**NWHESDG STUDENT LIFE-CYCLE EXPERIENCE**

**QUESTIONNAIRE SUMMARY – JANUARY 2012**

**Please indicate the action/involvement you have had in supporting the following areas of the student experience life-cycle in your institution:**

**Student Recruitment** (e.g. careers fairs/open days/registration; training academic/service staff to support recruitment; customer service delivery/values/behaviours)

**Describe how OD/L&D/SD has been/is becoming involved:**

* **Provision of Customer service skills development and process review sessions**
* **Admissions tutors forum**
* I did a lot of work on systems improvement (eg student enrolment, finance help desk systems etc) as part of the OD/culture change work we were doing
* Ran lots of customer care skills workshops for admin/services staff (eg in the Library, Registry etc) and for managers too
* **Customer service programme for ALL Faculties’ staff. This includes all aspects of the student life on campus and attention to visitors at open days etc. Some good examples of good practice around this. They have appointed a customer service co-ordinator, CS champions in every section, provide ongoing training and support etc. OED has been supporting this programme throughout and has trained the staff to enable them to continue the programme moving forward with minimal input**
* Attended graduation ceremonies as an usher
* Delivered customer service and professionalism programmes to frontline staff, who work at open days, recruitment and clearing
* **OD: Strategic plan to provide excellent facilities, customer service, teaching, learning and research for students**
* **L&D: Provision of further qualifications and development opportunities for lecturers & assistant lecturers, to enable them to gain best practice in teaching and Learning. Plus quality in assessment and course validation processes**
* **SD: Provision of development events to meet the emerging needs of Programme Leaders, Lecturers and Faculty Staff and Service Teams**
* design and delivery of customer service sessions for our Library and Student Support team.
* ‘Professionalism in the Workplace’ for Estates Management
* I would suggest that these sessions were aimed at enhancing the ‘student experience’ as a whole although part of this will undoubtedly have been staff involvement with open days / clearing / registration
* Working with all staff to enhance the University’s reputation through consideration of professional behaviours alongside departmental/organisational values
* From a Professional Services perspective this has taken the form of ‘Professionalism in the Workplace’ and Customer Service sessions to ensure staff are aware of the impact their actions and behaviours can have on retention
* Customer care workshops for targetted Admissions tutors, staff in Admissions, Registry, Library Services, Open Days and temporary staff operating phone lines on release of A level results
* Provision of generic customer care workshops and bespoke team development, primarily delivered, but not exclusively, for professional services staff
* Facilitated the development of ‘Assessment Centres’ with Faculty management to improve selection and retention
* **I did some work with our widening participation team with year 10 students a couple of years ago**
* **Not really involved in this, only 360 feedback and Management development within Student Experience Directorate**
* **Customer Service delivery training**

**What is your greatest challenge in this area?**

* Reaching the full range of key staff involved in the process
* Breaking through the ‘we’ve always done it like this’ and the ‘that’s not my job’ mindsets of people who had been managed by instruction and procedure for years.
* Helping people to really ‘feel’ empowered, when much of the culture and work processes suggested to people that they were not! It still is difficult in my work as a consultant. I sometimes wonder if it isn’t unethical to try in the face of some of what I see as the actual culture they face sometimes, or that I am putting them at risk (that is, of being slapped down by managers).
* **Culture, lack of buy in in some areas.**
* **Supporting the varying needs of people, who are working with different procedures and processes. Trying to support people to do an excellent job, when resources are diminishing.**
* It is fairly obvious how academics can impact student retention but less clear for Professional Services staff who often have an indirect impact. Additionally, many of these staff have not been a student themselves and so may not have the same insight into the student experience
* Lack of recognition, measurement, feedback on some poor behavior evidenced by academics in recruitment process (and elsewhere in the student experience)
* Raising the profile of our offer and being able to deliver with finite resources – catch 22! This is in response to requests from managers, so inconsistent across the University, which may or may not be appropriate?

**Student Retention** (e.g. working with academics to develop the curriculum, retention plans, assessment; working with central services to enhance/change culture)

**Describe how OD/L&D/SD has been/is becoming involved:**

* **Provision of e-based resources relating to assessment (screencasts) disseminating outcomes from HEA project:** [**http://www.hud.ac.uk/tali/prof\_dev/assess/**](http://www.hud.ac.uk/tali/prof_dev/assess/)
* I had a key role in developing the University Learning and Teaching Strategy, as part of a year long consultation and development role.
* Part of the course team that developed the in-house PGCE, and subsequently ran workshops on running small group sessions, and action learning sets.
* Working with academics preparing for QAA visits, helping clarify local approaches to L and T, QA and staff and teaching team development.
* Significant investment in developing cross-functional process improvement teams to break down silo mentality, and to see service delivery as an ‘end to end’ process
* **The OED team also covers Certificates in Academic practice, survival skills and a supporting learning programme aimed at academics. Our colleagues work with Faculties, departments and individuals on curriculum design and delivery etc. We also provide training for staff who volunteer to become student advisors**
* **OD: Committees and Departments in place to provide this support**
* **L&D: AEU provides support around all these areas**
* **SD: Being part of AEU the above applies**
* An example here is working with a School to implement a form of pastoral care termed ‘performance conversations’ which aims to identify potential problem areas for students at an earlier stage before they become a major issue
* From a Professional Services perspective this has taken the form of ‘Professionalism in the Workplace’ and Customer Service sessions to ensure staff are aware of the impact their actions and behaviours can have on retention
* Supporting department/faculty retention plans e.g. advising on activities/approaches to engage students in first few weeks
* Presenting ‘fun’ seminars to 1st year students, focusing on small group working, creativity and presentation skills
* Running Mentor skills sessions for volunteer 2nd year students to mentor 1st year students (in support of depatment retention plans)
* Ad-hoc requests are made by departments to deliver ‘Customer Service’ and related soft skills where there is evidence of student dissatisfaction
* **As for Student Recruitment - not really involved in Student Retention, only 360 feedback and Management development within Student Experience Directorate**
* **Customer Service delivery training**

**What is your greatest challenge in this area?**

* **Maintaining high scores from NSS survey** [**http://www.hud.ac.uk/news/thehint/universityremainstop10innationalstudentsurvey.php**](http://www.hud.ac.uk/news/thehint/universityremainstop10innationalstudentsurvey.php)
* Managers who think they didn’t need help from HR and cynicism from front line academic colleagues about the benefit of attending workshops. Soon countered through their actual experience in both cases, but getting the bridgehead was often tough. (This is also true as a consultant, but less so because it’s not free! Worth reflecting on)
* Breaking down defensive behaviours when reviewing service quality, and dealing with provider-led approaches to systems design
* **Too few in the team to maximize the impact and deliver across all areas – increasingly being pulled into delivering and supporting international partnerships**
* **I suppose it is providing the correct levels of support for students, ensuring that there is full engagement from staff and students**
* **Central Services are fully aware of the type of service they need to provide for students and strive to do so**
* It is fairly obvious how academics can impact student retention but less clear for Professional Services staff who often have an indirect impact. Additionally, many of these staff have not been a student themselves and so may not have the same insight into the student experience
* Lack of staff resources to support wide academic/department/faculty needs
* Lack of recognition by academics, department heads, deans of school/faculty in the value of mentoring and/or the skills of L&D to support this
* Raising the profile of our offer and being able to deliver with finite resources – catch 22!

**Personal Development** (e.g. providing access to learning materials; workshops on presentation skills/team working/assertive skills)

**Describe how OD/L&D/SD has been/is becoming involved:**

* **Presentation skills offered on a generic and bespoke basis**
* **Team working – facilitated events offered on a bespoke basis but only reactively**
* **Assertiveness skills offered generically**
* In my previous role at UCLan, I ran assertiveness programmes and business simulations, presentation skills workshops for students, by invitation from academic staff with whom I had worked in staff programmes
* I have subsequently run time management and project management programmes for post grad students
* **We don’t work directly with students however we work with various student facing staff groups on a variety of bespoke workshops. E.g. Student ambassadors, clerical staff, Student support service staff, IT support staff, Student Union, College advisors etc.**
* **OD: VLE’s in place for students, to support lectures and tutorials**
* **L&D: Support from Curriculum Design Team, Learning Technologies, Graduate Development Centre**
* **SD: Supporting those people who directly support students**
* Responsible for delivery of courses (some Vitae courses) for Postgraduate Researchers including presentation skills, effective collaboration, project management and poster presentations. Have just started a SEDA Developing Professional Practice (DPP) course for 6 sandwich placement students who fall under the leadership of the wider team
* These placement students are also offered complementary development sessions e.g. Preparing for Personal Development and Performance Reviews, Professionalism in the Workplace
* All under/postgrad students have access to online personal development resources provided by L&D
* Workshops on assertive, presentation and project management skills
* Delivery of a ‘Self Review’ module at L7 for Graduate Head Start students
* Delivery of Leadership sessions to enhance knowledge
* Delivery of E&D sessions
* Any adhoc session as requested by Careers to deliver to students e.g. Positive Thinking
* **Open programme of Courses, online materials**

**What’s your greatest challenge in this area?**

* **Participants self-referred usually rather than targeted**
* Getting the students out of a passive mode of learning and into a discussion/workshop way of working. After that we have always had a great interaction
* **Probably reaching all students to raise their awareness around all the support available**
* Personally my greatest challenge is that I have not been a Postgraduate Researcher and so have not been exposed to the procedures they go through. This is perhaps more a reassurance issue than being a problem that has a big impact.
* Lack of sign-posting by academics to central resources
* The restricted ability to deliver with finite resources – catch 22!

**Employability** (e.g.attending careers fairs; providing mock interview experience; psychometrics)

**Describe how OD/L&D/SD has been//is becoming involved:**

* **Provided by University Careers service -0 employability is a strength for the university:** [**http://www.hud.ac.uk/news/universitynews/topsixforstudentemployability.php**](http://www.hud.ac.uk/news/universitynews/topsixforstudentemployability.php)
* **There is a plan, currently on hold to offer opportunities as part our recruitment training to use Mock interviews with students as part of the Careers service recruitment training**
* **OD: Attending careers fairs, having a department who support entrepreneurial skills as well as the Graduate Development Centre.**
* **L&D: Teaching skill support includes aspects of employability**
* **SD: Supporting those people who directly support students**
* Whilst we offer mock interviews for staff we do not offer this for students as it is a service offered by the World of Work Careers Centre. However, I do mentor a sandwich placement student and work with staff from the Careers Centre from time to time. The SEDA DPP course will impact on employability for 6 placement students.
* Staff Development and the wider team within which it sits have offered 12 month placements for students for the last few years
* SD/HR project placements for 2nd year students studying HR/Business management/development programmes
* University and faculty careers fairs
* No involvement – Careers responsibility

**What’s your greatest challenge in this area?**

* **Work pressures on the attendees and the careers service awaiting a new Head of section**
* **Probably reaching all students to raise their awareness around all the support available**
* To ensure students appreciate that they can control their destinies and that it matters to influence direction whilst still at University.
* Communication, prioritising and staffing resources
* **Psychometrics used more for development than recruitment**
* **Interview preparation support**
* **Career development workshops and Mosaic**