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Student Services – The challenge of integration





Overview

- Student Services in the UK
- (IASAS)
- **What makes effective services?**
- Integrated Student Services (The University of Sheffield)
- Critical Success Factors
- Case study – student skills centre
- **Coordination, Cooperation, Collaboration**
- **So what?**



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Student services in the UK

- Careers/employability
- Financial support
- International students
- Religion/belief
- Legal compliance
- Health
- Mental health
- Counselling
- Child care
- Accommodation
- Learning skills
- Mentoring

...and more **(the whole student experience)**



Some features

- 70% Head/Director of Student Services
- 70% 2 steps from top
- 75% integrated model
- 8% “superconverged”
- 23% new one-stop-shop in 2012
- 2% moving away from integration



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Research and Development Series

**LEADING THE STUDENT EXPERIENCE:
SUPER-CONVERGENCE OF ORGANISATION,
STRUCTURE AND BUSINESS PROCESSES**

Edited by Graham Bulpitt

Including case studies by:

Robert Hall, King's College London

Maxine Melling, Liverpool John Moores University

Michele Shoebridge, University of Exeter

Margaret Weaver, University of Cumbria

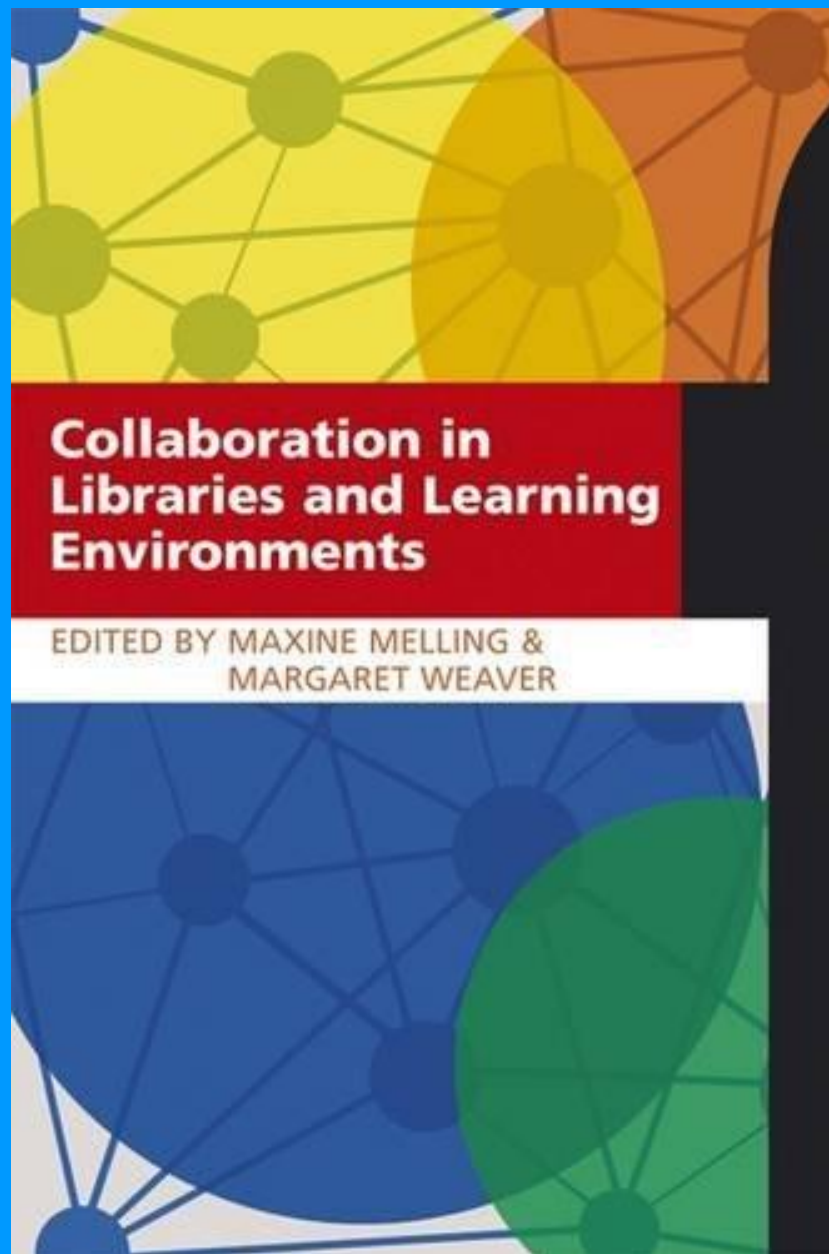
Inspiring
Leadership
**Leadership
Foundation**
for Higher Education

Series 3: Publication 5

<http://www.lfhe.ac.uk>



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Some current issues

- Service breadth
- Co-location; integration; joint working; restructuring teams
- Student expectations
- Mental health
- Resources
- IT





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<http://www.iasasonline.org/>





Global Summit on Student Affairs & Services

- September 2012, Washington DC
- Student Affairs across the student lifecycle
- Technology
- Student development
- Collaboration in student affairs





What makes effective services?





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The University of Sheffield

- Founded in 1905
- Arts, Science, Engineering, Social Sciences, Medicine
- League Tables
- 25,000 students
- 6000 international





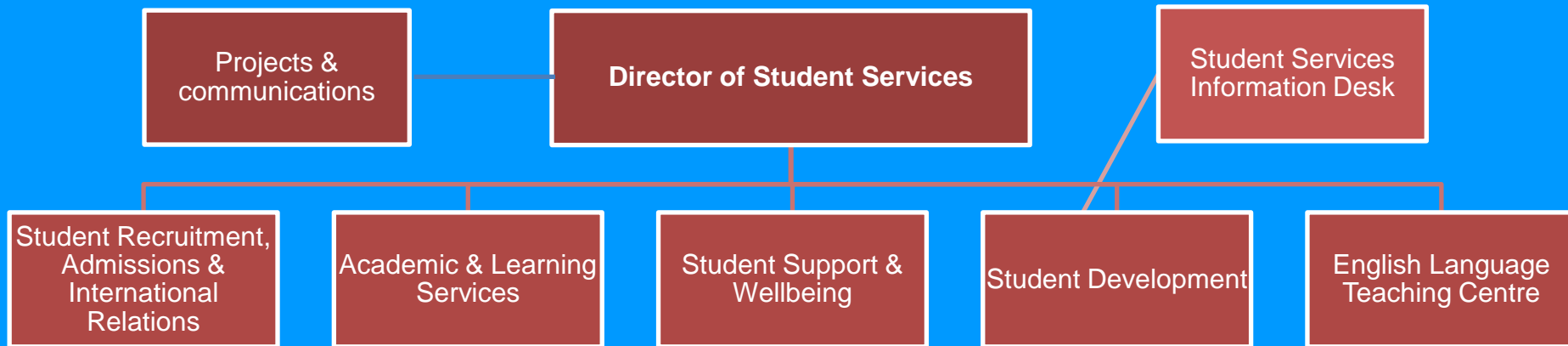
Student Services Department

- “Student Journey”
 - Recruitment & Admissions
 - Academic services
 - Student Support
 - Student Development
- Around 400 staff
- One-stop shop (“SSiD”)





Structure



<http://www.shef.ac.uk/ssd>



Critical Success Factors

- Strategy
- Front-line Service
- Service Quality
- Student partnerships





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STUDENT SERVICES DEPARTMENT



**Promoting
Developing
Supporting**

VALUES *Accuracy, Courtesy, Efficiency, Fairness, Integrity, Sensitivity, Reflective learning, Team working.*

CHANGING CONTEXTS

- Student cultures
- Speed of IT development
- University strategies
- Economic challenges & competition
- Regulation & policy change
- Environmental imperatives
- Customer service
- Human resources issues

STRATEGIC THEMES

<p>Supporting the student journey</p> <ul style="list-style-type: none"> • Recruitment success • Transitions support • Learning skills • Internationalisation • Employability 	<p>Promoting excellence</p> <ul style="list-style-type: none"> • Service improvement • Learning & teaching enhancement • Professional engagement • User expectations & feedback • Equality, diversity & inclusion 	<p>Improving our systems</p> <ul style="list-style-type: none"> • Process review • Enabling IT • Integrated systems • Programme & data journey
<p>Working sustainably</p> <ul style="list-style-type: none"> • Business growth • Service development • Estates & environment 	<p>Strengthening partnerships</p> <ul style="list-style-type: none"> • Faculty interface • Professional services collaboration • Student involvement • Influence and representation • External profiles 	<p>Developing our teams</p> <ul style="list-style-type: none"> • Management development • Staff engagement • Health & wellbeing



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Student Services Information Desk





Key points

- 300 00 enquiries
- Functions (reception; contact centre; web)
- Management approach
- Links and partnerships
- Staff training
- Location



<http://www.shef.ac.uk/ssd/ssid/what/statistics>



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Staff Induction, Training and Development in SSiD

Present at refresher training

Performance appraisal

Development Away Days

Development Theme meetings

Refresher training attendance

Individual project time

Supporting the Supporter sessions

Online store and document production training

Email and telephone training

Work shadowing with key partners (eg TPO, Registry, ISS)

Front desk training

Front desk work shadowing

Induction with Team Leader

Welcome with Manager (Organisation structure, job description, ethos)

Recruitment and Selection



Service Quality & Evaluation



Service Improvement in Student Services

- Study at Sheffield
- For Current Students
- For Staff
- Our Research
- Departments & Services
- Useful Links
- News & Events

You are here: [Home](#) / [Student Services](#) / [Service Improvement](#)

Service Improvement

The Service Improvement Team

The SIT quality reviews

SIT Ambassadors

What we are doing to improve our services?

Holistic Evaluation

Annual Statistics for Complaints and Appeals etc.

Ethics Review

Service Improvement in Student Services

Our Commitment to Quality

The Student Services Department provides a wide range of administrative and support services to the University community. We are committed to achieving excellence in everything we do and welcome feedback from all our users to help us improve our services.

Service Level Agreements

For each of our service areas, Service Level Agreements (SLAs) set out details of individual services and quality standards. You can view our current SLAs by clicking on the box on the right.

Service Improvement Team (SIT)

The purpose of the Service Improvement Team (SIT) is to encourage improvements in service provision and customer care across the Student Services Department.

Holistic Evaluation

A guide to measuring the impact of service provision.

Find out more about [Holistic Evaluation, and download the Toolkit](#).

Complaints and Appeals

Statistics are produced annually giving the number of complaints and appeals made by students. These statistics are circulated to the Senate and Faculties for information and are analysed for any emerging trends.

Find out more about [Annual Statistics for Complaints and Appeals etc.](#)



Downloads

- SIT Annual Report for 2011-12
- Guidelines for Managing Inappropriate Behaviour (PDF 75KB)
- User Evaluation and Service Monitoring Activity

Service Level Agreements

Service Level Agreements pdf

<http://www.shef.ac.uk/ssd/improvement>



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- Leadership and Management
- Resources
- Service Delivery
- Continuous Quality Improvement
- **<http://matrixstandard.com>**



**Effective
Student
Services**

Strategy & policy

Service delivery

Student engagement

Internal collaborations

External connections

Legal issues

Quality management

Professionalism

Resources & enablers

IT



Student Partnerships

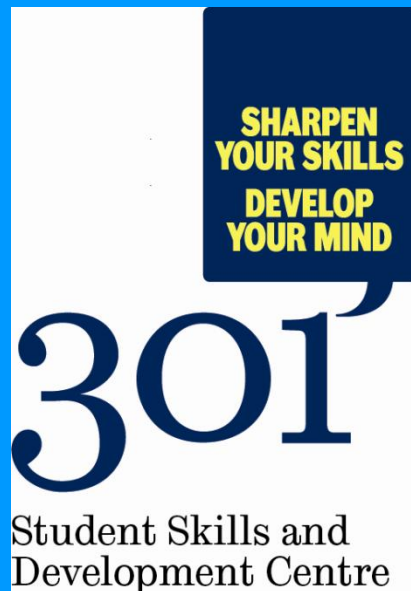
- “Engagement”
- Feedback
- Focus Groups
- Review
- Advisory Panels





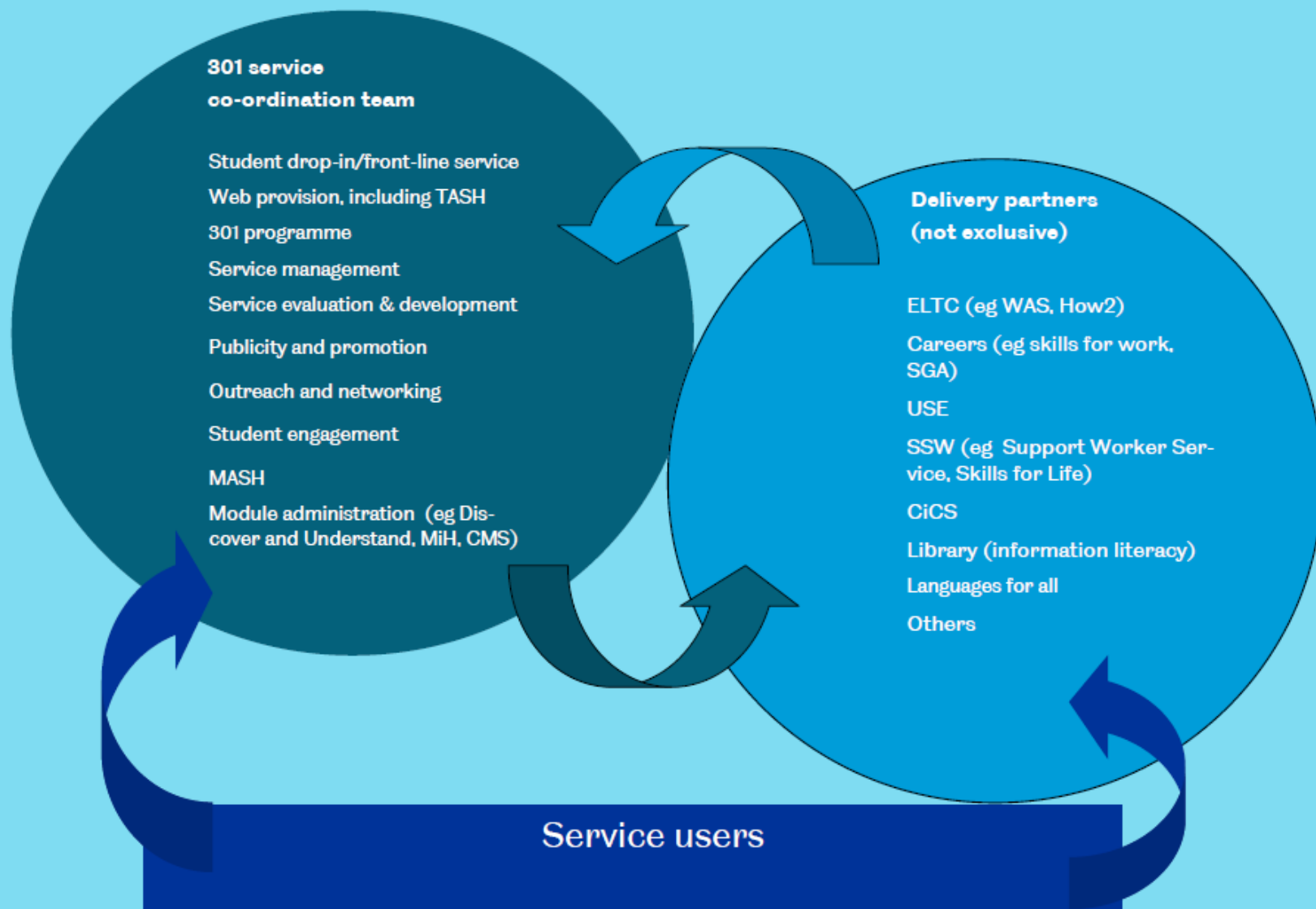
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Integration Case Study - Student Skills Centre “301”





301 management model





Integration Continuum

COOPERATION	COORDINATION	COLLABORATION
<ul style="list-style-type: none">• Low trust — unstable relations• Infrequent communication• Known information sharing• Adjusting actions• Independent/autonomous goals• Power remains with organisations• Resources — remain own• Commitment and accountability to own agency• Relational time frame requirement -short term	<ul style="list-style-type: none">• Medium trust — based on prior relations• Structured communication flows• 'Project' related and directed information sharing• Joint projects, funding and policy• Semi-independent goals• Power remains with organisations• Shared resources around project• Commitment and accountability to own agency and project• Relational time frame medium-term - often based on prior projects	<ul style="list-style-type: none">• High trust — stable relations• Thick communication flows• Tactical information sharing• Systems change• Dense interdependent relations/goals• Shared power• Pooled, collective resources• Commitment and accountability to the network first• Relational time frame requirement –long-term 3-5 years





Moving along the continuum





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Student Services Department



Promoting
Developing
Supporting



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So What?

