SaHOOTS (Students at the Heart Of Our and Their System)
A professional development programme for all those looking to develop an approach to enhancing the student experience

Facilitator Guide

2013-14

Contents

"As human beings, our greatness lies not so much in being able to remake the world..as in being able to remake ourselves."

~ Mahatma Gandhi

Background

In 2012 the Staff Development Forum (SDF) agreed to commission a sector wide project about putting Students at the centre of everything we do in Higher Education called 'Students at the Heart Of Our and Their System' (SaHOOTS).

The student experience has become a key priority for HE/OD staff, rising up the Higher Education landscape as the reality of large tuition fees and the expectations of all stakeholders, particularly students and parents is altered from the old grant funded relationship. Staff developers as one result are increasingly being asked to provide a wide range of support to different groups. The concept of 'service ethos' in HE is moving beyond provision of 'Customer Skills' training to consideration of cultural change, structural adjustment, incentivisation and other developments to bring about systemic attitudinal and behavioural change within HEIs. The language as well as behaviors is changing, with students in many cases being referred to as 'partners'.

The SDF are uniquely placed to lead on producing a holistic programme with supporting resources, information and networks with an approach that can be adopted by the Regional Staff Development Groups as well as individual HEIs and others.

The programme is designed as a 'model programme' and a way of providing a launchpad for this important initiative. It is one set of ideas only and alternative approaches will develop with the learning that comes from experience, sharing of resources and networking opportunities. the SDF will endeavour to ensure all approaches (given that colleagues are willing to provide examples) will be shared with the community on the SDF SaHOOTS web site, giving us an opportunity to discuss best practice. Versions of this 'model' programme can be adapted to meet local needs and demands of the client base. SaHOOTS recognises that this is only the start of something special, a generic example of a programme not just about the learning experience but the total student experience. The programme will be modified, developed and improved with your input. What we have tried to do is provide a set of resources as an inspiration for those involved in the professional development of HE staff to be able to dip a toe in the water and have a go! Getting people from across the HE sector together and talking about the issues is our measure of success. We all work in the same sector towards the same purpose and all aspire to deliver a quality student experience, although many of us are removed from this as we are not engaged directly on the front line, what a challenge! This programme is merely the signpost to starting that shared journey. We wish to encourage fellow professionals

to come forward and contribute to this initiative for the benefit of our students and our community.

We believe the benchmarking and reporting from HE funders will drive the agenda but we also believe in best professional practice and see this as a huge opportunity for those engaged in the development of staff to grasp the nettle and tackle the challenges ahead.

Using the guide (introduction by the author)

The guide is a short document to enable regional and local delivery of a SaHOOTS programme. Each HEI will be different so it is natural to expect that SaHOOTS programmes will evolve differently. However, this will be a key strength as we build and develop a network, sharing best practice and designing new programmes and events to meet specific needs.

Facilitators should be able to use the guide as a framework and adapt it to meet their needs and preferences. Take out of it ideas and examples that will work for your situation as you design your programme. In the guide there is an explanation for the 3 stage process and what is required of delegates. There is a model workshop outline with a description of all of the activities with guidelines only for timings which can be changed and adapted to meet specific needs.

I have resisted the temptation to include pro-formas for anything as HEIs will have their own standard procedures, forms and templates. The guide is merely a steer to running/developing an event with the proposed topics. I hope that you find this unique resource helpful and that you enjoy running the programme.

Each section (see contents page) contains up to five segments which are

1. **Title of section** (e.g. Perspective and local scene setting)
2. **Facilitator notes:** prompts and reminders for facilitators
3. **Reference to slides/visuals**
4. **Resources**
5. **Personal notes/prompts on the structure of this session**: a space for your own notes

Each section contains information on the type of activity and ideas on delivery with a reference to any visual materials used by presenters.

Structure of the programme

This is a 3-stage event to ensure that the time spent with delegates is well prepared, offers excellent value and is focussed on real and identified learning needs. It comprises of

1. **Pre-workshop exercise/survey** to contextualise and customise the event. Facilitators will present the findings at the workshop, to support the exploration and discussions of the day
2. **Workshop** – highly interactive, participative and challenging
3. **Post workshop activities** to take forward and implement the learning, part of the programme design to address real change

<u>**Facilitator notes:**</u> please make sure that delegate packs go out in good time (2 weeks) so that participants have sufficient opportunity to complete the stage 1 activities. In a covering note
- Welcome them to the programme
- Introduce the materials and the pre-workshop activities
- Ask them to bring along their pack and other materials suggested in the pack (examples of good practice, articles, resources, hints and tips etc.)

There is no programme included in the delegate packs because you will need to create a local version to suit your needs

On the day have a few spare pack copies in case someone forgets to bring theirs.

Resources: delegate packs

Personal notes/prompts on the structure of this session

Part 1 - Pre-workshop activities

The pre-workshop activities are designed to enhance the workshop by fleshing out some important issues in advance of the day and to start to gather interesting resources that can be shared. It will also inform the networking session so that delegates maximise their time and engage upon arrival. It is essential to engage delegates in all 3 stages so make this condition explicit in your application process.

In your flier/marketing materials please stress that this is a 3 part programme and that it is essential if we are to build our expertise and develop our resources that everyone contributes. Participants are expected to complete all three stages.

The pre-workshop activities for part 1 are

- go to the SDF web site at http://sdf.ac.uk/resources/sahoots/sahoots-resources.html and check out the resources that have already been posted
- complete the short 9 (or whatever number you choose up to 10) question survey on survey monkey (model questions provided below)

- forward to you examples of practice and any resources that they are prepared to make available for others to look at during the first networking session
- provide the contact details of whom delegate should contact if they require further information

Model Survey

SaHOOTS part 1 survey - 'The Student Experience'

1. What is your job role?

2. What are your main responsibilities?

3. Having read the programme what are your expectations for the day

4. What resources in relation to the student experience are you able to contribute?

5. Please summarise the key issues for you and your HEI regarding the student experience?

6. What professional development have you had in regards to the student experience?

7. Please make any suggestions about the professional development of staff regarding the student experience

8. What can the Regional Staff Development Group and the SDF (Staff Development Forum) do to help support staff in developing skills around the student experience?

9. Please include any other comments/issues/observations that you would like to raise that are not covered by the previous eight questions

<u>Facilitator notes:</u> you will have to register (for free) on survey monkey if you are not already. All of the easy to use instructions are provided. See

https://www.surveymonkey.com/

Personal notes/prompts on the structure of this session

Space and equipment

A large comfortable room that can take six or more tables (approximately 5/6 delegates per table) with a group size of about 25 to 30 (min 12) with room to move about easily. You will need projection facilities with audio, flipchart and/or a whiteboard. A visualiser would be a great way of demonstrating Ketso as well as having other uses.

(Students at the Heart Of Our and Their System)
Model Workshop

Introduction

Welcome to the SaHOOTS Programme. This is the workshop which is part 2 of a 3 part programme. To be participating in this workshop you will by now have a good understanding of what SaHOOTS is all about by completing stage 1, the first section of your delegate guide, hopefully contributing with ideas and resources and completing the short pre-workshop survey.

Audience and participants

Invitations should go to all those with an interest in enhancing the student experience. Colleagues will come from a range of backgrounds and disciplines depending on their own HEIs.
The workshop will hugely benefit from having student delegates (free places) there for the whole day to participate and contribute with all sessions.

Aims of the programme

The overall aims of this programme are
● to start to build a network of people who can take the professional development of staff engaged in the student experience forward
● to learn from our communities and promote best practice
● to produce a best practice resources guide for the sector from contributors
● to explore ways in which Organisational Development, philosophy, thinking and practice can be utilised to develop a holistic approach to enhancing the student experience
● to inform the SDF community regarding the issues and equip the community with the relevant tools to advance the student agenda within their HEIs

Aims of the day

The aims of the workshop are
● to meet colleagues from a range of backgrounds and disciplines all with an interest in

the student experience face to face and exchange ideas
- to gain a wider insight from a strategic management and student perspective
- to explore obstacles to a positive student experience and work on finding solutions
- to prepare for stage 3 and completion of the programme including planning the next steps

Programme

10.30   **Arrival, Networking and a chance to browse materials over coffee**
         Survey results and feedback on part 1 available

11.00   **Welcome, introductions, aims of the day, background** - Facilitator

11.15   **Perspective and local scene setting** – Local presenter e.g. Head of Student Experience, Pro VC, Dean etc. (could use podcast or Skype/google live presentation here)
         The importance of developing the student experience both in the context of   individual HEIs and sector as a whole

11.45   **A Ketso approach to the Student Experience (use bricks exercise as an alternative)** - Facilitator
         Ketso is a hands-on kit for creative engagement. It is a round table 'game' that all delegates participate in to look at solving problems and finding creative solutions. Ketso gives everyone a voice. When everyone is engaged, we are :
- *more productive*
- *more creative*
- *more committed*
Ketso is being used for planning projects and team discussions, training and teaching, as well as for stakeholder and community engagement. Here we are using it to explore student experience issues as part of SaHOOTS

1.15   **Lunch and networking**

1.45   **The student perspective** - Facilitator with student guest partner delegates from a local/national Students Union - presentation and short workshop

2.30   **Engaging OD thinking** - Facilitator

3.00   **SaHOOTS cafe -** Facilitator
         Shared sessions around

- *measuring student satisfaction beyond NSS using external measures (like ICS)*
- *understanding and analysing the student experience of the future (use of technology, student expectations etc.)*
- *providing a coordinated student experience across your HEI*

- *using development to support a service culture*
  where does internal customer service fit?
- *bringing about real change*

3.45   **Summary, evaluation, stage 3 follow up** - Facilitator

4.00   **Close, thank yous and optional further networking** - Facilitator

Part 2 - The workshop - Networking

Delegates will have been asked to send materials in advance for sharing during this session. These should be displayed on a separate table. There is 30 minutes allowed for this activity.

Facilitator notes: you may need to prompt delegates to check materials, wear name badges etc. Try and make sure that delegates from the same HEI work on different tables (tables for 5-8 delegates)

Resources: flip chart signposting/explaining resources, name badges, pens etc.

Personal notes/prompts on the structure of this session

Welcome and introductions

As it says on the tin! Ask delegates to introduce themselves and their role, experience and interest in 'the student experience'. Go through the aims of the day and talk about expectations. Refer to the stage 1 survey results and summarise the topics and issues arising from that. Go through the programme for the day and take any questions.

Facilitator notes: you may wish to produce and issue a handout on the stage 1 survey results or show as a slide. There is not a programme included in delegate packs because local changes to the model workshop will be made. You will need to produce slides to reflect the aims and programme for the day reflecting your event.

Reference to slides/visuals

Option to show a slide on the aims of the day, programme, survey findings summary

Resources

Option for survey results handout

Personal notes/prompts on the structure of this session

Perspective and local scene setting

This session should be run by someone in a local HEI with strategic responsibility for the student experience. A high profile speaker attracts interest and encourages attendance. The session will be a personal and individual one with key messages about the big picture as well as local issues. Your speaker because of the nature of their position may be pleased to offer 30 minutes of their time (20 plus 10 for questions) and possibly participate in other elements of the day. When seeking to secure a speaker with an invitation give plenty of notice and a briefing note with what you are doing, trying to get across, timings, venue, numbers, programme, makeup of audience, equipment etc.

Facilitator notes: check with your speaker regarding what they are planning to do and whether they need support with preparation (handouts, printing, powerpoint presentation etc.) Have a contingency plan up your sleeve. This might include a film clip, podcast and/or an alternative activity that you can facilitate. You may wish to capture the presentation for future use. Below is a guide and information for the opening presentation that you might like to customise for your speaker.

Dear

SaHOOTS Workshop

Thank you for agreeing to participate in our event
If you could provide a …………... minute opening covering the key points in the 'Students at the Heart White Paper', the progress made at ……… and how you see the role of staff developers in helping transform this from thinking to practice. Points that would be useful to convey are:

1. Who you are and what your role as ………………….....entails

2. Brief summary of proposals contained in 'Students at the Heart of the System' white paper, four broad areas:

- *reforming funding*
- *delivering a better student experience*
- *enabling universities to increase social mobility*
- *reducing regulation and removing barriers for new*

3. Relevance of the Student Experience chapter which sets out the Government's plans for:
- *Enabling a learning community where engagement of students is encouraged*
- *Ensuring student feedback is valued and complaints resolved*

- *Student voice – government support for student charters and NSS reiterate*
- *HEI's expected to publish summary reports of student evaluations*
- *Encouraging greater collaboration between HEIs and business*

4.   What has been developed locally (Student Charter, Graduate Attributes, etc) to support enhancing the Student Experience

5.   The role you see staff developers playing in enhancing the student experience – perhaps helping to bring about changes in cultural and attitude as much as developing skills and knowledge

6.   Prediction of what our the students of the future may be like (enhanced use of technology) and their requirements of HE to provide a good student experience

The aim of the day *is to explore how staff development can support enhancing the student experience, the marketing for the event stated:*

The student experience has become a key priority for HE staff, and developers are increasingly being asked to provide a wide range of support to different groups. The concept of 'service ethos' in HE is moving beyond provision of 'Customer Skills' training to consideration of cultural change, structural adjustment, incentivisation and other developments to bring about systemic attitudinal and behavioural change within HEIs. Against this backdrop SDF have commissioned a sector wide project .

All participants have been asked to bring material, case studies or examples of good practice to share.

Reference to slides/visuals

Check with the presenter so that you can pre-load before the event starts

Resources

Check with the presenter

Personal notes/prompts on the structure of this session

A Ketso approach to the student experience

Ketso is a hands-on kit for creative engagement. Ketso means 'action' in Lesotho, where it was invented.It is a round table 'game' that all delegates participate in to look at solving problems and finding creative solutions.
Ketso gives everyone a voice. When everyone is engaged, we are :
- more productive
- more creative
- more committed

Ketso is being used for planning projects and team discussions, training and teaching, as well as for stakeholder and community engagement. Here we are using it to explore student experience issues as part of SaHOOTS

How does Ketso work?

Ketso is hands-on, with colourful shapes to capture and display people's ideas.

Participants write their ideas and comments on re-usable, colour-coded 'leaves'.

Everyone has a pen and leaves, so everyone can develop and add their ideas.

Leaves to generate ideas

There are different coloured leaves. These can be used to ask different questions, such as:

Brown — What works?

Green — What are the future possibilities?

**Grey** — What are the challenges?

Yellow — What are our goals?

Felt workspace to capture ideas

Participants place their ideas on a **central felt workspace**.

The leaves stick to the felt, but can easily be moved. This means that they can be re-arranged and   clustered as the conversation develops. This builds a visual record of the discussion as it takes place.

The **centrepiece** shows the main focus of the workshop.

Participants see their ideas taking shape, encouraging cooperation and dialogue. The felt workspace can also be pinned up on the wall for display and discussion.
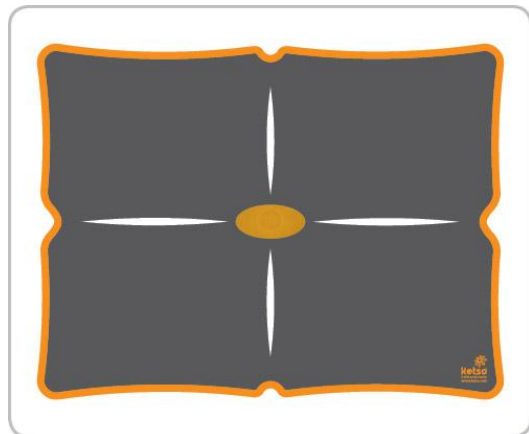
Branches to structure ideas

There are branches to help organise the ideas into themes.

Participants point their leaves at the relevant branches.

As the leaves build up around the branches, participants can see where there are a lot of ideas, and where there are gaps. Participants can also compare the ideas and how they are developing between different groups, learning from each other.
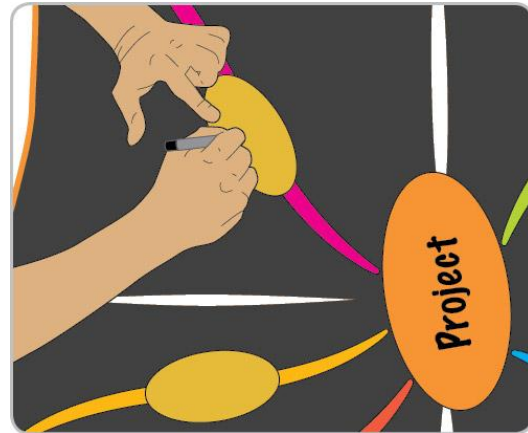
Being able to see the number and types of ideas clustered around the different themes also helps the facilitator analyse the results of the workshop.

Icons to prioritise ideas

Icons are used to highlight key points. This allows participants to give each other feedback, and to prioritise ideas.

Ideas can be developed into an action plan, using the Ketso Grid or the smaller Ketso Planner to organise the ideas into timelines.

Ketso has a highly flexible design that can be adapted to many different uses, based on its solid intellectual grounding in cutting-edge research at the University of Manchester.
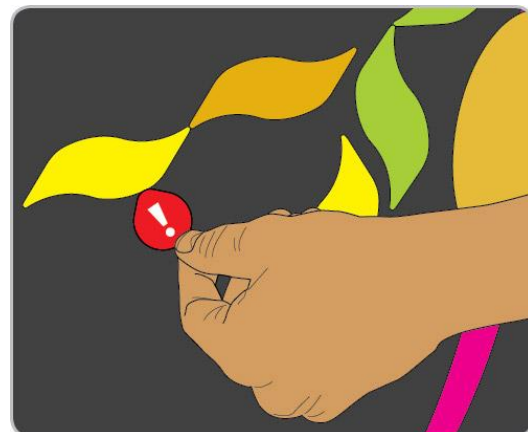
After the workshop, ideas can be typed up or
photographed for a record of the results

For all the information you need about Ketso go to

http://www.ketso.com/

Facilitator notes: you will need one set per table for teams of up to eight people. Many HEIs already own sets so it is worth checking to see if any are available. If this is a regional event there is a good chance that sets will be available. You will need to familiarise yourself with how Ketso works by trying it out with colleagues. Instructions for use come with the sets but refer to the Ketso web site for demonstration clips, examples, case studies etc. You may wish to take photos or a film clip for use with future sessions.

Reference to slides/visuals

You can show a clip and download free materials from the Ketso web site. You may also having reviewed the materials prefer to generate your own slides for a short customised introductory presentation.

Resources

You will need one set per table for up to eight people.

Personal notes/prompts on the structure of this session

Bricks alternative (to Ketso) exercise

This is 'another brick in the wall' exercise is equally stimulating and visually iconic (visions of Pink Floyds 'The Wall'). The possible disadvantage of using this is the transport of the set of rubber bricks to the venue. They are light in weight but bulky!

The purpose is to work as teams to explore student experience issues, problems, ideas and potential solutions.

How it works

Each table (of up to eight people) receives a set of about 30 bricks. The team consider a shape that they would like to build and what it represents. This can be planned and sketched out on flipchart paper before beginning to build. The premise is that there are students on one side of the wall and HEI staff on the other. This is no-ones choosing or anyones fault!

The team start to lay bricks and with each brick a post it is attached to the brick. The individual who placed the brick writes an issue or problem on the post it. A brick can only be laid if a written post it is placed on the brick. Links can be made and common themes and issues can be grouped by placing similar ideas on top of each other as the bricks and layers go up. These can also be ideas, suggestions and questions. The wall will reach its natural end point. This part of the exercise is timed for about 20 minutes.

At this point teams get up from their tables and move to another table where they take time to read the post its and then add comments of their own using post its or writing on existing ones. They then move onto the next table and repeat the exercise.

The teams then return to their original tables, discuss their findings and then summarise these on a sheet of flipchart paper to present to the room.

 Facilitator notes: collate the findings so that you can summarise (you may wish to take photos of stages of the exercise and the flipchart paper summaries at the end. Please include this in a short report (one side of A4) which can be placed on the SDF web site to share practice.

You may wish to adapt this exercise to meet your own local needs depending on your audience.

Reference to slides/visuals

You may wish to develop a short presentation to support this exercise. A visualiser may be useful if groups wish to present on A4 paper.

Resources

150 white rubber building bricks with holes
post its
pens
sellotape
flipchart paper
scissors
blue tack

Personal notes/prompts on the structure of this session

The student perspective

This is an important session which relies on the programme organiser making contact through the student office for help from two student presenters. They may come along for the session or have been invited to attend the whole day (preferable).
Invite the student as your guest to provide a short presentation in whichever way they are comfortable and choose. Offer to help with any aspect of the preparation. Their session could be delivered in a number of ways e.g.

- a short presentation with questions and discussion
- a response to the issues raised in the part 1 survey
- a short presentation and interactive workshop (on their own or with help from the facilitator)

Topics might be drawn from issues like

- How does it feel to be a student?
- Are we getting value for money?
- Partners, customer, students or invisible?
- The good, the bad and the ugly!!!

- How we (students) can contribute to improving the student experience
- Barriers for students
- etc.

Workshop approach

If going down the workshop route (recommended) one approach would be to split the group up into five teams (or more for large numbers) to discuss and feedback on the following example model questions below or preferably questions drawn up by your student guest presenters.

1. How do you know what student expectations are at your University?
2. How can **you** improve the student experience at your University?
3. What aspects of good practice in relation to the student experience can you share?
4. What do you do about receiving feedback from students?
5. What are your communication channels to students? Are they direct and accessible?

Give each team a piece of flipchart paper, number the teams 1-5 (or whatever) and ask them to write key messages on the paper for their one allocated question. All team members should contribute. When they have finished (5 mins) pass the paper onto the next group to add to and repeat the process until all five questions have been completed. Each team will then briefly feed back to the group.

Facilitator notes: provide as much help as is required but try to encourage your presenters to offer their agenda in the context of the day you have planned.

Reference to slides/visuals

This depends upon your presenters but make sure you receive anything in advance so that it is ready to go when the session starts.

Resources

flipchart paper and pens

Personal notes/prompts on the structure of this session

Engaging OD thinking

Developing the Student Experience – Skills and Organisation Development

The diagram below is Mckinsey's 7s model. This requires an explanation to delegates.
There has been much published on the internet but the summary below the model comes from
wikipedia. There are many resources and guides that can be found on the web including some
good, free training materials.

Mckinsey's 7s Model
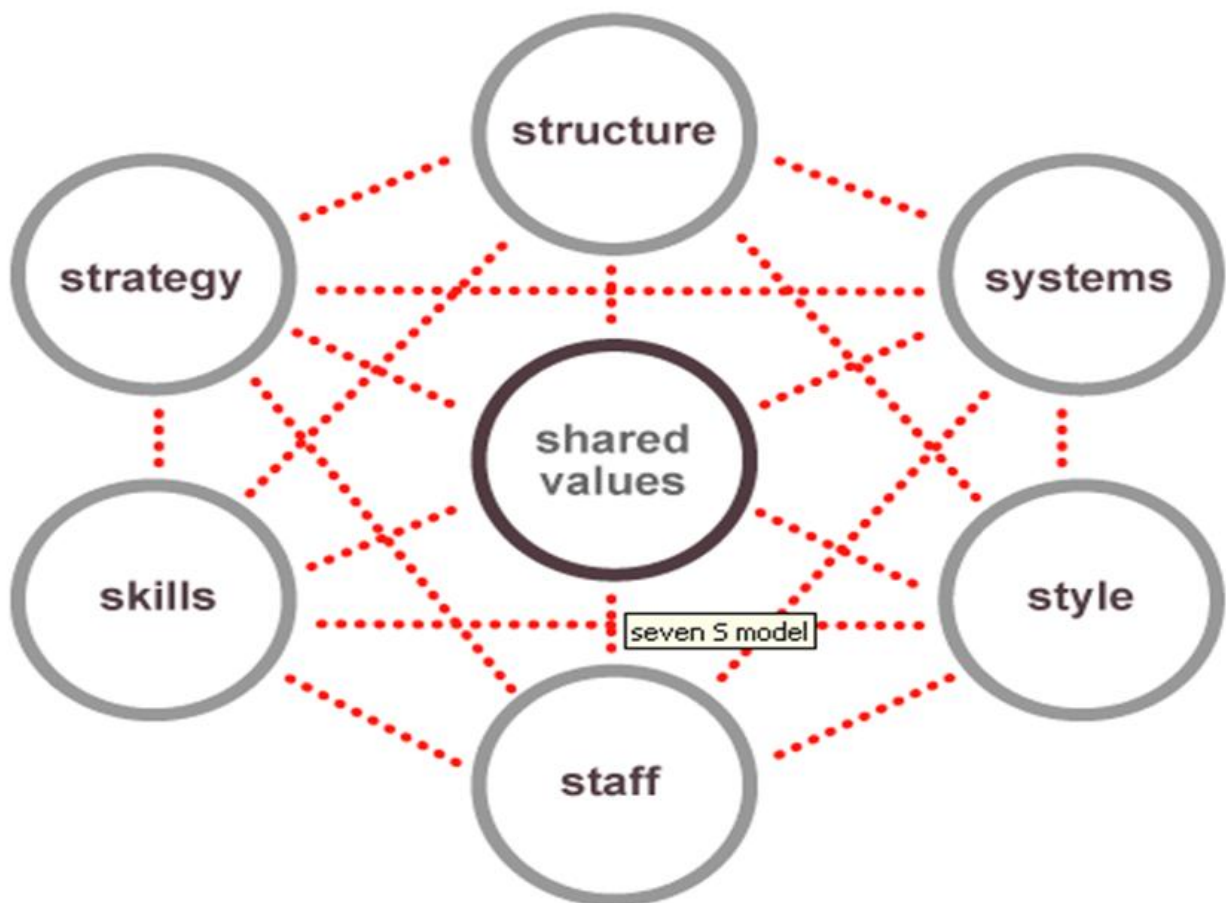
McKinsey 7S Framework is a management model developed by well-known business consultants Robert H. Waterman, Jr.and Tom Peters (who also developed the

MBWA-"Management By Walking Around" motif, and authored *In Search of Excellence*) in the 1980s. This was a strategic vision for groups, to include businesses, business units, and teams. The 7S are structure, strategy, systems, skills, style, staff and shared values.

The model is most often used as a tool to assess and monitor changes in the internal situation of an organization.

The model is based on the theory that, for an organization to perform well, these seven elements need to be aligned and mutually reinforcing. So, the model can be used to help identify what needs to be realigned to improve performance, or to maintain alignment (and performance) during other types of change. Whatever the type of change – restructuring,new

processes, organizational merger, new systems, change of leadership, and so on – the model can be used to understand how the organizational elements are interrelated, and so ensure that the wider impact of changes made in one area is taken into consideration.

OBJECTIVE OF THE MODEL (To analyse how well an organisation is positioned to achieve its intended objective)

Usage

- Improve the performance of a company
- Examine the likely effects of future changes within a company
- Align departments and processes during a merger or acquisition
- Determine how best to implement a proposed strategy

The Seven Interdependent Elements

- The basic premise of the model is that there are seven internal aspects of an organization that need to be aligned if it is to be successful

Hard Elements

- Strategy
- Structure
- Systems

Soft Elements

- Shared Values
- Skills
- Style
- Staff

Developing the Student Experience – a Holistic approach

The diagram below attempts to illustrate the situation that the student experience depends on the optimal functioning of a range of inter-related subsystems of the whole student experience system. In other words a satisfying student experience involves a range of elements and inputs that might be technical, human, procedural and so on. If academic areas, schools and PSS to a lesser degree (across the piece) are to effectively manage and develop the student experience these elements need to be: effectively identified; assessed as to their suitability for purpose; and developed where appropriate through consultation involving all stakeholders, action planning and review (effectively the intended purpose) behind behind SEAPS at Manchester).

The Student Experience System – following Mckinsey
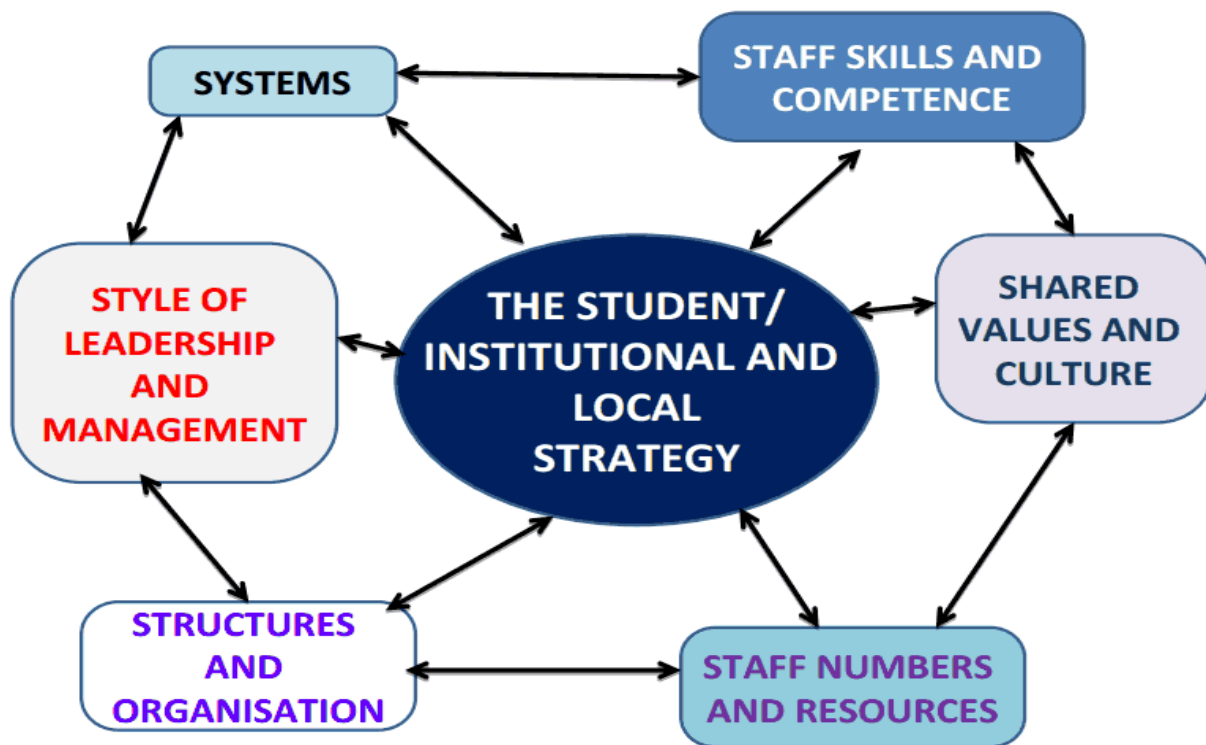
An organisation wide development of the student experience requires attention in a range of areas. These areas are identified and elaborated upon below. The types of prompt questions set out might usefully be used as the basis of consultation and engagement at various levels, and the outputs from that discussion form the basis of an effective and holistic SEAP.

Exercise

Using one of the 7s elements here below as an example (Institutional and Local Strategy) working in your teams discuss and develop a set of questions against the remaining 6 elements and record in your delegate packs.

Institutional and Local Strategy – is the business imperative to develop the student experience reflected in institutional and local strategies, operational plans, targets and so on and is this communicated and understood widely - a starting point being institutional and local NSS scores (for schools/colleges):

- What is the current NSS score in the School?
- Are NSS scores communicated widely and discussed?
- Are specific aspects of NSS scores discussed, investigated, drilled down into and improvement plans put in place?
- What would be a stretching and challenging future NSS score for the School?
- What do student feedback mechanisms suggest about the student experience in the School?
- Are student experience type objectives included in individual objectives through PDR?
- What performance indicators relate to the quality of student experience for non academic areas and what are the current levels of performance?
- What performance targets might be set for student experience in relation to non academic functions?
- Where does performance need to be developed in relation to non academic student related functions?
- Arising from the above where does action need to be directed to develop student experience?

Shared values and culture – institutionally and locally is there a shared attitudinal, cultural, and hearts and minds commitment to putting the student at the heart of the system?

Staff Skills and Competence – do individual members of staff possess the necessary skills to effectively support an excellent student experience in area such as teaching, learning and assessment, student support and pastoral care, administrative support and welfare?

Systems – are processes and systems such as registration, appeals, exam boards, IT access etc user friendly, free of bureaucracy and fit for purpose?

Style of Leadership and Management – do leaders and managers at all levels model the values of supporting students and through their actions and behaviour place the student experience as a core priority in their everyday communications, actions and behaviours?

Structure and Organisation – is there clarity in roles about who does what for students, what are specific individual responsibilities and are responsibilities clear writ large in organisational

structures and organisational charts?

Staff numbers and deployment of resources – are sufficient people in the right place and areas of responsibility to support all the other aspects of developing the student experience?

Use of the Student Experience 7s Framework

- As a diagnostic tool for individual schools to engage staff through focus groups and planning meetings in assessing the current position and developing priority area for action in developing the student experience – this might then lead into staff development and other plans and activities targeted at particular areas of need;
- As a training tool itself to stress the holistic nature of developing the student experience;
- As the basis of a consultancy type engagement and dialogue to support a wider organisation development type approach to developing the student experience.

This diagnostic, targeted approach would feed into a wider set of staff/organisation development possibilities for supporting developing the student approach: beyond a one size fits all blanket approach, enabling a targeted and focussed development rather than a rhetorical doom laden 'aint it awful' that might well not recognise current good practice.

Facilitator notes: The key thing with this exercise is for delegates to develop 'prompt questions' that can be used to review how each of the 7s is working back at their own HEI.

Reference to slides/visuals

There is an opportunity here to lift and use the diagrams and bulleted lists as slides and any of the free resources on the web.

Resources

Use of delegate packs supplemented by web based materials of your choice e.g. http://www.mindtools.com/pages/article/newSTR_91.htm where there are free mindtools resources and a utube clip that you could show.

Personal notes/prompts on the structure of this session

SaHOOTS Cafe`

This final session is the most flexible one because it depends on what has been covered during the rest of the day so you should have prepared a list of topics ready to run with. It is an opportunity to fill the gaps and start to explore some of the issues not covered or just touched on that delegates would like to discuss. It is over to them and for you to offer suggestions and manage.

Using paper tablecloths write a (different) topic in the centre of each tablecloth. Encourage delegates to write on the cloths as they move around the tables.

SaHOOTS Cafe` Principles and Questions

SaHOOTS Cafe` is taken from the ideas suggested in World Cafe and Knowledge cafe models,see

http://www.theworldcafe.com/method.html http://www.gurteen.com/gurteen/gurteen.nsf/id/run-kcafe

The seven design principles of the World Cafe` are

- Set the context
- Create hospitable space
- Explore questions that matter
- Encourage everyone's contribution
- Cross-pollinate and connect diverse perspectives
- Listen together for patterns, insights and deeper questions
- Harvest and share collective discoveries

The methodology is for people to sit four to a table (ideally) and have a series of conversation rounds about one or more questions. The timings will have to be adjusted to fit in with the time available in your programme. During the conversations participants write on the cloths the issues that are emerging. At the end of each round one person remains at each table as the host. Table hosts welcome newcomers to their tables and share the essence of the tables conversation so far. The newcomers relate any conversational threads which they are carrying and then the conversation continues, deepening as the round progresses and adding to the points already written on the table cloths. At the end of the second round participants move on to other tables for one or more additional rounds. In subsequent rounds they may explore a new question or go deeper into the original one.

After three or more rounds the whole group gathers to share and explore emerging themes, insights and learning from the collective intelligence of the whole group. The cloths (or flipchart paper if preferred) should be displayed so that everyone can reflect on what is emerging in the room.

Facilitator notes: you can show a u-tube clip on World Cafe` as an alternative introduction, see http://www.youtube.com/watch?v=6m7fpoAacBY

If you don't know what question(s) are right for the Cafe` you can ask as a first round question
"What question, if answered, could make the greatest difference to the future of the student experience that we have all been working on together here today?"

Here are some suggested topics with possible questions

- *measuring student satisfaction beyond NSS using external measures (like ICS)*
  e.g. what really works to measure the Student Experience beyond NSS and surveys?
- *understanding and analysing the student experience of the future (use of technology, student expectations etc.)*
  e.g. what do we need to know about future student's expectations (technology, employability, full-time or part-time)to enhance their student experience?
- *providing a coordinated student experience across your HEI*
  e.g. what needs to happen to provide a coordinated student experience across the university?
- *using development to support a service culture*
  e.g. what is the role of staff development?
  e.g. how could the SDF and/or Leadership Foundation for HE support staff developers to enhance the student experience in their HEIs?
- *where does internal customer service fit?*
  e.g. what is the relationship (if any) between those responsible for customer

service and the student experience and how can we develop this?

- *bringing about real change*
  e.g. what question, if answered, could make the greatest difference to the future of the situation that we are exploring here?

Resources

paper table cloths
flip chart paper
pens
blue tack

Personal notes/prompts on the structure of this session

SDF SaHOOTS resources

Please encourage delegates to use the SDF web site and to forward any additional resources, comments and case study materials to the SDF for posting. The facilitators reports should also be forwarded in the same way.

Summary, evaluation and stage 3 follow up

Here the facilitator will summarise the day, thank all participants and contributors and remind delegates that this is a three part process. Stress in the strongest possible terms that the most important part of the programme is stage 3, the follow up and what happens next.

You will have created your own evaluation form to reflect your programme either paper based or electronic, but we all know from experience that completing an evaluation form on the day at the end of the event whilst being at the forefront of peoples minds before the journey home, will be the most successful way of gathering valuable feedback.

Stage 3 comprises of

- completion of action plan in the delegate pack
- forwarding of suggestions for further development activities regarding the student experience
- forwarding of additional resources and case studies that can be shared
- contributing to a student experience network if one is established

Facilitator notes: please write up the day to produce a short bulleted report highlighting the key issues and recommendations that you are prepared to share with the wider SDF (and others) communities. It will be posted on the SDF web site.

Consider establishing a **student experience network** in your HEI or regionally for which you can seek one (or more) of the delegates to volunteer to help to organise so that the learning can continue and ensure local support is provided. Emphasise that the programme is only just the start of the journey!!!

Resources

Evaluation forms

Personal notes/prompts on the structure of this session

Acknowledgements and Contributors

The following people made up the project team. I would like to thank them for the great deal of their time that they have given, as well as their ideas, knowledge, enthusiasm and friendship.

- **Matt Levi**, HE Consultant, Matt Levi Development and SaHOOTS project facilitator
- **Meriel Box**, Head of Staff Development at Liverpool John Moores University
- **Jill Lees**, HR Manager – Development at the University of Hertfordshire
- **Sally Wilson**, HE Consultant, Sally Wilson Associates
- **Pam Fitzsimmons**, Learning and Development Manager, University of the West of England

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- Pam Fitzsimmons - the student perspective (ideas and resources)
- Jill Lees - perspective and local scene setting (ideas and invitation guide), SaHOOTS Cafe`
- Paul Dixon - engaging OD thinking

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literacies agenda.

About the author

Matt Levi

Matt runs his own successful consultancy and is also a partner in an HE Telementoring business. He has grown from his horticultural roots and branched into education where he has continued to sow seeds and nurture their development.

20 years at Exeter University passed by with a host of challenges and innovative projects. A secondment into The Leadership Foundation for Higher Education led to another secondment into forming HEaTED (as Executive Director), a UK wide professional body for Higher Education Technical Professionals which he helped create, lead and establish. Around the same time Matt became Chair of the SDF (Staff Development Forum), a UK wide charity promoting best practice and creating opportunities for Staff Development Professionals working in HE.

*Matt lives and works from beautiful East Devon and is currently working on other student and staff based projects including **'the engagement challenge'***; *a new competency framework including materials around **'the student experience'** for technical professionals and also facilitates on Exeter University's **eXfactor**, a development programme around employability for 1st year undergraduates. For more about Matt please see below and contact at* e-mail: matt.levibrookside@gmail.com

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