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1.0 EXECUTIVE SUMMARY

In reviewing its Student Centres, UWS seeks to make a difference through addressing the strategic imperative of improving student services. Specifically, the review focuses on the administration and information services required by students, when these services are required, and appropriate media and models for their delivery.

The review involved a wide range of stakeholders across the University. As input to a visioning session (the focal point of the review), information was sought on:

- **university benchmarking** – UWS is lagging behind the sector trends of a university-wide, student-centric approach to service delivery, the integration of service delivery, investment in pan-University enabling technologies, increasing the standardisation and publication of information, and case management within student centres.

- **external industry examples** – showed customer service cultures with a framework for measuring and monitoring and a focus on continuous improvement, the use of single point of contact to ensure continuity of service, enabled by relevant technology, and customer case management at the individual level. Multiple channels for service delivery give the customer the option of deciding how they would like to transact services. The shared service model is used across industries to optimise economies of scale, leverage specialist skills and reduce duplication.

- **student service requirements** - students were seen to focus on their course, career opportunities, units, library and learning skills, and awareness and accessibility of services (and not on the structural elements of UWS – they just want to be assisted when they contact someone). They were time-poor, working long hours to afford to go to University and minimising their time spent on campus.

Overarching principles for service delivery emerged during the visioning session, including:

- A better level of service to students across UWS should be provided
- Across-the-board acceptance of the value of service and customer focus by all staff is required. A customer service ethos won’t work unless it is university-wide.
- UWS cultural change is an essential prerequisite for the adoption of a UWS-wide service ethos.

In this context, the emerging model for service delivery considers:

- **elements of service provision**, and how these can be extended within Student Centres -
  - **Breadth of service coverage** – that is, the range of services provided
  - **Depth of service provision** - extending through providing information to students, acting as an intermediary (connector) between students and other service areas, to delivering a service to students.
  - **The enablers** required including processes, information, technology and skills.
- the importance of relationships across the university.

These considerations have led to review recommendations, which include in summary:

- The adoption of a student centric model across the university, building on the range of initiatives currently underway, by its inclusion as a key strategic goal of the university.
- The creation of partnerships across the university for the benefit of students and to achieve a more effective service.
- A repositioning to student service points ("My Service Point") 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.
2.0 INTRODUCTION

2.1 Report purpose & structure

This report presents the key considerations and recommendations from the Student Centres Review conducted between September and December 2007. The review background, objectives and approach are detailed below. The input used during the review is outlined in section 3. Principles and models for service delivery, developed during the review, are then described. A recommendations section concludes the report.

2.2 Review background

Student Centres have always been the frontline contact point of the University for students and the general public. They provide services to students, staff and the general community for and on behalf of the University as a whole and more specifically in relation to student administration.

In the former member structure, some student centres provided a broad range of services including both student administration advice and routine course unit choice and enrolment advice. At the time of the amalgamation in 2001 seven (7) Student Centres were established and standardisation procedures adopted.

Course consolidation and harmonisation followed the amalgamation and Schools, through Heads of Program (HoP), became the primary contact for students on course related matters. (The recent introduction of unit sets, accessed by students in MySR, will reduce some of the routine student enquiries to HoPs.)

The introduction of Callista in 2002 and increasing system functionality since then led to increased standardisation of processes across Student Administration and the Student Centres. Overflow work from the functional areas was supported by the Student Centres.

The Contact Service Centre (CSC) was contracted, on a fee-for-service basis, to handle the volume of calls during peak periods for the functional areas. This was the only available solution at the time given the staffing limitations and telephone technology that did not permit adequate call routing and management between the Student Centres whose primary responsibility is the provision of frontline student administration services.

The increasing use of email and on-line student self-service functionality, through MySR, significantly changes the way in which students seek to engage with Student Centres and the services they access. The majority now prefer self-service and do not wish to go to a Student Centre if they can resolve their query by phone or email. Some students however, require more support when using MySR for the first time or when encountering difficulties.

The discontinuation of the student amenity fee (SAF) has further reduced enquiries to Student Centres.

New requirements for 100 point identity checks of students and residency status checks before issuing ID cards will increase workloads at the start of teaching sessions. There is also an ongoing need to provide phone support for MySR functionality.

At the same time there are requests for increased hours of access to services provided by student centres, and an increased range of services so that students do not have to go to multiple places to gain information or resolve queries.

All these changes suggest that a new model of service delivery is required.
2.3 Review objectives

In reviewing its Student Centres, UWS seeks to make a difference through addressing the strategic imperative of improving student services. Specifically, the review focuses on:

- Administration and information services required by students
- When these services are required
- Appropriate media for delivery of these services
- Potential models for services delivery.

2.4 Review approach

The review consisted of four key stages involving a wide range of stakeholders across the University, as illustrated in Figure 1.

The focal point of the review was a visioning workshop. It provided over 30 participants with the opportunity to consider different ways of approaching service provision and utilise this knowledge in a future scenario exercise. Prior to the workshop, information was sought on student service requirements through student focus groups and staff workshops. University benchmarking was undertaken and a university panel convened for the visioning day. External organisations and presenters were also identified to provide input on customer service models. After the visioning, staff workshops were held to discuss technology considerations and to further explore emerging principles and models.
3.0 EXTERNAL BENCHMARKING

3.1 University sector

3.1.1 Scope and approach

The benchmarking study was conducted in three stages:

**Stage 1:** General information collection about university approaches to student centres.

**Stage 2:** Identification of a broad sample of Australian universities where significant service changes have been introduced in the last few years.

**Stage 3:** Selection of a small sample of multi-campus or multi-centre universities, for further detailed investigation and, in some cases, site visits.

Although there was a focus on benchmarking with universities with similar student demographics and university financial status, it was not confined to those universities. The Universities in the benchmarking study included:

- University of Queensland
- Monash University
- Griffith University
- University of Newcastle
- Queensland University of Technology
- Southern Cross University; and
- University of Technology, Sydney.

The information sought in the benchmarking study included:

- *The range of services* – provided; covered by individual staff
- *Communication methods* - students’ preferred; student centres preferred; implications for detailed business transactions
- *Location* - co-location with other service providers; other service locations on campus where students can also access the same services; potential to roll-out to other campuses
- *Multi-campus* consistency of approach and information – how achieved
- *Staffing* strategies and issues
- *Staff knowledge* - specialist knowledge sets; training models used to ensure currency
- *Delegations:* level of delegations to resolve matters for students
- *Case Management:* extent to which student centre staff case manage the matter for a student
- *Strategies and technologies* used
- *Volume of transactions* and impact of on-line systems
- *Key performance indicators* used and how they are measured.
### 3.1.2 Trends & Comparison with UWS

Trends in service delivery and the current situation at UWS are described in Table 1.

#### Table 1: University trends and UWS comparison

<table>
<thead>
<tr>
<th>Australian Universities Trends in Service Delivery</th>
<th>Current UWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pan-university student-centric approach to service delivery across all areas of the university</td>
<td>No pan-university approach.</td>
</tr>
<tr>
<td>A single service centre on each campus/precinct providing a broad range of services and information</td>
<td>A single student centre on each campus; relatively narrow range of services and information</td>
</tr>
<tr>
<td>Integrating service delivery (UG, PG, international, course information, prospective student information)</td>
<td>No integration. Services limited to administration services required by all students. Course information derived from the Handbook is provided. No prospective student information provided.</td>
</tr>
<tr>
<td>Service provision integrated in the centre – no separate queues; staff trained to provide services across a broad range of areas</td>
<td>No separate queues. Staff trained to provide services across the current range of student administration matters.</td>
</tr>
<tr>
<td>Provision of consistent and reliable information to students across all campuses</td>
<td>Yes on student administration matters</td>
</tr>
<tr>
<td>Investment in pan-university enabling technologies including integrated telephony, CRM and knowledge management systems and FAQ databases</td>
<td>Limited functionality in HERMES only used by Contact Service Centre. No knowledge management systems and FAQ databases. Telephony not integrated.</td>
</tr>
<tr>
<td>Increasing the “publication” of information so that it is standardised and consistent across the university, including course and unit information</td>
<td>Limited information sets published on the web. Alternate versions, not always consistent, may be created by other areas and located on select sites and systems</td>
</tr>
<tr>
<td>Significant breadth and depth in the service delivery</td>
<td>Relatively narrow range of services of limited depth, mainly information provision with some facilitation</td>
</tr>
<tr>
<td>Providing services for other areas (Service Level Agreements (SLA’s) are common)</td>
<td>No SLA’s</td>
</tr>
<tr>
<td>Staff trained to case manage queries and supported by enquiry management technologies with workflow capability and appropriate delegations</td>
<td>In general staff do not case manage queries; workflow technology is not used.</td>
</tr>
<tr>
<td>Incorporation of information kiosks</td>
<td>No information kiosks</td>
</tr>
<tr>
<td>Integrating the service centres with an expanded IT enabled learning commons and or social learning spaces (available over extended hours) as part of a student precinct</td>
<td>No learning commons or social learning spaces beyond the Library</td>
</tr>
<tr>
<td>Centres located adjacent to specialist student services such as Counselling and Careers</td>
<td>Centres relatively remote from specialist student services.</td>
</tr>
</tbody>
</table>
3.2 Industry models

The industry examples provided below were selected to illustrate how other organisations have refocused the delivery of customer services to better provide their customers with enhanced, efficient and affective customer support. These industry models utilise the same techniques and systems as other customer driven organisations. As illustrated these can extend to universities who need to provide efficient and effective support to their students and staff.

3.2.1 Service delivery examples

Westpac

Global Transactional Banking provides payments, receivables, short-term working capital and trade solutions to corporate and institutional clients with revenues in excess of $100m per annum. Their customers require two things when dealing with the bank:

- Specific knowledge and expertise to support their business needs; and
- Convenience in the channels utilised to interact with the bank.

Transactional Banking service delivery focuses on three key channels:

- Direct Support to its customers through Account Management and call centre support;
- Everyday standard business activity through the Internet (on-line); and
- Providing convenient physical “face to face” activity through the Westpac branch network.

The key considerations for effective service delivery can be summarised in Table 2:

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Key Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Support</td>
<td>Specialised knowledge about customers and expertise to solve specific problems</td>
</tr>
<tr>
<td>Internet</td>
<td>Standard everyday transactions providing convenience and reliability</td>
</tr>
<tr>
<td>“Face to face”</td>
<td>Interaction through the branch network for the handling of physical assets like cash</td>
</tr>
</tbody>
</table>

This model has evolved because:

- Customers expect specific knowledge and expertise to support their business needs; and
- Convenience in the channels utilised to interact with the bank delivered required services.

Police

The Police Service required a better understanding of its customer/client segments in order to better understand the level and type of service that was required. This focused on a number of key aspects of this customer management including:

- Understanding how service might change depending on where the customer/client was within their “service” lifecycle and meeting customer expectations;
• The need to establish and maintain relationships with partners that support the delivery of services;
• Performance measurement framework that provides feedback on whether the services is meeting customer/client expectations; and
• Investing in competencies to ensure a consistent level and quality of service.

Shared Services

Shared Services is often confused with centralisation of activities. Whilst this is a core attribute of shared services, there are a number of other key aspects that distinguishes shared services from centralisation. These include:
• A governance structure that provides oversight of the shared services ensuring the customer has active involvement in how services are delivered;
• Customer service focus which is actively performance measured and managed;
• There is a robust process/criteria for determining what and how services are delivered;
• Enables the leveraging of specialist skills and knowledge through consolidation;
• Processes which are generally transaction oriented and have common characteristics across business units;
• The segregation of “like” skill sets to better focus the delivery of administrative services with the use of a common vision, goal and culture that effectively manages, motivates and leverages its resources; and
• Service level increases attained through the application of innovative customer service techniques.

3.2.2 Relevance to UWS

In the context of UWS student services there are a number of aspects of these industry examples that could be applied and considered in the enhancement in the delivery of student services at UWS. These can be summarised as follows:

Customers
• Customer service culture with a framework for measuring and monitoring with a focus on continuous improvement;
• A single point of contact to ensure continuity of service which is supported and enabled by relevant technology to manage customer self-service, incoming calls, customer history, enquiry workflows, and knowledge bases across the organisation in a consistent way.
• Customer case management at the individual level to follow up and manage customer inquiries ensures the customer knows their inquiries are being addressed;

Services
• Categorisation of services is an important determinant in the delivery such that:
  • Services that have a high degree of standardisation and are transactional can be automated and delivered via the internet.
  • Where specialised knowledge is required then these types of activities will need to be transacted on a face to face basis, or through phone/email utilising staff with specialist skills.
Where transactions require the transfer of physical documents then there maybe a need for the transaction to be undertaken physically at a service centre.

The adoption of a shared service model optimises:

- Economies of scale through the use of shared infrastructure and resources;
- Leveraging of specialist services, skills and knowledge through consolidation;
- Freeing management time to focus on core activities;
- Reduction/elimination of duplication between schools and central units; and
- Customer service focus.

The use of a disciplined evaluation criteria helps determine where and how services are delivered and drives clear accountability;

Multiple channels for service delivery gives the customer the option of deciding how they would like to transact services.
4.0 STUDENT REQUIREMENTS

4.1 Approach & sample

Student focus groups were held on four campuses (Penrith, Parramatta, Bankstown and Campbelltown) to explore student perceptions about service provision in detail.

Participants were asked for their views on the services: they currently seek, they need, that would have helped when they started out, and that students would need in the future. Participants were given the scope to talk about any services that came to mind.

A total of 34 students participated. Three-quarters were female, most (94%) were local, one-third were in their first year (with half in years 2-4 of study), 50% were between 20 and 24 years of age (with 18% less than 19 and 12% older than 30), and a quarter used Student Centres frequently (with the remainder using them “sometimes”).

4.2 Student factors to consider

As factors for the University to consider in relation to service provision, students identified themselves as:

- Time-poor
- Working to support themselves and to afford to come to University
- Fitting study around work and family commitments
- Minimising the time spent on campus
- Avoiding additional trips to campus (noting a long travelling distance in some cases)
- IT infrastructure-poor
- Intimidated, overwhelmed and needing help to build their confidence and skills, in their first year of study.

This response is supported by a broader Australian-wide study on undergraduate students studying full-time, as shown in Table 3. Comparatively more UWS students work during the semester, for longer hours than the Australian average, with more than half surveyed working in excess of 15 hours per week.

Table 3: Australian Student Finances Survey 2006 - extract

<table>
<thead>
<tr>
<th>Undergraduate students studying full-time</th>
<th>Aust. (excl UWS)</th>
<th>UWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working during semester</td>
<td>70.6%</td>
<td>79.7%</td>
</tr>
<tr>
<td>Average hours/week worked</td>
<td>14.7</td>
<td>15.6</td>
</tr>
<tr>
<td>Working in excess of 15 hours/week</td>
<td>35.4%</td>
<td>45.8%</td>
</tr>
<tr>
<td>Believe paid work adversely impacts on their studies</td>
<td>40.2%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Regularly skip classes for employment</td>
<td>22.7%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

4.3 Key Findings

Students focus on:

- Their course (including key programs, majors and sub-majors)
- Career opportunities (opened by majors and sub-majors)
• Units (content, learning and assessment requirements, timetable to fit with work commitments)
• Library and learning skills
• Awareness and accessibility of services (and not on the structural elements of UWS – they just want to be assisted when they contact someone)

Students require:
• Well publicised, effective and accessible services (face-to-face and / or electronic)
• The convenience of online and the support of face-to-face contact (keeping face-to-face is important)
• The backstop of one-on-one or small group assistance (face-to-face or electronic for: course information; transacting business; help with enrolment; help with the basics of web-CT)
• People available when they are on campus
• A point of contact on each campus that can deal with all but the most detailed queries or case managed on behalf of the student (no more running-around)
• Just-in-time information that gets their attention (current information overload; overuse of email which they do not read)
• More detailed and accessible information (on courses, units, electives and related careers - a super enhanced on-line handbook with assistance available to negotiate the handbook)
• An easy to use website (if you want us to use the web it needs to be better organised)
• Consistent and accurate information and advice
• One-on-one advice from lecturers (on the discipline & learning requirements for their units)
• A record of the advice given (“Academics don’t remember the advice they give you.”)
• More computers (for open use over extended hours)
• The opportunity for students to help other students (a more formal peer network arrangement)
• An ongoing opportunity to make suggestions
• To be treated with respect
• To be part of a community (virtual and physical)
• To be aware of the good points about UWS (market UWS to us).

These outcomes are consistent with other feedback including from CEQ and SSS comments; and Students at Risk Project focus groups.
5.0 PRINCIPLES OF STUDENT SERVICE DELIVERY

The following principles have emerged from the review:

5.1 Overarching principles

- A better level of service to students across UWS should be provided
- Across-the-board acceptance of the value of service and customer focus by all staff is required. A customer service ethos won’t work unless it is university-wide.
- Students need correct, consistent and timely information from across the university
- Students need broader access to services at appropriate times
- Service provision across student type (e.g. international students) should be further explored
- UWS cultural change is an essential prerequisite (this is about who you are and how you operate as a particular member of UWS) for the adoption of a UWS-wide service ethos
- Service provision can be for staff as well as students.

5.2 Range of services provided

- Student Centres can provide information on all aspects of UWS student experience, or access to this information
- A broader range of services could be provided through Service Centres than currently available
- Explore further Service Centres being an intermediary for specialist services for which they are not accountable
- Course advice is a service sought by students. Clarity is needed on who is able to provide what information for the benefit of the student. The line needs to be very clear. This will require supporting information to be in place.
- Student Centres are a touchpoint between the university and the student.

5.3 How services are provided

- A balance of virtual (electronic) and face-to-face service provision is applicable
- The need for a number of channels in a consistent and standard fashion is recognised
- Services provided electronically require specific back-office support
- Further shifts to virtual service provision require more availability of standard information
- A single point of contact is beneficial for a defined range of student services by phone and email (to be considered further for face-to-face interactions)
- Services provision is technology-enabled with recognition of what that means for students and how to support students.

5.4 Key supporting principles

- It is important to identify levels and types of services required and the skills and resources to support such services appropriately
- Develop multi-skilled staff, incorporating recognition of their current level of skill
- Communication and commitment is needed across the University regarding service provision.
- Recognise that changes in one area (impacting on students) will have impacts for other areas of the university that deal with students.
6.0 CONCEPTUAL MODEL FOR SERVICE PROVISION

A model for service delivery has evolved during the review. It considers elements of service provision, the importance of relationships across the university, and the ways in which the service loop can be closed for students.

6.1 Three levels of service provision

This model is based on three dimensions, as shown in Figure 2 and described below:

- **Breadth of service coverage** – that is, the range of services provided
- **Depth of service provision** - extending through three levels:
  - providing information to students
  - acting as an intermediary (connector) between students and other service areas
  - delivering a service to students.
- **The enablers** required to support this breadth and depth of service including guidelines, processes, information, technology and skills.

Student Centres currently engage in all three levels of service provision for a given range of services. Examples are the:

- **Information provider role**: in providing information to an enquiring student about deferred examinations and documents required to be sighted
- **Intermediary / Facilitator role**: in forwarding a form on behalf of the student to Assessments and Progression, rather than the student needing to go to that area
- **Delivery Role**: in sighting, certifying documents and noting on the student record.

A critical question for this review is how this service provision could be extended in breadth and depth, and what enablers would be required to support this shift.

6.2 Relationships for effective service provision

This model (in section 6.1) is not just a model for Student Centres, given that:

- Effective service delivery to students is a UWS-wide responsibility
- Student Centres are dependent on other areas for the provision of effective services to students:
  - Information needs to be available to Student Centre staff to provide to students, in a logical and accessible way
Students will approach Student Centres for assistance/services that are delivered by other areas of the University.
To resolve student issues, interaction with other areas may often be required.

The model equally applies to other areas of the University that provide services to students. General principles are that:
- The types of services in each level will differ by area (in particular what is facilitated; what is delivered).
- To satisfy enquiries from a student, a staff member may need to interact across multiple levels (be an info provider, a facilitator and a deliverer).
- Areas interact to provide services to students and to resolve enquiries.
- The timing and nature of these interactions will differ according to the type of enquiry.
- Relationships need to be 2-way to support these interactions.
- If one interaction point breaks-down, it potentially reflects on the whole of the University.

Relationships are the key to effective service provision. There is a reliance on all areas across the University. Something implemented in one area (for example, Student Centres), cannot be done in isolation if it is to be successful for the student. The model is reliant on areas working together for the student. At a generic level, the key interactions/relationships are shown in Figure 3.

Figure 3: Interactions/relationships for service delivery

6.3 Closing the service delivery loop

The third element is about effectively closing the loop between the student’s initial contact point with the University and his/her requirement being responded to and/or satisfied.

This loop can be closed in several ways (see Figure 4). These include:
- A student’s interaction with the UWS website, which satisfies their needs.
- A student’s interaction with a staff member, who is able to directly resolve the query / satisfy the need.
- A student’s interaction with a staff member, who provides information or facilitates the connection of that student with another area, with the latter then taking responsibility for resolving the query / satisfying the need.
- A student’s interaction with a staff member, who coordinates follow-up on the query (including with other areas) on the student’s behalf, and then responds to the student.
The effectiveness of closing the service delivery loop is determined by the:

- Information available and accessible to staff and students
- Clarity around who is responsible for facilitating and / or delivering services to students
- Delegation of these accountabilities at an appropriate level to facilitate efficient and effective resolution for the student
- Access to:
  - up-to-date contact points for this service provision, by students and staff
  - staff-only access to expert lines (e.g. enrolment central contact points is a current example)
- Business rules around responsiveness and ownership of student enquiry resolution (including referrals)
- Focus on continuous improvement (monitoring, feedback, review, adjustment) across the University
- Technology that is available to:
  - Provide information to students and staff
  - Receive, record and manage the workflow around student queries
  - Enable effective record management
  - Monitor the effectiveness of this information provision and query management.
- “Staff only” access expert hotline during enrolment time.
7.0 FURTHER CONSIDERATIONS

7.1. Current situation – service provision

Key characteristics of the current situation within Student Centres are:

- The Information provider role has a high dependency on the availability and depth of the information available to Student Centres. Currently this is mostly sourced from the UWS website and OAR correspondence. Students, however, make general and broader enquiries at the Student Centres. Hence, Student Centres are more than the front-end of OAR (they are the front-end of the University), yet they do not have the full range of information needed to fulfil his role.

- The intermediary / facilitator role is almost exclusively focused within OAR. This represents a gap for students, particularly when they need assistance in connecting with a service to receive specific assistance. The intermediary role, in general, is ad-hoc and not structured into the university.

- The Delivery role: significant focus on some hard-copy forms, documentation and id cards and concessions.

7.2. Suggestions to extend service provision

- Staff suggestions on how these activities could be extended at each level include:
  - Providing more information to enhance the capacity of Student Centres to respond to student queries about all services and events, and to act effectively as a facilitator
  - Expanding the facilitation role of Student Centres to act as an intermediary (connector) between students and other service areas, including schools, the library, specialist services, international student office, student unions, IT, marketing, security / capital works and printing
    - With respect to Schools, administrative staff have a key role as the conduit to academics, facilitating action on behalf of the student (directly or indirectly)
  - Supplementing the delivery options for students through the Student Centres, including for international student transactions, course and unit information, and some security functions (e.g. lost property; parking)
    - One key point of contention is the distinction between course and unit information/advice provided by administration staff, and advice provided by academics – accessible to and for the benefit of the student.

Further detail is provided at APPENDIX A: Potential extended service provision.

7.3. Enabling technology

Enabling technology was considered by staff in the context of multiple campuses, spread of staff, and identified student factors (see section 4.2), to support the following requirements:

- Single point of contact (phone; electronic; face-to-face to a degree)
- Three levels of service model
- A shift to increased standardisation of information
- The need to record and access information from both a records management and relationship management perspective
This contributed to the development of the model of service provision (see Section 6), and to suggestions for enabling technology. The latter includes:

- Website supported by university-wide style guide
- Portals – enhanced student portal; all-staff portal (to facilitate and promote awareness and information sharing across the university)
- Telephonic system to provide call management (potentially incorporated into CRM system)
- Customer relationship management (CRM) system
- Knowledge management system (potentially incorporated into CRM system) to support web-based self-help and FAQ development
- Booking systems accessible by different staff areas
- Electronic noticeboards / screens
- Kiosks with touch-screens

More detail on enabling technologies is outlined in Appendix B.

Some general considerations are noted in table 4:

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student internet access</td>
<td>Online media requires a different mindset with respect to the format and content of information provision. The time for students to download different formats of information needs to be taken into account (with a view to decreasing this)</td>
</tr>
<tr>
<td></td>
<td>Consider equity grants to students for broadband access</td>
</tr>
<tr>
<td>Student email overload</td>
<td>A University-wide communication strategy is required, including the emailing of students</td>
</tr>
</tbody>
</table>
| Changing staff partnerships / relationships in the online context | Increased relationship with ITD – including in relation to the overlap between technology and process and the support of students  
Timing of the need for course / academic advice has changed; it’s now needed when the student is enrolling online. This links to the requirements for better online information (handbook)  
Need for service level agreements is highlighted (and KPI to support and monitor these agreements)                                      |
| Criticality of relationships across UWS           | Includes the need to facilitate and promote awareness (of who does what) and information sharing across the university – supported by technology available to all staff.  
Shift from looking at one’s own “turf” to looking holistically across the University                                                   |

7.4. **Supporting a new model**

Staff suggestions on what would be required to support and coordinate a new model of service provision include:

- Cultural change – willingness to take responsibility and to help, across the University
- Service charter – it’s about providing consistent levels of service across the University
- Service level agreements
- KPIs for responsible customer service at senior management level
- Skilled, trained, empowered staff
- Cross-posting of staff
- Dedicated contact points for staff
- Up-to-date information (provided in a way that is not overwhelming)
- An investment in relationship building, communication and education / awareness across the University
- Procedures
- Reliable IT systems
- Relevant infrastructure
- Relationships and 2-way support between areas across the university
- Commitment to funding
- Governance structure
- Holistic approach across the University
- The development of an agreed phased implementation plan that includes goals and timeframes.
- Continual focus on the plan, do, review cycle (to start the change and then review and adjust as we move forward)

7.5 Other UWS initiatives – a convergence

Learning and design of spaces
- There is an increasing focus on the student’s experiences and their impact on learning and retention and creating a student-centred environment.
- A developing interest among academic staff in using educational pedagogies that are learner centred, which promote critical thinking, collaboration, problem-based learning and project-based learning.
- Learner centred pedagogues require flexible and IT enabled learning spaces.
- Learning occurs in many environments beyond the classroom making the provision of appropriate flexible IT enabled spaces, in which students can work independently or in groups, important.
- The social nature of learning may mean that students’ preferred location for learning maybe outside traditional Library spaces and located in a broader student precinct incorporating flexible open plan learning commons, information commons and student commons.
- The university’s decision to develop an Educational Design Brief for any major building work ensures the educational pedagogies inform the building design.

Academic advising

Development of a draft Academic Advising Policy that recognises the multiple ways in which students seek and obtain information and advice about their enrolment, their course and the options available; the variety of people that provide the advice in schools and units; and the specialist areas of advice that only academic staff can provide.
Enabling Technology

A planned review by the Office of Marketing of current industry standards in call centre, CRM and telephony technologies and functionality, where there is significant convergence in the last few years, and comparison with UWS implementation.

Expansion of electronic student administration with E-Forms

This is a significant project, commenced in 2007, that enables students to complete and submit forms electronically, and for the e-forms to be routed to the approver electronically and the electronic approval returned and up-loaded into Callista. This technology has capacity to expand to other types of document submission and workflow that may be necessary for a school or college. At all times it is possible for authorised staff to track where the form is in the approval process.

Web Management and Development

The new web management strategy is geared to single source information, with links to multiple pages, ensuring information is consistent. The web site will move from an entity-centric to a user-centric focus to provide intuitive clear navigational experience and efficient content delivery.

7.6 Risks

Key risks include:

- There is no pan-university approach to service.
- No single point of contact is established for student enquiries.
- Partial implementation of the model.
- Enabling technology is not acquired to support effective management of contacts.
- Shortage of the required skill sets to support the new model and inability to acquire sufficient training.
- Delays in implementing and an appropriate management structure.
8.0 RECOMMENDATIONS

It is recommended that:

1. UWS adopt a student centric model across the university, building on the range of initiatives currently underway, by its inclusion as a key strategic goal of the university.

2. Partnerships are created across the university for the benefit of students and to achieve a more effective service.

3. There is a repositioning to student service points on each campus that encompass a broader range of service provision, in collaboration with all key stakeholders. This service includes:
   a. Information provision of all service;
   b. Facilitation on behalf of students with all other service areas; and
   c. Delivery of services according to partnership agreements beyond OAR.

4. That this student service point be called "My Service Point".

5. OAR enhance the student capacity to self inform and self manage by:
   a. Continuing to enhance My SR functionality;
   b. Increasing the level of automation of transactions;
   c. Providing a greater range of automated transactions;
   d. Providing a greater level of accessibility of on-line information; and
   e. Providing facilities to improve access.

6. My Service Point is supported in managing student queries by the adoption of appropriate technology in line with current best practice, including a single point of virtual (phone/email) contact point.

7. UWS continue to benchmark with other universities on service standards

8. PIRI, including the development of performance indicators, is incorporated in the implementation of these recommendations.
## APPENDIX A: Potential extended service provision

Suggestions made by workshop participants are collated below:

<table>
<thead>
<tr>
<th>Information Provision – Suggestion for Student Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information about all services</strong></td>
</tr>
<tr>
<td>Provide information about all services available to students</td>
</tr>
<tr>
<td>Picturing a resource bank - staff at student centre know where to go; to refer to go to; also a contact list and for what</td>
</tr>
<tr>
<td>Could boundary change between International centre and student centre and others as well - define where the boundaries are.</td>
</tr>
<tr>
<td>Progression</td>
</tr>
<tr>
<td>Security and lost property</td>
</tr>
<tr>
<td>Transport</td>
</tr>
<tr>
<td>Learning Skills courses (Information – advice re bridging courses)</td>
</tr>
<tr>
<td>Get more information about what Student Associations do</td>
</tr>
<tr>
<td>There should be no exclusions re providing information about services relevant to students</td>
</tr>
<tr>
<td>- We could contact Security about locked room; logistics?</td>
</tr>
<tr>
<td>- Worthwhile looking at from student satisfaction perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course &amp; unit information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend what is available on the web</td>
</tr>
<tr>
<td>List of electives provided by School – should be on Web</td>
</tr>
<tr>
<td>Course information to prospective students; would be nice to have brochures</td>
</tr>
<tr>
<td>Should not provide academic advice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service facilitation – Suggestions for Student Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library</strong></td>
</tr>
<tr>
<td>Tell student what fees/fines are (Information re what needs to be done)</td>
</tr>
</tbody>
</table>

| **IT support**                                         |
| Students needing help with IT                          |
| Connecting in IT support staff re student problems     |
| IT - account setup – help more with this particularly as now integral part of student interaction |
| [Supplementing] Agent for students to purchase software |
| [Supplementing] Postgrad – management of individual license access for research students |

| **Security/Capital works**                             |
| Access to rooms/ air conditioning/access control       |
| - Acting on behalf of students to pass information on  |
| - Giving advice when asked                             |
| Lost and found                                         |
| - Security provide daily list to student centre from security |
| First aid                                              |
| - Anything from giving band-aid to calling ambulance (facilitator-delivery) |

| **Other OAR departments**                              |
| Such as Admissions, Enrolments – put student through? Or get response and get back to student? |

| **UAC**                                                |
| Availability of publications and information on services etc |

| **Schools**                                            |
| Online booking – seeing someone in school; make appointments with academics |
| Academic advice – intermediary between Schools and Student Centres (eg. re units that won’t count) |
| Course information (if needs to come from academic)    |
Filter out those queries that don’t need to be dealt with by academics  
Initiate rule waiver approval with HOP  
Acting as agent for School for specific projects that may impact on Student centres  
(eg. School of Education special initiative)  
Arranging pracs?  
Take back special consideration and extensions

| Specialist services | Make appointments for Counsellors, Careers Advisers, Disability advisors  
Enrol students in Learning Skills courses (Information – advice re bridging courses) |
|---------------------|---------------------------------------------------------------------|
| International       | Arrange / book airport pick-ups and drop-offs  
Make appointments for international advice |
| Student activities (Connect stuff) | Idea of precinct  
Collecting information from students; reps |

### Service delivery – Suggestions for Student Centres

**Re International students**  
- Visa extensions  
- Issue EcoEs (electronic confirmation of enrolment)  
- Health cards; Medibank membership (health care)  
- Arranging airport pick-ups and drop-offs  
- Organise work permits  
- Why are special services required by international students not delivered by Student Centres?

**Re Parking**  
- Issue parking stickers  
- Show us receipt and we give them a sticker  
- Refunds from parking machines which are not working

**Re Security**  
- Lost property – central point  
- First aid (as applicable?)  
- Call ambulance  
- Give out parking stickers  
- Give sticker for day (Issue: no cash receipting)  
  (Need for overall consistency across campuses relative to campus set-up.)

**Re Library**  
- Once paid fine and show us receipt, we could lift encumbrance

**Re Promotion**  
- Student Centre rep attends “events” to promote what Student Centres can do and what is available to students  
  (Applies across university)

**Re Schools**  
- Course information  
- Insurance cover for pracs  
- Course completion letters  
- Eligibility to graduate letters

**Re Marketing**  
- Printing brochures from online and providing to student

**Other**  
- Transcripts  
- Fax things for students
## APPENDIX B: Enabling technology – more detail

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Technology suggestion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single point of contact</td>
<td>One phone number</td>
<td>“My contact number” for student services Concern regarding frustration to students if everything goes through one number, yet they know exactly who / what they want Potentially define by services</td>
</tr>
<tr>
<td></td>
<td>One email address</td>
<td>Generic email if student is filling out web form</td>
</tr>
<tr>
<td></td>
<td>One URL</td>
<td></td>
</tr>
<tr>
<td>Basic telephonic system to integrate incoming calls across lines. Includes messaging, voicemail and queuing capability.</td>
<td>Enables utilisation of staff at multiple locations to answer regardless of origin of call. Provides call management framework System supports data capture and analysis and hence the setting and monitoring of KPIs. Capacity to translate a phonecall into a record</td>
<td></td>
</tr>
<tr>
<td>Customer Relationship Management (CRM) system</td>
<td>Access to history of interaction with the student, regardless of the contact point In general, require the capacity to integrate CRM and student records systems</td>
<td></td>
</tr>
<tr>
<td>Student self-help, with online email facility for assistance (also through CRM system)</td>
<td>Workflow process is based on enquiry. This also enables the development of FAQs to cover information gaps</td>
<td></td>
</tr>
<tr>
<td>Three levels of service provision – information</td>
<td>Website Supported by university-wide style guide</td>
<td>Key need to enhance and structure web pages Include more and more information on the web, to decrease need of student to require assistance Requirement for clear, basic, unambiguous format for information on the web Issue: whether student web pages are in front of or behind portal</td>
</tr>
<tr>
<td></td>
<td>Student Portal</td>
<td>Real student portal is needed (current student focus) Make it simple to access information</td>
</tr>
<tr>
<td></td>
<td>FAQ system</td>
<td>Support for staff as well as students</td>
</tr>
<tr>
<td>Three levels of service provision – information</td>
<td>Staff intranet</td>
<td>Advice to staff; procedures Provides transparency to all staff Need for deeper level of information provision from areas that the Student Centre is providing intermediary services for Need for greater awareness and promotion</td>
</tr>
<tr>
<td></td>
<td>(Access to) booking systems</td>
<td>Made accessible to Student Centre</td>
</tr>
<tr>
<td></td>
<td>Workflow solution (see also CRM)</td>
<td>To trigger and measure response as part of service level, so that the loop is closed</td>
</tr>
<tr>
<td>Three levels of service provision – delivery</td>
<td>Staff intranet</td>
<td>Clear up-to-date information and procedures</td>
</tr>
<tr>
<td></td>
<td>Case management tools (see also CRM)</td>
<td>Workflow for enquiry management Who to send to and response Requires whole university to use it e.g. school</td>
</tr>
<tr>
<td>Requirement</td>
<td>Technology suggestion</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>To support delegations; way of verifying signatures</td>
<td>administration officer working with academic to follow up / record resolution</td>
<td>However shift to e-forms noted</td>
</tr>
<tr>
<td>E-forms (current project)</td>
<td>Relationship between e-forms and queries? Pre-cursor – history of query being available before approval is given For example, special consideration is a 2-part process – this will incorporate electronic workflow to academics. This is a cultural change</td>
<td></td>
</tr>
<tr>
<td>Standardised information</td>
<td>Electronic noticeboards / screens</td>
<td>Control of use would be required Use as a focal point for critical student information Implies common notices across UWS Delivery mechanism can be a web screen</td>
</tr>
<tr>
<td>Knowledge database (FAQs)</td>
<td>For students More detailed information for staff Expanding knowledge base informed by gaps identified through analysis of student enquiries</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>Targeted messaging via MySR (current Callista community project)</td>
<td>Could also be exported to a portal Staff currently don’t have access to MySR – they will need to know what messages are going out Need to build business processes around who gets notified; maybe through e-noticeboard page</td>
</tr>
<tr>
<td></td>
<td>Kiosks</td>
<td>Could also have touch screens With FAQs</td>
</tr>
</tbody>
</table>