

# **Student Access to Services Project**

January 2003-August 2005

End of project report (Second Draft)

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EXECUTIVE SUMMARY .....	4
1. Background to the project .....	6
1.1. Sector context.....	6
1.2. First steps at Glasgow Caledonian .....	6
1.3. Institutional context.....	7
2. Aims and objectives .....	8
2.1. At the start .....	8
2.2. Objectives reviewed .....	9
3. Project scope .....	11
3.1. The services.....	11
3.2. The student .....	11
4. Project structure.....	12
4.1. Staffing .....	12
4.2. Project steering group.....	13
4.3. Implementation group .....	13
4.4. From project to programme.....	14
5. Getting started .....	15
5.1. Research .....	15
6. Working with students – the responsiveness theme.....	16
6.1. Student focus groups .....	16
6.2. Online surveys.....	17
6.3. Complaints, suggestions and thanks.....	17
6.4. Other student involvement with the project .....	18
7. Working with the Students’ Association.....	18
8. Working with staff in services .....	19
8.1. Familiarisation visits to services or meetings with staff .....	19
8.2. The Open Space day at Langs Hotel, March 2004.....	19
8.3. Academic Registry away day April 2004 .....	21
8.4. Information for staff .....	21
8.5. Staff training.....	21
9. Working with consultants and external support.....	21
9.1. In general.....	21
9.2. JISC infoNet.....	22
10. Working with other staff at Glasgow Caledonian.....	22
11. Project outputs.....	23
11.1. Process review .....	23
11.2. Plain English .....	24
11.3. Transactions .....	25
11.4. The base.....	26
11.5. Induction.....	27
11.6. Student employment pilot project .....	28
11.7. Quality expectations.....	28
11.8. Customer Service Network .....	29
11.9. Values.....	30
11.10. KnowledgeBase.....	30
11.11. Other.....	30
11.12. Web development.....	31
12. Cultural change .....	36
13. Difficulties.....	37
13.1. How SAS fits with other projects.....	37
13.2. Resource issues .....	38

13.3.	Structures and ramifications.....	38
14.	Moving on .....	38
15.	Summing up .....	39
15.1.	Progress on the principles .....	39
15.2.	Some recommendations for the next steps.....	40
15.3.	Lessons learned .....	41
Appendix 1	.....	42
	Student Access to Services Study Advisory Steering Group.....	42
	Student Access to Services Project Steering Group – membership and remit.....	43
	SAS Core implementation group - membership and remit.....	44
Appendix 2 – Open Space day – March 2004.....		46
	Programme .....	46
	Projects.....	46
Appendix 3 Survey of new entrants to Glasgow Caledonian, 2004.....		49
Appendix 4 SAS quality expectations – March 2005 .....		50
Appendix 5 SAS - Staff Survey .....		53
Appendix 6 Presentations on SAS and Saltire Centre.....		56
	Les Watson.....	56
	Jane Ross.....	56
Appendix 7 Informal Visits to SAS and Saltire Centre .....		57

## Executive Summary

The Student Access to Services (SAS) project was established in response to the growing recognition that Universities are complex organisations that exist in a new world of mass access to higher education. In 1970 6% of the 18 year old cohort attended University, today 52% of 18 year olds experience higher education in either a University or FE College. At Glasgow Caledonian 27 per cent of our students come from lower socio-economic groups and many are the first in their family to attend university. If SAS has reduced the time it takes our students to understand how our University then it has achieved one of its key aims. Time is a valuable resource to all students and particularly if they are holding down a job during study. Services that are complex, convoluted and time wasting could be the last straw for a student under pressure considering dropping out. Quite rightly then the SAS project aimed to simplify the University for students by taking as much information and transaction as possible online and freeing staff to do the face to face work that really matters. The list of developments in section 12 of this report shows that the project has achieved considerable success with this.

The SAS project was fundamentally a cultural change project that demanded greater co-operation and working across structural units and a move from supply to demand driven services. Here again SAS can claim considerable success. The Base in CLIC, which has been operating for some time now, has brought together; Careers, Chaplaincy, Childcare, Disability, Funding, International Student Support, Library, Student Counselling and Student Enterprise at one location. The Base will transfer to the Saltire Centre when it opens in January 2006 and further development of services and their delivery will continue ensuring that the impact of SAS does not diminish over time. A key recommendation of the SAS project is that the University, and Learning Services, should keep a strong student focus and keep examining whether we are delivering on that. It is clear that student service excellence is a journey, not a destination. The environment in which we operate is constantly changing, we need to learn, adapt and refocus. Actions that will continue to ensure this focus is maintained are our membership of the Customer Service Network, the development of the Your Views feedback database, and the programme of service development meetings. These actions are also key to the SAS recommendation that we put “user-focus” first.

The SAS project has also highlighted the need for team working across service providers. At the heart of this is the need to ensure good communications between services. For a such as the Learning Services Senior staff meetings, cross service projects, and the Learning Services Discussion group are all vital to continued cross service communication. The Saltire Centre provides a real opportunity to use self-service in order to improve access to, and use of, services. Whilst the development of self-service was a key target of SAS the project notes that, initially at least, this will require specific support in the Saltire Centre through the use of roving support staff and students recruited to work with their peers. The pilot Student Employment project that SAS ran in CLIC showed that the use of peer support is a powerful way of supplementing staff support and has considerable scope for further development.

Returning to the theme of service development as a journey it is clear from the SAS recommendations that we need to ensure continued investment in staff training, promote and publicise the range of services available, and continue to develop the extent of our materials that have the Plain English treatment. It is important that the journey is shared with other units in the University and improved communications and closer working with Schools are essential. There have recently been improvements in co-ordination with schools with the 2005/06 induction programme.

As mentioned earlier the role of the recently appointed Customer Service Development manager is central to further progress on the customer service journey. There are limits to what one person can achieve but with the support and guidance of the Learning Services Directorate level a purposeful, focused approach to service development is possible through the planned monthly meetings can permeate the whole service.

Developments on the web will need to continue, and the cross team working that SAS has engendered will enable this to happen. New information and web services will continue to be provided. The physical heart to the campus is the Saltire Centre, in particular the services mall which will be the home for the Base. The delayed opening of the Saltire Centre is unfortunate and threatens to reduce the urgency for completing the integrated delivery of services. However through the repurposing of some posts in Learning Services we have been able to highlight the importance of integrated working and will ensure that improvements in customer service continue.

Has SAS been a success? How would we know? A simpler University should improve student retention, satisfaction and achievement. In terms of the aspiration to create “a virtual and physical heart to the campus” SAS has provided a sound basis for both as its products are implemented in the Saltire Centre.

Les Watson  
Pro Vice-Chancellor (Learning and Information Services)

## 1. Background to the project

### 1.1. Sector context

Across higher education generally, there is a move towards integration of support services. The drivers are a mixture of financial, technological and the need to see students as human rather than a bundle of separate issues. Higher student expectations and good examples of joined up customer service in other sectors undoubtedly play a part too. For universities like Glasgow Caledonian which are good at attracting a wide mix of students but less good at retaining them, the added value offered by integrated services for students is a strong motivation. *Student Services: Effective approaches to retaining students in Higher Education*, a report by the Institute for Access Studies, Staffordshire University (2003) makes this point very strongly.

Integration mainly follows one of three routes:

- convergence of library and IT services. This is the pattern in many institutions.
- joint student services – funding, counselling, disability, welfare, often careers too – operating from one initial enquiry point. Good examples include Teesside, Sheffield Hallam and Nottingham Trent. Often known as a One-stop shop.
- combining Registry and Finance Office student-facing functions. Manchester University's Student Centre is probably the best known example.

There is sometimes overlap between these three groups but we have not identified any other university where all three areas have been brought or are being brought together. This is what makes the Student Access to Services (SAS) project so ambitious and challenging.

### 1.2. First steps at Glasgow Caledonian

SAS started as a one stop shop project. The Head of Student Services and the Student Administration manager attended the IBM Innovation in Student Services conference in the USA in summer 2001 to:

- look at leading edge best practice in the integration of student support services,
- learn from US HEIs about actual and potential uses of technology to support staff and students in the delivery of services, independent of time and space.

The Pro Vice-Chancellor (Learning and Information Services) attended the conference the following year and came back convinced we should work on these lines but do even better.

Critical Thinking, an Edinburgh-based consultancy worked with a Student Access to Services Study Advisory Steering Group, in January/February 2002, and produced a small-scale scoping study which gave initial shape to the project. (For membership of this Advisory Steering Group, see Appendix 1). Through desk research and a series of interviews with key internal stakeholder groups, the study considered the organisation of provision and practice of existing student services in the University, wherever these were currently located and however they were organised. Critical Thinking also considered models and practice in a number of other educational, and some non-educational, institutions and organisations. From this study emerged 'the SAS principles'.

“The two overarching principles for student support services were that they should be:

- **User-focused** in terms of being designed and offered with the needs of the end user paramount; and

- **Effective and efficient** in terms of resources being efficiently deployed and in meeting the needs of users and achieving synergies through bringing together different but related services and functions of the university.

The Advisory Steering Group considered that the principle of ‘user-focus’ embraced the following sub-principles in terms of the need for services to be:

**Simple** – as easy as possible to understand by users

**Straightforward** – as easy as possible to negotiate by users

**Visible** – users and potential users should know about what is on offer and where to find it

**Consistent** – users can expect the same level of service and same advice across the University

**Coherent** - services should be grouped in a way that makes sense to users

**Appropriate** – delivered in a way that is most appropriate to the needs of the different categories of end-users

**Accessible** – available to all students and potential students recognising that these encompass a range of abilities and disabilities, using 24/7 and automated systems where possible and appropriate as well as more conventional means of contact

**Responsive** – empathetic to the needs of users and responsive to their needs and suggestions for improvement

**Enabling** – self-help should be encouraged where appropriate - consistent with the University Mission Statement – creating self-managed learners therefore increasing independence of action.”

(Student Access to Support Services, Results of the First Stage Scoping Study, report produced by Critical Thinking, February 2002)

### 1.3. Institutional context

In January 2003, when this project started, there were fifteen places at Glasgow Caledonian where students could access services physically. With the exception of the Student Center, which handled initial enquiries for Counselling, Disability, International, Careers and Funding, each access point dealt with only one service. One of the busiest enquiry points, Registry Services, was in an unsuitable location with enquiry windows in the middle of a busy, rather narrow corridor.

Most services were part of the newly formed Learning Services where the final structure was not yet fully agreed. Accommodation and sports facilities (both part of Facilities Management), Finance Office and Academic Registry (Academic Administration) were separate. Academic Registry became part of Learning Services about a year later but this structural change was on an unspecified timescale. The university itself had only recently changed from a three Faculty structure to eight Schools.

Web presence was variable and fragmented, with some duplication and overlap. The university was also developing the my.Caledonian portal as the main source of information for students and staff. The portal gave the impression of a rather unstructured collection of information with little thought about the relative importance of different links. There was considerable duplication between open web pages and the portal and updating of information on both the web pages and in the portal was an issue. Online registration for students began in autumn 2002, a very innovative move – Caledonian being one of the first Universities in the UK to implement this.

## 2. Aims and objectives

Glasgow Caledonian's 2010 vision is to be:

- Entrepreneurial in its approach
- Innovative in programmes, learning, research and knowledge transfer
- Inclusive of all sectors of society
- Responsive to the needs of individuals, employers and other stakeholders

There is a tension between the last two aims: responding to the needs of an increasingly diverse student body with many and varied needs represents a significant challenge. The Student Access to Services project (SAS) aims to contribute to making the university both inclusive and responsive. It will inevitably also be innovative.

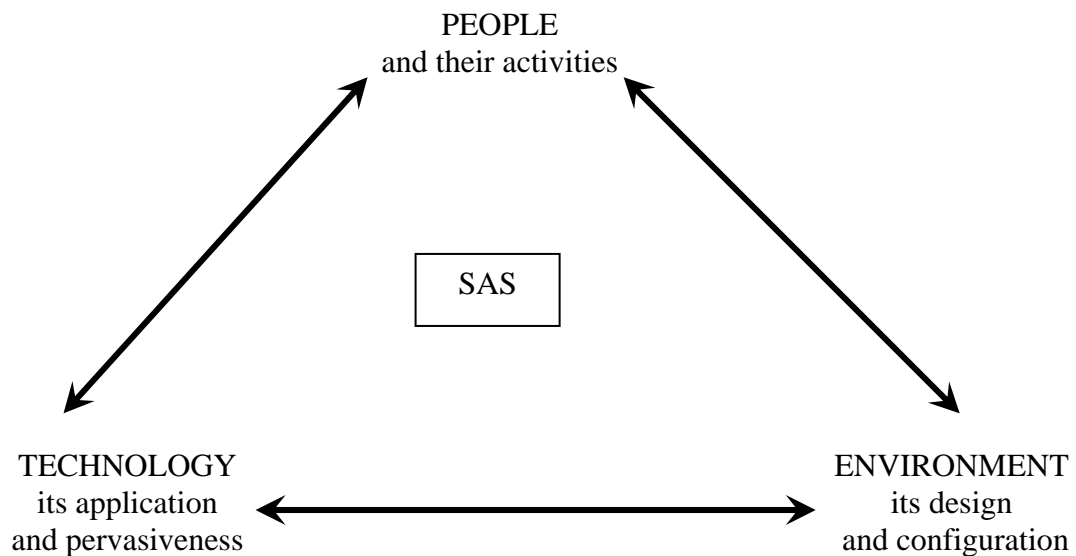
SAS contributes to the specific goal of:

*Enabling all our students to achieve their full potential (including life skills for the labour market and Life Long Learning)*

in the university's strategic plan.

This is specifically in the area of delivering an integrated approach to the delivery of services for students.

The university's strategy recognises three overall areas for development:



SAS is at the heart of this model, along with the creation of Learning Services, the area where SAS is based, and the building of the Learning Centre (now named the Saltire Centre).

### 2.1. At the start

The scoping study, carried out by Critical Thinking in January/February 2002, identified the project aim as:

*To clarify and simplify a diverse range of services consolidating them in one physical and/or virtual place improving the quality, nature and range of services offered to students*  
(Student Access to Support Services, Results of the First Stage Scoping Study, report carried out by Critical Thinking, February 2002)

The physical place is the Saltire Centre, which was then in the early planning stages. SAS would be a test ground for developing services in preparation for the opening of that building.

The subsequent bid for project funding, stated the following expanded aim:

*The [SAS] Project aims to provide coherent simplified access to a wide range of services for students. Providing such access backed by excellent customer service supports the University in its mission to be student centred provide high levels of care, and enable students to become empowered users of a wide range of services. Simplified access to services will positively affect the retention and progression of students by enabling better targeting of human support to those at risk. The project will provide both physical presence for service delivery and greatly enhanced IT Support System that takes an e-business approach to information delivery on line transaction and service delivery. The project will focus on the development of these elements through process mapping, re-engineering and CRM and Support software implementation delivered through the my.caledonian portal.*

(Student Services Plan for 2002/3-2005/6 – Planning round 2002/3)

## **2.2. Objectives reviewed**

Autumn 2003 to late spring 2004 was a period of review and in many ways a change in direction. The cultural change dimensions of SAS became very clear, alongside the need to achieve specific project objectives. Keeping those two elements in balance has been an ongoing tension throughout the project.

*“There was agreement from members that a review of the aims could be carried out as the Project had grown considerably since its inception. Although this had been expected, there was concern that the Project may become too big and that agreement on what should be aimed for in the remainder of the time available would produce a better quality of output.”* (Steering group minutes 2 March 2004)

Around the same time, the university was starting to adopt Prince 2 project methodology. Along with several other staff in Learning Services, the project manager did the Prince 2 practitioner course. Prince 2 provides a very structured approach to project management, with a strong product focus, which is scalable to different types of project and context. A small group of steering group members and other staff met to look at how we could use Prince. The results of this work were:

- changes to steering group membership
- end of the core implementation group
- project risk log
- communication plan for the project
- monthly (highlight) reports on work complete, outstanding and budget position.
- initiation of work on the quality plan and quality expectations
- a new project brief with redefined objectives

### **Project brief**

Completed July 2004

### **SAS objectives**

- To enable staff to concentrate effort on solving complex issues by removing routine work.

- Release of human resource for extension of range of services to students through better use of technology to deliver information, transactions and even guidance, through an e-business approach
- Greater integration of services
- Greater personalization and customization of services
- Improved levels of service to students through greater user focus
- Effective and efficient services for students
- Improved access to services – 24 x 7 x 52
- User driven process review and redesign
- Piloting of services/systems for Learning Centre
- Proactive communication of services

### **Outline deliverables**

- User driven services
- Integrated services for students
- Integrated communication with students
- Student processes reviewed and redesigned (priority list)
- High level outcomes from Open Space event and current plan
- Management statistics including feedback, costings etc

These objectives were still fairly high level and it continued to be difficult to get agreement on what the actual deliverables would be. In July 2004, the steering group agreed that the high level deliverables were:

- redesigned processes
- better use of technology
- self-service
- awareness, accessibility and understanding of services
- cultural change

The same meeting discussed what SAS actually includes, was it only the activities managed by the project manager or did it extend to other activities, 'wider SAS'? The group felt there was a need to record the latter group of activities somewhere. Examples include the development of the base and Academic Registry's Student Centre.

### 3. Project scope

#### 3.1. The services

Academic Administration* (now Academic Registry)
Careers
Chaplaincy
Counselling
Disability Service
Effective Learning Service
Finance Office*
International Students Advisory Service
(IT) User support, including the IT Help Desk*
IT Labs
Library
Nursery*
Student Funding
Student ICT Training
Any other service for students offered outwith teaching divisions.

\* Student related aspects of these services  
(Project brief v4 July 2004)

The ARC and Accommodation were originally in scope but in July 2004 the steering group decided to change this as they would not be offering services in the first phase of the Saltire Centre development.

#### 3.2. The student

For the purposes of the Student Access to Services programme, a student is someone between acceptance of the unconditional offer of a place at Glasgow Caledonian and either graduation or completion of the graduation process. (Project brief v4 July 2004)

##### **Targeting specific groups or defining the generic student?**

After some discussion on the key student groups for whom the project should design services, the Core Implementation group suggested that instead services should be aimed at a generic student type. We should work towards services which were designed for students who are:

- New to Glasgow Caledonian – therefore we assume they know nothing
- At best part-time on campus – therefore services must be available off campus
- Not necessarily first-language English – therefore our materials must be clear and straightforward.

Working to this generic model, means that a far wider group of students benefit. The steering group approved this suggestion in early 2004.

## 4. Project structure

### 4.1. Staffing

	% on SAS	Dates
Les Watson – project sponsor	5	Whole project – 27/1/03-31/8/05
Jane Ross - programme manager	100	Whole project – 27/1/03-31/8/05
Eileen McKee – Academic Liaison Librarian Involved in several projects e.g. web development and survey work. Plain English Advocate since late 2004.	c50	March 2003-31/8/05
Martin Stevenson – web master	Money pages development	05/03-09/03
Anne Ward – web team	50	9/03-09/04
Jonathan Mitchell – SAS IT – database development mainly	50	1/10/04-30/9/05
Other members of web team	Mainly adhoc work	10/04-12/04
Carola Weller – web developer	100	5/1/05-30/11/05
Jeremy Bailey – SAS/Customer Service Development (CSD) Assistant	50 SAS 50 CSD	21/2/05- 21/8/05

- The project manager started around four months later than planned as the first round of advertising was unsuccessful.
- George McAleese, Deputy Director of Student Services, would have had considerable involvement in the project, but died suddenly in late March 2003.
- There was a growing awareness of the need for more human resource for this project, in order to gain momentum and work on multiple projects. The appointment of more dedicated SAS staff, IT, web and admin, later in the project made a significant difference.
- Joint work with the Frontline Learner Support (FLS) manager (started April 2004) and the Customer Service Development (CSD) manager (started November 2004) has been very positive and added real momentum to the project. Both posts are new and the result of refocusing and repurposing Learning Services resources for sustainability of the SAS project outcomes.

#### Other staff involvement

Around 100 other staff have been actively involved in SAS to varying degrees. Work varies from completing quality expectations questionnaires to considerable time commitment in developing new websites, process review or teaching the Knowledge Base system.

There have been issues of time and priority:

- SAS work has sometimes been seen as an addition, not part of the everyday job. Time for development work is at a premium and it is not always easy to see what other work can be dropped as a result of new developments.
- Competing demands of other projects – Saltire Centre, MIS projects, Learner Support Review.

## **4.2. Project steering group**

A steering group was formed in late spring 2003 and met for the first time on 7 May 2003. At first, it met every six to eight weeks but from February 2005 this became every three weeks. There were 21 meetings in total ending on 1 August 2005.

### **Membership**

The project manager set up this group, in consultation with the project sponsor, and drew up a draft remit for approval at the first meeting. The Director of Planning asked to be on the group and an external member from Glasgow City Council was included. The initial group was broadly representative of main stakeholders but representation from the main supplier, Learning Services, later reviewed as it was initially light. As part of a wider restructuring in May/June 2004 the membership was changed to address this. This certainly helped progress but in retrospect the group would have benefited from representation from Learning Resources. We did not cut the group back to the small project board which Prince 2 methodology recommends as several members felt that their group of services would feel unrepresented. Given that Prince 2 structures and rationale were very unfamiliar to most university staff at that stage, this was a sensible decision.

The group's remit and list of members, with attendance record, are in Appendix 1.

## **4.3. Implementation group**

This group was again set up by the project manager at the request of and in consultation with the project sponsor as a way of involving practitioners in the project. The project manager also drew up the draft remit, which the Steering group approved in May 2003. The group met for the first time in March 2003 and ceased to meet after February 2004. It met a total of eight times. The group's remit and list of members are in Appendix 1.

This group was valuable in generating initial ideas, suggesting areas for the project to look at and in acting as a sounding board. Beyond the initial period, the group's purpose became less clear.

*The Chair explained that the implementation group would follow university standard practice for an implementation group. The Core Implementation Group would act as an operational group to implement strategic plans. (SAS Steering group minute 7 May 2003)*

This was operationally difficult as the group was set up before the steering group which was only in the very initial stages of its operation in May 2003. Greater use of a larger implementation group to generate ideas for projects, rather than carry out the work, could have worked well. A partial restructure in December/January 2003/4 extended membership and brought in some consumers, both student and academic staff. This gave new impetus but implementation really came through small groups of staff working on short term projects. The Implementation group therefore came to an end and some of its members joined the re-formed steering group instead.

A key outcome from this group was the decision to define a generic student for whom services are designed rather than targeting services towards specific groups of students (postgraduate, international, and so on).

#### **4.4. From project to programme**

SAS started life as a project but by autumn 2003 it was very clear that it was much larger than a project and generally a much larger piece of work than anticipated. The amount and type of work needed were greater than the then dedicated project team (1.5 people) could achieve.

SAS was already doing some limited work with the Intelligent Customer Design (ICD) consultancy and in December 2003, the steering group decided to go out to tender for consultancy support. Bids were received and reviewed in January 2004 but the small group which reviewed them decided not to take forward any of the bids but look at greater staff engagement instead. 101 Dimensions worked with the project to design and deliver an 'open space' day with the specific aim of getting greater staff involvement and commitment.

Work with consultancies is discussed more fully in section 10.

## **5. Getting started**

The overall approach, both pre-project and during the project itself, has been to move from single service silos to integration for the benefit of students. A major theme is that students should not have to know anything about the structure of the university in order to access a service.

A further theme which has developed during the project is the movement away from providing services for students to thinking about the whole student experience at Glasgow Caledonian. What does it feel like to be a student here? What should that experience be like?

The project manager was new to the institution, with no personal agenda and was thus freer to shape the design and nature of the project and ask searching questions than an internal appointee might have been. Induction of the Project Manager to the University also contributed to the later start of the project and explains why a project steering group did not meet until May. As there was no agreed set of outputs or products at the start of the project, the role of the project manager as a reflective practitioner has been very important.

### **5.1. Research**

During the initial few months, a lot of the project manager's work was looking at services elsewhere in the UK and in the USA and Australia particularly, discerning themes and listening to student views.

As well as higher education, research on other sectors was very useful too.

#### **Local government**

The e-government agenda in local government is very similar to the SAS principle of allowing students a choice of how, where and when they access services. The project manager made contact with Glasgow City Council's e-government unit and a member of their staff joined the project steering group. In addition, she and another member of staff visited the Idea Store in Bow, London, a flagship development in integrating public library and community education provision. They also visited the One Stop Shop in Brent. Brent Council is widely acknowledged as a leader in the development of online customer services and has a very impressive CRM system.

#### **Call centres**

As one of the original aims of the project defined in the Student Services Department (SSD) start plan was to buy customer relationship management software, the project manager was asked to look at some call centres, both in general and in terms of using this software. She did three visits in 2003, across a range of call centres. From the software angle, these visits were not very useful but their emphasis on staff training and information provision for frontline staff was valuable. These visits reinforced the view that the project needed to look at soft systems primarily and gave early indication that focusing on CRM software might not provide the service improvements sought.

#### **Manchester University**

In early summer 2004, a group of staff visited Manchester University's Student Centre. This centre handles enquiries roughly equivalent to Glasgow Caledonian's Finance Office and Academic Registry functions. The centre uses CRM but software integration was less than

expected. Once again, the greatest learning point was the time and effort which had gone into staff selection and the development of new roles along with initial training before the opening of the Centre, and that CRM software was of second order importance.

## 6. Working with students – the responsiveness theme

The estimated total number of students actively involved with SAS, including online surveys, product testing, and focus/user groups is around 600.

### 6.1. Student focus groups

The first core/implementation group on 12 March 2003 decided it was important to find out student views on services. 101 Dimensions facilitated the groups and in late March/early April 46 students took part. We paid them £10 for their contribution. There was a good mix of students across Schools, ages and domicile. We concentrated on three main areas:

- What is good about services
- What do you not like
- What would you like to see developed?

There were several key themes. Action on most points is listed in the Project outputs section. Actions are summarised here, some of them completed outside the SAS project – although they had been raised by its activities.

Theme	Action
Library opening hours – 8am-10/11pm preferred	Phased in. 8-11 opening hours fully met by semester B 2004/5
Computer availability/printing problems	Learning Resources developed a new print system with better printers. The Saltire Centre will double desk space.
IT helpdesk (red phones) – unresponsive, major frustration	The student guide project and Computer stuff web pages provide alternative ways of tackling this.
Money – need for better information about hardship funds/scholarships etc	Money web pages developed.
Time is precious - dislike having to go to several different places	Development of the base enquiry desk – first stop for all enquiries, the place to go if you don't know where to go.
Customer service – being passed from person to person, unanswered phones, unhelpful staff	Development of the base; more information on the web
Unaware of services – ‘most of what we need is probably there, but we don't know about it’	Better web information; more use of plasma screens and web news section to promote services
Web site is poor, out of date and does not represent university well	Student web greatly improved
Academic department issues – dropped courses, unprepared tutors, rooms too small	Beyond SAS project
International students not well served before or after arrival of high fees	New English language tutor (2004); new International Student Advisory Service web pages
Too much information at Induction – put all the information on the web, use email more	Induction reviewed twice, greatly slimmed down version for autumn 2005; New2GCU website
Socialising/meeting people/clubs and societies	Saltire Centre will meet this need to

	some degree
Level of comparison with other universities. Glasgow Caledonian students were very aware of facilities in other universities. This is an important marketing tool.	

There were a number of comments about services which did not then exist.

<b>Comment</b>	<b>Action</b>
Something for mature students	
Health services needed on campus	
Internet connections in halls	Completed by Learning Resources, 2004
Placements/links with employers	Partners in Delivery looking at this
JobSpot (term time jobs) needs to be on the web	Run by Students' Association – some information now on web. Discussions on more comprehensive system ongoing, summer 2005.
General welfare	Wellbeing Co-ordinator appointed 2004; new website 2005

Overall, these focus groups were very valuable and played a crucial part in shaping developments in SAS. Some issues were not new e.g. computer availability. They reinforced issues which were already well known through the annual Library satisfaction survey.

We also ran small focus groups on specific areas including the development of the Exams and Coursework sites and the Library generally. Their chief value was insight into the student world and the difficulties they experience with accessing our services. For example, the term academic liaison librarian meant nothing to students, despite a real need to help with finding and using information resources. As a result, this group now market themselves actively as 'Your librarian'. The Course work website title also came from students after the project had struggled with variants on 'Essays and assignments'. Use of language which is meaningful to students is a key element in good service and changing the way things are done.

Students generally have many positive things to say about our services too.

## **6.2. Online surveys**

### **New entrants and part-time students,**

These surveys were planned for November 2004 but for various reasons, both went online later, in December 2004. We aimed to e-mail all relevant students with a link to the online surveys but for technical reasons this did not work out. The two factors meant that response rate was considerably lower than we wanted but the new entrants survey in particular gave useful information which we have acted on – see the Project Outputs, Induction section.

### **Money website**

This was set up with the help of staff in MPR once the site had been live for around six weeks. Some of the things students asked for were already on the site e.g. something to help with budgeting, so we reviewed links. They also asked about having forms online. All hardship and childcare forms can now be downloaded. As they need a signature, they cannot be fully online.

## **6.3. Complaints, suggestions and thanks**

This has been a theme from early on in the project. The project manager saw a section on an Australian university's website which listed some student complaints and suggestions and the

action the university had taken as a result. The steering group felt that Glasgow Caledonian was possibly not mature enough for such a development in 2003 but the theme has remained as a way of developing a dialogue with students and involving them in the development of services. The Director of Learner Support produced Points of view cards which students could complete and hand in at any service. These are available as part of the Complaints page which SAS developed with input from the Quality Office. Discussions with the Students' Association showed that students were unaware of all the options for making their views known before getting to the formal complaints procedure. The complaints page attempts to make the different routes clear. After the Customer Service Development Manager was appointed in November 2004, we took up the idea again and the Your views page and database went live in June 2005. So far there have been sixteen complaints, five suggestions and six compliments, over the vacation period.

#### **6.4. Other student involvement with the project**

We have always seen student involvement as crucial to the success of this project and have worked on this in several different ways.

##### **Website and product testing**

We tested each site and online product with students before they went live, looking specifically at navigation, content and language. This user perspective often highlighted small but very obvious changes e.g. including a link to event details in the event booking confirmation e-mail so that it is easy for students to cancel their place if need be. This testing has generally been fairly adhoc, often with students working in the Learning Café or Health Café. We gave café vouchers for their time.

##### **Student employment**

- Development of the Money website

The project employed three students for short periods to work on the content with staff. They did work like looking for useful links, rewriting sections in more student friendly language, developing money management tips and generally testing the site. Students were not involved in this way on other sites.

- Student employment pilot project

See the Project outputs section.

- Placement student in web team

The university web team employed a student in summer 2004 as an official part of her course at Glasgow Caledonian. Once again, she was very willing to look at new sites and make suggestions. She also did development work on some sites.

- **User group**

The CSD manager piloted a student user group in May 2005. She trained students to run the group and a further eight students participated. SAS financed this and the group provided very useful feedback on a number of issues. The aim is to continue this in 2005/6 and to focus on a particular area or set of questions each time.

## **7. Working with the Students' Association**

SAS and the Students' Association have worked well together. In formal terms, the President and latterly the Vice President (Support and Advice) were members of the project steering group. A former Vice President was also on the implementation group and work closely with the group developing the Money website.

There has also been ongoing liaison with the Vice-president and the Welfare Adviser on specific issues e.g. development and checking of Health and Wellbeing website and a common approach on Consideration of Special Factors forms. The Complaints webpage was developed as a direct result of feedback from the Students Association on students' lack of awareness of informal mechanisms for making complaints or trying to have things put right. In general, the Students' Association has been a very valuable source of views and information on what students at Glasgow Caledonian need and are thinking. The Student Wellbeing Co-ordinator, a new post in Learning Services, works closely with the Vice-President and the Welfare Adviser, meeting monthly.

## **8. Working with staff in services**

The SAS project began at a time of considerable change for staff with the establishment of Learning Services, a completely new senior management team and proposals for the Saltire Centre. It was by no means a project with full staff buy-in at the start, or even now, though to a much lesser extent. The project manager's aim has been that staff should be 'taken along' rather than 'done to'. In essence, SAS is about cultural change, rather than a project.

Work with staff across the whole range of services has been fundamental to the SAS project and is essential for its sustainability. From the start, it was made clear that there would be few special project staff, especially as outcomes from the project needed to be sustained. The steering group has discussed resource issues several times and in the second half of the project we have recruited more staff. Learning Services has also refocused some of its staffing resources to recruit a wellbeing co-ordinator, a frontline learner support manager and a customer service development manager.

The difficulty with this approach is that at the start, many staff saw SAS as an extra, additional to their day to day work rather than part of it and the way things would be. This is less the case now at the end of the project but there are still concerns about how work will be maintained in future. This is dealt with more fully in the Summing up section.

### **8.1. Familiarisation visits to services or meetings with staff**

At the start of the project, the project manager visited all services and also had individual meetings with a number of staff at all levels. She also 'sat in' on the Library enquiry desk, Student Services reception and Registry's enquiry counter.

The project manager attended many consultation meetings about the Saltire Centre developments, particularly April-June 2003 and was also a member of the Learning Services senior staff group.

### **8.2. The Open Space day at Langs Hotel, March 2004**

This day emerged at a time when the project steering group was re-assessing its strategy and looking at the key issue of staff engagement. In addition to the day itself, Les Watson and Jane

Ross jointly held 10 SAS awareness small group sessions with staff from different service areas. Most of these groups had several ideas for developments or areas which needed attention. At least one group commented that they appreciated simply being listened to. The Graduation website was one immediate development from these meetings. The project steering group considered the whole list of possible activities but in some cases it was quite difficult to get any action. One group suggested an online approach to replacing stolen or lost matriculation cards and also online requests for proof of student status for council tax exemption. At the time, the team leader for that area was not in favour of this, citing several difficulties but by early summer 2005, this was being actively considered.

The aim of the day was to give staff the opportunity to discuss and refine a range of topics or projects which they saw as essential for making services easier and better for students, achieving the SAS aims. Before the meeting, we sent out a short description of the open space format, a summary of ideas from the small groups, a summary of findings from the main pieces of research with students across the university and the programme for the day. As well as staff bringing their own ideas, we wanted them to consider things in context.

40 staff from across Learning Services and the Finance Office attended. This figure excludes the project manager, Les Watson and student facilitators. External facilitators from 101 Dimensions ran the day for us and used the open space technique. This worked very well and feedback from staff was very positive, both about the day itself and the facilitators. There was also good feedback on the six student facilitators who ran small groups, not least on the value of talking to students about service in general. The programme for the day is in appendix 2.

After the event, we sent all Learning Services staff who attended/were unable to attend a list of projects suggested at the day, a list of SAS steering group members and information on the next steps.

Steering group looked at the list of projects on 28 April 2004 and also the small group ideas. Project manager e-mailed staff the decisions of the SAS steering group. Those decisions and subsequent actions are in appendix 2

## Results

- Good sense of staff involvement though the facilitators felt on the day that we needed an initial event to let off steam. There was a lot of anger at changes across Learning Services generally which really needed to be brought out into the open first before we could really move on to development. A valid point.
- Open space was possibly too open. Some good suggestions from the small groups were not developed and some other ideas were possibly at something of a tangent rather than focusing on core issues for improving access. Re-structuring the academic year is the prime example. This is a huge issue with repercussions and a timescale far beyond SAS.
- Some projects were never developed. By far the largest group of staff went to the group looking at **Physical layout and staffing (training and management) of new building (i.e. Saltire Centre)**. The steering group felt that as the Pro Vice-Chancellor (Learning and Information Services) and two of the Learning Services directors were already looking at this issue, the project manager should liaise with them and make sure ideas from the open space day were incorporated. This was undoubtedly a disappointment to staff who felt quite passionately about the topic and wanted to be actively involved. This issue has come up several times since, though staff have been involved in consultations on the Saltire Centre both before and since the Langs day.

### **8.3. Academic Registry away day April 2004**

Coming fairly soon after the Open Space day, this was a good opportunity to update staff on outcomes from that day. The project manager did a presentation on the outcomes and the project sponsor talked about the Learning Centre. The project has not received any feedback on this.

### **8.4. Information for staff**

This has been done mainly through e-mail with some group sessions to update staff on developments. The main sessions were on results of the student focus groups and possible ways ahead.

Working with the CSD manager, SAS has set up a new customer service area on the Learning Services website. This site gives access to new online systems and key SAS documents e.g. Quality expectations, plain English, web responsibilities. The URL is:  
<http://www.learningservices.gcal.ac.uk/csd/>

### **8.5. Staff training**

SAS has organised training or paid for places at the following courses:

- Writing plain English – see Project outputs, Plain English section, for full details
- Learner-centred process review – see Project outputs, Process review section, for full details
- Headlines – how to make sure students read your message David Hodgson, the university's Press Officer ran this one hour workshop twice for about 10 staff. The aim was to get staff to think about how to attract student attention on posters, plasma screen messages and the news section of the student home page.

## **9. Working with consultants and external support**

### **9.1. In general**

The bid in the 2002/3 Planning Round for money for the SAS project was based on the possibility that one of the main outcomes would be the purchase and implementation of customer relationship management (CRM) software. This would link with the new student record system. With major delays in the implementation of the student record system, it became increasingly clear that this was not an option. The project manager attended a UCISA event on CRM in higher education which opened up more personal and less technological issues on customer management. This also brought the project into contact with a consultancy that specialised in the area of customer management.

This coincided with the increasing realisation that SAS was much more than a project and that consequently greater resource was needed. The project worked with this consultancy from September to December 2003, looking primarily at student experience design. This work raised many questions like:

- Use of student data – when do we collect it, when do we involve students in checking it, how much duplication is there?
- Initial impressions – what happens to students as they arrive at Glasgow Caledonian for the first time? What information do we give them? Does it work?
- Provision for specific groups of students – international, postgraduate, mature, new to Glasgow

The purpose of this work was to try to refine and define the list of processes we needed to look at in order to improve student access to services and the overall student experience. The work opened up many areas for consideration and gave a clear indication of the real size of the project, if we were to do full scale process review and personalisation of information for students. What became clear was that there would be a lot of work to clarify who our main student groups are and then to identify their needs before beginning to consider delivery of more personalised services. The consultancy also ran a training event for staff on the customer experience.

The steering group discussed the scope of the project and the potential extent of the work needed on several occasions. In late November they agreed that process re-engineering and programme management were the areas where consultants could be of most value (28/11/03 minutes) . But they raised several concerns:

- Do we have the resources to pay for consultants?
- How do we encourage more engagement from other areas of the university?
- Is the SAS Project growing too large for the original group remit to work effectively?

Invitations to tender for work in the following areas were sent to four consultancies in December:

- Programme management and structure
- Student experience/customer service (including process re-engineering)
- Ideas for quick wins

Three consultancies responded with widely differing proposals. A group of seven staff, including some steering group members considered the proposals and the unanimous decision was to turn down all three, with the possibility of buying standalone training from one consultancy.

This same group then looked at alternative ways of advancing the project and, most crucially, gaining staff buy-in and handling fears about the Saltire Centre/SAS developments. The decision was to go for small group awareness/ideas sessions with staff from different services, senior management and the project manager culminating in a 'conference' for all staff involved. This was the Open Space day previously mentioned, which was held at Langs Hotel and became known to staff as the Langs Day, is discussed fully in section 9, Working with staff in services. The event took place in late March 2004. 101 Dimensions consultancy planned the day with the project sponsor, manager and some other staff and ran the day for us.

## **9.2. JISC infoNet**

From March 2004 the project worked with JISC infoNet on process review. This is one of JISC's **advisory services** which promotes good practice in all aspects of planning and implementing information systems. This was very productive too. The Project outputs, Process review section has full information.

## **10. Working with other staff at Glasgow Caledonian**

At the start of the project, the project manager met individually with the eight deans of School and also with some programme organisers. These meetings gave a lead on themes to develop, particularly Money. Most communication with Schools since then has been through the

academic liaison librarian group. Programme organisers are used to receiving e-mails from them, know who they are and are therefore less likely to delete the e-mail; this has worked well. The project manager has also liaised with the Quality Office and Information Strategy Unit at different times. Work with School managers on the graduation process review (see Project outputs section) has been particularly worthwhile.

The project manager did a presentation on customer service to the Professional Services Committee and a general presentation on SAS to the Management Forum which includes academic and support managers. The Management Forum presentation led to the development of an open session for programme administrators on the base and the student home page. This was done jointly with the base staff and administrators from all eight Schools attended. This communications work continues with the Desk Manager giving regular briefings to school staff.

The project manager also co-ordinated a session on the student experience for members of Court. SAS has also provided articles for each issue of Synergy, the Learning Services journal and the Caledonian.

## **11. Project outputs**

### **11.1. Process review**

This has always been on the agenda for SAS. It was a major item where we hoped that assistance from consultants would help us get started. Following initial work with one consultancy in late 2003, the project manager produced a student experience document which identified the main interactions between students and services and therefore some of the main processes which could be reviewed. The core implementation group discussed and further refined the document in January 2004.

Following an approach by the project manager, JISC infoNet piloted their new course Learner-focused process review at Glasgow Caledonian in March 2004 with a group of ten staff from Academic Registry, the Finance Office and Learner Support. The course was very much in harmony with the SAS principles, and we have adopted their admin principles as part of the SAS quality expectations:

*Do it once, do it quickly, do it right, keep it simple, trust me, I am accountable.*

Five other staff have done the course externally since then.

Despite this very valuable support from JISC infoNet, it has been very hard to make a start on process review. Within the project there is little experience of cross-function process review and the awareness of what a vast area it can be has been rather daunting. The steering group agreed on the need for mentoring support. Therefore JISC infoNet's offer of additional support in autumn 2004 was readily accepted. Glasgow Caledonian is providing case study material in return.

Following discussion with Academic Registry, review work began on the graduation process in February 2005. This has involved staff from Schools and the Graduations and Awards unit, with some input from other areas of Academic Registry.

It has not turned out as envisaged but mentoring, training and facilitation support from JISC infoNet has been an essential part of achieving real progress and positive outcomes. Key

outcomes are to do with communication and better understanding of issues for both Schools and the Graduations and Awards Unit. It has also raised issues which are much wider than SAS, for example the need for training on the student record system for programme administrators to include information on how data is used as well as the system itself.

Main outcomes:

- paper for Academic Policy and Practice Committee, autumn 2005, on new time limits for graduation; also raising concerns over the tight timescales during the exams, assessment and graduations period and the quality implications
- better/reduced information flow with less duplication
- training/updating sessions for Schools staff with Graduations and Awards

*“I think this has been a worthwhile exercise”* (comment from a School manager)

The whole exercise was very positive – Schools commented on the value of simply being asked to participate. It sets a foundation for future work. There is a need for a whole university approach with a high level champion, particularly to avoid one area feeling they are under the microscope. Processes are also very interlinked: graduation has links to registration, procedures for checking on student attendance/handling non-attendance, assessment boards.

## **11.2. Plain English**

*Many members of the group stressed the importance of using appropriate language in the development of services. The language used will have to reflect the questions students are asking and give them the tools they need to find answers for themselves.*

(SAS Steering Group, May 2003)

As part of this overall aim, the project looked for an external standard for clear communication. The Plain English Campaign ran two courses at Glasgow Caledonian in the first half of 2004. Feedback was excellent and in July 2004, SAS took out corporate membership of the Plain English Campaign. There is a set of SAS plain English guidelines and since January 2005, steering group minutes follow them.

### **Web sites**

All web sites produced since January 2005 have been routinely checked for plain English. Other SAS sites are being done retrospectively. Working on the web sites in collaboration with various services has helped spread the plain English message. Staff in some areas, particularly Academic Registry, Student Funding, Careers and the Library, have welcomed it. Individuals in various sections have adopted a very clear plain English style in all their written communications.

### **Leaflets**

We sent the new campus map and a checklist for the new students' joining pack to the Plain English Campaign (PEC) to be edited. We can now use their Crystal Mark on these documents. Any editing PEC do for us teaches us more about producing clear documents.

We have just accepted their estimate for working on a careers leaflet and a research students' form. We can use these as models for other leaflets and forms. The ICT skills booklet has been edited in-house this year.

We can put the 'Committed to clearer communication' logo on documents which don't meet Crystal Mark standards but which do try to use plain English. Documents already using this

include the university and IT guides for new students as well as the joining instructions letter from Academic Registry.

## **Courses**

Up to June 2005 60 people have attended plain English courses and 18 have signed up for online courses. Some of these people have said they are willing to help with in-house plain English editing. One of them has helped with parts of the Exams web site and another did the ICT skills booklet.

Many people have been enthusiastic about the courses. One IT person, who writes instruction sheets, was particularly keen to go on a recent one-day course and was strongly supported by his line manager. When he came back he wrote a report on it in the most convoluted English he could think of, showing us how well he had learned what **not** to do!

Some comments from other attendees:

*The course was extremely useful for help when writing my technical documentation.*

*I think this is one of the courses that I will use every day. Thanks!*

The Plain English Advocate started the 1-year diploma course by attending two days in London in June 2005. The course includes 5 assignments, a presentation to be given in London in December and a major project. This project consists of editing or rewriting substantial documentation that is of practical use to the university. Suggestions so far have included our equality and diversity policy document, and some of our forms.

## **Publicity**

We are hoping that plain English will become second nature to staff. We try to keep it in people's minds by regular emails about courses and other developments, and offers of help with projects. We also told the rest of the university what Learning Services was doing. Several lecturers said they were pleased, one saying, "You mean the expression 'the budget has been top-sliced into a financial envelope in line with RAM model criteria' is no longer acceptable? I hope so!"

Some staff now build in plain English editing as part of the process of producing web sites or leaflets, and there have been some remarkable successes. For example, instructions for assessment boards have been reduced from twelve pages to four.

However the Plain English Advocate thinks this is limited to individuals who see the benefits of plain English, and that most Learning Services (LS) staff do not realise or remember that it is official policy.

This situation could be improved if senior management led by example and sent emails and other documents in plain English. Until this happens staff may not believe that Learning Services takes this seriously.

## **11.3. Transactions**

### **Events dbase**

Originally proposed in May 2003, this system was finally complete in August 2005. The project looked at some off-the-shelf systems but other staff felt that one of the university's existing systems might offer the required functionality. A member of Learning Resources staff had been working on an events system for MPR and after he joined the SAS team in autumn 2004, the idea revived. SAS has concentrated on the student services side.

Events include: drop-ins, seminars, workshops, employer presentations, ICT test sessions and any other event services need to publicise, on or off campus.

Students (and) staff can view a list of events for the next period on the web and book onto any which require sign-up. They then receive a confirmation e-mail and a reminder a few days before the event. They can also cancel their place. If the event is full, they can join the waiting list to get a place if someone else cancels

Staff can enter and edit events, copy the details for repeat events, cancel an event and activate an automatic e-mail to students who have signed up, receive e-mails with details of who has signed up, print a sign-up list for the event, download data on all those who have signed up for events between two specified dates.

The system should be live for students at the start of semester A 2005/6 and linked from the student home page

### **Appointments system**

This has been under discussion since November 2004 but held up due to uncertainties with other university systems. Its purpose is to make appointment booking at the base more straightforward and efficient through the use of an intelligent system which stores all the variables for each service. It will also provide e-mail confirmations for both staff and students. The system will not be available online for students in the initial phase. Staff in Learner Support have done a lot of work on a specification and the proof of concept exercise with a supplier will be complete by the end of the SAS project. The Frontline Learner Support (FLS) manager is taking forward this work after the end of SAS, working with Infrastructure and Corporate Applications teams. Procurement will be completed prior to the move to the Saltire Centre.

## **11.4. The base**

Development work taking the library desk from a book issue and return function to a general first line enquiry and appointment booking area for an increasing number of services is central to the SAS vision. The base, as the enquiry desk is called, is very much a testing ground for the Saltire Centre. The director and associate director of Learner Support drive this work which has gained momentum with the appointment of the FLS manager and, more recently, the CSD manager. Progress has been rapid over a short period of time. Staff roles have changed beyond recognition as the base has taken on first line enquiries for an increasing number of services. The role of these staff is central to the success of the services mall in the Saltire Centre and to student access to services in general. The aim was that this should be recognised in their salaries and that they should become expert generalists. With no additional salary budget for the Saltire Centre, the first part of this has not been met. Acknowledgement of the massive shift in job role would go some way to alleviating some of the difficulties they have encountered.

SAS financed the branding exercise which included the decision to call the desk 'the base' and worked in partnership with the FLS manager and desk team on this. The ideal was to involve students in this but the timing was not right and so the work was done by a group of staff. It included small cards to publicise what the base does and participation in the Freshers' Fayre. The name seems to have become well known in the student body and the message is very much come to the base if you are not sure where to go. SAS also financed the creation of a drop-in area and interview room adjacent to the base as a prototype development for the Saltire Centre.

The IT Helpdesk has used RMS Helpdesk for some time to log and track queries from staff and students. SAS financed an extension of the licence and the FLS manager developed a view of RMS Helpdesk with Quick Calls suitable for the base. This is not the perfect product but has helped us gain a better idea of what is needed.

SAS also financed tills, card scanners and large screen computers for use at the base.

## **11.5. Induction**

Focus groups highlighted the need to look at induction and there has been considerable discussion in the SAS implementation group, the Learning Services induction group and other groups, formal and informal, about how to improve what we offer. Ideas have included: e-mails throughout the year rather than everything at the start, magazine, a live website (possibly with journalism students), and centrality of the web as a constant reference. Looking at the whole 'first year experience' is a theme in higher education more generally. In 2005, the Director of GAPS presented a paper to the Partners in Delivery group outlining a much slimmer 'central orientation' with possibilities for reinforcement throughout the year.

SAS has played a major part in this through development of the New2GCU website, organising meetings, and emphasis on the need to see induction/orientation in the wider context of joining Glasgow Caledonian and the more official things students have to do. This brings in the work of Academic Registry and Corporate Applications (passwords and logins). The New2GCU site reflects this joined up approach.

SAS also did a survey of new entrants in semester A 2004/5 to find out how their views on joining the university, events, processes and so on. Though numbers were fairly low, there were enough common themes for the project to work on. Appendix 3 is a copy of the document SAS put on the web to tell students what we have done as a result of their feedback. This two-way process is very important.

It is recommended that the survey be run again in autumn 2005. If this is done, it should be done much earlier in the semester, ideally early November, and should be publicised by e-mail to all new entrants.

SAS has also been the driver behind a new campus map which was extensively tested with students and staff in Learning Services and on reception desks around the university. Print and Design Services is now using the map for general university purposes too.

The map leaflet meets the Plain English Campaign crystal mark standard. SAS funded the printing of the map for the joining pack and induction week packs (2005) and also better signage for on campus registration and a flyer to highlight New2GCU in the joining pack. These developments are all a direct result of feedback received in the new entrants' survey. The Learning Services parts of the joining pack were produced to plain English standards for the first time in 2005.

Induction or orientation is an area with an uneasy mix of responsibilities and interests which can mean that development is not as great as it might be. Current overall responsibility lies in GAPS but all three areas of Learning Services and Academic Registry are major contributors to the overall joining experience. The recent work with Partners in Delivery is a positive development in linking more closely with Schools. This is work which needs to be developed by a committed cross-directorate Learning Services team, headed by someone whose role and

responsibilities are clear and well-publicised. They should report to the directors' group but should not be a director.

### **11.6. Student employment pilot project**

Learning Services staff suggested this project at the Student Access to Services (SAS) Open Space day in March 2004. The initial aim was to investigate and implement structured employment of students in a roving IT skills support/lab monitor role in order to provide improved ad hoc support and access to computers in labs/computer areas.

- All three areas of Learning Services - GAPS, Learner Support and Learning Resources - took part. This joint work was a very positive aspect of the project.
- SAS financed the project and Partners in Delivery supported it. Cost: just over £6000.
- The project employed between one and seven students, from November 2004 to May 2005. Their job title was student guide.
- In semester A, we aimed to equip the guides with a general knowledge of the support available from all services for students so that they knew where to refer students eg to the base, the Student Centre or the student home page
- Demand for support came almost entirely from the Library computer areas. There was little call for support in computer labs.
- Most queries were IT-related; there were few queries about services more generally.
- Basic tasks like adding paper to printers greatly increased the guides visibility and students' willingness to ask for assistance.
- A combination of floor walking, liaison with the base, a short periods at a fixed location worked well.
- Joint working with and referral to and from the base was successful. A mobile phone was essential for this.
- In general, the guides filled a real gap in support for students. We should build on and take forward this experience to the Saltire Centre.
- Publicity for student guides needs some more thought.
- The project valued support and guidance from Human Resources but found the general staff recruitment procedures too cumbersome and lengthy for temporary student recruitment. The report makes some recommendations.
- A well-advertised, centrally-located (and online), single place to advertise temporary vacation or part-time vacancies would be very useful. This should be managed by the Careers Service, working with GCUSA.

(Executive summary - Student employment pilot project – end of project report, July 2005)

### **11.7. Quality expectations**

The SAS quality expectations were developed partly as a result of adopting Prince 2 methodology and partly to give a focus to development work across services which could happen independently. The aim was to work towards the expectations over three years. The November 2004 survey results serve as a baseline against which future progress is measured.

The expectations themselves were discussed by the implementation group (initial discussion only), the steering group and each director in Learning Services. The expectations reflect themes in external standards such as Matrix and Chartermark and also set standards for areas where focus groups, observation and comparison with best practice generally show we have work to do.

Services have now completed two surveys, November 2004 (baseline) and April 2005. The project has devised a numerical method of comparing results which indicates that overall there is progress. There is some difficulty, however, in comparing April 2005 with the baseline as assessments by services are mostly subjective. Team managers are open about the difficulty they have in assessing where their teams are on some expectations. The steering group discussed the use of student mystery shoppers as an additional survey method but felt that this was probably too threatening at the moment.

There is varied reaction to the expectations. One team manager commented: “It has been a very useful exercise, and provided considerable food for thought in some areas!” Others probably see it as another form to fill. The gap between the two surveys was possibly too short too. Services tend to do more development work over the summer. But there is evidence of services drawing up ‘To do’ lists and completing work to meet expectations.

The steering group decided that, working with the CSD manager, services should concentrate on the Feedback and responsiveness expectations over the next six months. This links with the CSD manager’s work on the feedback system and also with a major theme in the enhancement led institutional review which is scheduled for November.

The CSD manager will take forward the expectations after the end of the project. The expectations are in Appendix 4

### **11.8. Customer Service Network**

The SAS steering group decided to join the Customer Service Network (CSN) in order to benchmark Learning Services against the wider world outside HE. CSN concentrates on networking, education and research. Its website is: <http://www.customernet.com/> Members include: Nationwide, Virgin Mobile, Tesco Personal Finance, Angus College, Egg, Iceland, Wetherspoons and several football clubs.

As part of our membership, Learning Services has a free place at up to 12 events per year. Events include network days, with two or three speakers, workshops and site visits. The CSD manager and Frontline Support manager have attended three events: Best practice measurement, Internal customer service delivery, Benchmarking.

We also completed a new member self-assessment questionnaire. There are five headings: customer insight, operational effectiveness, people, Service excellence (culture), Change (ability to handle). CSN then benchmarked us against other members and sent a report indicating how we compare and giving recommendations for future development.

Our results were generally in the bottom quartile – which is what we expected. We see customer service excellence as a journey and doing this assessment is one of the first steps on that journey. A key area for improvement is collecting and acting on feedback from students on an ongoing basis. The new Your views feedback system (see section 12.12) goes some way to meeting this. The assessment also highlighted the need for greater senior management involvement with students and a coherent set of values which all Learning Services staff know of and work to.

The results had a rather turbulent reception at the Learning Services Senior staff meeting, partly as they were tabled at the meeting but this has been satisfactorily sorted. In the Learning Services discussion group, one member of staff commented that “we are a business; we need to learn from other businesses”.

## 11.9. Values

After a series of Customer service workshops run by the Associate Director, Learner Support, and Organisational Development, the need for unified values was identified. The CSN feedback also highlighted this as a development area. To take this on board, the CSD manager held several meetings across Learning Services to discuss and decide on a value set to compliment our strategy. The three values identified were; respect, learning and team working.

In Learning Services we work within a shared set of values:

- Respect for each other.
- Enhancement of everyone's learning and development.
- The opportunity to work together as a team.

These allow us to strive for excellence in all that we do.

The next steps are to identify practices and processes which will help us live these values. These have been organised for the autumn.

## 11.10. KnowledgeBase

This is part of the overall RMS product which includes Helpdesk. As part of the extension of the Helpdesk licence for use at the base, SAS also bought this.

*Domain Knowledge enables organizations to capture and store their intellectual capital such that users can access and retrieve that knowledge from within the 'Knowledgebase'. Domain knowledge enables users to ask 'Natural Language' questions (known as Problems) of this knowledge and, using Neural Network Technologies, a selection of possible Solutions are presented back to the user. By attaching the solution, which represents the best fit to the Problem, the Knowledgebase quickly learns through use. Domain Knowledge uses its experiences to then provide more intelligent answers. The more the system is used, the more intelligent it becomes.*

So far, this system is running as the search facility on the library pages, the biggest site for students. It has taken some work to set up, mainly adding metatags and initial 'teaching' by expert staff. Initial feedback from staff at the base, who have done a lot of testing, is very good. SAS planned to have this facility operational on the Money website too but development work has stopped due to a key member of staff leaving. She has not been replaced yet. There is a time commitment in setting up the product and in ongoing maintenance and this presents more difficulties than we anticipated.

## 11.11. Other

- Blackboard – a revised system for automatically linking all students who have to complete the ICT skills certificate to Blackboard. This covers all new undergraduates and deals with some of the problems of students not having access to Blackboard.
- News database – a small database which enables specific staff to add news type items to the student home page. By setting on and off the web dates, updating work is minimised. Due to difficulties and delays with server work, the system took some time to go live.
- University diary – working with services, SAS provided a series of reminder messages for the actual diary section. Example:

Week 40 (26 Sept)      Got an IT question? [www.caledonian.ac.uk/student/computerstuff/](http://www.caledonian.ac.uk/student/computerstuff/)

- Procedures, processes and guidelines– SAS has developed a number of these including a web responsibilities, plain English guidelines, how to get news on the home page (and what counts as news).

## 11.12. Web development

In line with the overall aims of improving access to services through 24/7/52 availability and an e-business approach to information and transaction delivery, the project did a lot of work on web development. Central to this has been a thematic rather than a service-based approach, with service integrated at the user interface, whatever the university structure. Where the project has worked on a site with one service, we have tried to keep a more generic name too.

We have been careful to call the sites ‘SAS-developed’ websites, rather than SAS sites. SAS has played a major role in development but ownership and ongoing development lies with services.

We worked with staff in services on content, involved students in checking and, particularly since summer 2004, also staff at the base. This is crucial as those staff are key end users of SAS-developed websites. Their role in using the sites with students is very important in encouraging independent use too. The project has been active in seeking feedback once each site is live.

Working with Marketing and Public Relations, we have developed a student version of the new university web template and a student directory on the website. All SAS-developed sites are now in that directory. Those individual service sites which are still in the Learning Services site will be moved between September and November 2005 by the SAS web developer who is being retained for this work.

*As a Caledonian Student and part-time web designer I would just like to say WELL DONE! The new look websites that are appearing on the caledonian system are 100% better looking and easier to navigate than the old - tired looking - ones we have currently. Will the new fresh look be rolled out across all the sections of the caledonian.ac.uk website?? A Standard interface for the main site and each sub-site and school site would make visitors a lot happier I'm sure.*

The main sites are:

**Student home page** [www.caledonian.ac.uk/student/](http://www.caledonian.ac.uk/student/)

At the start of the project there was a very minimal student home page which IT services had developed to give students access to Blackboard, webmail and my.Caledonian from one location. Few staff knew about it.



## Student Homepage

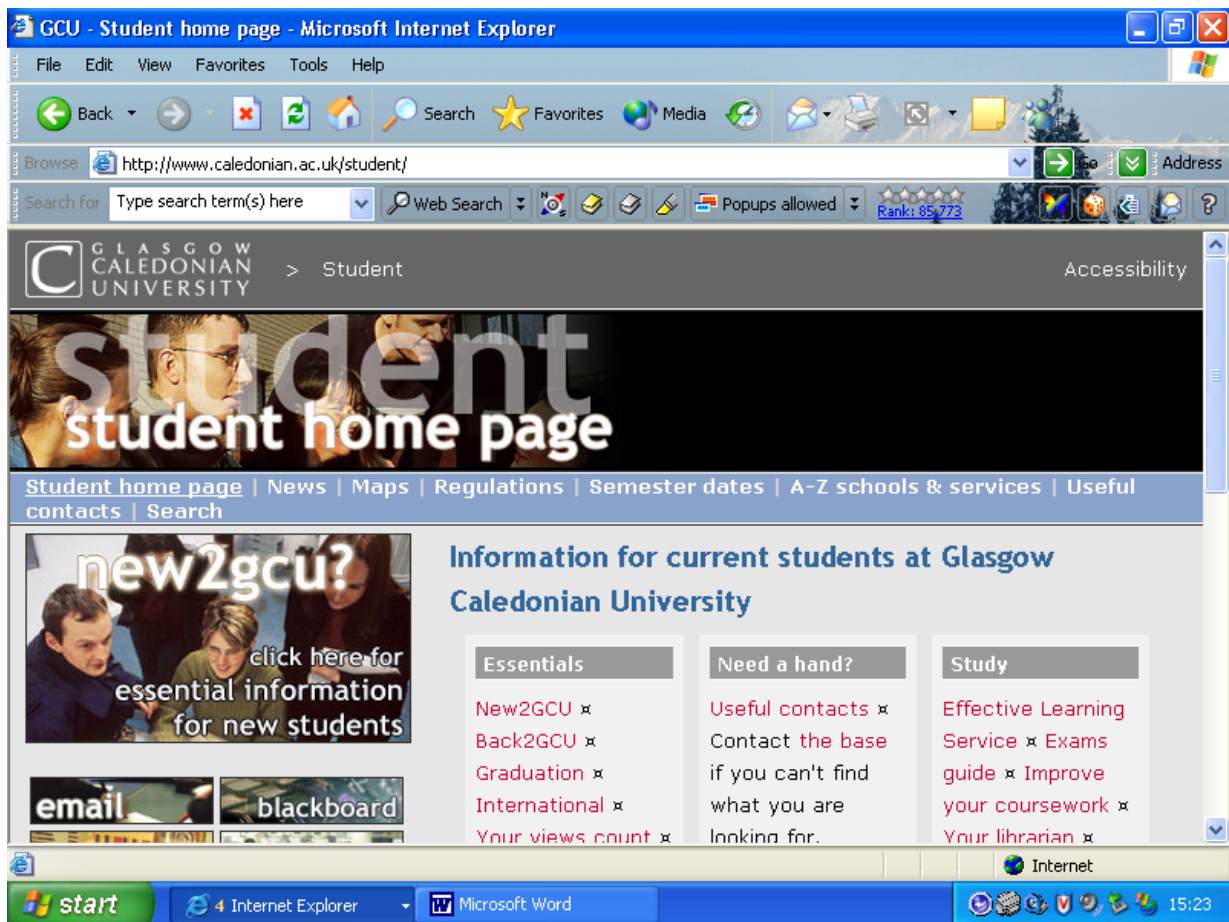
### Link of the Day

[Use of Electronic Information Services \(EIS\) Questionnaire](#)

- [My.caledonian.ac.uk](#) is the portal into all C&IT systems and services and for all your information needs. Including links to:-
- [Student web mail](#) - the university supported email system.
- [Blackboard](#) - the university virtual learning systems
- [C&IT Services](#) - for information on labs and where to get help.
- [The Library](#) - first stop, for all your information needs.
- [Status page](#) - to check the status of C&IT systems
- [Student Services](#) - offers a range of services including counselling and advice, disability support, student funding, student accommodation and career services, designed to assist and support students during their courses and in preparing them for leaving the University.
- [Students' Association](#) - a self governing body which, as well as providing excellent entertainment and recreational facilities, also allows all students to have a say in how the University is run.
- [Learningcafe](#) - Our award winning group learning environment supported by technology.
- [University home page](#)

This page maintained by [webmaster@gcal.ac.uk](mailto:webmaster@gcal.ac.uk)  
Last updated 21 October 2002

There was also a support page on my.Caledonian, the university portal, with a rather random collection of information. The implementation group raised this as an issue early in the project – why should students have to negotiate their way around the university structure to find information? We spent a lot of time working on a better arrangement in preparation for semester A 2003. Other groups have reviewed and revised the student home page again in summer 2004 and summer 2005. The second review involved a new student web user group which will continue after the end of the project. Members include students and staff from all areas of Learning Services.



**Money** [www.caledonian.ac.uk/student/money/](http://www.caledonian.ac.uk/student/money/)

The first site developed by SAS. We chose this topic because focus groups with students and discussions with academic staff showed that it was a major area of concern all round. An audit of existing sites showed information on the money topic on at least four different sites, none of them fully comprehensive. The aim was to create one comprehensive and authoritative site which provided information without students having to know which service to approach.

A team from the Finance Office, Registry and Student Funding worked on the site with the web master, the Students' Association vice-president and the project manager. We also involved students in the design and content. Part of the work was establishing different areas of expertise and therefore responsibilities for each page. The group developed an interactive 'Funding assistant' section to help students assess what funding they are likely to be entitled to. This was based on an idea from Manchester University but developed in a different way. Debt and issues over money management were important to students so we included a Money Manager tool to develop budgeting skills.

This was possibly one of the most difficult themed areas we could possibly have chosen as a starting point, it took a long time to develop but it is a very well-used site and feedback tells us that it is very successful.

**Exams Guide** [www.caledonian.ac.uk/student/exams/](http://www.caledonian.ac.uk/student/exams/)

The second themed site. Staff from Counselling, Disability Service, Effective Learning Service and the Exams Office (Academic Registry) worked on this site with a member of the web team and the project manager. A member of academic staff also joined us and we involved students in testing the site.

*I am sure the students will find the information very useful. It helps us as module leaders, because we can refer students to the website instead of dealing with queries regarding exams piecemeal.*

**Improve your coursework** [www.caledonian.ac.uk/student/coursework/](http://www.caledonian.ac.uk/student/coursework/)

Staff from the Effective Learning Service worked on this site with academic liaison librarians. After much fruitless staff agonising, students gave us the title for the site. Work on the site led directly to collaborative workshops and closer working between the two groups.

*I've had a look at the course work pages and have found them informative and easy to understand. There are lots of helpful tips, contacts and links, which I think many students will find useful. If any student now comes to ask about any coursework related issues I can now refer them to these webpages.*

**New2GCU** [www.caledonian.ac.uk/student/new2gcu](http://www.caledonian.ac.uk/student/new2gcu)

SAS developed this site fairly quickly with input from the Induction group for September 2004. It was extensively revamped in summer 2005. The aim was to pull together all the material new students would need, highlighting special events for September starters but also making content relevant no matter what time of the year students start. This site is the first one to have pages which are the responsibility of a group other than a single service.

**Back2GCU** [www.caledonian.ac.uk/student/back2gcu/](http://www.caledonian.ac.uk/student/back2gcu/)

A one page site, focusing on things students have to do or should be aware of at the start of a new academic year. The university's Partners in delivery group provided ideas for some of the content.

**Computer stuff** [www.caledonian.ac.uk/student/computerstuff](http://www.caledonian.ac.uk/student/computerstuff)

A working title which hit the mark with students! IT services provide most of the site with some content from Audio-Visual Services and pages specific to labs. The site includes a database of labs, software and specialist printers available in them. The base was very involved in content checking as a key group of end users.

*Excellent pages – really helpful, concise, easy to navigate.*

**Health and wellbeing** [www.caledonian.ac.uk/wellbeing](http://www.caledonian.ac.uk/wellbeing)

The idea for this site has been there since early in the project. The project manager felt there was a need for a gateway type site which would provide a fairly neutral starting point for students with problems. As one student said in the early focus groups:

*Internet is good when it gets embarrassing*

Real impetus for this site came from the appointment of a Student Wellbeing Co-ordinator in summer 2004. As well as linking to internal services such as Counselling and Money, the site also has many external links.

**Your views** [www.caledonian.ac.uk/student/feedback](http://www.caledonian.ac.uk/student/feedback)

A database driven site for complaints, suggestions and compliments with online feedback from staff. The Student involvement section in Approaches has more information.

## Single service sites:

### Library [www.learningservices.gcal.ac.uk/library/](http://www.learningservices.gcal.ac.uk/library/)

Work to redevelop this very large site started with the aim of not calling the site Library at all, but using one or more titles, including Finding information. This became very complicated and, together with the student familiarity with the title library, the name remained.

*Having examined the links below, I think those responsible need to be congratulated, for producing a really professional and easy to use system. Even if it's not a finished product, It's miles ahead of what went before, and begins to give GCU the feel of a ground breaking place to work. This sort of thing makes a big difference.*

(feedback from a member of academic staff)

### Graduation [www.caledonian.ac.uk/student/graduation](http://www.caledonian.ac.uk/student/graduation)

With the development of this site, the Graduations and Awards Unit of Academic Registry has greatly reduced its mailing to part-time students. The site has had a high level of hits around the time of the two graduation sessions.

*As a part-time student (about to graduate), and a member of staff, can I congratulate you an excellent site. The content was detailed and answered all the questions I had about graduation.*

### Student Centre [www.caledonian.ac.uk/student/studentrecord/](http://www.caledonian.ac.uk/student/studentrecord/)

Partly a site for the Academic Registry student enquiry centre, this site will become a Your student record site when the Student Centre closes in advance of the move into the Saltire Centre.

### International [www.caledonian.ac.uk/student/international](http://www.caledonian.ac.uk/student/international)

Following discussions with Marketing and Public Relations (MPR), this site is focusing on support for international students from the time they accept and unconditional place at Glasgow Caledonian. It has links to general information about Glasgow on the university's corporate site where MPR will focus on information for prospective students. This reduces a lot of duplication. The new site focuses on providing information specific to Glasgow Caledonian and has a lot of links to external sites, mainly UKCOSA and the British Council, for general information on adapting to life in the UK, immigration and so on. This will reduce updating work in future.

### About [www.caledonian.ac.uk/student/about](http://www.caledonian.ac.uk/student/about)

A varied group of pages including the campus map, regulations and codes for students, how to complain and so on.

The project has done a lot of web development, partly because it was very much needed and partly because web development has been easier to achieve than many other things. There have been problems however, mainly related to the lack of an overall web strategy at Glasgow Caledonian.

- Web or portal? At the start it was unclear whether the project should develop web pages or the my.Caledonian portal. This was finally resolved in June 2004 when the decision was made that anything which was not personal to an individual student should be on the web; everything else should sit within the my.Caledonian portal and be password protected. It was clear that there were a number of issues with the portal, not least accessibility, well in advance of that.

- Overall university website redesign – uncertainty over this is ongoing from at least summer 2003 until spring 2005. Development of new university template in 2005 has meant extra work but SAS has taken a lead in implementing it.
- Responsibilities and good practice – working with the web team, SAS has developed its own set of updating responsibilities and guide to best practice.

There should be a group from Schools, Learning Resources, support services and MPR to drive web development, with support at Executive level.

## 12. Cultural change

*If you do what you've always done, you get what you've always got* (Emmanuel Ahroni)

Though called the Student Access to Services **project**, SAS is essentially about cultural change. Achieving that change will take longer than a two and a half year project. SAS has initiated and completed projects which contribute to that cultural change but the overall change strategy needs to be external. There was a suggestion at one stage that we should drop the word 'project' from the title in order to help with embedding.

Some indicators of cultural change:

- The verb 'to SAS' is used in some areas
- Student employment pilot project – staff from three different areas of Learning Services working together for the benefit of students
- Several comments on the value of meeting with other services to work on joint websites. Meetings have enabled staff to talk about new developments in their areas which helped update staff from other services
- Further joint work developing out of website groups – subject librarians and Effective Learning Service ran joint workshops on the beyond Google theme.

SAS did two online surveys of staff in Learning Services and the Finance Office to measure the impact of the project. The first was in December/January 2004/5 and the second in July/August 2005. The report on the second survey is in Appendix 5.

77 staff completed all or part of the second survey. This was almost double the response rate in the first survey and is around 28% of staff in Learning Services and the Finance Office. This in itself is an encouraging figure. The breakdown by area is in Appendix 5.

Of those who replied, 43 (56%) said SAS had made a difference to their work. This compares with 21 (55%) in the 1<sup>st</sup> survey. A further 31 said more about how much SAS had affected their work, compared to 13 in the 1<sup>st</sup> survey.

How much has SAS affected your work?	Survey 1	Survey 2
Considerably	0	3
Quite a lot	6	7
Somewhat	7	17
Very little	0	4

In both surveys, staff mentioned web developments, plain English and working more with other services as ways their work had changed. Communication with students in general and

thinking about the way we do things were developments on these themes in the second survey. One person commented:

*a greater emphasis on the student as user of services and user with a choice of universities - meet their legitimate needs, and reap the benefit: fail to meet them , and lose them and all the people whom they have told GCU is sub-standard*

Resources issues were mentioned in both surveys: more work, more meetings, more e-mail enquiries, though one respondent said there were fewer queries. Uncertainty over developments, locations, tasks and new posts were also mentioned. One person commented:

*The sas project has not considered the fact that staff are already busy doing their job and do not always have time or resources to match requirements*

In the second survey one member of staff commented that services were now more segmented and that staff were now less willing to go beyond their remit to help students. One person felt that “some of our services are no longer ours”. Given that services should exist for the benefit of students, this comment may indicate a measure of success in moving away from silos to integration.

These comments highlight the difficulties of cultural change and the fact that it is very difficult to take all staff along. On embedding the SAS principles for the future, one person said “management has to demonstrate them in a consistent and inspirational way”. This theme was echoed by some others.

Most staff would say that they are student-focused but in practice still do not always take the wide view of the university as a whole and what it should be doing for students. There is some opposition to calling students ‘customers’. For SAS the terminology is unimportant; attitude is crucial. The mindset that Glasgow Caledonian is here for its students needs to be a strong theme throughout the university, at all levels. To provide that top quality service, staff too need to feel valued.

The whole area of service and its development needs to be part of the university agenda. It is noticeable by its absence from our 2010 vision.

To varying degrees, staff still get caught up in the way things are in their own service, and do not know enough about what others are doing. Lack of time and feelings of insecurity in a period of considerable change, certainly contribute to this territorialism along with insufficient communication at times.

### **13. Difficulties**

This report highlights a number of difficulties which SAS has encountered. There are some more general issues too.

#### **13.1. How SAS fits with other projects**

*Audit of the University Projects Affecting/Related To SAS*

*The group discussed this topic and felt that several questions needed answers: Clarification had to be made on the position of the SAS Project in relation to the new Learning Centre. Has the SAS Project been identified as totally separate to the new*

*Learning Centre developments or as totally inclusive to these developments? ... There needs to be formal communication to staff on this topic.*

(SAS Steering Group minutes June 2003)

This issue returned several times, particularly how SAS and the Saltire Centre Process Definition project worked together. Despite trying to meet more frequently and merge project plans (unsuccessful) this issue was never fully resolved. This may be because SAS was seen as separate from operational issues in some areas i.e. SAS activity was more project-based rather than involvement in ongoing, everyday work. Once again this touches the cultural change/project dilemma and to the original scope of the project. However, at strategic level there are clear links between SAS and the Saltire Centre – see the Aims and objectives section.

### **13.2. Resource issues**

Increased numbers of dedicated SAS staff have made an impact. A clearer project plan and deliverables list much earlier in the project would also have helped services plan resource allocation. This is particularly the case for areas heavily involved in other projects, for example Corporate Applications.

### **13.3. Structures and ramifications**

SAS started just as Learning Services was being set up and the Saltire Centre plans were beginning to take shape. It was a time of much uncertainty and questioning. Staff morale was and still is low in many cases. SAS has been seen as part of this to some extent so the project has had to work hard to overcome negativity and tensions within Learning Services.

New structures take time to settle and some uncertainty over new job roles, have added complexity. Within the project, more frequent steering group meetings during 2005 have made a difference but before that relative roles of the steering group and line management were rather blurred.

However small each project has seemed at the start, there have almost always been wider issues. In some cases, SAS has dealt with those but in other cases they have been beyond the scope of the project. An example:

Events database – the development of online booking for student events, which is beyond MPR's original purpose for the database, could benefit other areas in the university, like staff training. Should SAS have taken those needs into consideration fully or was our purpose to complete the system for students? SAS chose the latter.

## **14. Moving on**

The SAS project ends on 31 August 2005. After that date, there will be short and long term ongoing work.

The role of the Customer Service Development Manager is central to taking forward the SAS ethos. For that reason, SAS is funding three months' administrative support for this post to ease the embedding process.

The one-year SAS IT post continues until 30 September 2005. He will concentrate on completing two pieces of work which are late because of delays on server work. He is also looking at an e-guidance project with Learner Support.

The SAS web developer continues in post until 30 November 2005 and will concentrate on moving existing sites for students from the Learning Services directory and template to the new student directory and template. This will give a much more joined up approach to information provision for students. She will be line managed by Eileen McKee who has worked on SAS from the start. The sites are: Careers, Effective Learning Service, ICT Skills, Counselling, Disability, Faith and Childcare.

## 15. Summing up

*I have been consistently impressed by the hard work, perseverance and effectiveness of the manager of the programme. She has been very effective in working with other staff to achieve a remarkable amount in a short time.*

(Comment in staff survey July 2005)

A key SAS aim has been that students should not have to know the university structure in order to access services. SAS has gone a considerable way to reducing complexity. The development of the base, a 'wider SAS' project, plays a large part in this.

SAS has completed a good number of projects and activities. Others will be ongoing. The steering group and other small groups have discussed on several occasions how the work will be taken forward.

### 15.1. Progress on the principles

How has the project delivered on the principles of user-focus identified way back in the initial scoping survey? This table summarises the main developments. Several actions could be set against more than one principle.

Principle	Action
<b>Simple</b> – as easy as possible to understand by users	<ul style="list-style-type: none"> <li>• Adoption of plain English as a standard</li> <li>• Asking students for the most meaningful labels to use</li> </ul>
<b>Straightforward</b> – as easy as possible to negotiate by users	<ul style="list-style-type: none"> <li>• Development of the base – a single starting point</li> <li>• Thematic rather than service-based websites</li> <li>• Graduation process review</li> </ul>
<b>Visible</b> – users and potential users should know about what is on offer and where to find it	<ul style="list-style-type: none"> <li>• Development of the student home page</li> <li>• The base</li> <li>• Greater and more effective use of plasma screens</li> <li>• Latest news on the web</li> <li>• Work with Schools to promote our services</li> </ul>
<b>Consistent</b> – users can expect the same level of service and same advice across the University	<ul style="list-style-type: none"> <li>• Key aspect of the SAS quality expectations (Appendix 4)</li> <li>• Plain English work</li> </ul>
<b>Coherent</b> - services should be grouped in a way that makes sense to users	<ul style="list-style-type: none"> <li>• The base and</li> <li>• themed websites</li> </ul> <p>reduce the need to know the university</p>

	structure at all
<b>Appropriate</b> – delivered in a way that is most appropriate to the needs of the different categories of end-users	<ul style="list-style-type: none"> <li>• Different levels of intervention for person to person service – the base, drop-ins with expert services, booked appointments with expert services.</li> <li>• Special information for specific groups highlighted e.g. New2GCU sections for part-time and international students.</li> </ul>
<b>Accessible</b> – available to all students and potential students recognising that these encompass a range of abilities and disabilities, using 24/7 and automated systems where possible and appropriate as well as more conventional means of contact	<ul style="list-style-type: none"> <li>• Access to services beyond 9-5 via the base</li> <li>• Access in person, by telephone, by e-mail, through the web.</li> <li>• More joined up thinking on customer service and how to meet different needs</li> </ul>
<b>Responsive</b> – empathetic to the needs of users and responsive to their needs and suggestions for improvement	<ul style="list-style-type: none"> <li>• Your views feedback system</li> <li>• Student focus groups</li> <li>• Student surveys</li> <li>• Testing SAS products with students</li> <li>• Knowledge Base</li> </ul>
<b>Enabling</b> – self-help should be encouraged where appropriate - consistent with the University Mission Statement – creating self-managed learners therefore increasing independence of action.”	<ul style="list-style-type: none"> <li>• Most forms available online for downloading</li> <li>• Online booking for events</li> <li>• Funding Assistant and Money Manager tools</li> <li>• Online guides e.g. for using the catalogue or databases</li> </ul>

The base and student web pages feature frequently in this list. The project aim, as defined in the initial scoping survey, was:

*To clarify and simplify a diverse range of services consolidating them in one physical and/or virtual place improving the quality, nature and range of services offered to students.*

SAS and wider SAS have gone a long way to achieving this.

## 15.2. Some recommendations for the next steps

- Keep the student focus and keep examining whether we are delivering on that. Student service excellence is a journey, not a destination. The environment in which we operate is constantly changing, we need to learn, adapt and refocus.
- Keep the SAS principles on user-focus at the forefront. Staff made some suggestions on how to do this in the impact survey (see Appendix 5)
- Team effort, across many different teams, was a key element of SAS and the development of a dedicated SAS team was crucial and a significant factor in success. Team work needs to continue, both in cross-team/directorate projects and also in specific team building activity.
- With increasing focus on self-service in the Saltire Centre, we need to ensure that support is available to develop confidence in the use of the facilities. The Student

Employment Pilot project provided a model for how this could be done. We should build on this and other roving support roles. This also contributes to developing the employability of our students, a central aspect of Partners in Delivery.

- Publicity for services. We have done a lot of work to develop services but making known what is available is essential too. There is work to be done on how we promote services for student. We need to be more proactive. This links in with year long induction and the first year experience.
- Though SAS's focus was on services for students, work with Schools towards the end of the project was very valuable. There is scope for much more development here. One aspect is communication with Schools on topics like induction/enrolment/start of year and what we offer Schools and students. Co-ordination of information across services would help clarify some things.
- Staff need encouragement, time and training to do web updating and development. SAS has prepared a set of guidelines for services. The development aspect is particularly important. There needs to be ongoing review and development.
- Plain English – again the Plain English advocate will need the strategic and practical support of the Learning Services directorate.

### **15.3. Lessons learned**

- The role of the CSD manager is central in this but perhaps one of the main lessons we have learned in SAS is that there is a limit to what one person can achieve. There is a need for consensus on the long and short term service plan, starting at Learning Services directorate level. There could be agreement on a focus for the year which the CSD manager could then develop. This should feature too in the monthly service meetings which she is planning.
- Short term project work across teams working in related areas has gone well and brought benefits for staff. It helps break down silos and above all it helps focus attention on student needs rather than service issues.
- Projects and strategy are different. Projects support strategic aims but each project needs its own well defined deliverables

## ***Appendix 1***

### **Student Access to Services Study Advisory Steering Group**

January to February 2002

Mr Les Watson, Pro Vice-Chancellor Learning and Information Services (Chair)

Mr David Bentley, Facilities Manager

Mr Simon Brady, Student Association President

Dr David Edgar, Head of Department, Business Information Management

Ms Gill Troup Head of Department, Student Services

## Student Access to Services Project Steering Group – membership and remit

Name	Job title or work area	Dates	Attendance Actual/max possible
Les Watson Chair	Pro Vice-Chancellor (Learning & Information Services)		20/21
Brendan Ferguson	Head of Academic Registry		12/21
Gerry Milne	Depute Director of Finance		9/21
Kathleen Nelson/Jim Buist/Lynsey MacDonald	Glasgow City Council E-Government (one of the three attends)		15/21
Jane Ross	SAS Programme Manager		21/21
June Davidson	GCUSA – VP Support & Advice	From July 04	9/14
Tom Finnigan	Director – Learner Support	From July 04	8/14
Jen Kmita-Dawson	Front Desk Manager – Learner Support	From July 04	10/14
Mike Mannion	Dean – CMS	From Sept 04	3/12
Helen Gough	NMCH	From Oct 04	3/11
Douglas Little	Facilities Management	From Oct 04	7/11
Sonya Campbell	Service Development Manager	From Jan 2005	8/10
David Bentley	Facilities Management	Until Sept 04	4/10
Graham Galbraith	Dean - ESD	Until Aug 04	2/9
Jenny Rees	Director of Planning	Until Aug 04	4/9
Callum MacKinnon	MPR	Until July 04	7/9
Daniel Steel	GCUSA President	Until June 04	1/9

### Terms of reference

The Steering group

- Comprises representatives of key stakeholders within the university and outside bodies with expertise or interest in the general area of the project
- Advisory
- Main outward reporting forum for SAS, beyond line management within Learning Services

- Will meet three or four times a year over the two year project and each meeting is reported in formal minutes to be treated as public documents
- Final duty will be to agree an exit strategy for the project and group

Its specific remit is:

- To provide guidance and direction for the project, agreeing key priorities and deliverables, bearing in mind the original scoping survey
- To facilitate university-wide collaboration with the project (university members only) e.g. including relevant elements of the SAS strategy and accompanying action plan in business plans or equivalent as appropriate
- To provide professional advice for the project
- To monitor project timescales

It will receive reports from the Project Manager on the progress of work at regular intervals and will be kept informed of any substantial strategic issues arising in the intervening periods

## SAS Core implementation group - membership and remit

March 2003- December 2003

Kate Aitken	Academic Registry
Jane Blaber	Academic Registry
David Carse	GCUSA
Jacqueline Gilmartin	Web/IT Helpdesk
Jan Howden	Library
Eileen McKee	Library
Gillian McLeish	Disability Advisor
Steven McSeveney	Learning Café/Help Desk
David Scott	Careers
Joyce Wylie	Finance Office

January 2004 - February 2004

Jane Ross	Chair – Project Manager
Kate Aitken	Academic Registry
Jill Collins	GCUSA
Carole Doyle	Lecturer - CBS/APU
Tom Finnigan	Director - Learner Support
Jacqueline Gilmartin	Manager - Learning Resources
Mary Henaghan	Quality Office
Jan Howden	Learner Support
Eileen McKee	Learner Support/SAS
Helen Gough	Lecturer - NMCH
Debbie Shields	Student

### **Terms of reference**

- Representative of student facing aspects of Academic Administration, Finance and different areas of Learning Services; includes the Students Association Vice-President and, wherever possible, at least once student to work on specific areas
- Concerned with operational issues project wide
- Will meet once a month on average for the duration of the project and each meeting is reported in formal minutes to be treated as public documents

Its specific remit is to

- work with the Project Manager to inform and implement strategic decisions made by the Steering Group
- focus on improving access to services as a whole, rather than job specific areas
- ensure the project manager is kept informed of any developments, good practice or research in different work team areas which are relevant to the project
- work on specific issues as part of a smaller group which may also include other staff whose work is closely related to the issue under consideration
- report back to wider work teams on the progress of the project, collecting views on operational issues where appropriate in order to ensure good communication

As far as possible, group membership will remain constant throughout the project but different skill requirements, project emphases and work pressure may affect this. This should be discussed with the Project Manager.

### **Revised terms of reference and remit**

- Representative of different areas of services for students, principally Academic Administration, Finance and Learning Services and includes a member from GCUSA, the Quality Office, Schools (x2) and, ideally, one student
- Concerned with operational issues project wide
- Will meet once a month on average for the duration of the project and each meeting is reported in minutes which are posted on my.Caledonian

The remit of members is to

- Act as advocates and champions for the project in their own service/division/School and across the university
- assist the Project Manager in shaping, informing and implementing strategic decisions made by the Steering Group
- report back to wider work teams on the progress of the project, collecting views on operational issues where appropriate in order to ensure good communication
- focus on improving access to services as a whole, rather than job specific areas
- ensure the project manager and the group as a whole are kept informed of any developments, good practice or research in different work team areas which are relevant to the project
- work on specific projects with other staff from services for students, following SAS principles, and report back to the group on progress (Non-teaching staff only)

As far as possible, group membership will remain constant throughout the project to ensure continuity but different skill requirements, project emphases and work pressure may affect this. This should be discussed with the Project Manager.

## Appendix 2 – Open Space day – March 2004

### Programme

Learning Services Open Space. 25<sup>th</sup> March 2004 Coffee and tea on arrival

**9-15am Introductions**

Theme for the day 'Making Our Services Easier and Better for Our Students'

Who are we?

Why are we here? and, what are the objectives?

What is Open Space? and, how will the day work?

**9-30am Jane Ross** introduces findings from recent research and sets the scene

**9-45am Setting Agenda/Market Square.** Participants Suggest Topic Headings for discussion and Post on Market Square Agree and Group Topic Headings and Set Space

**10-15am Session 1.** Participants will work in areas that most interest them and/or they can contribute to most

**11-45am break**

**12-00 Setting Agenda/Market Square.** Based on session 1 discussions, participants now suggest New topic headings. These should be ideas that can be turned into Action Plans. They are now posted on the market square, grouped into common themes and allocated a space.

**12-30pm lunch**

**1-30pm Les Watson** explains vision for September 2005 and sets the scene for the future. He will also explain how the projects will work and be funded

**1-45pm Session 2.** Participants will again work in areas that most interest them. They will develop ideas into projects with action plans.

**3-45pm What happens next and Close**

### Projects

Summary of projects suggested and how, if at all, they have been taken forward

Project	Decision by Steering group	Outcome
<b>Student Employment in Services</b> Exploring the possibilities and surrounding issues for expanding the numbers of students employed by the University.	Go ahead.	Student employment pilot project – see Project outputs section
<b>Structure of Academic Year</b> Investigating possible changes in the academic year to better support the wide needs of students.	Desirable but difficult Head of Academic Registry to write a paper for Academic Policy and Practice Committee (APPC)	Not done – because of the difficulties involved in such a process. Some issues are covered in paper to APPC from Graduation process review. See Project outputs section.

<p><b>Physical Layout and Staffing (training and management) of New Building</b> (i.e. Saltire Centre) Determine the physical layout of services hall. To provide the highest levels of service to students, build on existing good practice, staff expertise and through continuous improvement.</p>	<p>Directors of Learner Support, Learning Resources and Pro-Vice Chancellor (LIS) are already identifying. Project manager to liaise with this group and make sure the ideas from 25/3 Open Space are incorporated.</p>	<p>Partly covered by the Process Definition project, part of Saltire Centre Programme</p>
<p><b>Knowledge Management System and staff for its implementation</b> Uniformity of information. Academic and support staff will get easier access.</p>	<p>As Learner Resources had already bought a system, the project manager was to investigate its usefulness for SAS.</p>	<p>Pilot development on one SAS site, partial development on one other due to staff member leaving. No developments elsewhere.</p>
<p><b>Website Integration not Duplication</b> Single sign in. [My Caledonian, Blackboard, <a href="http://home.gcal.www.gcal.ac.uk">home.gcal.www.gcal.ac.uk</a> etc] It is hard to find data now. Once implementation is done it would be easier.</p>	<p>1) Project should not spend money on single sign on 2) Project manager to write to project sponsor explaining the issues on duplication</p>	<p>1) Learning Resources working on this – a tough but key issue to solve. 2) Meeting in early June 2004 agreed that all information for students should be on the open website. Any information requiring the student to authenticate themselves should be on my.Caledonian (portal)</p>
<p><b>Web Training</b> To get more people involved and improve speed and efficiency.</p>	<p>Not a SAS project</p>	<p>The specific issue of web training belongs elsewhere but the wider issue of web updating is very much as SAS (continuation) issue.</p>
<p><b>Improved Access to Services for Distance Learners</b> (i.e. new on campus) Distance learning is a growing area for GCU and can attract non-traditional entrants.</p>	<p>Essential and easy to do</p>	<p>The group who worked on this at the Open Space day, re-examined it and found there was little additional material to add to websites. The needs of this group should be kept in mind during any process review.</p>
<p><b>Customer Relations Training</b> Professional training for services staff. Providing a customer relations ethos throughout GCU. This project will provide a new way to support students.</p>	<p>Agreed that this was cultural change, not a project. Head of Academic Registry and Project Manager to meet to discuss linking customer relations principles to the SAS acceptance criteria, possibly as a series of questions.</p>	<p>Meeting held. Strong customer service focus in what became the SAS quality expectations. Customer Service Development Manager considering this area too.</p>

<p><b>Development of ECAS</b>  (Electronic Computer Access System.)  To install electronic system that informs students of the number of computers currently vacant at any one time. (Like spaces in the car parks)</p>	<p>Desirable and not too difficult. Of benefit to Saltire Centre too.</p>	<p>Steering group in November 04 agreed this was a lower priority. Summer 2005 – work going on independently.</p>
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### **Appendix 3 Survey of new entrants to Glasgow Caledonian, 2004**

Thanks for your feedback – positive and negative. We appreciate the time you took to fill in our questionnaire in November. Here's a summary of what we are doing as a result of what you told us about the joining process and events:

#### **Got lost?**

The clearest message you gave us was that it was hard to find places on campus at the start. You wanted better maps, signage and tours.

Here's what we've done:

- New improved campus map for September 2005 including information on how to find rooms on campus – it's online now at [<http://www.gcal.ac.uk/student/about/maps.html>]. New students get a copy in their joining pack. The map will also be available during the first few weeks.
- Student guides on campus in induction week to tell you how to get to places. They'll have maps too.
- We're also looking at better signposting on campus for registration sessions so you can find your way to the ARC.

#### **Clearer information**

You also said you wanted clearer information, bullet points, clear dates and deadlines – and no jargon. Action:

- Revised joining pack – with clearer information in Plain English
- Improved New2GCU website [[www.caledonian.ac.uk/student/new2gcu](http://www.caledonian.ac.uk/student/new2gcu)] – with much more about when you have to do things and how everything fits together

As you pointed out, we need better publicity for the New2GCU site. There will be a flyer in each joining pack and we will make it more obvious on the student home page. You also wanted information for specific groups like international students, part-time students - the New2GCU website does this now.

#### **Online registration**

You wanted clearer instructions and more help.

We have created a new registration page

[<http://www.caledonian.ac.uk/student/registration/index.html>] with better information and we have revised the help text on the online form.

#### **Collecting your matriculation card, getting your loan letter scanned and collecting any grant cheque**

You asked for clearer information about when all this happens.

- New2GCU includes a lot more information on this now and tells you what order you need to do things in.
- We are also looking at the signposting in the ARC so that you know which area to go to.

#### **Central induction sessions**

Many of you said they were too long, boring and some found them repetitive. We agree and we've been working on new ideas. This year they will:

- Be shorter (half the length to be precise)
- Concentrate on a few starting points rather than give you too much detail
- Highlight the student guides who will be on campus during induction week to give you directions, answer general questions and direct you to specialist services.

## Appendix 4 SAS quality expectations – March 2005

\*\* = key area for development

1. ** Students do not have to be on campus between 9am and 5pm to access the all the services we offer. We offer alternatives to 9-5 enquiries, <b>transactions</b> , workshops, drop-ins or interviews.
2. We give students a choice in how to access our services - face to face, by telephone, over the web. We accept and reply to queries by email, telephone and in person.
3. We make reasonable adjustments to facilities, services, information formats, procedures (but not practices) to help students with disabilities
3b We make reasonable adjustments to facilities, services, information formats, procedures (but not practices) to help students whose first language is not English
4. All <b>our forms</b> for students are available for downloading or are fully web enabled.
5. <i>Removed - HR responsibility</i>
<b>How we handle students</b>
6. All staff respond promptly and politely to students.
7. All staff treat students fairly and sensitively.
8. **All staff have had training in <b>key customer care principles</b> and know what is expected of them.
9. We answer telephone calls to the main telephone number for our service in no more than 30 seconds (the time it takes to get to the point of leaving a message on BT's automatic answering service). The time is shorter if there is an answering machine.
10. Students can always talk to someone in our service during the opening hours we advertise on the web, including lunch and tea or coffee breaks, unless there is an emergency.
11. **When we handle <b>core queries</b> , or if a student needs a form which is available online, we always show them how to find the relevant page (face to face) or give them the relevant URL (telephone/email) along with the answer. This is so that they know where to look next time.
12. <b>Transactions</b> are simple and straightforward for students, whether delivered face to face or by technology. Students can do everything needed for the <b>transaction</b> in one place, virtual or real.
13. In admin work, we follow the JISC infoNet guidelines: Do it once/ do it right/ do it quickly/ keep it simple/ trust me/ I am accountable. We follow these for process review.
14. <i>Removed – not a service level responsibility.</i>
<b>Communication</b>
15. **We have a written policy for communicating with students: which messages we need to put across, when and how to deliver them (our general website, New2GCU, joining instructions, flyer, email, plasma screens, student home page What's new and so on). Staff know how to handle different messages and we review the policy each year.
16. Details of whom to contact for addition information/help and how to contact them is clear and easy to find on all our <b>written material</b> .
17. **All our <b>written material</b> is in <b>Plain English</b> .
18. We respond to all emails within one working day (automated responses included) and send a full reply within five working days. Full resolution of the issue may take longer.
19. We send a full reply to letters within five working days. Full resolution of the issue may take longer.
20. The main service email address is a group email checked by at least two people so that students are not restricted by staff absences. This is the email address that we publicise in <b>written material</b> .

<p>21. Whenever a member of staff is out of the office for one working day or more, their telephone is redirected to</p> <ul style="list-style-type: none"> <li>• someone else in the service or</li> <li>• (if that is not possible or practical) to the base, who know this is happening and how to handle calls, or</li> <li>• to a voicemail/answering machine message with clear information on alternatives</li> </ul>
<p><b>Consistency</b></p>
<p>22. Students get the same, consistent <b>core information</b>, whichever member of staff they talk to in our service, or the base or the Student Centre, if they handle first level enquiries for us.</p>
<p>23. Information on our website and/or in hardcopy is consistent with information given by our staff and staff at the base/Student Centre, if they handle first level enquiries for us.</p>
<p><b>Information and advice</b></p>
<p>24. The information and advice we provide to users is accurate, current and impartial.</p>
<p>25. If we get a query which is not in our <b>expert</b> area, we refer students to the <b>expert service</b>, by forwarding an email, transferring a call or explaining where to go. For telephone and face to face referrals, we explain where and why we are referring them.</p>
<p>26. <b>**Our web pages (our home site + other pages for which we are responsible) are the primary source of information about what we provide. They answer all standard questions; hardcopy information derives from them.</b></p>
<p>27. Students, teaching staff, and other users (e.g. the base, Freedom of Information enquirers) can treat our web pages as the authoritative source of information on our service.</p>
<p>28. We check the content of key pages (contact information, opening hours, pages with time limited information e.g. events or anything that we know changes frequently) once a month.</p>
<p>29. <b>**We reduce the use of 'jargon'. We give the meaning of an abbreviation followed by the abbreviation in brackets the first time we use it in any written material.</b></p>
<p>30. We check and update all our service's pages (our home site and other pages for which we are responsible) at least once a year. Even where there is no change, we note this checking in the 'Updated on dd/mm/yy' field</p>
<p>31. We have a written procedure for updating web based information (who is responsible, who does the actual web work and so on) which is reviewed annually and follows any University policy and SAS quality expectations.</p>
<p>32. When we know about a change, we update our website promptly. (Promptly – some examples -:</p> <ul style="list-style-type: none"> <li>– a change to opening hours, drop-in sessions, event for that day or the next - within an hour</li> <li>– new telephone number, change to opening hours etc two or more days away; changed or new closing date – within a day</li> <li>removing information about events which have happened – within a week</li> <li>advance warning of changes affecting the next academic year, posted during the current year – within a month (unless it's May already!)</li> </ul>
<p>33. Staff check external web links for:</p> <ul style="list-style-type: none"> <li>• Authority – is this a reliable source?</li> <li>• Content - is it useful for students?</li> <li>• Country of origin –is it relevant to our students?</li> <li>• Currency – how recently was it updated?</li> </ul>

34. We always state why we are including a link to an external website – e.g. <a href="#">Support for Learning: Best Bank Accounts</a> for students or Try image banks such as the <a href="#">LTSC Bioscience image bank</a> .
35. **We always link to the web pages of the <b>expert service</b> or refer to their website (or the service in general if there is no site) in our leaflets rather than repeat information on pages for which they are responsible.
<b>**Responsiveness, feedback and continuous improvement</b>
36. We actively seek feedback from students in a variety of ways to get their views of our services and their priorities.
37. We actively seek feedback from our own staff and other active staff user groups, primarily the base and teaching staff, to get their views of our services and their priorities.
38. We have agreed methods for recording and reviewing informal and formal feedback. All our staff are aware of them.
39. We promptly tell students and staff about the results of consultations/feedback received, including any action we have taken or plan as a result. We also explain why we are not acting on feedback.
40. All staff are trained to deal with complaints and know how to put things right quickly and effectively. They know when to pass a complaint to someone more senior and/or tell the student about the formal Complaint, Mediation and Resolution Procedure.
41. We look for ways to improve services and facilities, especially through greater use of technology, in line with feedback received.
42. We keep up to date with best practice and innovation in our service area through professional meetings and conferences, collaborative work, visits to similar services in other universities or other relevant organizations.
43. We meet with staff from related services at GCU at least once a year to refresh our awareness of what they offer and to look at ways of working together more closely for the benefit of students.
<b>Telling students about standards</b>
44. We tell students about the level of service they can expect from us, on our website, in a leaflet or in the GCU diary.
45. Service staff know what the standards are and work towards them

## **Appendix 5 SAS - Staff Survey**

**Purpose:** to find out about the impact of SAS on staff in Learning Services and the Finance Office

We ran the second survey online between 14 July 2005 and 11 August 2005 using SurveyMonkey software. We ran the first survey in December/January 2004/5.

### **Who replied?**

77 staff completed all or part of the survey. This was almost double the response rate in the first survey and is around 28% of staff in Learning Services and the Finance Office. Here is the breakdown by area, with figures for the 1<sup>st</sup> survey in brackets:

- Academic Registry - 12 (4)
- Finance Office – 7 (8)
- General Academic and Professional Studies – 15 (3)
- Learning Resources – 15 (8)
- Learner Support – 26 (14)
- Other - ISU – 1; Careers -1 (part of Learner Support) (No change)

### **What they said**

#### **Has SAS made a difference to your work?**

Yes – 43 (56%) (55% in 1<sup>st</sup> survey)

No – 34 (42%) (43% in 1<sup>st</sup> survey)

#### **Changes to people's work**

Only staff who said SAS had made a difference to work were asked the next three questions

##### **1) How much has SAS affected your work?**

31 of the 43 who said SAS had affected their work commented further. 17 said it had affected their work 'somewhat', 7 'quite a lot' and 3 'considerably'. Four said it had affected their work very little.

##### **2) List up to three aspects of your work which have changed**

22 respondents gave 42 answers. The three main areas were:

- Web pages (12) - improved/great/better/easier to use
- Thinking about the way we do things/student access (10) – doing things more thoroughly, help with the planning process for any student activity, service delivery, handling feedback
- Plain English and more thinking about how we communicate with students in general (7)

This comment sums up the themes: “Discussions with staff on SAS has meant genuine progress towards co-operation and ‘joined up thinking’ between different service areas.”

Other aspects were:

- Demands on time – from the project (5)
- More questions (2) – and fewer questions (1)!
- Impact of the base (1)

- Some of our services are no longer ours (1)

### **3) Eight respondents provided further information on how things had changed including:**

#### **Negative things**

One person thought there were a lot of uncertainties – location, changes to tasks, discussions on various aspects, meetings to attend etc, new staff appointed to new roles to familiarise ourselves with. Another felt things were more segmented now. “Staff are not as willing to assist students outwith their remit, even if it's as simple as making a photocopy or a phone call. Also, staff don't really know what is going on in other offices... As a result the student incurs more run around than is desired”. [Comment from project manager – this highlights the need to refer students to the base as the initial starting point for enquiries]

#### **Positives**

Three people commented on a more unified student-focus in service delivery

- SAS has helped us to have a more joined up student centred approach. It has been very valuable in making us look at services from the point of view of the student (after all they are our customers!) Some things we can achieve, some need a further shove from management”
- SAS web pages make it much easier for students and staff to find out information about all services to students. We have made real progress in working together.”
- We now have a much better, clearer and accessible way of knowing what students require, what they think of our services and how to direct students to answers which we may not know.”

#### **The future...**

We asked all respondents three other questions

#### **1) How can you, as an individual, make sure that SAS principles become embedded in your work? You can list up to three ways.**

31 responses from 13 people including:

- Find out what they are (3)
- Always try to put myself in the shoes of various students/represent customers at team meetings
- Include them in planning/development of policies/work plans (3)
- Be flexible with my timetable. Students do not always work on ‘block schedules’.
- Use plain English/clear language (3)
- Already very student focused (2)

#### **2) List up to three ways you think your service area could make sure the SAS principles become embedded**

27 responses from 13 people including

- Student focus in team meetings/service delivery (7)
- Management involvement - include in team brief; “management has to demonstrate them in a consistent and inspirational way” (4)
- Benchmark our activities against SAS principles
- Clear documentation (4)
- More cross team working (2)

- Understand them (2)

**Any other comments? Includes**

“The SAS programme has highlighted many things which have helped Learning Services come together with a goal of providing a great service to students. Although some of the principles seem like common sense it is good to have everyone focussing on the same thing to provide consistency across the services.”

I have been consistently impressed by the hard work, perseverance and effectiveness of the manager of the programme, Jane Ross. She has been very effective in working with other staff to achieve a remarkable amount in a short time.

SAS project leader has done really well in improving student web pages in terms of structure and content. Also direct access to the pages is a benefit rather than use the contents approach to the Portal

## **Appendix 6 Presentations on SAS and Saltire Centre**

### **Les Watson**

- Watson L. (2005) Synergy: Considering Technology in the Context of Strategies for People and the Campus Environment, EUNIS conference, Manchester.
- Watson L. (2005) Estates Developments at GCU, Seminar for Hugh Anderson Architects staff and clients
- Watson L. (2004) Community Engagement, Grampian Information Annual Conference, Robert Gordon University, Aberdeen.
- Watson L. (2004) Engaging our Communities, LeedsMet Learns, Leeds Metropolitan University
- Watson L. (2004) Learning Services Library staff conference, Robert Gordon University, Aberdeen.
- Watson L. (2004) Embedding IT, CSEIR annual conference, Toulon.
- Watson L. (2004) More Questions than Answers, Teaching Learning and Information Group of UCISA keynote address, University of Exeter.
- Watson L. (2004) Learning Services @ GCU, Joint Teaching learning and Information Group (UCISA) and SCONUL event, University of Birmingham.
- Watson L. (2003) Embedding IT, EUNIS event for European University Presidents, Paris.

### **Jane Ross**

- (2004) Management Information Systems @ GCU, Visit of Ukrainian University leaders, Glasgow.
- (2004) The role of the information specialist, Careers Information Specialists Conference, Winchester

## **Appendix 7 Informal Visits to SAS and Saltire Centre**

Rebecca Minnitt, ARUP – August 2005  
Rory Olcayto, Assistant Editor of Project Scotland – August 2005  
Tim Noble, Chief Executive of Noble and Co – August 2005  
Jamie Moffat, Chairman of ATM travel – July 2005  
Professor Curtis Bonk, Indiana University – July 2005  
Fiona Parsons, Birmingham University – July 2005  
Dr Guzkowska, Provost of University of Westminster – July 2005  
University of Sunderland – July 2005  
Maria Darmon, University College London – July 2005  
Martin Jenkins, University of Gloucestershire – May 2005  
Professor Bill Clarke, University of Ulster – May 2005  
Doreen Parker, Victoria University, Australia – May 2005  
Glasgow Metropolitan College – May 2005  
Mike Coppin, Oracle – May 2005  
Craig Samuel, Hewlett Packard - March 2005  
John Heap, Leeds Metropolitan University – February 2005  
Alison Waugh, Compuserve – February 2005  
Hugh Anderson, HAA Design - December 2004  
Deborah Mehigan, Mirapoint – November 2004  
Kay Moore, Sheffield Hallam University – November 2004  
Peter Cribb, Cambridge University Press – September 2004  
Seona Reid, Glasgow School of Art – September 2004  
Deirdre Ferrier, Kingston University – July 2004  
Kevin Swindin, City University – July 2004  
Matt Searles, Oracle – June 2004  
Neil Hamilton, IBM – May 2004  
Gill Tucker, Napier University – May 2004  
University of Abertay – May 2004  
Virginia Community College System – May 2004  
George Sneddon, City Centre Partnership – March 2004  
Peter Dunn, Oracle – January 2004  
James Lenagh, Omnetica – December 2003  
Colin Haferty, Scottish Enterprise Glasgow – November 2003  
Bill Stein, Scottish Knowledge – October 2003  
Jennifer Anderson, HP – September 2003  
Andy Sutherland, Prolix – September 2003  
Paul Martin, Project Connect – July 2003  
Tom Wilson, Glasgow College of Building and Printing – July 2003  
Dave McCann, Microsoft – June 2003  
Richard Bennett, Apple – June 2003  
Nottingham Trent University – June 2003  
JISC – June 2003  
CISCO – May 2003  
SUFU – March 2003  
Merlin John, TES – March 2003  
Alastair Fraser, People Matters – February 2003  
Andrew Woolley, Scottish Enterprise Glasgow – January 2003