

# Academic Services: our commitment to Service Excellence

Our vision statement: *Academic Services creates an enabling academic environment, sharing expertise, building capability and inspiring stakeholders through sector leading, user centred processes and outstanding service delivery.*

This document provides a framework for the principles, values and behaviours adopted by Academic Services staff in order to achieve Service Excellence

Principle	Statement	Example – Academic Partnerships	Example – Educational Development & Quality	Example – Library & Learning Support	Example – Student Administration
<b>Clear communication</b>	When working with colleagues, stakeholders and partners, Academic Services/individuals will....  <b>Communicate clearly</b>	Following Academic Services email & voicemail guidelines  Ensuring the GlobalBU partnership database is accurate and up to date so that staff in Academic Schools and Professional Services can use the database to locate information on existing partnerships and partnership developments.	Following Academic Services email & voicemail guidelines  Ensuring all forms of communication are clear and directed to the correct individuals, for example, specifying whether the correspondence is to note or for action.	Following Academic Services email & voicemail guidelines  Providing the Library Service Statement which documents what the BU community can expect from the Library and what the Library expects from its users.	Following Academic Services email & voicemail guidelines  Jargon Buster in Academic Services Info Pack (and <i>definition</i> of terms – work in progress)
<b>Partnership working</b>	When working with colleagues, stakeholders and partners, Academic Services/individuals will....  <b>Collaborate to create an enabling academic environment</b>	Using professional networks to share information and best practice with other institutions  Liaising with Schools/Faculties/Professional Services and partners to develop, enhance and maintain partnerships with institutions across the UK and the world	Using professional networks to share information and best practice with other institutions  Supporting all academics, both internally and externally, through the programme development process.	Using professional networks to share information and best practice with other institutions  Working with academics to provide dynamic reading lists in myBU	Using professional networks to share information and best practice with other institutions  Working with any stakeholder to provide a fit-for-purpose solution to meet <i>their</i> needs in the student records system.
<b>Shared values</b>	When working with colleagues, stakeholders and partners, Academic Services/individuals will....  <b>Uphold values* outlined in <a href="#">BU2018</a> to deliver service excellence</b>	Engaging with the Centre for Excellence in Learning (CEL)  Designing projects that enable students to develop their skills and engage with the world.	Engaging with the Centre for Excellence in Learning (CEL)  Helping schools and partners to produce innovative programmes.	Engaging with the Centre for Excellence in Learning (CEL)  Facilitate a community of practice for Peer Assisted Learning (PAL) through the CEL for the on-going development of peer learning at BU.	Engaging with the Centre for Excellence in Learning (CEL)  Development of Fair Access Agreement which includes engagement with CEL and inclusive curriculum

<b>Empathy</b>	<p>When working with colleagues, stakeholders and partners, Academic Services/individuals will....</p> <p><b>Actively listen and understand other points of view</b></p>	<p>Finding a positive solution and understanding the issue at hand.</p> <p>Engaging with all stakeholders throughout the whole partnership development process to ensure all needs are met.</p>	<p>Finding a positive solution and understanding the issue at hand.</p> <p>Actively enhancing the Quality Assurance framework by continuously seeking feedback.</p>	<p>Finding a positive solution and understanding the issue at hand.</p> <p>Fully empathise with students throughout the year, knowing that certain times are more stressful than others.</p>	<p>Finding a positive solution and understanding the issue at hand.</p> <p>Respond empathetically to system user enquiries at peak workload times (e.g. assessment boards) to ensure issues resolved (Student Processes).</p>
<b>Professionalism</b>	<p>When working with colleagues, stakeholders and partners, Academic Services/individuals will....</p> <p><b>Behave with courtesy, respect, honesty and patience</b></p>	<p>Remaining calm and polite when dealing with challenging queries</p> <p>Ensuring our processes and positions are clearly explained when contentious issues arise.</p>	<p>Remaining calm and polite when dealing with challenging queries</p> <p>Ensuring there is always someone available to respond to queries during working hours.</p>	<p>Remaining calm and polite when dealing with challenging queries</p> <p>Dealing with complaints in an open and honest way and use feedback to improve services.</p>	<p>Remaining calm and polite when dealing with challenging queries</p> <p>Maintain calm and professional approach at important and high profile student events (e.g. Enrolment, Awards Ceremonies)</p>
<b>Personalisation/User-focus</b>	<p>When working with colleagues, stakeholders and partners, Academic Services/individuals will....</p> <p><b>Recognise differing needs and be creative in helping individuals reach suitable outcomes</b></p>	<p>Adapting the type and level of support we offer to suit the needs of the service user.</p> <p>Taking into account the nuances between the different Schools/Faculties, in students, across the partners and with all other stakeholders when providing support.</p>	<p>Adapting the type and level of support we offer to suit the needs of the service user.</p> <p>Recognising the individuality of each School/Faculty when offering advice on the Academic Regulations, Policies and Procedures and programme development.</p>	<p>Adapting the type and level of support we offer to suit the needs of the service user.</p> <p>Helping students develop academic skills by providing a range of workshops and online materials tailored to their needs.</p>	<p>Adapting the type and level of support we offer to suit the needs of the service user.</p> <p>Design and develop system training material aimed at user requirements and their processes</p>
<b>Responsiveness</b>	<p>When working with colleagues, stakeholders and partners, Academic Services/individuals will....</p> <p><b>Respond to queries and feedback in a timely and appropriate way</b></p>	<p>Spending time crafting a detailed and contextualised response to the individual.</p> <p>Ensuring queries from internal and external stakeholders are dealt with as soon as possible.</p>	<p>Spending time crafting a detailed and contextualised response to the individual.</p> <p>Ensure that context is always given to any decision made by EDQ.</p>	<p>Spending time crafting a detailed and contextualised response to the individual.</p> <p>Dealing with Library Support emails on the day or next working day.</p>	<p>Spending time crafting a detailed and contextualised response to the individual.</p> <p>Increasing number of behind-the-scenes Service Level Agreements (SLA's) for implementing changes affecting staff/students (e.g. processes in 'Service Now' (SNOW)).</p>
<p>*Excellence; Achievement; Authenticity; Creativity; Responsibility</p>					