In the Interest of Students.
Super-convergence and the Student Journey

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Outline

• Changing Times in higher education
• What is super-convergence?
• See what students see
• Practitioner Accounts
  Birmingham City University
  University of Bradford
  University of Cumbria
  Liverpool John Moore’s University
• Staff experience of super-convergence
• Possible responses
• Student Journey Work
• Strategy, Structure, Practice
Higher Education UK: Changing times

• Student Satisfaction and Expectation: National Student Survey
• Student Choice: Key Information Sets/Wider Information Sets
• Student Voice: League Tables, Complaints and Quality Assurance
• Widening participation and Retention – Office for Fair Access
• Economics: Government reform and recession – Student number control
  • Fees regime: new providers: new learners: new opportunities
  • Employer engagement and graduate employability
• Government infrastructure programme: business, research, IPR
• National Skills agenda
• Global HE systems
Super-convergence – what is it?
“Bringing together a range of support services that are generally focussed on student support and are structurally converged.” (Heseltine, 2009).

Or….

An approach to collaboration and cooperation as strategic and purposeful work that “enables practitioners to present and evaluate their work as contributory to a stage in the lives of students.” (Weaver, 2013, NRAL, Issue 2 forthcoming)

A strategy for future success?
The Student Life-Cycle: student transitions

- Pre-entry information, advice, guidance and support
- The award and beyond
- First year Experience on course and progression
- Enrolment, induction and welcome
Academic Libraries and the Student Journey

- Student Lifecycle approach – supporting student transitions
- Educating the whole student: multiple identities, worlds of the learner
- Cross cutting perspective
- Process mapping – no gaps
- Seen through the eyes of the students
- Demonstrates the value of the library to institutional priorities

• An alternative framework within which to understand your university and your clients
See your services through the eyes of students

Attract students
Engage students
Retain students
Employ students
Innovate with students

• Students don’t know what librarians do
• Students are 7.19 times more likely to drop out if they don’t use the library
• Your students’ course and its intellectual challenge are likely to affect engagement with the library

Practitioner Accounts:
University of Bradford
Learner Support Services
Directorate
Library

Birmingham City University
Library
Centre for Academic Success
(delivery of study skills English language tuition) evidence base
(an externally facing research unit)

Liverpool John Moores University
Library
IT
Research and learner support
Student finance
Access to welfare, employability, careers

University of Cumbria
Library
Student Services: pastoral care
Money advice
Careers and employability
Disability and specific learning difficulty
Academic, library and digital skills support
Pre-entry: University of Cumbria

Get Ready – Orientation into university life and study at University of Cumbria

1. Self-help online resource available through the Welcome web pages

2. Campus based one day events targeting feeder schools and colleges in early September

3. Campus based evening events targeting mature Students

Convergence – New Learning Team
Enrolment, induction and welcome: Cumbria

Head Start:
• Head Start is an online module, offered to all UG applicants
• Offers early insight and development of academic skills
• 1000 places will be offered between mid April and September 2013
• To date, 294 applicants already signed up across all faculties and programmes

Summer 2012:
• 405 students enrolled and 92% completed and enrolled on UOC programmes in September 2012
• 6 months on, 87% would recommend it to new applicants and 81% indicated it had helped them cope with assessments

It is a useful confidence builder, particularly for those who have been out of education for a few years
It has helped me feel more confident about university, particularly about studying independently.

It was a real eye opener to the way you are expected to write at university level.
On course: University of Bradford
Plagiarism awareness programme

• Knowledge of students
  • Timely delivery
• Consistent development and review
• Use of student friendly language
  • Librarian-led sessions
  • Strategic lead
• Learner Support Services

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Award and Beyond

Liverpool John Moores University

Institutional objectives
Visibility for other services
Relationship Management
Spheres of Influence
Space strategy to enable

“Living through Super-Convergence”
Leo Appleton, LJMU, 2010.
Students as collaborators in service design  

http://www.sconul.ac.uk/sites/default/files/documents/22_5.pdf
Customer Journey Mapping

Map Details (1)

(Judith Andrews, BCU)
<table>
<thead>
<tr>
<th>Library User</th>
<th>Library Staff</th>
<th>Systems</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library user returns overdue item</td>
<td>Comes to pay at library</td>
<td>Fines generated</td>
<td>Students are confused as to where they should pay fines – can only pay in staffed hours</td>
</tr>
<tr>
<td></td>
<td>Library user pays for fines at finance</td>
<td>Refer to finance to pay fines</td>
<td>Overpayments may occur – create staff (finance and Library) work</td>
</tr>
<tr>
<td></td>
<td>Update record</td>
<td>A weekly report is generated</td>
<td>Can take anywhere between 3 &amp; 7 working days – long delay for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May prevent graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Borrowing rights restored</td>
</tr>
</tbody>
</table>

Fines cleared and Alto updated
Map Details (2)
Finance fine payments
The staff experience:
Library and Student Support Directorate and Academic Enhancement Unit, Liverpool John Moore’s University

Library user returns overdue item

Fines generated

Payment taken via: till (library), coin box, e-payment

Resume borrowing rights

More flexible for students as will be able to clear fines via student portal 24/7

Automatic restoration of borrowing rights without staff intervention

Will still prevent borrowing as fines will be £5 or over – but will be able to graduate

Fines cleared and Alto updated
• Benefits to the Student Journey through the development of staff:
  • Build a common purpose across teams: focus on students
  • Support the supporters
  • Moments of truth – key encounters – Service and Students
  • Professionally diluted?
  • Suite of development activities
  • Role of management
  • Continuing Professional Development techniques for culture change
  • Rise in satisfaction scores

Use of strategic and professional links
Senior level buy-in
Experiment
Possible responses

Personalize your services
Plan with, engage and involve students
Work strategically with Student Associations
Listen to students, satisfy students, challenge students
Communicate your contribution to the student offer
Sell your services and your expertise
Learn about your students
Ensure academic staff understand the model and the rationale
Work and lead pan-university
Student Journey work:

**Strategy –**
University mission and culture
Top down or bottom up? Senior team buy-in?
Leading teams not in your professional area is an opportunity and a challenge
Set success criteria – student engagement

**Structure -**
New business models
It takes time and may change
Simplification of the student experience is the goal

**Practice –**
Flexibility of approach and thinking
Address staff anxiety, knowledge and skills

Increase collaborative working across disciplines and departments whether converged or not

Value and impact measures

Assessing the Value & Impact of services that support students
May 2011
A toolkit prepared for AMOSSHE by the Centre for Higher Education Research and Information
Super-convergence – you decide

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