 4 people.

The review should drive global process ownership, simplify operations, and remove variations, prioritising processes with the greatest impact based on user experience. Start small, pilot, and scale quickly with continuous feedback for continuous improvement. Microsoft (e.g. Flow) services should be used to automate and coordinate key organisational processes.

Summary requirements:

Cost
Effort
Impact
 Moderate   High   Very High
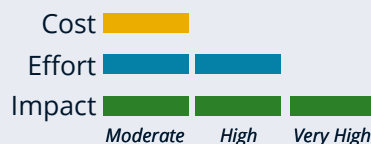
Employee input:
"Simplify the processes and remove duplication of tasks and/or repetitive tasks. So I can devote more time to complete other projects on time"

Additional needs technologies

Build on the current Universal Design for Learning (UDL) approach to building capability regarding assistive technologies and improving learning outcomes for additional need learners, leveraging the existing additional needs settings to act as change champions.

Supporting the following commitments in our Digital Principles:
- ensure our services are accessible at any time, by anyone, on any compliant device.
- provide an inclusive digital ecosystem that promotes digital inclusion as standard.
- equip staff and learners with up-to-date competencies to effectively utilise technology.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

Continue embedding UDL across digital and physical learning environments. Support all learners through an inclusive approach that integrates pedagogy, technology, and classroom design. Our common VLE, underpins inclusive education with accessible tools and assistive features. Provide staff with clear guidance and professional development to ensure digital tools and classroom setups align with UDL principles. Flexible, UDL-informed classroom layouts ensure inclusive technology is integrated into everyday teaching and learning.

Summary requirements:

Cost
Effort
Impact
 Moderate   High   Very High
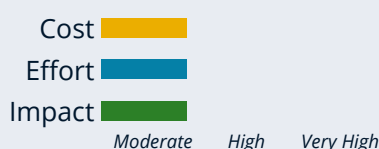
Employee input:
"Accessible assistive technology and more widespread digital devices and access for learners - Important for all learners especially those with learning difficulties"

Appendix: Digital Solutions

Digital identities for all learners

Provide single digital identities to all users and where possible, providing access throughout their learning journey. This initiative will include part-time and unconventional learners, promoting inclusivity and seamless access to educational resources.

Supporting the following commitments in our Digital Principles:

- ensure our services are accessible at any time, by anyone, on any compliant device.
- provide an inclusive digital ecosystem that promotes digital inclusion as standard.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.

Not all learners receive digital identities and those who do, can't transfer them between centres. Initially, maximise the number of learners receiving digital identities by allowing access for ephemeral learners into the Azure tenant using external IDs (e.g. gmail). The base amount of monthly active users using external IDs for an Azure tenant is 50k. Utilise M365's alumni service for those learners leaving the organisation but wishing to maintain a linked mailbox. Azure native identities (Microsoft Entra ID) can be retained in a disabled state without assigned licenses, incurring no cost. However, if certain features or management capabilities are required, a Microsoft Entra ID P1 license may be necessary. This setup allows students to resume their educational journey later without losing their identity or history.

Summary requirements:

	Moderate	High	Very High
Cost	███████	███████	
Effort	██████		
Impact	██████		
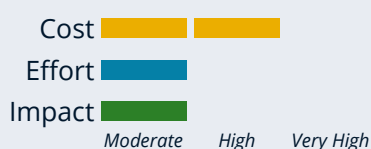
Employee input:
"There needs to be equality of access to technologies across the entire ETB, so that learners have the same experience regardless of where they study"
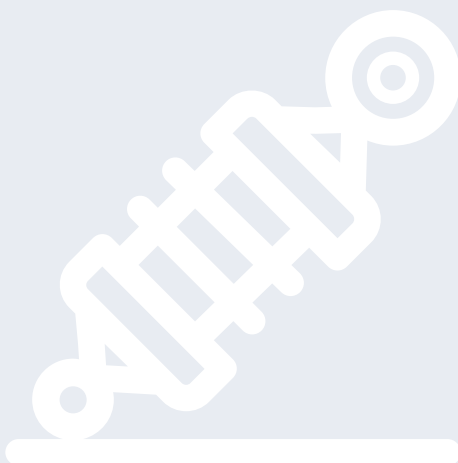
Cultural solutions

Appendix: Digital Solutions

Cyber security essentials

Train and develop staff to a baseline accredited level of cyber security, aligning with government strategies. Focus on continuous improvements through ongoing development of an Information Security Management System (ISMS) to enhance protection and resilience.

Supporting the following commitments in our Digital Principles:

- be able to minimise downtime, service interruptions or critical incidents.
- protect data integrity and maintain user confidence.
- equip staff and learners with up-to-date competencies to effectively utilise technology.

Summary requirements:

Moderate   High   Very High

Indicative cost

Indicative effort

Indicative impact

Employee input:

"I need the digital tools we use to be safe and secure - particularly with increased cloud sharing and collaboration on documents

We need to protect our data, our learners and ours staff from cyber security and data protection threats"

Currently, the organisation is developing an ISMS that aligns with both the Government Cyber Security Baseline Standards and ISO27001. An ISMS is a systematic approach to managing sensitive organisational information so that it remains secure. It includes policies, procedures, and controls designed to protect information from threats, ensuring confidentiality, integrity, and availability.

Implementing an ISMS to ISO27001 standards will give it key characteristics, two of these that are particularly relevant for this Digital Strategy are:

5. **Culture of Security:** Promotes security awareness across all levels, shifting responsibility from IT to the full organisation.

6. **Strategic Alignment:** Supports secure digital transformation, data governance, and public sector innovation.

Examples of the controls an ISMS would put in place are:

Category	# controls	Examples
Organ-isational	37	Roles and responsibilities, remote work, risk management, supplier relationships
People	8	Background checks, awareness training, disciplinary processes
Physical	14	Physical access controls, equipment security, secure areas
Technological	34	Encryption, access control, logging, malware protection, monitoring

In an effective ISMS, staff should be aware of information security policies, their roles in maintaining the ISMS, and receive regular cyber risk training. The organisation should implement a structured training process covering phishing awareness, malware protection, password security, safe internet practices, social engineering, data privacy, physical security, and the safe use of removable media. This training is essential for cybersecurity and should be conducted at least annually for ongoing awareness and effectiveness.

Appendix: Digital Solutions

Communities of practice

Establish communities of practice focused on specific digital transformation topics. Facilitate the sharing of good practices and resources, create a knowledge base, and serve as a hub for information on assistive technology.

Supporting the following commitments in our Digital Principles:

- equip staff and learners with up-to-date competencies to effectively utilise technology.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

Summary requirements:

Moderate	High	Very High	
🟧			Indicative cost
🟦			Indicative effort
🟩	🟩		Indicative impact
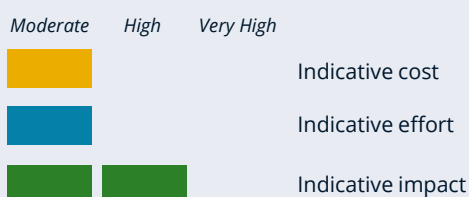
Employee input:

" [I need] digital technologies and services that support seamless communication, collaboration, improve access to resources and enable efficient data management."

We have an opportunity to significantly increase the value we derive from our individual experiences, knowledge and ways of working through the establishment of a digital Community of Practice (CoP).

Implementing Communities of Practice supported by well structured digital environments will help practitioners share knowledge and learning on all related topics, including Digital Learning, assistive technologies and AI.

A model of a knowledge base for teaching is the tes.co.uk teaching resources, that could be adapted internally for City of Dublin ETB.

CoPs unite staff working in similar environments to develop how they deliver services for each other and learners. They are not a working group or task force, but a group of people who share a passion, share experiences and learn from each other through joint commitment, resources, and communication.

Starting on the areas of most demand, the steps to create a CoP are:

Obtain executive sponsorship
Find a leader committed to fostering an open, collaborative culture and secure executive support.

Determine mission and goals
Create a vision statement and accompanying time-bound goals.

Build a core team
Identify and engage a core team, which includes a CoP lead, core team members (e.g. event coordinator or resource manager), and CoP champions.

Promote knowledge management
Develop a knowledge management system (SharePoint), including new user-generated content.

Engage in regular communication
CoP lead and core team members promote regular communications and interactions.

Successful Community of Practice

CoPs can be wide ranging in their choice of digital topic / focus but should align to the principles of this Digital Strategy.

Appendix: Digital Solutions

MS SharePoint use and taxonomy

Enhance the use of MS SharePoint by focusing on standardisation and efficiency. Review the administrative structure and establish a defined organisational taxonomy for sites, development areas, and learning resources to streamline operations and improve accessibility.

Supporting the following commitments in our Digital Principles:

- be able to service increased, variable demand without compromising quality or experience.
- offer a reliable, consistent performance and functionality for staff, learners, and applicants regardless of digital access route.
- protect data integrity and maintain user confidence.
- ensure seamless access to learning platforms and collaboration tools across devices and locations.

The consistent use of SharePoint across sites can be improved, including the structure and taxonomy employed.

Guidelines and compliance measures should be introduced to streamline the production of new sites. This should be implemented in line with the new service management model, with central oversight but local autonomy. It should also integrate with the Microsoft 365 transition plan to ensure the chosen structure and taxonomy is scalable.

Summary requirements:

Cost
Effort
Impact

Moderate   High   Very High
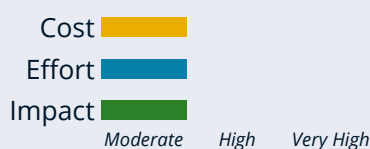
Employee input: *"I need digital technologies to allow me to communicate and collaborate with colleagues across multiple sites. It's important to allow us to work efficiently and share knowledge and skills across the organisation"*

Piloting and innovation network

Establish a network of innovators across the organisation. Request and review opportunities for piloting new ideas, provide governance for scaling successful pilots, allocate time for these activities, and act as challenge forums for problem-solving.

Supporting the following commitments in our Digital Principles:

- be able to cope with new technological advancements or changing learner and applicant expectations.
- collectively adapt to changes in pedagogy and employ the latest techniques in Digital Learning.
- foster a culture of continuous improvement and innovation in digital.

The Piloting & Innovation network will consist of individuals empowered to undertake ideation on digital challenges faced by the City of Dublin ETB and bring forward suggestions for new projects to the Digital Implementation Group (DIG).

The network may consist of both staff and learners and will focus on future solutions to existing problems - which could be incremental improvements or large-scale change.

As directed by the DIG, the network will undertake targeted pilots to test, for example, Proof of Concepts, new digital services or new ways of working digitally.

Summary requirements:

Cost
Effort
Impact

Moderate   High   Very High
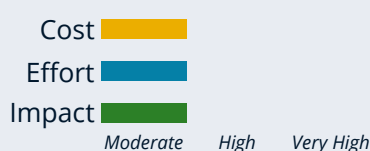
Employee input: *"Teachers need to have trust in those who support them and participate in learning to incorporate new ideas and technologies."*

05c
Measuring benefits

What will be the reward for success?

Measuring success requires linking activities to desired impact

Measuring the success and delivery performance of our strategy is critical; visibility will help to ensure we can:

- maintain alignment to our organisational goals,

- remain accountability for delivery

- adapt and course correct as required (e.g. reprioritise resources)

- celebrate success and encourage further adoption

Fundamentally, measuring our success and delivery will help to keep the Digital Strategy relevant and prominent whilst we continue to deliver our 'business as usual' services in parallel.

The overall benefits of delivering our Digital Vision are established in this strategy, with each solution / project moving our organisation towards that vision. Each solution / project will establish a set of individual targeted benefits which will be, in effect, the detailed reasons we as an organisation will invest in that solution. Project Change Managers will define these benefits, and through successful delivery of their work, realise those benefits for City of Dublin ETB.

The responsibility for measuring benefit delivery at an enterprise level, and adjusting delivery as required, lies with the Digital Implementation Group.
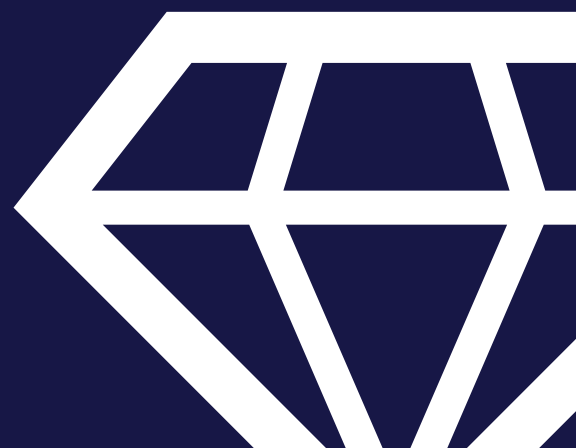
Appendix: Measuring Benefits

Key Performance Indicators will be established for each solution. Key measures of success will be the on time, to budget delivery of each of our digital solutions. Each solution, delivered by a project, contributes to one or more of our digital principles – when all these principles are delivered, our digital vision will have been achieved.

Provided below is a mapping of each of our solutions to each of our digital principles demonstrating how each contributes to, and how all collectively deliver on, our Digital Vision:

	Future-ready, scalable, and adaptable digital environment	Highly available, reliable, and trusted systems for learning and administration	Unified harmonised services that support anytime, anywhere learning	Modern and relevant digital skills and pedagogy
Digital governance model	X	X	X	X
External IT support services	X	X	X	
Digital delivery upskilling	X	X		
IT service management model	X	X		X
Group buying approach	X		X	
Digital learning plans	X			X
Data and AI readiness	X		X	
Onboarding & training pathway			X	X
Business architecture capability	X	X		X
Cloud migration approach	X	X	X	
Repeat process review	X	X		X
M365 and Azure evolution	X	X	X	X
Helpdesk automation	X	X	X	X
Common VLE across org.	X	X	X	X
Wi-Fi service review		X	X	
Single sign-on across centres	X	X	X	
Digital identities for learners			X	
AI integration and upskilling	X		X	X
Additional needs technologies			X	X
Piloting and innovation network	X			X
Cyber security essentials		X		X
MS SharePoint use & taxonomy	X	X		
Communities of practice				X

05d
Change management

How do we make change happen?

Why is Change Management important?

Change management is a structured approach to help an organisation and its people move from a current state to a different future state.

Change management is not simply broadcasting information to those impacted by the change. To successfully manage change, we need to take a much broader view of communication, engagement, training and support to get people to change.

Managing change requires not only the systematic application of proven change methods, approaches and tools but also an understanding of behavioural psychology and how people respond to change.

To 'Catalyse Change' within City of Dublin ETB, we will describe change through six lenses, these are:

1. Strategy and outcomes

2. Insights, data, and readiness

3. Leading change

4. People networks, communities and systems

5. Co-creation and engagement

6. Behaviours and mindsets

These lenses will allow us to judge where we are in the change process and guide us in our successful implementation of the Digital Strategy. We will do this using the framework on the following page.

Our Senior Sponsors in the new Digital Governance model will be ultimately responsible for realising the change in this strategy, supported by the Digital Implementation Group.

Successful change requires significant and consistent time and effort, and we will follow a structured framework with appropriate governance.

Our Catalysing Change Framework

There are four phases to our 'Catalysing Change' approach. When moving through these phases, they need to be thought of as a build, rather than being exclusively sequential. To maintain momentum, we must not lose sight of the activities associated with a previous phase.

It's important to consider the phase of a change from all different perspectives. Different stakeholder groups impacted may perceive changes to be at different phases at the same point in time, depending on their level of engagement.

These phases are: Make it essential, Make it ready, Make it happen, and Make it stick.

Each project solution in our Strategy will use this approach to guide delivery, and the DIG will use it to constructively challenge Project Change Managers.

This approach elevates people into powerful catalysts for change by:

- driving outcomes through strategic thinking
- using data to inform all phases of change
- inspiring individuals and galvanising leaders to embed new behaviours
- empowering people through cocreation and participation.

	Included in this strategy		Focus of implementation programme	
	MAKE IT ESSENTIAL	**MAKE IT READY**	**MAKE IT HAPPEN**	**MAKE IT STICK**
Strategy and outcomes	Create the case for change and a strategy for success	Detail the desired outcomes, baseline benefits and measure early wins	Review the case for change, assess value as changes are delivered	Measure outcomes and prove value has been delivered
Insights, data and readiness	Understand the information holdings and outline how data can be captured	Process and interpret data informing the design and delivery of changes	Measure readiness for, and outcomes of, changes, and mitigate delivery risks	Capture data to continuously improve and act upon lessons learnt
Leading change	Build sense of purpose and commitment amongst leaders	Develop leadership capability to lead others through the change	Encourage leaders to role model the change and empower others	Support leadership to embody and reinforce the change as the new normal
People networks, communities and systems	Identify stakeholders and define the people and information structures needed	Build teams, networks and online communities, and encourage relationships to form	Maintain an ongoing dialogue, capture feedback and empower teams	Celebrate successes and build an enduring capability that can support ongoing change
Co-creation and engagement	Understand the needs and motivations of those impacted by changes	Chart the change journey. Communicate the vision and case for change	Bring changes to life. Deliver engaging, immersive activities and communicate detail.	Communicate success stories and continue to encourage conversations and feedback
Behaviours and mindsets	Define the desired mindsets, beliefs and ways of working	Detail the behaviours that will deliver value and identify the best levers for change	Deliver behavioural interventions that build new habits and ways of working	Reinforce and embed new ways of working and maximise the value delivered

Using the Catalysing Change Approach at the strategic level

This change management approach can be used at both the individual (project / solution) level, and at the strategic (i.e. Digital Strategy) level. The schematic below illustrates the change approach in practice at the strategic level.

In this example, each role in the governance and delivery structure influences the success of change adoption throughout the organisation across the six change areas.

Strategy and Outcomes	Leading change	Co-creation and engagement
Insights, data and readiness	People networks, communities, and systems	Behaviours and mindsets

MAKE IT HAPPEN	MAKE IT STICK	Examples of the change approach in practice:
Review the case for change, assess value as changes are delivered	Measure outcomes and prove value has been delivered	The **DIG** use feedback from staff engagements, **CoPs**, and the **Business architecture capability** to determine benefit to ongoing or completed change projects.
Measure readiness for, and outcomes of, changes, and mitigate delivery risks	Capture data to continuously improve and act upon lessons learnt	The **Business architecture capability** recommend realistic solutions to user needs, based on data-driven insights, and manage delivery risk during the change project.
Encourage leaders to role model the change and empower others	Support leadership to embody and reinforce the change as the new normal	The **Senior Sponsor** openly advocates solutions and drives culture change across the organisation, while **Change Champions** support this at a local scale.
Maintain an ongoing dialogue, capture feedback and empower teams	Celebrate successes and build an enduring capability that can support ongoing change	Utilise the **CoPs** and **Innovation Network** to maintain all-staff connection and grassroot innovation. The **Business architecture capability** is the ongoing change catalyst.
Bring changes to life. Deliver engaging, immersive activities and communicate detail.	Communicate success stories and continue to encourage conversations and feedback	The **Change Champions** become early adopters of digital solutions and role-model their use for others. Utilise the **CoPs** to share good practice and continued feedback.
Deliver behavioural interventions that build new habits and ways of working	Reinforce and embed new ways of working and maximise the value delivered	The **DIG** align projects with Digital Principles, while **Project Change Managers** ensure delivery addresses the human, not just technical, side of digital.