University of Western Sydney

Review of administration roles and responsibilities within UWS Schools

Final Report

September 2009
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1.0 INTRODUCTION

1.1 Report purpose

The purpose of this report is to present the findings and recommendations of the review of administration roles and responsibilities within UWS Schools.

1.2 Review deliverable and terms of reference

The review deliverable is:

- A design for seamless student administrative service delivery at UWS, and identification of a School administration structure that will address operational imperatives with students as the key focus.

- Consideration of the relationship between Schools and Student Centres in service provision to students, and investigation of service issues to ensure students are not required to bounce between Student Centres and Schools to satisfy their needs.

- Consideration of the interaction and service delivery between Schools and Colleges and Schools and divisions and to ensure that best practice/effective service delivery exists.

The terms of reference for the review require:

1. Identification of the conceptual model for provision of seamless student administration service delivery within the University (eg where students access which services etc)

2. Assessment and definition of administrative roles and responsibilities within UWS Schools in relation to academic support, student support and interaction with Colleges and divisions.

3. Mapping existing administrative support business processes within Schools

4. An assessment of and recommendation for the most effective operational structure to enable efficient and accurate “program advice” to students.

5. A recommendation for the most appropriate administrative structure required within UWS Schools to provide the necessary support level to academics and students (with the recognition that “one size may not fit all”).

6. Taking into consideration the recent report on Student Centres and recommendations contained therein, identification of possible duplication of tasks or areas where cross servicing may exist between Student Centres and Schools, and recommendations for managing and/or defining where such tasks and service provision should reside.

7. Taking into consideration the related activities in Student Centres, identification of short falls related to service delivery to students and/or academics in the Schools context, and recommendations for implementing an enhanced model of service delivery where appropriate.

8. Taking into account the roles and responsibilities across divisional units, identify related activities that cross Schools and divisional units and recommend best practice for delivering on those activities in an integrated manner.

1.3 Context: Student Centre recommendations

The Student Centre review recommendations were for the:

- Adoption of a student centric model across the university
• **Creation of partnerships** across the university for the benefit of students and to achieve a more effective service.

• **Repositioning to student service points** on each campus that encompass a broader range of service provision, in collaboration with all key stakeholders, supported by the adoption of appropriate technology in line with best practice

• **Enhancement** of the student capacity to self inform and self manage

Of particular relevance to this current review is that new Student Centres are being designed and staffed strategically, and these Centres will have a customer service / student-centric focus with a case management approach. There is the potential for Student Centres to provide more information to students about services across the University; for Student Centres to act as an intermediary and facilitator for student enquiries; and for Student Centres to deliver more general administration services.

### 1.4 Review approach

The review approach consisted of the following stages.

1. **Identification of the work functions required to deliver the strategic and operational objectives of effective student administration service delivery and academic support. In parallel, an assessment of the current situation was undertaken.** Sessions with all Schools, Colleges, OAR, Student Centres, Research Centres, GSM, Finance, HR, Public Affairs, Research Services, Library, PVC Quality, UWS International were conducted.

2. **Identification of guiding principles and priorities for seamless service**, in meetings with DVC Corporate Strategy & Service, the Executive Deans and OAR senior management

3. **Development and assessment of the structural options for delivering and coordinating the work functions for seamless student service**, through a working group of UWS managers selected by the Executive Deans and OAR. This focused on the respective roles and responsibilities of School administration and Student Centre staff, noting the strategic direction of Student Centres outlined in section 1.3. The output of this group was considered by the DVC Corporate Strategy & Service, the Executive Deans, and the Academic Registrar. Feedback was then obtained during a one-day workshop (participants included School, OAR and Student Centre staff), who also considered the current situation, and the guiding principles for seamless service.
2.0 A BASELINE

2.1 Functions

The work functions needed to deliver effective student administration service delivery and academic support are listed at Appendix A. These are categorised broadly under teaching and learning, research, engagement, workforce, governance, and general.

No School is unique in that it is the only School that currently provides a given listed function. Alternatively, no function is exclusively the responsibility of one area of the university. There is a core group of functions for which all Schools currently undertake administrative activities – these include student enquiry management, timetabling, tutorial registration, exam assessment, graduation and awards.

Not all Schools offer Summer School, Distance Education, have student placements, specialist room/teaching needs or industry accreditation requirements. For those schools that do, there is an administration requirement in these areas. Not all schools are associated with Research Centres; some have research nodes within schools and some are individualistic.

The volume of administration work at a School for a given function varies based on factors such as the size of course/unit enrolment, the assessment requirements (eg mid semester exams), the size of the casual workforce required to support these activities, and local arrangements in relation to what is undertaken by academics versus administration staff.

Most Schools teach across multiple campuses, but do not have an administration presence on all campuses on which they teach.

Finding 1: There is significant opportunity to consider the similarities in functions across Schools, in striving toward effective student administration service delivery and academic support across the University

2.2 Current situation

2.2.1 Student enquiry management

Individually, Schools and student-facing units are focused on the support of students. This activity, however, is localised, and there is the potential for further ad-hoc increase in the number of school service points. The key findings are outlined below:

- **There are many potential points of initial enquiry** for a student, and all are used. These include the Student Centres, Schools, UWS International, Contact Centre, and the Library

- **There is no pan-university process** - After receipt of a student enquiry, there may be interaction and/or passing of the request between various areas. Overall, however, there is no formal structure or protocol for passing / resolving enquiries across different areas, or in some cases within areas. Contacts and relationships between and within areas may be through "knowing who to ring based on time worked here".

- **The geographic challenge** - Most Schools are spread over campuses; some teach on campuses where there are no School administration staff

- **Schools are responding to local concerns and needs** -
  - Some School student centres and "receptionist" areas have been established.
  - One School set up a student liaison office in late 2008 to provide "more attention
Schools have dedicated contacts for students, which are seen to be working well (“if lose expertise on administration side then would devolve down to academics”)

The School of Medicine, which is in start-up phase, noted that where UWS (Centre) could not meet its non-standard needs and functions, these are managed within the School.

Graduate School of Management administers postgraduate courses for the college of Business from a student and academic administration perspective. The only contact with School administration is with respect to teaching contracts.

• There is a disconnect between Schools and Student Centres:
  - Some schools are circumventing Student Centre processes/touch points, in some cases to decrease timeline for processing
  - There are concerns about Student Centres giving students incorrect information and not sending them to the right point of contact. There are also concerns by Student Centres of Schools using incorrect processes / forms
  - There is duplication of tasks between Schools and Student Centres due to local concerns (eg forms being lost)
  - When Schools have a local process/practice, it is difficult for Student Centres to respond to enquiries
  - There are concerns expressed on both sides of differences in service
  - Awareness of the future direction of Student Centre operations, emanating from the 2007 Review of Student Centres, does not appear to be widespread.

• There is the opportunity to clarify the contact point for International students:
  - There is an expressed need to “clarify the first port of call for International Students”, once they are admitted/enrolled
  - The need for relationship management and contacts between UWS International and Schools was suggested by both parties.

Finding 2: The current situation does not support a coordinated approach to student service delivery from a whole-of-University perspective

2.2.2 Academic / course advice

Academic / course advice is a key focus of student enquiries. As with all types of enquiries, there are many points at which students make enquiries, and no formal protocol for managing that enquiry, other than the responsibility for academic enquiries falling on Heads of Programs within Schools. Some key findings:

• **Awareness** of the new Academic Advising Policy does not appear to be widespread

• **Students make a range of enquiries** to Heads of Program, not all within the gamut of “academic advice”. There is concern that the current situation is not realistic… “How does a HOP with 3000 students manage”. “Students unnecessarily refer all enquiries to academics including to HOS”

• **There are academic availability issues** for students, with emails not responded to in some cases (one school noted that administration staff try to copy the email for the attention of the academic). School administrative staff may facilitate the access of students to academics, in some cases through set appointment times. Consultation
hours for academics may be put on doors or published on vUWS for students. It has been noted by review participants that academics, however, do not always adhere to these consultation hours.

- **There has been some devolution of enquiries** relating to published course information to school administration staff. One school noted that administration staff “advise students re what’s on the web and sequencing of student, and refer complicated questions and clearly academic matters to academics”

- **The need for the availability to students of accurate and consistent advice**, with concern expressed also about students missing academic advising session due to lack of awareness of its importance. This need also relates to prospective students.

**Finding 3: It be recognised that provision of all course/academic advice by a Head of Program is not pragmatic or sustainable**

### 2.2.3 Administration support of academics

Support for academics can be considered as support to an individual, and/or support for academic and administration functions undertaken by academics. In general, the focus is on the functional perspective, with key areas relating to the provision of academic / course advice to students, and support for unit coordination and assessment.

The functions that have been emphasised during the review are:

- Support to the delivery of teaching programs, including
  - Support to Unit coordinators – which is the current subject of a separate initiative to further identify the requirements to be supported by administration staff
  - Coordination and management of the administration aspects of:
    - timetabling requirements
    - tutorial registration
    - student placements
    - school examination requirements (including integration plan) and the collation of results
    - casual staff requirements
    - identification of prize recipients

- Support to Heads of Program

Other considerations include the role of School administration staff in:

- Quality management, including student feedback questionnaires and policy compliance, noting the additional layer of administration support in Colleges
- Management reporting, finance, procurement and HR, noting the additional layer of administration support in Colleges
- Supporting the administration requirements of Honours students
- Supporting the administration requirements of research academics, noting the additional layers of administration support in Research Centres and the Office of Research Services
- Specialist administration roles, including IT support, and how this support may be made available across the University.
- Support to committees
• Supporting and participating in “whole of university” activities eg graduation and Open Day

**Recommendation 1:** Optimising administrative support for academics be a continued focus from a program/course support perspective

### 2.2.4 Relationship with central areas

From the School perspective during the review, the primary focus was on a perceived devolution of tasks:

- There were also concerns that functions are handed over to Schools from other departments (eg travel; TRIM) “with no process of introducing it into the school nor training”

- Some Schools now have dedicated marketing support – a marketing person or an administration position to deal with Marketing. The latter was established to coordinate open days, and is now also organising promotional activity and flyers “things have been devolved down to School … responsibility shift just seems to have happened”. The need was expressed to know what level of management the School need to be doing

- The need was expressed for “more support from HR re big picture induction sessions run on an as-need basis and more quality control over letters of offer”

From central area perspectives, there was more a focus on mutual understanding.

Note: Considerations relating to Student Centres, UWS International and the Office of Research Services have been outlined in previous sections.

**Recommendation 2:** Interactions between Schools and Divisions be further considered in a future phase, noting the need for agreed principles to guide future devolution of tasks and responsibilities

### 2.2.5 Interactions between Schools and Colleges

College administration functions appear to be predominantly focused on planning, management reporting, finance, professional development and HR. Some concerns were expressed by review participants regarding processes between schools and Colleges relating to contact with students and recording outcomes. Examples included misconduct management and prizes, including invitations to ceremonies.

### 2.2.6 Constraints

Current processes and systems are acting as constraints to effective and efficient administration work in some cases. Focal points included the need for stricter application of some policies (eg review of grades; special consideration), and to reconsider and enhance processes and systems for enquiry management, timetabling and advanced standing. Also noted was the need to recognise Summer School as another semester from administrative and support perspectives.

**Recommendation 3:** Consider how processes and systems can better enable service delivery
3.0 PRINCIPLES

3.1 Seamless service provision to students

Principles for the seamless provision of service to students were developed during the review, and endorsed by the DVC CSS and Executive Deans. These are:

- Student centric – the student is the focal point
- One contact point on each campus
- Case management - owning the enquiry to ensure resolution and closing of the loop
- Acting as enabler – for students to increasingly be able to self-help

Student-centricity can relate to:

- Approaching service delivery from a student perspective
- Respecting the student (as a customer)
- Consistently providing timely and accurate information and expertise to support the needs of students
- Offering clear and convenient channels to interact with students for required services
- Understanding and consistently managing student expectations, including around service levels, what is available, and what is non-negotiable
- Designing processes to support the full range of student needs, rather than on organisational structure
- Acting as a whole to service a student, rather than from point solutions.

Recommendation 4: The principles of seamless service provision to students be adopted across the University

3.2 Administration support to academics

Principles endorsed by the DVC CSS and Executive Deans for administration support to academics, in relation to this being a key priority of schools, are:

- Academic staff centred approach that enables academics to focus on their core work
- Focus on support to administration and academic functions and processes (not to academics per se)
- The need for a defined scope of administration support to academics, within which Schools operate.

Recommendation 5: The principles relating to administration support to academics be adopted across the University
4.0 STRUCTURAL OPTIONS

4.1 Student administration service delivery – enquiry management

The structural options to deliver the principles of seamless student service for enquiry management are outlined below. The focus is on the relative roles and responsibilities of School administration and Student Centre staff.

Option 1

No change. Student Centres and Schools retain current roles and responsibilities, which are determined by local management.

Assessment

The current situation does not support a consistent, coordinated approach to student service delivery from a whole-of-University perspective, nor does it support the principles of seamless service delivery as outlined in Section 3.1.

- Student centric – the student is the focal point
  - Whist there is localised effort to support students, there are constraints in supporting students from an end-to-end service delivery perspective, given that the information and advice available is largely dependent on the responsibilities / focus of the given area
  - There is a lack of consistency and differing expectations set by local practices and variable responsibilities for information provision and enquiry resolution
  - There is a lack of clarity by students and staff about who is responsible for providing what

- One contact point on each campus
  - There are currently multiple contact points, in some cases vying for students’ attention. These lead to potential confusion and conflicts in information and advice provided, despite the good intentions of staff
  - There is the potential for a continued ad-hoc increase in the number of school service points.
  - There may not a relevant physical contact point for a given student on a smaller campus (eg School administration not physically located there; no Student Centre presence)

- Case management - owning the enquiry to ensure resolution and closing of the loop
  - Not evident. Referring on or redirecting students appears to be the norm.

- Acting as enabler – for students to increasingly be able to self-help
  - Range of approaches dependent on local focus/style – from solving problems on students behalf (where they could self-help) to fully directing students to on-line resources.

Option 2

Student Centres are located, promoted and enabled as the initial contact point for students on each campus. School administration roles and responsibilities focus on specialist work, with also a Student Centre-School liaison/ facilitation role.

Note: This option was developed by the working group (refer Section 1.4)
More detail:

- **Student Centres** to be responsible for:
  - Receiving student enquiries
  - Acting as an intermediary/facilitator - liaising on behalf of student with appropriate area if unable to resolve enquiry based on published information
  - Resolving enquiries (based on published information) or support students in accessing published information

- **School administration** to facilitate the accessibility of academics and meeting of deadlines in schools (in general) (but not as another intermediary for student)

- Designated positions/areas act as **referral points** for the Student Centres for specialist decisions.
  - For **School administration**, this includes:
    - Tutorial registration (collating the requirements based on patterns to inform the offerings); managing the release of approved tutorials and requisite advice
    - Exam management logistics and facilitating provision of final results (in support of academics)
    - Student placement management
    - Timetabling support
  - For **Academics responsibility** to be focused on:
    - Provision of complex and non-standard academic advice that is not documented (see section 4.2 for further information)
    - Approval of rule waivers, over-riding of enrolment quotas, availability of additional tutorials, extension and remark decisions, special consideration outcome, review and change of grade

Assumptions: the following would need to be in place to enable this structure to be effective:

- Service level agreements with associated partnership agreements
- Technological enablement (customer relationship management system linked to knowledge management system)
- Ongoing information availability and review/update
- Communication; training and knowledge transfer
- Documented processes from a whole-of-University perspective
- Liaison point in schools for issue escalation and coordination; formalised networking between School Administration and Student Centre Administration
- Clear contact/referral points and responsibilities.

**Assessment**

This option supports the principles of seamless service delivery.

- Student centric – *the student is the focal point*
  - Clear pan-university roles and responsibilities to support student enquiry resolution
  - Clarity for the student on where to go, with physical access on each campus to a service point that will provide a range of information and support enquiry resolution regardless of the enquiry type
  - Student centres acting as intermediary/facilitator on behalf of students, supported by liaison roles in Schools and direct access to academic calendars
  - Greater potential for consistent provision of advice/service and management of student expectations
• One contact point on each campus  
  o Student Centres provide the initial contact point for students on each campus
• Case management - *owning the enquiry to ensure resolution and closing of the loop*  
  o Student Centres perform intermediary/facilitator role with accountability for following up to ensure the enquiry has been resolved  
  o Standardised process and referral points across the University enable case management by Student Centre staff
• Acting as enabler – *for students to increasingly be able to self-help*  
  o Potential for Student Centre staff to be trained and consistently managed in supporting students to self-help, and in providing feedback to enhance online content and accessibility

Challenges include:
• The perception that Student Centres cannot provide quality service under the current model  
• Providing customer relationship function in case management role without enabling technology  
• Maintaining up to date information from a range of schools  
• Knowing who to contact at schools on an on-going basis  
• Clarifying student contact with UWS International in the enquiry management process.

**Option 3**

Existing Student Centres are promoted and enabled as the initial contact point for students, in addition to specified School student service centres at given campuses. Staff at each Centre resolve enquiries or act as intermediaries/facilitators for the students.

As for option 2, this would ideally be supported by technological enablement, communication, training, knowledge sharing and documented processes for University enquiry management including referral points.

**Assessment**

In relation to the principles of seamless service delivery (see further detail below), the duality of roles within some Schools and Student Centres would represent a challenge to seamless service delivery. Regardless of structure, it is noted that formal end-to-end processes for enquiry management and enabling technology (customer relationship management (CRM) and knowledge management systems) are key to supporting effective service delivery to students.

• Student centric – *the student is the focal point*  
  o Potential constraint in providing full range of info/service within a School compared with Student Centre (eg focus is on School-based services and courses)  
  o Less clear to students about who to go to for what  
  o School channel may be more convenient for some students, dependent on their movement and subjects of study  
  o Potential for lack of consistency in service and information provided if local practices remain in place  
  o If a CRM system is available there is the potential for Student Centre or School administration roles to provide enhanced service based on the known history of enquiries/advice, and the capacity to track resolution of an enquiry.

• One contact point on each campus
Does not satisfy if the School service centre is on the same campus as student centre. This could lead to confusion and duplication

Potential for no relevant presence to be available to a student on a given campus

- Case management - *owning the enquiry to ensure resolution and closing of the loop*
  - Variations to process for enquiry management to take into account additional initial contact points would need to be catered for
  - Potential confusion as to who owns the enquiry. More potential for student to shop around.

- Acting as enabler – *for students to increasingly be able to self-help*
  - Could be satisfied if consistent training and approach, and not localised practices by Schools

Challenges include:

- Determining the criteria by which Schools are selected to be service points, and managing the risk of proliferation
- Clarifying to students who to go to for what enquiries, with the potential for confusion, duplication and lack of consistency.

**Recommendation 6:** Structural option 2 be adopted to satisfy the principles of seamless student service delivery across UWS; that is - Student Centres are located, promoted and enabled as the initial contact point for students on each campus. School administration roles and responsibilities focus on specialist work, with also a Student Centre-School liaison/facilitation role

**Recommendation 7:** A pan-University enquiry management process and customer relationship management system be provided to support seamless student service

### 4.2 Academic advice

The structural options for the responsibility of provision of academic/course advice are outlined below, based on the premise that administrative staff are in a position to provide advice informed by published information.

**Option A**

Student Centre staff provide course advice based on published information. Complex and non-standard cases (where no documentation exist) are referred to Heads of Program, with Student Centre staff acting as an intermediary. School administration staff act as a liaison point with Student Centres to manage the school calendar, and for issue resolution. School administration staff with expert course knowledge ensure that accurate, relevant and detailed information is recorded and accessible (including course transition arrangements for students).

Note: This option was developed by the working group (refer Section 1.4).

More detail:
- **Student Centres:**
  - direct students to course information sources (e.g., Handbook Data, individual school website)
  - liaise with appropriate academics on behalf of the student or make appointments with academics on behalf of student (e.g., honours enquiries)
  - provide advice to student based on appropriate reference material (e.g., Callista)
  - provide advice on complex cases of study patterns where information is documented (e.g., advanced standing complications, transition issues)
  - determine student eligibility to graduate where no anomalies have been identified via Callista rule check (noting that this would require an amendment to the academic governance process)

- **Academics (HOP):**
  - provide advice to student on complex cases of study patterns where information is not documented (e.g., advanced standing complications, transition issues)
  - provide advice to student where the information required differs from the routine, standard or published information/advice (as noted in the Academic advising policy)
  - provide advice to student on Research topics and course advice
  - provide advice to student on Cross institutional study advice (including non-standard international advice)
  - defining and approving the transition arrangements
  - determining student eligibility to graduate where anomalies have been identified

Assumptions: the following would need to be in place for this option to be successful

- **Course and unit data**
  - All course and unit data is kept accurate and current by schools and colleges
  - Course and unit advice should not be created on individual school websites – there should be a link to the authoritative sources (e.g., handbook; future student pages)

- **Course transitions**
  - Schools have planned in advance for and are managing the availability of units to teach out the course
  - Details need to be recorded on student record in a consistent format (TRIM)
  - Ensure robustness of course transition arrangements for each impacted student
  - Template needed for each impacted student
  - Administration staff (with detailed course structure knowledge) document for students based on transition plan, with exceptions signed off by relevant academic

- **Booking student appointments with academics**
  - Student centre can contact academics and have access to times that academics are available
  - Academic support this process and make themselves available when advertised
  - Student Centre know who to contact (up-to-date information)
  - Student centre staff are triaging the requests before making appointments
  - Tools are available to support triaging (including recording requests and outcomes) and making bookings (as required)
  - Need for someone in school to act a liaison point to manage the school calendar, which is of benefit to school and to Student Centre services
  - Requirement for a contact point in Schools that Student Centres can go to if there is an issue needing to be resolved
  - Potential for moving to online booking by students
• **General**
  - Staff training, in particular for complex course advice
  - University endorses admin staff to undertake this activity (also cultural shift)
  - Trust and cooperation between academics and Student Centres, and a process to facilitate this
  - All advice provided to a student must be recorded in a consistent format on the student record; all academic advice is Trimmed
  - System (mySR; handbook) is accessible, intuitive, provides info in a format that is easily understood (for students and staff)

**Assessment**

The provision of academic advice is a key type of enquiry management. Option A is aligned with Option 2 for enquiry management, where the initial point of any enquiry for any student is the Student Centre, and Student Centre staff look to either satisfy the enquiry based on available/published information, act as the intermediary on behalf of the student to obtain a response, or set up an appointment for the student with an academic. This option is therefore consistent with the principles of seamless student service. It is also aligned with the new academic advising policy.

**Challenges**

- Capturing and maintaining sufficient data and information in systems to enable Student Centre staff to provide advice (and for students to self-manage), including through reference to accurate historical records of advice provided
- Management of unique cases / variables of advice based on specific needs
- Clarity of criteria for referral to academic staff
- Effectively playing the intermediary role – to ensure that further student questions or clarification is not inhibited
- Ensuring that the School liaison point does not become the default used by Student Centre staff to respond to queries, thereby adding an additional layer
- The level of coordination and cooperation required for effective management of academic appointments
- Concern about load / volume of work at Student Centres and consequential staffing requirement

**Option Bi**

As for Option A, except that School Administration staff (rather than Student Centre administration staff) provide course advice based on published information.

**Option Bii**

As for Option A, except that Student Centre and/or School Administration staff provide course advice based on published information.

**Assessment**

While theoretically any trained administrative staff member should be in a position to provide course advice based on published information, and to act as an intermediary with an academic on behalf of a student, this option needs to be considered in the overall context of a University-wide enquiry management approach.
If the Student Centres are promoted as the initial point of contact for any student enquiry (student enquiry management option 2), then option Bi and Bii are contrary to this principle, with students potentially opting to go directly to a known source of knowledge within Schools. Option Bi provides an additional layer in the resolution of a course-related query, and substantially decreases the volume of enquiries able to be resolved at initial point of receipt at the Student Centres, or at a School that does not have knowledge about a given subject or course.

It is noted that a variation of option Bii could be the physical presence of School staff in Student Centres – which could align with option A.

Options B1 and Bii may provide more impetus for School administration staff to enhance and update the published course information available, given their closer access to academics and visibility of front-line student queries. School administration staff with detailed course structure knowledge could also facilitate the documentation of student transition plans. Ideally, this role by School administration staff could also occur to support Student Centres as front line staff (Option A).

**Recommendation 8:** Course/academic enquiries be received and managed in the same way as all student enquiries, directed to one initial administration point with appropriate referrals and case management. In this regard, option A (Student Centre staff provide course advice based on published information) is recommended in tandem with option 2 (general enquiry management) – see Recommendation 6.

**Recommendation 9:** A School administration role be formally established to specialise in the update and documentation of course data and student transition plans.
5.0 FINDINGS & RECOMMENDATIONS – IN SUMMARY

Finding 1: There is significant opportunity to consider the similarities in functions across Schools, in striving toward effective student administration service delivery and academic support across the University

Finding 2: The current situation does not support a coordinated approach to student service delivery from a whole-of-University perspective

Finding 3: Provision of all course/academic advice by a Head of Program is not pragmatic or sustainable

Recommendation 1: Optimising administrative support for academics be a continued focus from a program/course support perspective.

Recommendation 2: Interactions between Schools and Divisions be further considered in a future phase, noting the need for agreed principles to guide future devolution of tasks and responsibilities

Recommendation 3: Consider how processes and systems can better enable service delivery

Recommendation 4: The principles of seamless service provision to students be adopted across the University. These are:
- Student centric – the student is the focal point
- One contact point on each campus
- Case management - owning the enquiry to ensure resolution and closing of the loop
- Acting as enabler – for students to increasingly be able to self-help

Recommendation 5: The principles relating to administration support to academics be adopted across the University. These are:
- Academic staff centred approach that enables academics to focus on their core work
- Focus on support to administration and academic functions and processes (not to academics per se)
- The need for a defined scope of administration support to academics, within which Schools operate.

Recommendation 6: Structural option 2 be adopted to satisfy the principles of seamless student service delivery across UWS; that is - Student Centres are located, promoted and enabled as the initial contact point for students on each campus. School administration roles and responsibilities focus on specialist work, with also a Student Centre-School liaison/facilitation role

Recommendation 7: A pan-University enquiry management process and customer relationship management system be provided to support seamless student service

Recommendation 8: Course/academic enquiries be received and managed in the same way as all student enquiries, directed to one initial administration point with appropriate referrals and case management. In this regard, option A (Student Centre staff provide course advice based on published information) is recommended in tandem with option 2 (general enquiry management) – see Recommendation 6

Recommendation 9: A School administration role be formally established to specialise in the update and documentation of course data and student transition plans
### APPENDIX A: List of functions

<table>
<thead>
<tr>
<th>A. Teaching &amp; Learning</th>
<th>B. Research</th>
<th>D. Workforce</th>
<th>F. General</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enquiry management &amp; feedback</td>
<td>1. Research management – academics (includes conferences)</td>
<td>1. HR (staff; recruitment; contracts; performance; timesheets; leave; discipline and maintain establishment data (runs budget))</td>
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<tr>
<td>2. Course advising</td>
<td>2. Research management – higher degree by research students</td>
<td>2. Training &amp; development (including career development)</td>
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<tr>
<td>3. Course approvals / data management (including transition arrangements)</td>
<td>3. Management of honours students</td>
<td>3. Accommodation</td>
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<td>4. Management of admissions (including advanced standing; x-institutional appl)</td>
<td>4. Visiting academics &amp; research seminars</td>
<td>4. Workforce planning</td>
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<td>5. Enrolment readiness (including academic advising; orientation)</td>
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<td>6. Timetabling</td>
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<td>7. Unit enrolment &amp; class registration</td>
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<td>8. Student placement management (including practicum; clinic)</td>
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<td>9. Management of non-exam assessment (including assignment collection &amp; distribution; special consideration) results processing</td>
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<td>10. Management of exam assessment (including special consideration); review of grades; results processing; marked exams.</td>
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<td>11. Progression issues</td>
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<td>12. Graduation eligibility, prizes &amp; ceremony management</td>
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<td>13. Misconduct management</td>
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<td>14. Student support</td>
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<td>15. Retention management</td>
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<td>16. Student record</td>
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<td>17. Management of external / bridging courses</td>
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<td>18. Teaching support – large unit</td>
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<td>19. Resource planning</td>
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<td>20. Summer school management</td>
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<td>21. Student finance (incl. fee setting)</td>
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<td>22. Distance Education</td>
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<td>23. Disability integration</td>
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<td>24. Technical enabling</td>
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<td>25. Website management</td>
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<td>26. Student feedback management</td>
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<tr>
<td>C. Engagement</td>
<td>E. Governance</td>
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<td>1. Management of external relationships (eg accreditation bodies; discussion groups …)</td>
<td>1. Committee support</td>
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<td>2. Marketing, development &amp; engagement (includes Open Day; UWS Day)</td>
<td>2. Support to academic leadership roles</td>
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<td>3. Management of internal relationships</td>
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<td>4. Alumni</td>
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