

# **STUDENT JOURNEY PROJECT**

## **Consultation on Proposed Service Owners for Bournemouth University**

### **1. Introduction**

The Student Journey Project is centred on improving the efficiency and effectiveness of BU's administrative student processes and supporting services. It aims to ensure that students are at the centre of these processes and as a result have an enhanced experience embedded in a culture of service excellence and delivered as efficiently as possible.

As a consequence of the work undertaken to date, it is apparent that in order to realise the total benefits available, BU will need to embark on a programme of process and organisational change and invest in a programme of IT changes which extend beyond the initial scope of the Student Record System work. This consultation details the outcomes of the process review work that has been undertaken, recommendations for improvements to processes and proposals for service ownership which may also involve changes to existing organisational structures and supporting services. It also identifies a programme of additional reviews across a number of existing support service areas which will form part of the overall Project as the development of the services move forward. It is anticipated that the Project will roll out over a period of two years, full implementation of the Student Record System is required by Spring 2015 and the supporting organisational changes will need to complement this.

### **2. Background and Strategic Context to the Student Journey Project**

The University is required to tender for its Student Record System in order to comply with EU Procurement Directives. The tender had to be submitted early 2013 in order to ensure that procurement and implementation of the system is completed before the current contract ends in 2015. The Student Journey Project therefore commenced in March 2012 when the University Executive Team approved a Project Charter to undertake the first phase of work with the following objectives:

- To enhance the student experience and embed service excellence by designing process, service and supporting organisational structures around student need.
- To identify efficiencies in professional support and administration costs
- To produce a tender specification for a Student Record System (SRS).

. The Project also contributes to a number of BU2018 strategic aims:

C1. To deliver an outstanding and personalised student experience;

F1. Use resources efficiently to secure the vision and key strategic priorities;

P2. Engage and inspire staff to deliver an outstanding student experience and to fulfil their potential;

P4. Embed a culture of service excellence;

The existing Student Record System has evolved since it was implemented. In order to ensure that any new or replacement system meets current user requirements, work was undertaken between May and December 2012 to review existing student administrative processes across the University. This work involved around 200 professional and support staff who deliver the processes involved. Their contribution and feedback has been key to understanding existing processes and IT systems, issues of concerns and limitation and has helped to develop the optimal requirements for new systems and processes.

The outputs of the review groups were considered by senior staff from across the University who formed Change Impact Assessment Groups and considered the impact of the proposed process

changes. These staff included Deputy Deans Education, Associate Deans, Framework and Programme Leaders, Directors of Professional Services, School Directors of Operations, the Head of Service Excellence, the Students Union and others as relevant to the process area reviewed.

### **3. Review of Current Processes**

The work undertaken analysed a range of processes that were within the project scope as they form part of the student's journey through the University. The starting point of the journey was taken as the first time a prospective student makes contact with BU through to the point they either become Alumni or cease their studies and withdraw. The processes reviewed were:

- General Student Enquiries – pre and post enrolment
- Student Accommodation
- Course Application (Admissions)
- Registration and Enrolment
- Assignment Handling
- Exams
- Assessment Boards and Progression
- Proof of Qualification
- Transfers, Withdrawals and Pausing Study
- Placements (the Student Journey Project also provided a response to the SDS consultation)
- Complaints and Appeals
- Timetabling
- Financial Support
- Mitigating Circumstances

Through the process review groups, existing processes were mapped, opportunities for improvements identified along with what would be needed to achieve those changes. The outcome of each review group was then considered by Change Impact Assessment groups. They reviewed the recommendations from the process review group, assessed the benefit to the student of the new process and the changes necessary to implement the new process. This was an important part of the overall work undertaken as it assessed the proposed improvements with various staff groups, including the academic community and the Students Union.

Opportunities for improvements were identified across all the processes reviewed, and are detailed in full in **Appendix A**, however the following details give an indication of some of the issues identified by the user groups and scope for improvements that could be achieved.

#### **General Enquiries (pre and post enrolment):**

The current processes are delivered by two separate teams of staff one located in Marketing and Communication and one in Student and Academic Services. It was considered that service delivery could be improved by establishing a single service for students rather than separate ones. The information sources that staff use are inadequate and service could be significantly improved by enhancing these alongside a directory of staff skills and responsibilities. Ideally students should be able to access more information online and only be referred on once when they have a specialist enquiry.

#### **Student Accommodation**

The existing process only allows students to apply for accommodation after A level results are confirmed and staff allocating accommodation have to do this manually using a paper-based system. The service could be improved by enabling students to use an online system to view accommodation options, select their preferences and track their application. Purchase of an IT solution for allocating and managing accommodation will also improve the service provided.

### **Admissions (Course Application) Process**

At present UCAS applications are largely processed manually once they are received by BU which involves significant staff time from both Student and Academic Services and Schools. Prospective students are directed to ASKBU Futures if they have queries, adding another link to the process. The service to prospective students could be significantly improved by automating workflow and providing online self-service so they can track an application online.

### **Registration and Enrolment**

The current process allows students to register online in August and enrol over the course of a week. The process could be improved in a number of ways; continuation students could register online and earlier without the need to go through onsite enrolment. Enhanced IT capability could enable new students to complete more enrolment activities online significantly reducing the time taken to enrol. Students can then engage with their programmes earlier and access their student finances quicker.

### **Assignment Handling**

The existing process is predominantly paper-based with students submitting via assignment boxes, likewise the processing of marks, tracking of three week turnaround and passing assignments to markers is all manually intensive. The process could be quicker and more efficiently delivered by use of online submission and automated routing of assignments to markers along with publishing marks online. This should all mean that students receiving their marks and feedback more quickly.

### **Exams**

At present the processing of exam papers is undertaken by staff based in Schools and the Professional Services, when errors in exam papers occur it isn't clear why they were not identified. It was considered that the process could be improved by Schools managing and delivering the process, as they are closest to the academic staff who set the exam papers.

### **Assessment Boards and Progression**

The current IT system means administrators have to manually process marks and this is done separately for each unit and level. Outcomes of Assessment Boards are manually recorded and then entered onto the student's record. With enhanced IT capability the process could be significantly improved, marks could be entered throughout the academic year, the system could calculate results and ideally Assessment Board outcomes could be input during the Board if the IT system is appropriate.

### **Proof of Qualification**

At present students have to request, and pay for, an official, BU letter headed transcript, these are generated by Professional Service staff. On obtaining their degree they receive a printed transcript, but not on official BU paper, and this is processed by School administrators. The service to students could be improved by changing the process to ensure that all students receive a printed transcript on official BU paper without having to request it and this is done by School staff after the Assessment Board.

### **Transfers, Withdrawals and Pausing Study**

In the current process a student who wishes to transfer, withdraw or pause their studies can do so without reference to a member of staff. In order to support the student more effectively, the process could be improved to require completion of an online form which notifies staff directly so an appointment is made with the student to discuss their request.

### **Placements and Careers**

The process review work focused on Placement support to students. It was considered that the process could be improved by developing the expertise of the employability co-ordinators to offer careers guidance as well. It was also suggested that it would be beneficial to students to offer them the option of their second placement visit being face-to-face.

## **Complaints and Appeals**

The review of the current complaints process did not identify any specific improvements. However, it was recommended that consideration be given to reducing the number of stages that a student has to go through as that might enable quicker processing of the complaint.

## **Timetabling**

At present there are a range of student events that have to be timetabled i.e. taught sessions, assignment deadlines, exam dates and other key events such as careers fairs. It was considered that the service could be improved by providing students with an online calendar which would capture all of these different dates and activities in one place.

## **Financial Support (Bursaries and Scholarships)**

The current process for assessing BU bursary and scholarship applications is paper-based, although a student can submit an electronic application it has to be printed off and manually administered. It was suggested that the process could be improved through enhanced IT which enables a bursary to be allocated by BU. Scholarships would need to be applied for, but automated workflow would improve efficiency and response time to the student.

## **Mitigating Circumstances**

At present a student has to complete a paper form to apply for mitigating circumstances. In order to improve the service it was suggested that IT capability could enable the application process to be made via online self-service.

The process reviews evidenced that student needs are not always met and the service they receive falls short of the BU commitment to deliver excellent and efficient services. As the above details indicate, the process review work evidenced significant opportunity to make better use of IT to deliver the processes which support the student's journey. Our current processes are not as student-centred as they could be and BU is not making effective use of technology to facilitate process delivery. Through automation of work, improved data sharing and greater use of self-service facilities, BU will deliver a change in the quality and consistency of the service received by students and realise a significant part of the cost efficiencies the University identified in BU2018.

The findings and recommendations from the process reviews are the catalyst for the changes that need to be made to improve our processes and embed service excellence through the student journey. They are also central to defining the IT requirements specified in the tender documentation and will continue to be the focus for the Project as it moves into the next stages. By implementing the improvements identified in the review work, BU will deliver the enhanced services to students it is committed to providing.

Throughout the review work it was also clear that there is a need for greater accountability and responsibility of the services delivered. Assessment of the process review findings highlighted a need for clear service ownership to support the improvements being sought in processes and IT systems. The organisational design that underpins the current delivery of processes and services, has evolved over time and does not necessarily reflect the optimum way to deliver processes and achieve service excellence to meet BU2018.

Similarly, the current service models and organisational structures do not always reflect the optimum way of delivering the service from a student perspective. The proposed service ownership along with the new IT capability, will provide the opportunity to transform the way processes and services are currently delivered facilitating a genuinely student-centred approach.

#### **4. Target Operating Model Design Group**

A Target Operating Model Design Group was established in September 2012. The Group was chaired by the Chief Operating Officer and included representatives from UET, Deans, Directors of Professional Services, School Director of Operations, Head of Service Excellence and Human Resources. It was tasked to develop a high-level model for future service delivery and which will form the basis for detailed service designs and supporting organisational structures to realise the process and service improvements being sought. It was required to ensure the design was derived from the work that had been undertaken in the process user review groups and supported the realisation of overall project objectives to deliver service excellence and efficiency and put the student at the heart of the service provided.

The Target Operating Model Design Group completed its work in December 2012 and the recommendations it made for future service ownership were approved by the Chief Operating Officer. They therefore are the basis of this consultation for service owners and corresponding changes to elements of BU's existing organisational structure and operating models.

#### **5. Proposed Service Owners and Changes to the Organisational Structure**

##### **5.1 Target Operating Model Design Group (TOMDG): Principles Applied**

There were a number of key findings from the process review work that resulted in the establishment of the TOMDG. It was apparent that current roles and associated organisational structures within BU have evolved over time and do not necessarily reflect the optimum way for services to now be delivered, either to students or across BU. There is a lack of clarity as to where accountability for service delivery resides together with a lack of understanding and agreement about what services are there to deliver and how they are best delivered. In addition, as the remit of each service is unclear it makes measuring the effectiveness of each service difficult. The result is sub-optimal support to students, uncertainty as to who is responsible for satisfying requests and frustration for staff trying to deliver the services.

The TOMDG was required to define a high-level service model to underpin future service provision and ensure that future service ownership, organisational structures and operating models were able to deliver the service excellence improvements being sought. The Group operated to the following set of design principles:

- Services should be designed in the way that supports student and organisational need, and maximises opportunities for efficiency
- Ideally a student will be able to get all they need at a particular time from a single interaction with BU - accepting that there may be practical constraints on how far this can be applied.
- Students should be able to access service wherever and whenever they choose - accepting that there may be practical constraints on how far this can be applied.
- Self-service should be available where possible
- There should be single and transparent accountability for each service
- Organisational structures should reflect the optimum way of delivering services
- Roles should be designed to reflect the interpersonal skills, aptitude and service knowledge required to deliver the service to the agreed standards

The TOMDG constructed a model of how services would be delivered in the future based on both these design principles and the work undertaken by the process review groups. This model puts the student at the centre of the services being delivered and the processes through which they interact with BU. It reflects the need to provide more online self-service support; service points that can

provide answers to multifarious queries and clarity to staff and students as to how services can be accessed. This model is reflected in the diagram provided in **Appendix B - Model for Future Service Delivery**.

The TOMDG also made a distinction between general and specialist knowledge needed to deliver different services. For general issues it should be possible for a student to have more than one query answered at one interaction. However, there will be queries that require in-depth knowledge and it would be difficult for one person to have the skills and knowledge needed across both areas. Irrespective of whether the supporting service is one that deals with general or specialist queries, it was determined that in order to maximise economies of scale there should not be duplication of the same skills across different supporting services.

### **5.3 Service Ownership and Operating Models**

Using this model for future service delivery, the TOMDG grouped services together into areas of service ownership and this formed the basis of an organisational structure to facilitate the new service model. Central to this is the concept of “Service Ownership” which was defined by the TOMDG as:

***Overall accountability for the delivery of the service; defining what the service will deliver; how the service is delivered, and ensuring its continued development.***

The purpose of service ownership therefore is to ensure that one person has overall accountability and responsibility for delivery of the service within BU. It does not necessarily mean that the Service Owner will have direct line management of all the staff supporting the service that is provided.

**Service Owners** are accountable for the services within their remit and have primary responsibility for how the services are delivered together with ensuring continuous improvement. They ensure that the services meet the needs and requirements of stakeholders across the University and embed service excellence, optimising the student experience by putting the student at the centre of service delivery.

The TOMDG also defined a number of ways in which a Service Owner could operate to deliver the services they have ownership of, these Operating Models are as follows:

**Centralised:** Central ownership of both the management and delivery of the service

**Devolved:** Local ownership of both the management and delivery of the service within an agreed framework

**Centralised Ownership, Devolved Delivery:** central ownership of the service but with management and delivery provided locally

**Distributed Centralised:** central ownership and management of the Service but with delivery distributed locally

## **5.4 Proposed Service Owners**

In the details that follow the proposed Service areas are identified and explained along with recommendations of the proposed Operating Model. This consultation proposes that these are implemented, and proposes that the first step in the development of the Service Areas and the creation of the roles of Service Owners. Following on from this consultation, the Service Owners will work across a range of stakeholders and staff to establish the services following the plan of organisational design and project phasing as outlined in section 5.5.

When grouping services together the TOMDG identified services which are more closely related to academic matters and therefore need to be aligned to academic delivery; this is the case with regards to on-course support delivered through academic schools.

### **On- Course Support Services (Academic Schools)**

It is proposed that a service owner role is created within Schools with accountability for the delivery of course related student services and it is envisaged that this activity would be undertaken and owned by the existing School Director of Operations role. The service model which would apply is therefore devolved, with local ownership, management and delivery. This would encompass the following services:

- Course enquiries (specialist not general)
- Transfers, Withdrawals, Pausing study
- Assignment handling, Exam support
- Choosing options
- Course results
- On Placement support
- Placement advice encompassing course specific careers advice and guidance

The rationale for this is that matters relating to on-course study are of a specialist nature and need to closely complement the academic delivery of the course and therefore are best supported by the Schools within which the student is based. This therefore also accounts for the proposal to locate ownership and delivery of Placement support and advice within Schools. The enhanced IT capability along with student support service for general matters will enable more self-service and handling of multiple generic enquires through Service Points enabling School support to be focused on course specific issues which need staff with more specialist knowledge. In addition the enhanced IT capability will enable direct routing of details to school based staff for processing giving students' and staff clarity of responsibilities.

The improved IT systems will automate a large proportion of the work currently undertaken in Schools to support students and general requests and enquiries will be serviced by Service Points in the proposed new structure. This is therefore anticipated to realise efficiencies in a number of areas, but will fundamentally ensure that the student is supported more effectively.

### **Support Services for Post Graduate Research Students**

The support that is provided for Post Graduate Research Students is fundamentally different to that required for undergraduate and postgraduate taught students for a number of reasons. Firstly, the relationship between Postgraduate Research Students and supporting services differs in that the students are based on site, and they are usually located close to either academic or professional support staff. They also undertake part time teaching on undergraduate or postgraduate taught courses. Consequently the relationship and interaction the students have with the University is different to that of undergraduate and postgraduate taught students.

It is therefore proposed that a service owner role is created with accountability for the delivery of academic support services for Post Graduate Research students and it is envisaged that this would be undertaken by the existing Head of the Graduate School.

The management of these services and associated resources, which includes the school based Research Administrators, would be centralised under the Graduate School but with distributed delivery of the service with Research Administrators located in Schools. The rationale for this recommendation is based on the findings of the process reviews for PGR students which found that this student group has specific needs and requirements which require specialist knowledge and support.

The proposed model will ensure service need is met in both a consistent and flexible manner through a single service owner rather than through different schools as is the current position. This will be beneficial to the PGR students and Research Administrators who support them, providing a coherent, flexible service and opportunity for sharing of expertise and development of the support provided. This also supports the University commitment in BU2018 to increase its PGR numbers and ensure the Graduate School provides a focus for the graduate community.

### **Service Owner: Events Scheduling and Management**

The University has a range of different demands made on the use of its Estate which consequently presents a challenge in prioritising between the varied requirements.

It is proposed that a service owner role is created with accountability and responsibility for the delivery of a centralised event scheduling and event management service. It is proposed that this service owner would report to either the Director of Estates or Director of Marketing and Communications. This service would operate with central ownership and central management and delivery of the service, with delivery distributed locally where needed such as the timetabling function.

There are a number of reasons for this recommendation. At present there are multiple competing demands on the University's estate, rooms must be scheduled through the timetabling process to accommodate student learning through the academic year. The same space is required for exams, conferences, research seminars, enterprise activities, open days, careers events and hire to external organisations all of which have to be prioritised against each other by different stakeholders across the University. A single service led by a service owner will have accountability for managing these diverse demands rather than the multiple channels at present. Given this service remit there is clear benefit in combining the ownership of events scheduling with events management so that the Service provides a professional end-to-end event management service for University led events such as Graduation and Open Days. The marketing of University events would continue to be provided by Marketing and Communications.

The benefits of bringing together the currently diverse elements of Timetabling, Exams, Events Scheduling and Events Management under one Service Owner will enable better prioritisation and utilisation of space, a more streamlined service and flexible support of shared expertise particularly with regards to timetabling provision.

## Service Owner: Student Support Services

There are a range of non-academic supporting services that are required to effectively support students and they are general and different to the specialist ones closely aligned to academic schools. It is therefore proposed that a service owner role is created with accountability and responsibility for the delivery of Student Support Services which would encompass all non-academic student support, as detailed in the table following:

<b>STUDENT SUPPORT SERVICES</b>	
Service Points	These provide front facing service to students, current and future. Dealing with general enquiries; payments and refunds; initial requests to transfer, pause or withdraw from studies; booking appointments to discuss specialist queries with other BU staff; assignment submissions and returns; course and accommodation application tracking.
Careers Advice	The provision of multi-sector careers education and guidance, this does not include placement support which would instead of provided by on-course support in academic schools.
IT Support for Students	The provision of IT support to students, dealing with queries from students relating to IT systems and applications.
Accommodation Support	The provision and allocation of accommodation to students, providing support and advice on applications.
Additional Learning Support	It was considered that from an organisational perspective this would have most synergy within Student Support Services. It is not as close to academic delivery as the other areas within Central Academic Services.
Community, Culture and Sport	As currently provided by this service area.
Health & Well-Being, Chaplaincy and Counselling	As currently provided by these service areas.
Financial Support	The provision of finance advice and access to financial support for students.
Immigration Support	The provision of immigration advice to students.

Many of these services lend themselves to a centralised model of service ownership and management, others will benefit from different models according to student need and this will need to be determined through subsequent reviews. The single ownership of the services, however, will facilitate clear accountability, establish streamlined and co-ordinated processes and the supporting improvements of enhanced IT systems will also improve service delivery.

A key change in this service will be self-service provision for students and the ability to answer multiple queries at one interaction. The suggestion from the process review work that the two separate enquiries services (askBU futures and askBU current) could be amalgamated, would clarify routes of access, reduce the number of general enquires that are directed to school support staff and provide a more effective service. This will be enhanced by IT systems that can record and track student enquires, provide single source knowledge and directory of staff skills and responsibilities.

A new IT system for student accommodation will provide a faster, automated allocation system offering students the opportunity to advise of their preference as soon as they accept an offer. Any queries with regards to their selection or place in the process can be tracked online, directed to the support service.

This proposal also separates Careers Advice from Placement support due to the latter being an on-course service and therefore part of a student's support through the academic school. Similarly, it is recommended that Additional Learning Support and Accommodation reside within Student Support Services as they are essentially student support services.

### **Service Owner: Student Systems Support**

There are a range of IT systems supporting student activity and at present ownership and delivery of these is not coherent, different systems are owned and administered by different parts of the University. Systems have evolved over time to meet needs that have arisen but not necessarily been developed or integrated in a consistent way which does not provide the optimum service possible. At present there are varied IT systems which support student services across the University and there is a need for a service owner who understands the technology of the different systems, can advise on future developments across these and ensure that current and future needs are coherently assessed. There is a need to ensure that student IT systems are used and developed as best fits the needs of the varying users and it is proposed that this is most effectively achieved by a service owner who has responsibility for all of them.

It is therefore proposed that service ownership of the IT systems supporting students is established and resides with the Director of IT who will determine management and delivery of the service in order to meet the service needs of academic Schools and the Professional Services. The resourcing of this will need to be addressed as part of the strategic planning for IT which is to be undertaken. The recommendation is that this service would operate with central ownership and devolved delivery, but this will need to be developed through subsequent review.

There is an explicit recommendation that the following existing IT systems and any new ones arising from the Student Journey Project are technically owned by the service owner. At present these are detailed as follows:

- Student Record System
- Self-service Online Portal
- Customer Relationship Management system for student contacts
- Timetabling system
- Appointment booking system
- Student smartcards
- Accommodation system
- Post Graduate Monitoring system
- Careers and Placements system (CareerHub)

The benefits of this change will be co-ordinated ownership of IT systems for student support, reducing the diversity of ownership and development of IT systems that currently exists thereby also removing ad hoc, uncoordinated developments. This will improve service, deliver greater efficiencies in time and resources and achieve clear accountability.

## **Service Owner: Recruitment & Admissions Process**

The recruitment and admissions of students is at the centre of University activity and we need to ensure the most efficient and responsive service possible for the processes involved in recruitment and admissions.

It is proposed that service ownership of the recruitment and admissions process resides with the Director of Marketing and Communications who will have accountability for processes involved in recruitment and admissions and ensure a consistent service is provided through academic Schools. It is recommended that the service owner has a dotted line into School-based staff who would continue to be responsible for the day to day delivery of recruitment and admissions service for non-international students.

This service ownership responsibility would be separate to the strategic planning process which sets the academic portfolio and agreed recruitment targets. This would remain as at present with the Deputy Vice Chancellor and Deans of Schools via BUCAT. It is recommended that support for this strategic activity resides within an expanded Planning, Risk and Information function and provided by a role located within that team, namely the existing Head of Admissions. The team would also incorporate academic business intelligence, risk and information management.

The recruitment and admissions process service owner would have responsibility for delivery of the agreed recruitment strategy, working closely therefore with the existing Head of Admissions.

The benefits from this change will be single accountability for the Recruitment and Admissions process ensuring delivery of services to academic Schools against set targets. It will also enable a streamlined approach to the Recruitment and Admissions process rather than differing approaches across different areas. It is proposed that the Service Owner responsibility resides with the Director of Marketing and Communications and is addressed as part of the forward strategy for Marketing and Communications.

## **Service Owner: Central Academic Services**

The process review user groups did not review the processes that were not directly part of the student's journey and interaction with BU. However, the TOMDG recommended that there is synergy across a range of academic support services which could be brought together under one Service. It is therefore proposed that a service owner is created with accountability for the delivery of central academic services comprising:

- Educational Development and Quality services
- Academic Partnerships
- Library and Learning Support
- Student Development Award
- Fair Access and Widening Participation
- Student Administration
- Complaints and Appeals (see note following)

The student journey review did incorporate formal Complaints, Appeals and Disciplinaries and these processes were reviewed by the process user groups. One of the outcomes of those reviews was the recommendation to consider moving to a two stage process for Complaints in order to reduce the time involved in the process from a student perspective. The view of the TOMDG was that the service supporting Complaints, Appeals and Disciplinaries should reside within Central Academic Services rather than front facing support provided by Student Support Services.

## 5.5 Proposed Organisational Structure

The establishment of these proposed Service Owners will affect the current organisational structure of the BU Leadership team and this is reflected in the diagrams provided in **Appendix C: Proposed Service Owners and BU Leadership Team Structure including Proposed Service Owners**.

The diagrams show the proposed service owners and areas of responsibility as well as where it is proposed these Services will reside in the overall organisation of the University. It does not detail where individual service areas will change as this detail will need to be worked through as the Project moves forward and reviews of those specific areas are undertaken. The planned timescales for these reviews is given below, it should be noted that these could change as some are dependent upon implementation of the IT systems which are currently being tendered for:

Project Phasing	Planned Project Phase	Planned Timescale
<b>Student Record System (SRS)</b>		
Procurement Process for the SRS commences	Phase 1	January 2013
Evaluation Process for tender documentation	Phase 1	March to June 2013
Appointment of SRS supplier	Phase 1	August 2013
Implementation of SRS	Phase 2/3	September 2013 – December 2014
SRS goes live	Phase 3	April 2015
<b>Organisational Design</b>		
Consultation Process on Organisational Structure and Service Owners	Phase 1	May/June 2013
Appointment to Service Owner Posts	Phase 1	June/July 2013
Staff Development programme to support change process.	Phase 2/3	June 2013 onwards
Service Owners lead implementation of new Service Designs:	Phase 2	June/July 2013 onwards
Post Graduate Research Administration Review	Phase 1	July 2013 to September 2013
Placements and Careers Review	Phase 1/2	July 2013 to December 2013
Frontline IT Support Services for Students Review	Phase 1/2	July 2013 to August 2013
General Student Enquiries Review	Phase 1/2	July 2013 to February 2014
Recruitment and Admissions Process Review	Phase 2	September 2013 to September 2014
Timetabling, Events & Scheduling Review	Phase 2	September 2013 to December 2013
Student Accommodation Support Services Review:	Phase 2	November 2013 to January 2014
Student Record Team Review	Phase 2	September 2014 to December 2014
Student Administration Team Review	Phase 2/3	September 2014 to December 2014
Schools Administration Review	Phase 2/3	June 2014 to September 2014

## 6. Impact on existing posts and current teams

6.1 The following posts are directly impacted by the proposed changes:

<b>Current Professional Service / School</b>	<b>Current Post</b>	<b>Impact</b>
Student and Academic Services	Director of SAS	This post will no longer exist in the proposed new Service Owner structure. The post is currently vacant.
Student and Academic Services	Director of Operations (Grade 10)	This post will no longer exist in the proposed new Service Owner structure. The post is currently vacant.
Student and Academic Services	Head of Student Services (Grade 10)	This post will no longer exist in the proposed new Service Owner structure. The responsibilities of the Service Owner of Student Support Services closely match those of this post, and it is proposed that the existing postholder will be slotted in.
Student and Academic Services	Head of Academic Services (Grade 11)	This post will no longer exist in the proposed new Service Owner structure. The post is currently vacant. Current Acting Up responsibilities will continue to apply in the interim until the appointment of the Service Owner of Head of Central Academic Services
Student and Academic Services	Head of Student Administration (Grade 10)	This post will no longer exist in the proposed new Service Owner structure. The Post is currently vacant. Current Acting Up responsibilities will continue to be apply in the interim pending further development of the Student Journey Project.

The current post holders (whether substantive or Interim Acting Up) will be briefed on the proposal prior to its wider publication.

There are currently interim arrangements in place for SAS Central Management and Student Administration. This proposal advises that they remain in place (including their reporting lines) to provide continuity and clear interim reporting structures for staff until such time as either Service Owners are in place and the procurement of the SRS has progressed. Those responsible for undertaking these roles at the moment will be requested to continue for the time being.

6.2 The following post is partially affected by the proposals.

Where current managers have notable responsibilities for individual service delivery that is proposed to be transferred within this proposal, those managers will be individually consulted. These changes will be supported through the Project by the Student Journey Organisational Change Lead and associated staff. This will apply to the post of:

<b>Current Professional Service/School</b>	<b>Current Post</b>	<b>Proposed Change</b>
Student and Academic Services	Interim Placements and Careers Manager	It is proposed that the service delivery responsibilities of the current post will be amended

In addition, the outcomes of the process user review groups also led to recommendations which result in proposals to alter reporting lines and responsibilities of job roles in order to improve the service delivery to students. This applies in particular to the Head of Graduate School, School Directors of Operations, Director of Marketing and Communications and Director of Estates. These changes will be supported through the Project by the Student Journey Organisational Change Lead and associated staff.

6.3 Where Service Ownership is proposed, a number of additional existing teams/services will potentially be affected as the Student Journey project moves forward. These include;

- Ask BU (Futures and Current) Enquiry Teams
- WP and Fair Access Team
- Events and Conferencing
- Careers and placements
- Complaints and Appeals
- Frontline IT Services Assistants
- Student Administration team
- SAS Operations team
- PGR Administrators
- School and Professional Services staff with Timetabling responsibilities
- Accommodation
- Space Planning

These teams will be specifically briefed on the proposal at the outset of consultation and invited to engage in meetings and consulted on the proposed changes.

## 7. Consultation, process and Timescales for the consultation period

The following timescale is given for the consultation period:

Stage	Deadline	Activity
1	w/c 13th May 2013	Trade Union and ICE representatives informed, in confidence, by HR.
2	w/c 13th May 2013	Staff in posts directly affected by proposal to have individual meeting and receive letter and copy of the consultation document from line manager/HR.
3	w/c 13th May 2013	Meetings with Directors/managers where individual services currently within their responsibility are proposed to change, copy of consultation document shared and briefed on communication process
4	w/c 13th May 2013	Email to all University staff from Chief Operating Officer informing them that consultation on proposed organisational structure is accessible via the Portal. Also inform staff of process for comments and feedback.
5	w/c 20th and 27th May 2013	Meetings with staff / teams where changes are proposed. Open meetings with staff to invite comments and feedback. Meetings with TU's as requested.
6	17th June 2013	End of consultation period and deadline for staff responses.
7	w/c 17th June 2013	Feedback considered and amended/modified where appropriate.
8	w/c 8th July 2013	Final proposal completed and presented to UET for approval. Final approved proposal circulated to staff TU's and ICE
9	End July 2013	Implementation of final recommendations.

## 8. Proposed Service Owner Job Descriptions – See Appendix D

## 9. Equality Impact Assessment - See Appendix E

## 10. Feedback and Comments

Comments and suggestions on any part of these proposals are very welcome and should be made to Jackie Molnar, Organisational Change Lead at [studentjourney@bournemouth.ac.uk](mailto:studentjourney@bournemouth.ac.uk) at any time but not later than Monday 17th June 2013.