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?
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
Some current issues

- Service breadth
- Co-location; integration; joint working; restructuring teams
- Student expectations
- Mental health
- Resources
- IT
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?
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")
Critical Success Factors

- Strategy
- Front-line Service
- Service Quality
- Student partnerships
The University of Sheffield
STUDENT SERVICES DEPARTMENT

Promoting
Developing
Supporting

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

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

STRATEGIC THEMES

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<th>Promoting excellence</th>
<th>Improving our systems</th>
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<td>Recruitment success</td>
<td>Service improvement</td>
<td>Process review</td>
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<td>Transitions support</td>
<td>Learning &amp; teaching enhancement</td>
<td>Enabling IT</td>
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<td>Learning skills</td>
<td>Professional engagement</td>
<td>Integrated systems</td>
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<td>Internationalisation</td>
<td>User expectations &amp; feedback</td>
<td>Programme &amp; data journey</td>
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<td>Employability</td>
<td>Equality, diversity &amp; inclusion</td>
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<th>Working sustainably</th>
<th>Strengthening partnerships</th>
<th>Developing our teams</th>
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<td>Business growth</td>
<td>Faculty interface</td>
<td>Management development</td>
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<td>Service development</td>
<td>Professional services collaboration</td>
<td>Staff engagement</td>
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<td>Estates &amp; environment</td>
<td>Student involvement</td>
<td>Health &amp; wellbeing</td>
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<td>Influence and representation</td>
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<td>External profiles</td>
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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
Welcome with Manager (Organisation structure, job description, ethos)

Induction with Team Leader

Front desk work shadowing

Front desk training

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

Online store and document production training

Supporting the Supporter sessions

Individual project time

Refresher training attendance

Development Theme meetings

Development Away Days

Performance appraisal

Present at refresher training

Staff Induction, Training and Development in SSiD
Service Quality & Evaluation

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.

http://www.shef.ac.uk/ssd/improvement
• Leadership and Management
• Resources
• Service Delivery
• Continuous Quality Improvement

• http://matrixstandard.com
http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx
Student Partnerships

- “Engagement”
- Feedback
- Focus Groups
- Review
- Advisory Panels
Integration Case Study -

Student Skills Centre “301”
Academic skills and student development services

- ELTC Modules
- Student Enterprise (and their Module)
- Virtual Graduate School
- Peer support training
- Information literacy (Library)
- Financial literacy
- Skills for Life
- Skills for Success
- PGR Development
- International exchanges
- How2
- Support Workers’ Service
- Transitions skills sessions
- Sports leadership
- Writing Advisory Service
- Student Ambassadors
- Discover & Understand programme
- Inter-Faith tandem learning
- Skills for Work
- The Academic Skills Hub
- Maths & Statistics Help
- Students Union training (leadership)
- English Language Support Service
- HEAR
- Skills for Work
- The Academic Skills Hub
301 management model

301 service
- Co-ordination team
- Student drop-in/front-line service
- Web provision, including TASH
- 301 programme
- Service management
- Service evaluation & development
- Publicity and promotion
- Outreach and networking
- Student engagement
- MASH
- Module administration (eg Discover and Understand, MiH, CMS)

Delivery partners (not exclusive)
- ELTC (eg WAS, How2)
- Careers (eg skills for work, SGA)
- USE
- SSW (eg Support Worker Service, Skills for Life)
- CiCS
- Library (information literacy)
- Languages for all
- Others

Service users
## Integration Continuum

<table>
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<tr>
<th>COOPERATION</th>
<th>COORDINATION</th>
<th>COLLABORATION</th>
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<tr>
<td>- Low trust — unstable relations</td>
<td>- Medium trust — based on prior relations</td>
<td>- High trust — stable relations</td>
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<tr>
<td>- Infrequent communication</td>
<td>- Structured communication flows</td>
<td>- Thick communication flows</td>
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<tr>
<td>- Known information sharing</td>
<td>- 'Project’ related and directed information sharing</td>
<td>- Tactical information sharing</td>
</tr>
<tr>
<td>- Adjusting actions</td>
<td>- Joint projects, funding and policy</td>
<td>- Systems change</td>
</tr>
<tr>
<td>- Independent/autonomous goals</td>
<td>- Semi-independent goals</td>
<td>- Dense interdependent relations/goals</td>
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<tr>
<td>- Power remains with organisations</td>
<td>- Power remains with organisations</td>
<td>- Shared power</td>
</tr>
<tr>
<td>- Resources — remain own</td>
<td>- Shared resources around project</td>
<td>- Pooled, collective resources</td>
</tr>
<tr>
<td>- Commitment and accountability to own agency</td>
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<td>- Commitment and accountability to the network first</td>
</tr>
<tr>
<td>- Relational time frame requirement -short term</td>
<td>- Relational time frame medium-term - often based on prior projects</td>
<td>- Relational time frame requirement –long-term 3-5 years</td>
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Moving along the continuum
Student Services Department

Promoting
Developing
Supporting
So What?