

EVENTOS

XI Jornadas CRAI

2013



Service convergence: challenges and opportunities for
learning and teaching



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Service convergence: challenges and opportunities for learning and teaching

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Outline



- Changing Higher Education environment
- How are institutions responding?
- Students as customers?
- The challenges for faculty and support teams
- Joined up ambitions
 1. Effective partnership, referral and trust
 2. Learning analytics: intelligence in service design
- Key features of the converged scenario • Is there an alternative to the hub and spoke?
- Questions and discussion welcome

Deregulation of higher education and new funding models in the UK have

Changing higher education environment



- Introduced control of funded student numbers
- Driven the need for sustainable business (financial) plans
- Increased competition - as new providers are able to recruit students • Highlighted corporate need for vision and targets we can measure (KPIs) **This means institutions are increasingly:**
- Corporate and business focussed – require staff to be more accountable
- Emphasising business processes, value for money and outcomes
- Using competitor analysis and marketing tools more
- Measuring institutional performance against comparisons of published information and league tables e.g. Key Information Set (KIS), National Student Survey (NSS), Complete University Guide – setting targets to improve league table performance

UNISTATS - Windows Internet Explorer

http://unistats.direct.gov.uk/Institutions/Details/10001282

UNISTATS

Compare official course data from universities and colleges

Home Your Unistats Subjects Universities & colleges Course assistant Find out more Cymraeg

Course name, subject or course code **Search** Advanced search

Shortlist: 0

Sign in or register

Compare stats about courses by adding them

League table information and Key Information Sets focus on a number of measures including student satisfaction with learning and teaching, libraries and IT...

University Of Northumbria At Newcastle

Visit the University Of Northumbria At Newcastle website

Information for 151 courses is available on Unistats

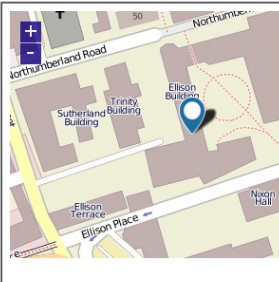
Head office
 Ellison Building Ellison Road
 Newcastle Upon Tyne NE1 8ST

Telephone
 0191 232 6002

Fax
 0191 227 4017

Quality assurance report
 by the Quality Assurance Agency for Higher Education

Please note: The map location only shows the main administrative address for the institution, some courses may be offered at other locations. See the university or college



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UNISTATS - Windows Internet Explorer

http://unistats.direct.gov.uk/subjects/satisfaction/10001282-21XMAS-N-MAT1

BSc (Hons) Mathematics

University Of Northumbria At Newcastle

See this course at the University Of Northumbria At Newcastle website

+ Shortlist

Compare stats about courses by adding them to the shortlist

Your measures Overview Employment & accreditation Student satisfaction Cost & accommodation Study information Entry information

View similar courses at other universities or colleges

Find similar courses at University Of Northumbria At Newcastle

WHAT IS UNISTATS?

Unistats is an independent website offering a range of useful info and statistics on university courses.

QUICK ANSWERS

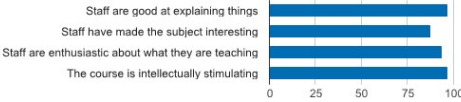
- The National Student Survey (NSS)
- The Key Information Set (KIS)
- Why full KIS data may not be available

This is the percentage of students who agreed with these statements.

97%

Overall, I am satisfied with the quality of the course

The teaching on my course



Assessment and feedback

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19:20

Students as customers?



- Academic Quality is at the heart of the University – it cannot be compromised
- Student expectations grow and may even challenge academic authority – so academic staff need assurances that all aspects of student learning are supported – they need confidence in systems and structures that offer this
- As students pay fees they have different expectations of services and expect more professional standards; customer service; 24x7 access to services
- There is a possibility that if we don't understand or meet student expectations we will have more appeals or complaints, we may receive poor publicity and loss of reputation. This will affect our market position and competitiveness

The Director of Finance has a more frightening way of saying these things...

- If students leave or fail to complete courses there is also a loss in income and could have a serious impact on sustainability in the longer term e.g.

FOR EXAMPLE...

If we lose 100 students in a year we lose £3M of income

How are institutions responding to this..?



- New business models identify new income streams e.g. international students; new pedagogy and course design to reach new student groups; use of technology as efficiency and in support of more flexible programmes
- A drive towards a corporate 'one university' culture where business processes are **embedded and consistent** in all faculties and across all services – to offer 'quality' with cost effectiveness and innovation. Cost reduction is required to offer reinvestment for the future activities and facilities.
- A link of all activities (academic and support) to corporate targets e.g. graduate employability, satisfaction, research income, international students recruitment
- A focus on student experience and satisfaction as a driver of academic quality, to impact positively on league table success and to ensure good student recruitment which will meet targets on student numbers and income
- The faculty becomes redefined from the 'home hub' to a 'business hub' with an academic focus ...and

The challenge for faculty and support teams

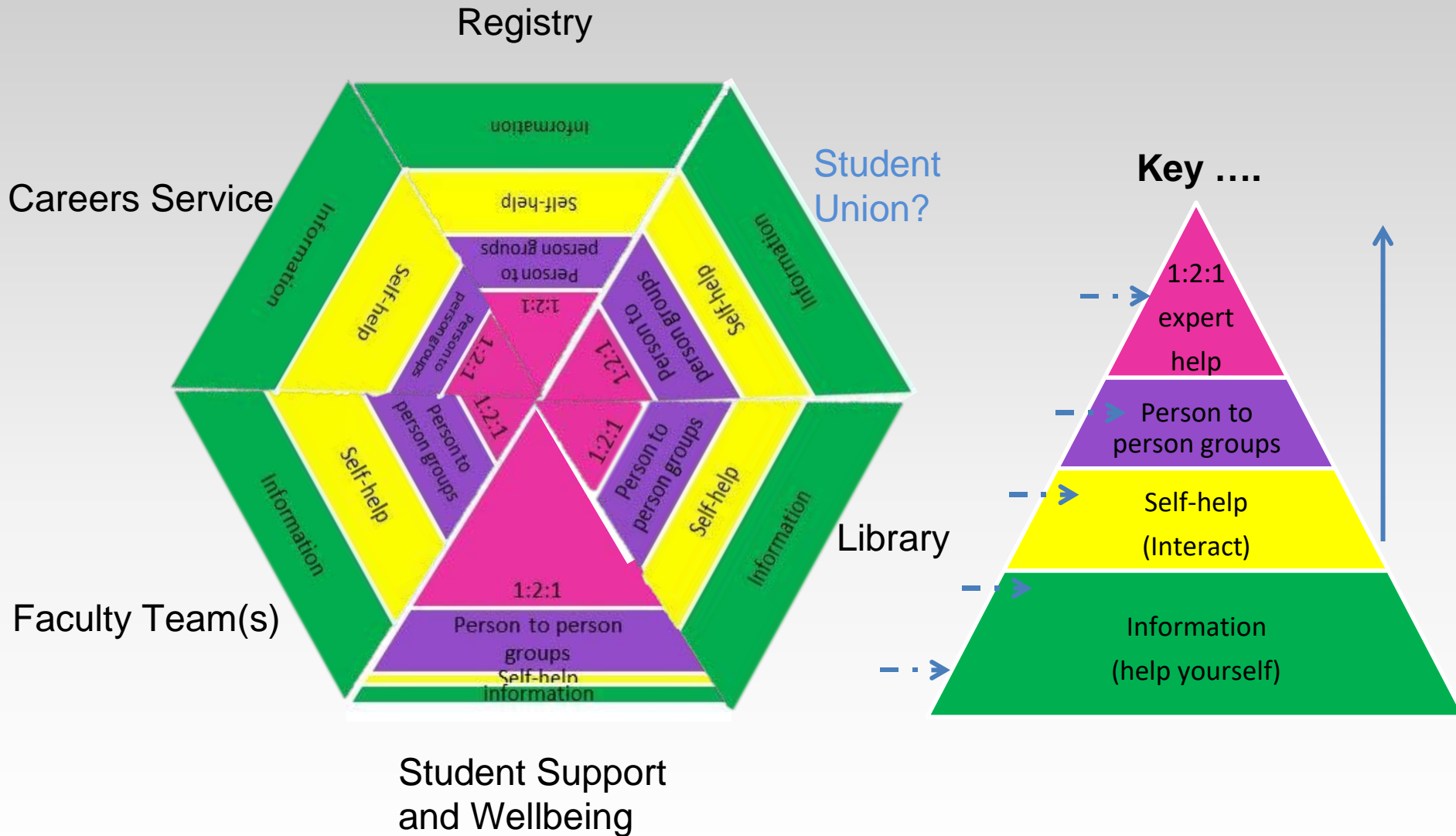


- Services are being redefined as a 'central service hub' ..to offer a more professional focus for all the support required outside the classroom and formal academic teaching and assessment activities
- Focus on core business with new workload models developing
- e.g. 40:40:20 teaching; research; administration in an academic role
- Staff have less time to deal with student issues beyond academic support
- New business models encourage a wider range of course offerings, pedagogies and delivery modes with more academic design and delivery to manage
- Staff will have more students with diverse and complex needs
- Students will be on and off campus – presenting challenges for delivery
- Students will need varying support; and will expect equal access to it
- Student needs will be even more complex and it is a risk if we do not plan to treat students holistically – they may fall through our systems if we don't plan
- New partnerships can help to understand better the different (customer) student requirements – and help academic staff to make better use of the

demands on their time - in most cases.. Although some academic staff will find this approach challenging

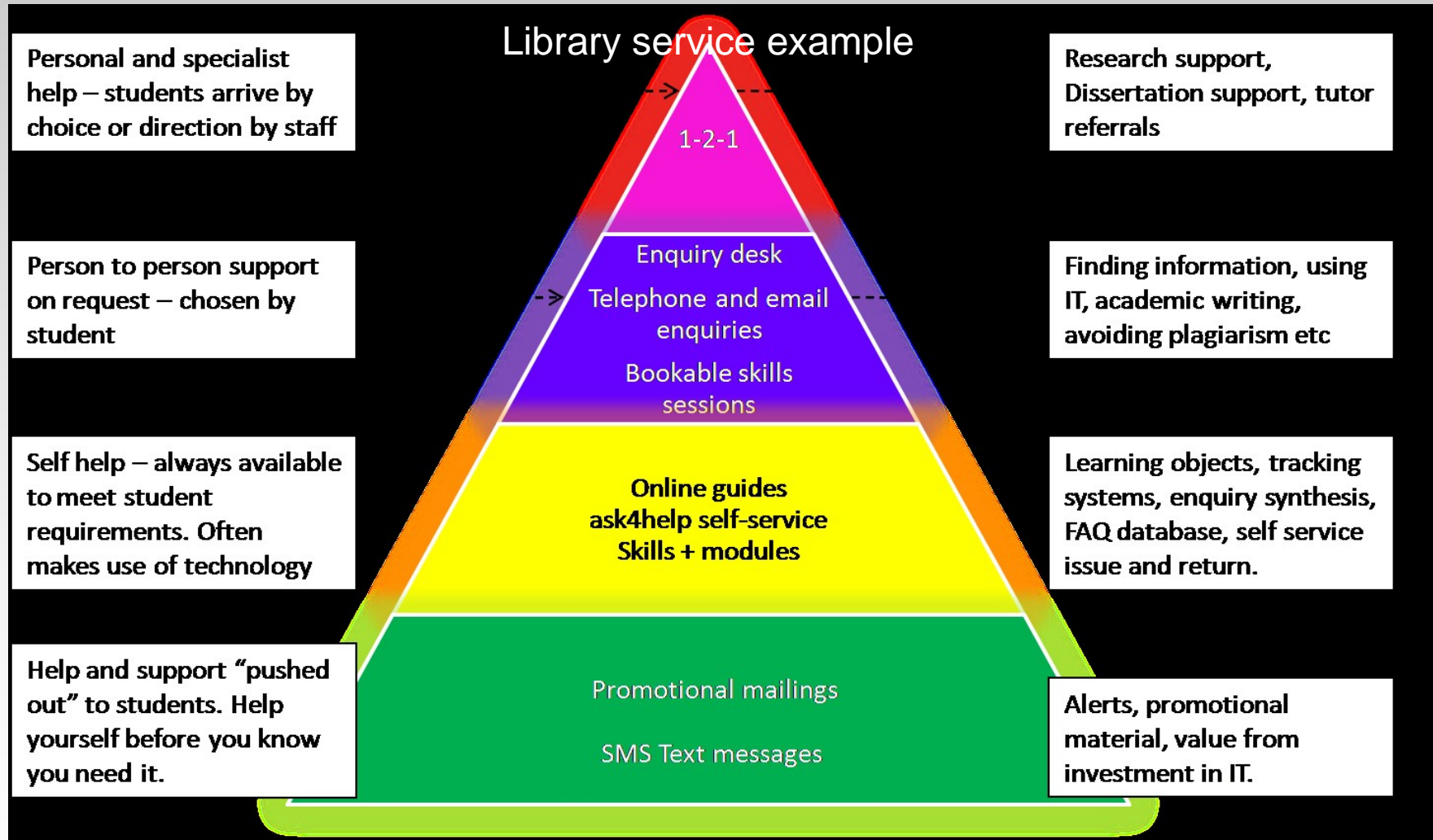
- We need a high quality support system; it has to be consistent for all students and easily accessible from many channels – a challenge for service design

Effective partnership and trust



Joined up ambition 1

Effective partnership referral and trust



Core, J and Hordon, K (2010) Supporting learning beyond the classroom: developing the Northumbria Learner Support Model. *Emerge*, 2, pp. 24 - 31.

Available from: <http://www.northumbria.ac.uk/static/5007/arpdf/1329815/emergecore2>

Joined up ambition 2

Learning analytics: intelligence in service design



- By taking a single service approach to activities beyond the classroom it is possible to gather information across the University and the student journey and to identify trends to create a rich picture of a student 'learning journey'
- We can join student activity and contact with services with other data e.g. student retention, employability or academic success to see if there are optimum conditions we can create which will support success, employability and so on • Traditionally the information we have is about volume e.g. visits to the library
- We are used to feedback from surveys of student satisfaction e.g.
- Annual Programme Monitoring of delivery of teaching in the classroom
- Internal Satisfaction Survey of student experience
- National Student Survey – league tables arise
- International Student Barometer - league tables arise
- Post Graduate Research Experience Survey

Learning analytics...?



- Possible sources of information that central teams might manage, collect analyse and share to help to shape and personalise the student experience include
- Activity logs – use of VLE – recorded use of support desks– library data – we have the opportunity of using the power of data to deliver ‘actionable insights’ e.g.
 - If you do not use the library you are more than seven times more likely to fail (Huddersfield University, UK)
 - Students who do not engage with programme activities are less likely to succeed (Roehampton University)
- We need to combine enterprise wide data and local data to maximise the opportunities of analytics - convergence supports this – as services can be sources of intelligence can be designed to ensure support of students as individuals or groups in a timely way e.g. engagement data/ attendance monitoring

- Users will increasingly expect this sort of analysis of their behaviour to inform what we offer e.g. amazon, I tunes, banks already use similar personalisation
- Faculty staff can use such data too to make local improvements – connects to the institutional themes e.g. service quality, learning and teaching enhancement, focus on student experience and outcomes etc.
- The services hub or hubs (made up of a single front line service link into a wide range of professional teams); it is fit for purpose and able to meet new demands flexibly with consistent (excellent) service standards
- Duplication of the student support activities in faculties is reduced; and lean
- By creating effective ‘spokes’ we can repair inconsistent approaches in individual academic areas in relation to how and when students are referred into help
- We can address some concerns around compliance e.g. centralise visa renewals; disability support; accuracy of student data capture etc.

Is here an alternative to the hub and spoke?



- We can directly support student retention and progress by focussing resources on students at greatest risk of leaving or failing – by joining up the support offered and using intelligence (actionable insights)
- Enable a higher quality student experience by placing quality controls on key student support activities, standardisation and simplification e.g. from reading lists from the library to disability related adjustments to classroom teaching
- We may in future use learning analytics to help to personalise student learning journeys and to optimise service flexibility and responsiveness e.g. to reflect time of year; type of student; assessment burden etc.

SILO – organisational structure focus

- An institutional culture that is perceived as having less shared commitment to supporting student success;
- A leadership style that sees departments more as discrete units and may also be more closed
- Staff who are less clear on the vision and mission and how what they do connects to the institution and corporate targets and ambitions

Hub and Spoke - Student focussed

- An institutional culture with a shared commitment to support student success and holistic development
- Synergistic, open and modern in its leadership
- Staff are connected with the corporate vision and mission

- Can we (our students) still walk in and ask a question and have face to face advice
- YES and probably for longer service hours than we have ever seen before
- Can I still go and talk to my librarian or do I have to go through a call centre or help desk?
- YES and they should have more time to talk to you as they only handle 1:1 help and support •
Should I still offer my students pastoral or emotional support?
- YES but the risk of your getting it wrong is reduced as you would use 'when to refer' guidelines but you will also have access to all the online and self service information and advice our staff have for students, you can choose to use a referral directly into the services

Key concerns and reassurance to faculty teams



- Can the careers team still come to the classroom and offer workshops to my final year students?
- YES and they should have more time to do this as routine enquiries will be dealt with through the support model and triage
- Will the faculty office still meet students and help them?
- YES but there is a lot more online self service transactions being developed to reduce routine administration for staff and students
- Is there one place/ email/ phone number for all help – how do I make sure my student arrives OK and their problem is understood?
- You can refer the student yourself by using a form and making the contact

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Thank you – questions and discussion..



References

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