A digital maturity
model for
higher education

PRACTICE WORKBOOK · EXERCISES AND PROJECTS

COMPASS

ABOUT THIS WORKBOOK

Eleven situations from institutional life to practise reading a problem through the seven dimensions, then a kit to apply COMPASS to one specific project: questions, an A3 canvas, a pre-mortem and an online tool.

This workbook accompanies the COMPASS book, version 2.0. It uses the same seven domains and three lenses.

Version 1.0 · October 2026

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COMPASS. PRACTICE WORKBOOK

Jean-François (Jeff) Van de Poël · Version 1.0 · October 2026 · Companion to the book *COMPASS. A compass for digital maturity in higher education*, version 2.0.

Online version: ialliance.ch/compass · Project tool: ialliance.ch/compass/projet

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STATEMENT ON THE USE OF ARTIFICIAL INTELLIGENCE

The situations, the project kit and their principles are the author's work, and he takes responsibility for them. Generative AI tools (Claude, Anthropic) were used to draft first versions of the texts from the COMPASS webinar materials and the kit's question bank, to translate them and to lay out the pages. The numerical targets of the indicators are proposed benchmarks that do not come from any published source. The author directed, reviewed and validated all of this content.

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Why this workbook

The COMPASS book describes seven domains, a maturity scale and three cross-cutting requirements. It helps an institution see where it stands and decide where to focus. This workbook does something else: it helps you learn to use the model, then apply it to one specific action.

Part I offers eleven situations that most institutions have met in some form. They cover the whole of digital learning: strategy, an online programme, tools, a platform failure, training, first-year students, support, innovation, open resources, accessibility and learning data. Artificial intelligence appears in them as one topic among many.

Part II moves from the institution to the project. A course being blended, a programme being opened, a service being launched: each of them also depends on the seven domains. The COMPASS Project kit draws twenty-one questions from them, a canvas to print, a premortem protocol and an online tool.

In both parts, the stance is the book's: COMPASS asks questions and opens paths. It does not prescribe solutions. The answers come from each institution's profile, culture and means.

P1	Governance and strategy
P2	Tool portfolio and infrastructure
P3	Educator competencies
P4	Students' digital competencies
P5	Support and helpdesk
P6	Projects and innovation
P7	Recognition and visibility

The seven domains of COMPASS, version 2.0

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PART

I

Practice: eleven situations

How to use these situations

Each situation fits in a few lines. Read it, then answer two questions as a team, always the same: which dimensions are involved, and what would you ask first? Allow four minutes in a webinar, ten to fifteen in a workshop.

Then compare your reading with the COMPASS reading that follows. It shows four questions to ask, four possible actions and three indicators to check that things move. It is only one path among others: the gap between your reading and this one is often the most useful moment of the exercise.

THREE WAYS TO USE THEM

- **In a webinar or a talk**: two or three situations chosen in advance or voted on by the audience, four minutes each, in pairs or in the chat.
- **In a team workshop**: one hour for three situations close to your context, then twenty minutes to decide what to do about the most telling one.
- **In a steering committee**: one situation per meeting, as an opener, to bring up the dimensions that rarely get discussed.

Map of the situations

Every dimension and every lens is involved in at least one situation. No situation involves a single dimension: even the platform failure, the most technical one, touches governance and support. Use the table to pick the situations that matter most for your institution.

SITUATION	P1	P2	P3	P4	P5	P6	P7	AI	ACC	DATA
I · The digital strategy nobody applies	●	●	●		●					
II · Launching a fully online programme	●	●	●		●				●	
III · The tool everyone bought	●	●			●			●		●
IV · The platform fails in exam week	●	●			●					

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SITUATION	P1	P2	P3	P4	P5	P6	P7	AI	ACC	DATA
V · The training nobody attends			●				●			
VI · First-year students who are not digital natives			●	●	●			●		
VII · Support teams in silos	●		●		●					
VIII · The pilot that never scales		●			●	●	●			
IX · The resources nobody shares	●	●					●			
X · The course a student could not follow	●	●	●		●				●	
XI · The dashboard that watches students	●	●	●	●						●

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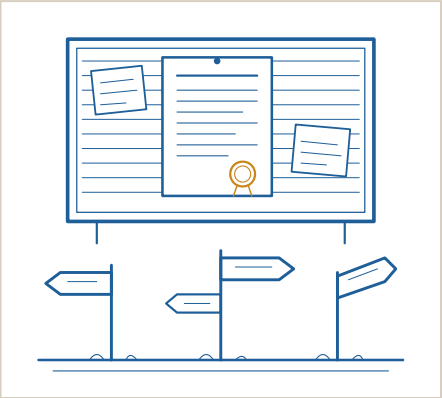
SITUATION I · STRATEGY

I The digital strategy nobody applies



Two years ago the rectorate adopted a digital teaching strategy: more hybrid courses, more active learning. It is well written and it is on the website. Today some faculties have moved ahead, others have done nothing, few rooms are equipped for hybrid teaching, and nobody can say where the strategy stands.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From a document to a roadmap people follow

COMPASS reads this as a governance problem whose causes sit in three other dimensions. The strategy itself, in P1, raises the first question: was it built with the faculties, and does it have a roadmap with owners? Tools, in P2: are rooms and platforms ready for hybrid teaching? Educators, in P3: do they have the skills and the time to change their courses? Support, in P5: is there help when they try?

QUESTION	ACT
P1 Was the strategy built with the faculties, with a roadmap and owners?	P1 Turn the strategy into a roadmap with milestones and a relay in each faculty.
P2 Are rooms and tools ready for what the strategy asks?	P2 Equip a first set of rooms where demand is highest.
P3 Do educators have the skills and the time to change their courses?	P3 Give volunteer teams design support and release time.
P5 Is there help at hand when they try?	P5 Open clinics and a practical guide for hybrid teaching.

INDICATORS TO TRACK

- Milestones achieved: at least 80% per quarter
- Strategy in force: under 24 months
- Transfer to the classroom: at least 60%

One possible path. Your own COMPASS profile and context will point to others.

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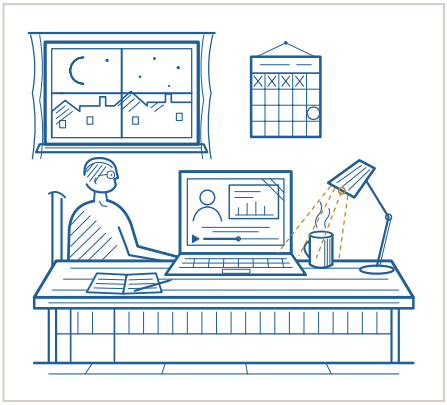
SITUATION II · STRATEGY

II Launching a fully online programme



The rectorate wants a fully online master's programme within a year, to reach working professionals. The faculty is willing. Nobody in the institution has run an online programme at this scale, and the budget only covers producing the content: videos, readings, quizzes.

> **DISCUSS**
>
> *Which dimensions are involved? What would you ask first?*

THE COMPASS READING

From a production budget to a lasting programme

COMPASS reads this as a strategy question first. Governance, P1: does the programme fit the institution's strategy, and is there a budget that lasts beyond production? Educators, P3: are the teaching teams ready to design and to teach online, which is a different craft? Tools, P2: can the platform and the assessment tools carry a whole programme, accessibly? Support, P5: who answers students in the evening and at weekends, when working professionals actually study?

QUESTION	ACT
P1 Does the programme fit the strategy, with a budget that lasts beyond production?	P1 Fund three years: production, support and updates.
P3 Are the teaching teams ready to design and teach online?	P3 Train the teams in online design, with a shared course template.
P2 Can the platform and the assessment tools carry it, accessibly?	P2 Validate the whole tool chain, accessibility included, before the first course.
P5 Who supports students in the evening and at weekends?	P5 Plan support at the hours when learners actually study.

INDICATORS TO TRACK

- Captioned media: at least 90% verified
- Student helpdesk: first response within 24 hours
- Evaluation plans: 100% of projects

One possible path. Your own COMPASS profile and context will point to others.

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SITUATION III · TOOLS

III The tool everyone bought



Over two years, faculties subscribed on their own budgets to several quiz tools, video platforms, survey tools and AI assistants. Each choice made sense locally. Together, licences overlap, nobody knows what data leaves the institution, and support cannot help with tools it has never seen.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From tool sprawl to a portfolio you can support

COMPASS reads this mainly as a tools problem, P2, with a governance gap behind it. First, tools: is there a catalogue, with a data and AI sheet for each tool? Then governance, P1: who decides that a new tool comes in, and on which criteria? Back to tools: are the critical ones behind single sign-on, and covered by an impact assessment? And support, P5: can the helpdesk help with what educators actually use?

QUESTION	ACT
P2 Is there a catalogue of tools, with a data and AI sheet for each?	P2 Inventory every tool and publish the catalogue.
P1 Who decides that a tool comes in, and on which criteria?	P1 Set up a light entry process: need, data, accessibility, cost.
P2 Are critical tools behind single sign-on and covered by an impact assessment?	P2 Keep a short list of supported tools; give the others a sandbox and an end date.
P5 Can the helpdesk support what educators actually use?	P5 Train support on the supported list and document it.

INDICATORS TO TRACK

- Catalogue coverage: 100% of tools
- "Data and AI" sheets: at least 95% up to date
- Impact assessments: 100% of at-risk tools

One possible path. Your own COMPASS profile and context will point to others.

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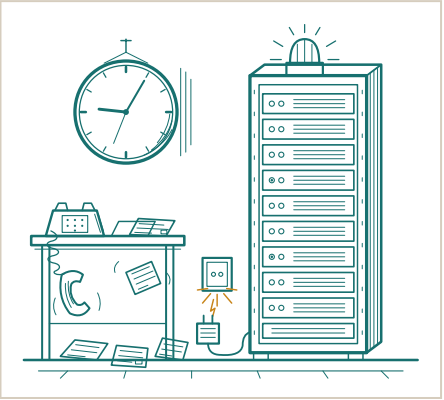
SITUATION IV · TOOLS

IV The platform fails in exam week



The learning platform goes down for six hours on the first day of exam week. Hundreds of students cannot submit their work. Educators improvise by email, each in their own way. And the rectorate hears about it on social media, before anyone has told them.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From improvisation to a rehearsed response

COMPASS reads an outage as a test of three dimensions at once. Tools, P2: are service levels and a fallback defined for critical services such as submissions? Support, P5: is there a status page and one clear channel to warn students and educators? Governance, P1: who decides on extensions and alternatives during a crisis? And support again: does an incident review follow, with the lessons shared? The actions are mostly preparation.

QUESTION	ACT
P2 Are service levels and a fallback defined for critical services?	P2 Define service levels and a fallback for submissions.
P5 Is there a status page and a clear channel to warn everyone?	P5 Run a status page and alert students and educators within the hour.
P1 Who decides on extensions and alternatives in a crisis?	P1 Agree in advance who decides on extensions, and how.
P5 Does an incident review follow, with lessons shared?	P5 Review every major incident and publish the actions taken.

INDICATORS TO TRACK

- Platform uptime: at least 99.5%
- First response: median of 8 hours or less
- Incidents resolved: at least 90% within 30 days

One possible path. Your own COMPASS profile and context will point to others.

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SITUATION V · EDUCATORS

V The training nobody attends



The teaching support centre runs a rich digital training catalogue: workshops, webinars, online modules. Attendance is low, the same enthusiasts come every time, and nobody knows whether anything changes in the courses afterwards.

> **DISCUSS**
> *Which dimensions are involved? What would you ask first?*

THE COMPASS READING

From a catalogue to real changes in class

COMPASS reads this mainly in educator competencies, P3, with one link to recognition, P7. First question: is the offer built on a needs analysis and a shared framework, or on what the centre already knows how to deliver? Second: do the formats fit educators' time, short, on demand, close to their discipline? Third, in P7: does taking part count for anything in a career? Fourth, back in P3: is transfer to the classroom measured at all?

QUESTION	ACT
P3 Is the offer built on a needs analysis and a shared framework?	P3 Start from a self-assessment and the needs it reveals.
P3 Do formats fit educators' time: short, on demand, in their discipline?	P3 Add short formats, clinics and sessions by discipline.
P7 Does taking part count for anything?	P7 Recognise participation with badges and in teaching dossiers.
P3 Is transfer to the classroom measured?	P3 Follow up eight weeks later on what changed in class.

INDICATORS TO TRACK

- Self-assessment rate: at least 70%
- Transfer to the classroom: at least 60% within 8 weeks
- Badges awarded: at least 40% in year one

One possible path. Your own COMPASS profile and context will point to others.

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SITUATION VI · STUDENTS

VI First-year students who are not digital natives



Many first-year students struggle with the learning platform, with finding and judging sources, and with what is allowed when using AI. Courses assume skills that nobody ever taught them, and the gap is widest for students with little equipment.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From assumed skills to skills built in

COMPASS reads this first in students' digital competencies, P4, with links to educators and to support. In P4: is there an entry diagnostic for every new student, and are digital skills built step by step into first-year courses, or simply assumed? In P3: do educators know what their students can really do on arrival? In P5: can students get help early, before they fall behind?

QUESTION	ACT
P4 Is there an entry diagnostic for every new student?	P4 Run a diagnostic in week one, with recommended pathways.
P4 Are digital skills built step by step into first-year courses?	P4 Embed short skill activities in core courses, from information literacy to AI.
P3 Do educators know what students can really do on arrival?	P3 Share the diagnostic results with teaching teams.
P5 Can students get help early, before they fall behind?	P5 Offer peer tutoring and a student helpdesk from day one.

INDICATORS TO TRACK

- Entry diagnostic: at least 80% of incoming students
- Recommended pathways followed: at least 60%
- Digital confidence: at least 4 out of 5

One possible path. Your own COMPASS profile and context will point to others.

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SITUATION VII · SUPPORT

VII Support teams in silos



Four services help educators with digital tools: IT, the teaching support centre, the library and the learning designers in the faculties. Each does good work. But their offers overlap, an educator with a question does not know which door to knock on, and the steering committee hears little from the field.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From four doors to one coordinated service

COMPASS reads this as a governance question and a support question at the same time. Governance, P1: are the mandates written down, and how does the field reach the steering committee? Support, P5: is there one entry point with triage? Educator competencies, P3: are the four training offers mapped to one framework, or do they overlap? In a small institution the four services may be three people around one table, and the answer will look very different.

QUESTION	ACT
P1 Are the mandates of each service written down and shared?	P1 Draw one map of mandates with the four services, and publish it.
P5 Is there one entry point, with triage to the right team?	P5 Open a single entry point by profile, with shared triage behind it.
P3 Are the training offers mapped to one shared framework?	P3 Build one training catalogue, sorted by competency and level.
P1 How does the voice of educators reach the steering committee?	P1 Share a dashboard, and bring field feedback to every steering meeting.

INDICATORS TO TRACK

- First response: median of 8 hours or less
- Governance meetings held: at least 90%
- Knowledge base freshness: at least 90%

One possible path. Your own COMPASS profile and context will point to others.

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SITUATION VIII · INNOVATION

VIII The pilot that never scales



An internal call funded the hybrid redesign of a large first-year course. Students loved it and the faculty presented it at a conference. Then the funding ended, the educator who carried it was exhausted, and nothing had been written down for others to reuse.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From one success to a model others can reuse

COMPASS reads this as a projects problem first, P6: there was no evaluation plan and no criteria to decide on scaling, so the pilot had nowhere to go. Three other dimensions are involved. Recognition, P7: the educator's work counted for nothing, so the energy ran out. Tools, P2: nobody checked whether the infrastructure could carry ten such courses. Support, P5: nobody was ready to help the next teams.

QUESTION	ACT
P6 Was there an evaluation plan, and criteria to decide on scaling?	P6 Require an evaluation plan in every call, and a go or no-go decision.
P7 Did the educator's work count for anything in their career?	P7 Credit the work: release time, an award, a line in the teaching dossier.
P2 Could the tools and infrastructure carry ten courses like this one?	P2 Check capacity before scaling, with IT at the table from the start.
P5 Who would support the next teams that want to try?	P5 Turn the course into a guide and an open resource, with a clinic for newcomers.

INDICATORS TO TRACK

- Evaluation plans: 100% of projects
- Go or no-go decision: within 30 days
- Reusable deliverables: at least 2 per project

One possible path. Your own COMPASS profile and context will point to others.

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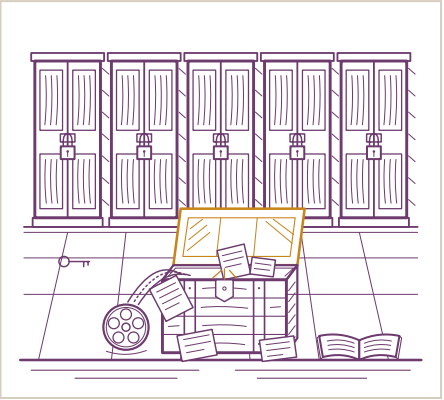
SITUATION IX · RECOGNITION

IX The resources nobody shares



Educators produce excellent videos, exercises and case studies. Everything stays locked in individual course spaces, with no licence and no description, while colleagues in other faculties rebuild the same material every year.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From locked course spaces to shared resources

COMPASS reads this first in valorisation and recognition, P7, with links to tools and to strategy. In P7: is there a repository for open resources, with licences and descriptions, and does sharing count for anything, in recognition or in careers? In P2: can the platform export and import resources easily, or does everything stay trapped in one course space? In P1: does the strategy say anything at all about open educational resources?

QUESTION	ACT
P7 Is there a repository for open resources, with licences and descriptions?	P7 Open a repository and help authors choose a licence.
P7 Does sharing count, in recognition or in careers?	P7 Showcase shared resources and credit their authors.
P2 Can the platform export and import resources easily?	P2 Make export and reuse a requirement for teaching tools.
P1 Does the strategy say anything about open educational resources?	P1 Write open resources into the strategy, with a yearly goal.

INDICATORS TO TRACK

- Open resources deposited: +20% per year
- Licences and metadata: 100% complete
- Editorial rhythm: 4 publications per month

One possible path. Your own COMPASS profile and context will point to others.

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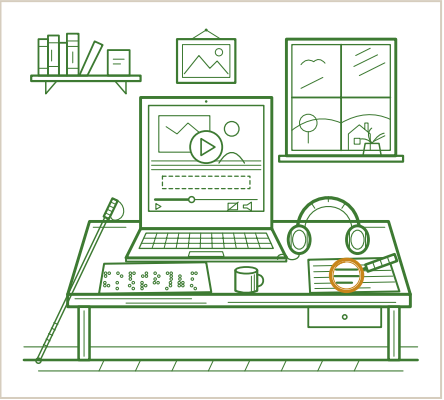
SITUATION X · ACCESSIBILITY

X The course a student could not follow



Mid-semester, a student with a visual impairment writes to say that most of the course videos have no captions and no descriptions, and that the PDFs cannot be read by a screen reader. The educator had no idea. The accessibility office would like to help, but it is overloaded.

DISCUSS

Which dimensions are involved? What would you ask first?

THE COMPASS READING

From last-minute fixes to accessible by design

COMPASS reads this as an accessibility problem that crosses four dimensions. Tools, P2: are media captioned and documents checked by default, or only when someone complains? Educators, P3: have they been trained in Universal Design for Learning? Support, P5: can the educator get fast help to fix the course now, in the middle of the semester? Governance, P1: is accessibility written into policy, with clear responsibilities?

QUESTION	ACT
P2 Are media captioned and documents checked by default?	P2 Caption by default on the video platform and check documents on upload.
P3 Are educators trained in Universal Design for Learning?	P3 Include UDL in every design training and course template.
P5 Can the educator get fast help to fix the course?	P5 Offer an accessibility clinic with a short delay.
P1 Is accessibility written into policy, with clear responsibilities?	P1 Make accessibility a requirement in calls and tool choices.

INDICATORS TO TRACK

- Captioned media: at least 90% verified
- Clinic appointment delay: median of 7 days or less
- Policy coverage: at least 90%

One possible path. Your own COMPASS profile and context will point to others.

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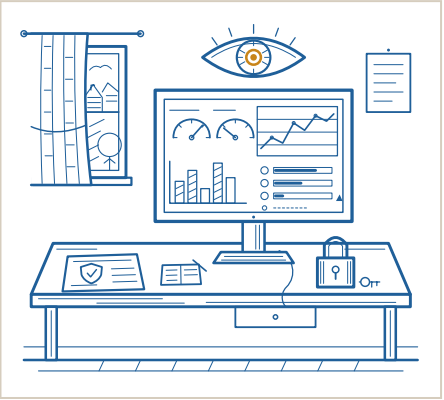
SITUATION XI · DATA

XI The dashboard that watches students



The learning platform offers a dashboard of each student's activity, and a faculty switches it on to spot students at risk. Then students discover they are being tracked. Some educators read clicks as a measure of effort. And nobody ever wrote down what the data is for.

> **DISCUSS**
>
> *Which dimensions are involved? What would you ask first?*

THE COMPASS READING

From silent tracking to a shared data charter

COMPASS reads this first as a governance question, with consequences in three other dimensions. Governance, P1: are the purposes of learning data written down, with minimisation and transparency? Students, P4: were they informed, and can they see their own data? Educators, P3: are they trained to read indicators with caution, knowing that a click is not effort? Tools, P2: is the dashboard set to collect only what the purpose needs?

QUESTION	ACT
P1 Are the purposes of learning data written down, with minimisation and transparency?	P1 Adopt a short learning data charter, checked by the data protection officer.
P4 Are students informed, and can they see their own data?	P4 Inform students and give them access to their own dashboard.
P3 Are educators trained to read indicators with caution?	P3 Train educators to use data to open a conversation with a student.
P2 Is the tool set to collect only what the purpose needs?	P2 Switch off what the charter does not need.

INDICATORS TO TRACK

- Impact assessments: 100% of at-risk tools
- Policy coverage: at least 90%
- Data incidents: at least 90% resolved within 30 days

One possible path. Your own COMPASS profile and context will point to others.

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One compass, many paths

The actions shown are one possible path for each situation. COMPASS does not prescribe a solution. Take the pilot that never scales (situation VIII) in three different institutions.

A LARGE RESEARCH UNIVERSITY

Strong tools, weak recognition: a central scaling fund, a go or no-go committee, and teaching innovation counted in promotion files.

A UNIVERSITY OF APPLIED SCIENCES

Close to practice, thin support: programme teams own the redesign with practice partners and a shared learning designer.

A SMALL INSTITUTION

Few staff and short distances: one coordinator, and resources shared with partner institutions through a network.

> *COMPASS asks the same questions everywhere. The answers come from your profile, your culture and your means.*

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PART

II

From review to project: the COMPASS Project kit

Why a project kit

The COMPASS questionnaire positions the institution. A team preparing a project needs something else: to check, before starting, that its action holds across the seven dimensions. A blended course without the dean's support, a tool chosen without asking IT, a pilot with no evaluation plan: most projects that stop run into a dimension nobody had looked at.

The kit carries COMPASS from the institution to the project. It keeps the seven dimensions and the three lenses, and for each dimension it asks three questions, offers a context prompt, typical obstacles drawn from the book's anti-patterns, indicators drawn from the catalogue in appendix C and a pre-mortem question.

A four-level scale

The project scale has four levels, from 0 to 3. It does not measure the maturity of an established practice, as the book's 0 to 4 scale does, but how ready an action is: has the question come up, is there an answer, is someone responsible for it, and does someone check that it holds?

LEVEL	LABEL	WHAT IT MEANS FOR THE PROJECT
0	Not considered	The question has not come up yet.
1	Identified	We know it is an issue, no answer yet.
2	Planned	An answer is decided, with a person responsible.
3	In place	The answer is in place and someone checks that it holds.

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The project statement

Before the dimensions, the team describes its action in a few lines. The statement gives the feedback the context that avoids generic advice.

FIELD	FORMAT	EXAMPLE
Action title	Short text	*Blending the first-year statistics course*
Objective	One sentence	*Free up class time for supported exercises*
Audience	Multiple choice: students, teachers, staff, other	*Bachelor students*
Scope	One course, a programme, a faculty, the institution	*One course, 350 students*
Stage	Idea, pilot, scaling up, consolidation	*Pilot*
Horizon	One semester, one year, more than a year	*One year*
Type of institution	University, university of applied sciences, university of teacher education, other	*University*
Project leads and team	Short text	*A lecturer, a teaching assistant, a learning designer*
Free context	Free text	*What has been tried, known constraints, what worries you*

Two triage questions follow: which dimensions seem most critical for this project, and which have you never discussed? The canvas marks them with a star; the online tool brings them first.

The seven dimensions of a project

P1 Governance and strategy

Checks that the project fits a shared direction, with identified sponsors and resources that last.

QUESTIONS (0 TO 3)

1. Does the project build on a priority of the institutional or faculty strategy?
2. Does someone in the leadership or the dean's office explicitly support the project?
3. Does the funding cover what comes after the launch: support, updates, renewal?

Context prompt. Which strategic priority does this project answer, and who talks about it at leadership level?

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OBSTACLES TO WATCH

- The project depends on one person and stops if they leave.
- Funding covers production, nothing afterwards.
- The decision to stop or continue has no date and no owner.

POSSIBLE INDICATORS

- Project milestones met: at least 80% per quarter.
- Policies the project takes into account (quality, accessibility, data, AI): at least 90%.

Pre-mortem question. The project was dropped for lack of support. Who did not defend it, and why?

P2 Tool portfolio and infrastructure

Checks that the project's tools are chosen, documented, safe, accessible and supported by the institution.

QUESTIONS (0 TO 3)

1. Are the planned tools in the institutional catalogue, or validated by the relevant service?
2. Do we know which data are processed, with an impact assessment if the tool is high-risk?
3. Will the infrastructure hold the load, including if the project scales up?

Context prompt. Which tools do you plan to use, and what does your IT service say about them?

OBSTACLES TO WATCH

- A tool bought outside the catalogue that nobody can support.
- Student data going to a service that was never assessed.
- Videos without subtitles, discovered the day a student needs them.

POSSIBLE INDICATORS

- Project tools covered by a “data and AI” sheet: 100%.
- Media captioned and checked: at least 90%.
- Availability of the platforms used: at least 99.5%.

Pre-mortem question. The project stopped because of a tool. Which one, and what gave way?

P3 Educator competencies

Checks that the people leading the project know how, and that they are supported and recognised while they learn.

QUESTIONS (0 TO 3)

1. Strand 1 · Has the teaching team taken stock of its skills against what the project requires?
2. Strand 1 · Does the project design align objectives, activities and assessment?
3. Strand 2 · Is training, a clinic or coaching planned, with the time to make use of it?

Context prompt. What does the team feel confident about, and what has it never done?

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OBSTACLES TO WATCH

- Training comes after the launch, once the problems have set in.
- Design time is recognised nowhere in the workload.
- Only one person masters the set-up, and colleagues drift away.

POSSIBLE INDICATORS

- Team members who completed a self-assessment: at least 70%.
- Transfer to class: at least 60% apply a strategy within eight weeks.

Pre-mortem question. The team gave up along the way. What could it not do, and who could have helped?

P4 Students' digital competencies

Checks that the project starts from what students can really do, and helps them progress without leaving anyone behind.

QUESTIONS (0 TO 3)

1. Do we know what the students involved can already do, from a diagnostic or existing data?
2. Are the digital skills the project requires actually taught in it, or only assumed?
3. Are the rules for using tools, AI included, clear and consistent with other courses?

Context prompt. What could put your students in difficulty, and which ones in particular?

OBSTACLES TO WATCH

- We assume "digital natives" who are not.
- Personal equipment widens the gap between students.
- Rules change from one course to the next and nobody explains them.

POSSIBLE INDICATORS

- Entry diagnostic completed: at least 80% of the students involved.
- Self-reported digital ease: at least 4 out of 5, rising.

Pre-mortem question. Some students dropped out. Which ones, and at what point?

P5 Support and helpdesk

Checks that everyone will know where to turn when something blocks, from day one to the end of the project.

QUESTIONS (0 TO 3)

1. Are the support services aware of the project and ready for the questions it will raise?
2. Is there a clear entry point for teachers, and another one for students?
3. Is documentation or an FAQ planned, with someone to keep it up to date?

Context prompt. When something breaks on a weekday evening, what will happen?

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OBSTACLES TO WATCH

- The helpdesk discovers the project through the first tickets.
- Documentation is written once, then never updated.
- Students do not dare to ask, and give up.

POSSIBLE INDICATORS

- First response: median of 8 hours or less.
- Documentation articles updated within the last 12 months: at least 90%.

Pre-mortem question. Users gave up. Which question went unanswered?

P6 Projects and innovation

Checks that the project knows in advance how it will be evaluated, what it will leave behind and how the next step will be decided.

QUESTIONS (0 TO 3)

1. Does the project have an evaluation plan: indicators, method, timeline, ethics?
2. Are the criteria for continuing, extending or stopping set in advance?
3. Will the project produce outputs others can reuse: guide, scenario, open resource?

Context prompt. In a year, how will you see that the project succeeded?

OBSTACLES TO WATCH

- A brilliant pilot that leaves no written trace.
- An evaluation designed afterwards, with no baseline data.
- Nobody decides: the project fades out without a review.

POSSIBLE INDICATORS

- Complete evaluation plan: 100% of projects.
- Decision to continue or stop within 30 days of the review: at least 90%.
- Reusable outputs: at least two per project.

Pre-mortem question. A year later, nobody knows whether the project worked. What was not measured?

P7 Recognition and visibility

Checks that the work will be seen, shared and recognised, so the energy lasts and others can draw on it.

QUESTIONS (0 TO 3)

1. Is the time the team invests recognised: workload relief, teaching portfolio, award?
2. Is sharing the project planned: teaching day, publication, community of practice?
3. Will the outputs be released as open resources, with a licence?

Context prompt. What would make the team want to do it again, and colleagues want to follow?

OBSTACLES TO WATCH

- Pioneers burn out for lack of recognition.
- The project stays invisible outside the faculty.
- Resources stay locked inside one course space.

POSSIBLE INDICATORS

- Open resources deposited with a licence and description: 100%.
- Public presentations of the project: at least one per semester.

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Pre-mortem question. The team never wants to lead a project again. What did it go through?

The three lenses

The lenses are checked at the end, for every project. A "no" becomes a priority point of attention. A project with no link to AI ticks "not relevant" for that lens; the other two always apply.

LENS	CONTROL QUESTION	DIMENSIONS WHERE IT MOSTLY PLAYS OUT
Accessibility	Can a person with a disability follow the project without last-minute adjustments?	P2, P3, P5
Data	Do we know which personal data the project processes, where they go and who can access them?	P1, P2, P4
AI	If the project uses or meets AI, are the permitted uses clear for teachers and students?	P1, P3, P4

The A3 canvas

The canvas gathers the whole kit on one A3 sheet to print. The action sits at the centre, the seven dimensions around it with their questions and 0 to 3 boxes, the lenses in a corner, and a "Three priority actions" band at the bottom. It is worked on as a team, with sticky notes, in forty-five minutes.

1. **Statement** (5 min): fill in the top band and write the action at the centre.
2. **Triage** (5 min): everyone stars the critical dimensions and ticks those never discussed.
3. **Round of the seven boxes** (20 min): score each question from 0 to 3, starting with the marked boxes, and put what is debated on sticky notes.
4. **Lenses** (5 min): answer the three control questions.
5. **Three actions** (10 min): choose three priority actions, each with a dimension, an owner, a deadline and an indicator.

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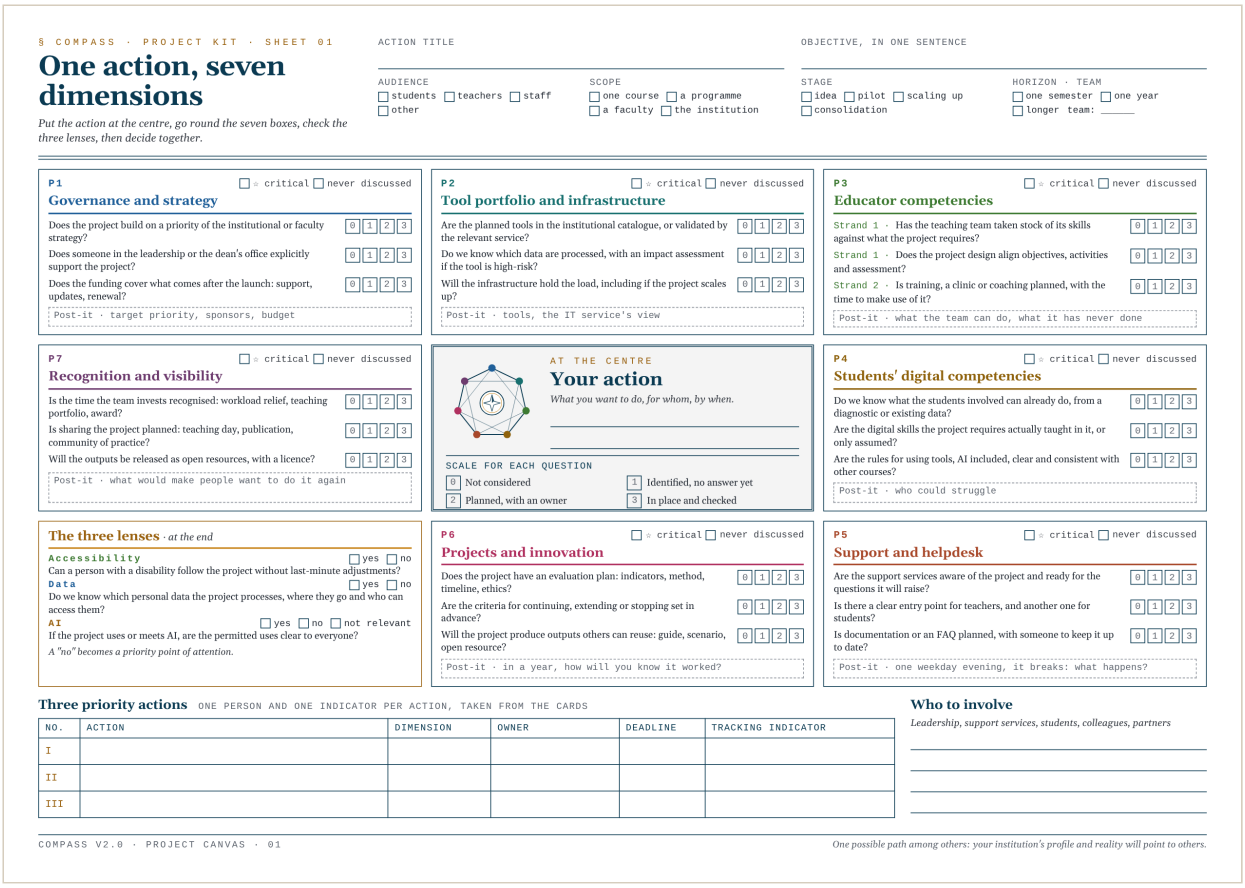

§ COMPASS · PROJECT KIT · SHEET 01

One action, seven dimensions

Put the action at the centre, go round the seven boxes, check the three lenses, then decide together.

ACTION TITLE

OBJECTIVE, IN ONE SENTENCE

AUDIENCE: ☐ students ☐ teachers ☐ staff ☐ other

SCOPE: ☐ one course ☐ a programme ☐ a faculty ☐ the institution

STAGE: ☐ idea ☐ pilot ☐ scaling up ☐ consolidation

HORIZON · TEAM: ☐ one semester ☐ one year ☐ longer team: _____

P1 ☐ ☆ critical ☐ never discussed
Governance and strategy
- Does the project build on a priority of the institutional or faculty strategy? 0 1 2 3
- Does someone in the leadership or the dean's office explicitly support the project? 0 1 2 3
- Does the funding cover what comes after the launch: support, updates, renewal? 0 1 2 3

Post-it · target priority, sponsors, budget

P2 ☐ ☆ critical ☐ never discussed
Tool portfolio and infrastructure
- Are the planned tools in the institutional catalogue, or validated by the relevant service? 0 1 2 3
- Do we know which data are processed, with an impact assessment if the tool is high-risk? 0 1 2 3
- Will the infrastructure hold the load, including if the project scales up? 0 1 2 3

Post-it · tools, the IT service's view

P3 ☐ ☆ critical ☐ never discussed
Educator competencies
- Strand 1 · Has the teaching team taken stock of its skills against what the project requires? 0 1 2 3
- Strand 1 · Does the project design align objectives, activities and assessment? 0 1 2 3
- Strand 2 · Is training, a clinic or coaching planned, with the time to make use of it? 0 1 2 3

Post-it · what the team can do, what it has never done

P7 ☐ ☆ critical ☐ never discussed
Recognition and visibility
- Is the time the team invests recognised: workload relief, teaching portfolio, award? 0 1 2 3
- Is sharing the project planned: teaching day, publication, community of practice? 0 1 2 3
- Will the outputs be released as open resources, with a licence? 0 1 2 3

Post-it · what would make people want to do it again

AT THE CENTRE
Your action
What you want to do, for whom, by when.

SCALE FOR EACH QUESTION
0 Not considered · 1 Identified, no answer yet · 2 Planned, with an owner · 3 In place and checked

P4 ☐ ☆ critical ☐ never discussed
Students' digital competencies
- Do we know what the students involved can already do, from a diagnostic or existing data? 0 1 2 3
- Are the digital skills the project requires actually taught in it, or only assumed? 0 1 2 3
- Are the rules for using tools, AI included, clear and consistent with other courses? 0 1 2 3

Post-it · who could struggle

The three lenses · *at the end*

Accessibility ☐ yes ☐ no
Can a person with a disability follow the project without last-minute adjustments?

Data ☐ yes ☐ no
Do we know which personal data the project processes, where they go and who can access them?

AI ☐ yes ☐ no ☐ not relevant
If the project uses or meets AI, are the permitted uses clear to everyone?

A "no" becomes a priority point of attention.

P6 ☐ ☆ critical ☐ never discussed
Projects and innovation
- Does the project have an evaluation plan: indicators, method, timeline, ethics? 0 1 2 3
- Are the criteria for continuing, extending or stopping set in advance? 0 1 2 3
- Will the project produce outputs others can reuse: guide, scenario, open resource? 0 1 2 3

Post-it · in a year, how will you know it worked?

P5 ☐ ☆ critical ☐ never discussed
Support and helpdesk
- Are the support services aware of the project and ready for the questions it will raise? 0 1 2 3
- Is there a clear entry point for teachers, and another one for students? 0 1 2 3
- Is documentation or an FAQ planned, with someone to keep it up to date? 0 1 2 3

Post-it · one weekday evening, it breaks: what happens?

Three priority actions ONE PERSON AND ONE INDICATOR PER ACTION, TAKEN FROM THE CARDS

NO.	ACTION	DIMENSION	OWNER	DEADLINE	TRACKING INDICATOR
I					
II					
III					

Who to involve
Leadership, support services, students, colleagues, partners

COMPASS V2.0 · PROJECT CANVAS · 01

One possible path among others: your institution's profile and reality will point to others.

Sheet 01 · One action, seven dimensions (A3 landscape).

The pre-mortem

The pre-mortem asks people to imagine failure before launch: it frees people to speak about risks and shows in a few minutes the most fragile dimension. It takes forty minutes, for four to twelve people, and uses the second sheet of the canvas.

1. **Set the scene** (5 min). "It is eighteen months from now. The project has failed." Recall the rule: we describe a plausible failure, we judge nobody.
2. **Write alone** (7 min). Everyone writes on sticky notes, one cause per note, every reason for the failure that comes to mind.
3. **Sort by dimension** (8 min). Each note goes in the box of the dimension it concerns. A cause that touches two dimensions goes in the "On the border" box.
4. **Read the heptagon** (5 min). The box with the most notes shows the most fragile dimension. Read aloud the pre-mortem questions of the two fullest boxes.
5. **Choose three counter-measures** (10 min). For the three causes judged most likely, the team decides on an action, an owner and an indicator, taken from the kit's indicators.
6. **Keep a record** (5 min). Photograph the sheet and set a date to review the three counter-measures halfway through.

In the short twenty-minute version, keep steps 1, 2, 3 and 5, with a single counter-measure.

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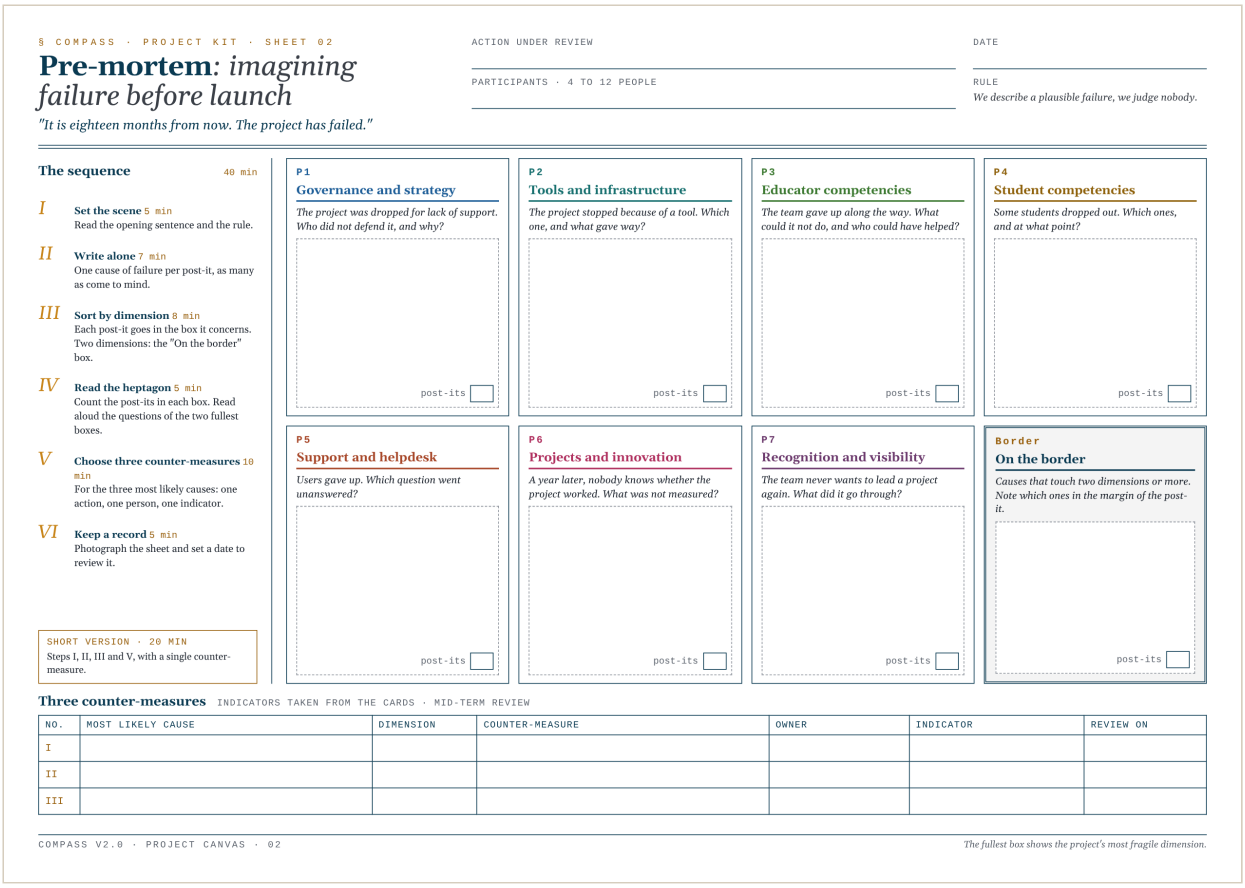

§ COMPASS · PROJECT KIT · SHEET 02

Pre-mortem: *imagining failure before launch*

"It is eighteen months from now. The project has failed."

ACTION UNDER REVIEW

PARTICIPANTS · 4 TO 12 PEOPLE

DATE

RULE

We describe a plausible failure, we judge nobody.

The sequence 40 min

I **Set the scene** 5 min
Read the opening sentence and the rule.

II **Write alone** 7 min
One cause of failure per post-it, as many as come to mind.

III **Sort by dimension** 8 min
Each post-it goes in the box it concerns. Two dimensions: the "On the border" box.

IV **Read the heptagon** 5 min
Count the post-its in each box. Read aloud the questions of the two fullest boxes.

V **Choose three counter-measures** 10 min
For the three most likely causes: one action, one person, one indicator.

VI **Keep a record** 5 min
Photograph the sheet and set a date to review it.

SHORT VERSION · 20 MIN
Steps I, II, III and V, with a single counter-measure.

P1 **Governance and strategy**
The project was dropped for lack of support. Who did not defend it, and why?
post-its

P2 **Tools and infrastructure**
The project stopped because of a tool. Which one, and what gave way?
post-its

P3 **Educator competencies**
The team gave up along the way. What could it not do, and who could have helped?
post-its

P4 **Student competencies**
Some students dropped out. Which ones, and at what point?
post-its

P5 **Support and helpdesk**
Users gave up. Which question went unanswered?
post-its

P6 **Projects and innovation**
A year later, nobody knows whether the project worked. What was not measured?
post-its

P7 **Recognition and visibility**
The team never wants to lead a project again. What did it go through?
post-its

Border **On the border**
Causes that touch two dimensions or more. Note which ones in the margin of the post-it.
post-its

Three counter-measures INDICATORS TAKEN FROM THE CARDS · MID-TERM REVIEW

NO.	MOST LIKELY CAUSE	DIMENSION	COUNTER-MEASURE	OWNER	INDICATOR	REVIEW ON
I						
II						
III						

COMPASS V2.0 · PROJECT CANVAS · 02

The fullest box shows the project's most fragile dimension.

Sheet 02 · Pre-mortem (A3 landscape).

The online tool

The COMPASS Project tool covers the project statement, the triage, the twenty-one questions and the three lenses. It produces feedback: a profile of the project across the seven dimensions, the points of attention with their obstacles and indicators, and a pre-mortem question. A project lead completes it in fifteen to twenty minutes.

It is available in French, English, German and Italian at ialliance.ch/compass/projet. Answers stay in the browser tab. A reading by Claude and a discussion about COMPASS resources are offered as options, after consent, with the same safeguards as the COMPASS assistant described in section 1.8 of the book.

Four supports, one question bank

All supports draw on the same question bank: a team can start on paper and continue online, or the other way round.

SUPPORT	WHAT IT USES	DURATION	FOR WHOM
A3 canvas	Project statement, seven boxes with questions and scale, lenses, three priority actions	45 min	A project team

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SUPPORT	WHAT IT USES	DURATION	FOR WHOM
Pre-mortem sheet	Six-step protocol, eight boxes, three counter-measures	40 min, or 20 min	A team of 4 to 12 people
Online tool	Project statement, questions, lenses, feedback, reading and discussion with Claude	15 to 20 min	A project lead
This work-book	Full bank, session outlines and practice situ-ations	Depends on the session	Facilitators

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One path among others

> *The situations and the kit share one conviction: a project rarely succeeds on the quality of the idea alone. It succeeds when the seven dimensions have been looked at in time, by the right people. COMPASS provides the questions and a way to see the whole system. The answers remain yours.*

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