



## Case Study – Creating a Better Learning Experience (CABLE)

### Executive Summary

The CABLE project was a student lifecycle relationship management project focused on the pre- and post-enrolment stages of the lifecycle, delivered in partnership between the University of East London (UEL) and International Correspondence Schools (ICS). The project was based on a longstanding collaborative relationship between the project partners. CABLE was managed by a seconded ICS staff member, supported by a Steering Group.

The overall aim of the CABLE project was to test whether service design methodology could be used effectively to identify how to improve the management of the student relationship lifecycle in order to enhance the learning experience for distance learning students. To achieve this, CABLE focused on improving administrative processes, communication systems and protocols used to support distance learners.

CABLE used service-design methods and principles to design, blueprint, implement and evaluate the prototypes and pilots that resulted from our research. Our methodology ensured that students were the core focus at every stage of the project and that all revised or new processes designed to improve the student experience, were implemented in accordance with their needs. The relevant areas of the lifecycle were each broken down into detailed processes, identified through contextual interviews, focus groups and workshops.

Key activities were identified within the pre- and post- enrolment stages of the lifecycle where the student experience could be enhanced. This formed the basis for our twelve prototypes. After further research, these prototypes were later narrowed down to three pilots by the Steering Group. The final pilots were:

**Tutor Welcome Call:** During the induction stage, students were given the option of receiving a welcome call from their tutor.

**Introduction of On-Campus Support Services:** Web links to online support services were set up to track student activity. A link was also added to each student's online account to allow direct access and incorporated into a new automated email.

**Online Registration:** This pilot provided the opportunity for distance learning students to register online, as opposed to the current method of completing paper forms.

Through this work, we now have a better understanding of the processes across both partners. There has been a positive response, from both students and tutors, to the earlier academic intervention and we now have a means of tracking access to online student services. We have created a clear framework for the implementation of online registration.

We will continue to measure the impact of our findings in the longer term, when the benefits of the project on student progression, achievement and retention will be more apparent.

CABLE has enhanced the quality of the service a distance learner receives by extending on-campus service provision to a distance learning context and personalised the SLRM process for distance learner. The partnership between a HEI and a private sector distance learning provider has created a successful delivery model that could be replicated elsewhere in the sector.

## Methodology

The CABLE project used service design methodology to test whether this methodology could be used effectively to identify how to improve the management of the student relationship lifecycle in order to enhance the learning experience for distance learning students.

Service design techniques were used to focus on how the distance learner interfaced with UEL and ICS. The chosen stages of the project were each broken down into detailed processes, identified through contextual interviews, focus groups, workshops and surveys with key stakeholders. Our approach was to involve representatives from all groups involved in the delivery and consumption of the services included in the areas of the student lifecycle covered by the project.

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The service design methodology used included:

- Research Stage 1
- Research Stage 2
- Process Mapping
- Contextual Interviews
- Identifying Potential Prototypes
- Prototyping
- Research Stage 3
- Pilot Selection
- Pilot
- Evaluating

### **Research Stage 1**

At the outset of the project, we examined and reviewed existing research on the application of service design methodology<sup>1</sup> and the student lifecycle relationship management<sup>2</sup>

### **Research Stage 2**

ICS has considerable data from surveys and focus groups that they have already undertaken with groups of distance learners, to establish what their experiences have been

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<sup>1</sup> Hollins, B (2009), Service Design: <http://www.designcouncil.org.uk>

<sup>2</sup>Chambers, D and Paull, A (2008), JISC Landscape Study of Student Lifecycle Relationship Management

at the pre and post enrolment stages<sup>3</sup>. Further research surrounding the student experience of distance and on-campus learners was carried out by the project team in the form of surveys, workshops, comparative studies and contextualized interviews with all key stakeholders, including students, operational staff from both institutions, members of the academic teams and other internal customers.

### ***Process Mapping***

This approach was central to the work of the CABLE project. Mapping, or blueprinting, the processes involved at the pre- and post-enrolment stages of the student lifecycle entailed breaking down each process into detailed chronological stages in order to identify the 'touch points'<sup>4</sup> when the student interfaces with either institution. This allowed us to identify areas where the quality of service to students could be enhanced, which in turn supported the identification and selection of the prototypes.

### ***Contextual interviews***

These were conducted with stakeholders within UEL and ICS that were involved in the identified stages of the student lifecycle, in order to ensure an understanding of the constraints on service delivery from their perspective. For example, the CABLE Project Manager met on several occasions with staff from UEL's Student Services Team to gain an insight into the support currently provided to on-campus learners by UEL and establish any barriers that may prevent this service being extended to distance learners. Distance learners were also asked to contribute to the project through telephone interviews, web surveys and email communication.

### ***Identifying potential prototypes***

Following the process mapping workshop key activities were identified within the pre- and post- enrolment stages of the lifecycle where the student experience could be enhanced.

### ***Prototyping***

The potential prototypes were rationalised to 12 activities that would be evaluated prior to the selection of the pilots. The rationale for selecting these 12 took into account the feedback gathered in Research Stage 2. The 12 prototypes selected were then presented to the Steering Group and the feasibility of each potential prototype was considered. The group considered each prototype against a grading system based on the criteria defined in the original call from JISC.

The result of the grading activity identified 4 prototypes that could potentially be tested during the life of the CABLE project. It was decided that the remaining potential prototypes would be re-visited at a later stage on the grounds of timescale for implementation. The 4 prototypes were:

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<sup>3</sup> ICS Programme Surveys – Verbatim Feedback, SGS Charter Mark Assessment (UEL) ICS Customer Loyalty Research (B2B) May 2009

<sup>4</sup> Hollins, B (2009), Service Blueprinting: <http://www.designcouncil.org.uk>

- Introducing online registration
- Access to support services currently offered to on-campus students
- Introduction of a tutor welcome call
- Online distance learning student suitability test

### ***Research Stage 3***

An online survey was sent out to students requesting feedback on the introduction of the 4 prototypes and the impact they would have on their studies as a distance learning student. This stage of the research also involved gathering information from other relevant stakeholders and internal customers, e.g. tutors and mentors.

An audit of existing publications surrounding the student experience of distance and on-campus learners was also conducted.<sup>5</sup> This involved looking at previous work in the sector to see if any prior research had relevance to the project and to ensure that the prototypes taken forward were not merely a duplication of previous research.

### ***Pilot Selection***

The rationale for the Steering Group choosing the final 3 pilots was based on the results from the prototype survey and previous feedback/research. The prototype that didn't proceed to pilot phase was the introduction of a distance learning suitability test. Student feedback did not support this as having a strong influence on the subsequent success for students and was seen by some as a barrier to entry. Consideration was also given to the feasibility of developing a robust tool within the timescales of the project. It was agreed that this was not achievable and given its low impact this prototype was rejected.

### ***Pilots***

The final pilots were as follows:

- Tutor Welcome Call
- Introduction of On-Campus Support Services
- Online Registration

### ***Tutor Welcome Call***

Our research shows that the students feel well supported academically, and benefit from the proactive contact from the mentoring team. The prototype analysis indicated that earlier intervention by academic staff would further enhance the student experience.

Students have always been encouraged to contact their tutors at any time throughout their learning. However, often students waited until they had submitted their first piece of work and received feedback. The hypothesis for introducing a proactive tutor welcome call to all students was that personal contact with a tutor in the very early stages of the student

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<sup>5</sup> How Do You Support the Learner? Distance Learning Support Pack – The University of Liverpool

lifecycle would give students the confidence to seek academic advice and guidance throughout their studies.

The long term aim is that this will improve student retention, timely achievement and progression.

Within the timescale of this project only the short term impact on student confidence was measured based on student and tutor feedback.

### **Introduction of On-Campus Support Services**

During the process mapping workshops and stakeholder meetings, it became clear that certain services were available to all students, but only actively promoted to on-campus students. These include Employability and Careers Advice, Health and Well-Being and Disability and Dyslexia support.

The hypothesis for this pilot was that as on-campus and distance learning students all have the same requirements for these services, the experience of the distance learner could be augmented by offering these additional services to them.

The prototype testing identified that these services were considered important by distance learning students, who would equally benefit from the UEL's Student Services expertise.

By mapping the process in detail and understanding who the key stakeholders were, new and strong relationships were developed with the Student Support Services team, which ensured that this pilot would be deliverable within the timescales of the project and sustainable thereafter.

The long term aim is to improve retention and achievement by offering students additional support to overcome barriers as they arise.

### **Online Registration**

Following the process mapping and stakeholder meetings, it became apparent that on-campus students register through an online system. The current process for distance learning students involves them completing forms that are posted to ICS and then onto the University to be manually entered into both parties' learning management systems.

Research during the prototype stage indicated that students recognised the benefits and convenience of online registration. The hypothesis was that the introduction of this pilot would decrease the administrative burden for both partners and streamline the current processes between them, allowing for resources to be focused on delivering enhanced student support.

### **Evaluating**

Formative evaluation of the pilots was carried out throughout the project, allowing for ongoing monitoring of the activities and the impact on students and other stakeholders.

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Summative evaluation on completion of the project was carried out to measure the success of the overall project, assess whether aims and objectives had been achieved and identify lessons learnt.

## **Artefacts from Service Design Methodology**

In line with service design methodology, the project team carried out in-depth process mapping workshops with key stakeholders at ICS and UEL to map out the existing 'as is' processes.

One of the purposes of these workshops was to introduce stakeholders to the concept of service design theory and the Project Manager was responsible for ensuring that all processes were mapped in line with the students' needs at the core of the process. This was achieved by making sure that simple, but key questions were asked at each stage of the process (Who? What? How?). The sessions, therefore, involved detailed discussion around the student experience and, in particular, when the students came into direct contact with either of the institutions.

As a result of these discussions, and taking into account the information already obtained during the initial research stages, areas for improvement were pinpointed and the 'ideal' processes were identified. In line with the service design methodology, mapping the 'ideal' processes contributed to the identification of the potential prototypes, which as stated in the methodology section, led to the development of the final pilots following feedback from students.

The process maps for the pre- and post-enrolment stages of the student lifecycle for UEL/ICS learners developed as part have been included in the Completion Report for reasons of commercial sensitivity.

Through our experience with service design techniques, we believe that we now have a strong insight into the processes surrounding the pre- and post enrolment stages, which will allow positive change to take place to improve the student relationship management processes.

## Qualified and Quantified Impact of Interventions

We utilised the strengths of both organisations and their track record of working together to ensure the successful delivery of the project. In summary:

- CABLE has placed learners at centre of process through effective process mapping and service design methodology
- CABLE has enhanced the quality of the service a distance learner receives by extending on-campus service provision to a distance learning context.
- CABLE has personalised the SLRM process for distance learners
- CABLE has improved the administrative processes within the pre- and post-enrolment stages of the student lifecycle for both staff and learners
- CABLE has highlighted the benefits of working collaboratively to improve the student experience and has accelerated the process of integrating student support across collaborative providers
- CABLE has scoped opportunities for additional work within the SLRM area for both UEL and ICS e.g. implementation of findings of Pilot 3; focus on other areas of student lifecycle e.g. assessment processes.

The project has delivered tangible outputs which may be embedded as good practice going forward. The outputs of the project have implications on the academic and pastoral services that are provided to learners which will affect the nature of our student relationship management processes in the future. It is worth noting that the longer term aims are yet to be measured. Outputs listed below are based on initial findings:

- Introduction of process mapping as standard when reviewing how student support can be enhanced.
- A wider recognition of all stakeholders of the significance of service design as a means to ensuring the students' needs are at the core of all processes
- Initial evidence shows that there has been increased participation from students who have taken part in the tutor welcome call with regards to accessing academic advice and guidance.
- Positive engagement from tutors with regards to early academic intervention
- Access to additional student support services by distance learners. Early results indicate that 47% of all new enrolls since the launch of the pilot have clicked on the web links to access UEL's support services
- Implementing the means of tracking student online activity and access to student services
- Automation of key emails, allowing for the reduction in the administrative burden of those supporting students and a guarantee that all learners will receive a welcome email within 48 hours
- Better understanding of the training needs required in service design to evaluate risks and avoid making mistakes

- A clear framework for the implementation of online registration.
- Positive relationship development between ICS and non-academic support staff at UEL
- Engagement with other JISC SLRM projects and useful interaction with the wider JISC community

The initial impact of the pilots has been positive. Feedback from tutors who participated in the welcome telephone call supports the notion that the learners who receive this communication will be more likely to communicate and seek support from their tutor at later stages of the student lifecycle. Initial feedback from students is also very positive – *“I do think it really does help a lot just to break the ice and to know who to talk to.”*<sup>6</sup> The student in question also believes that she will now maintain a higher level of contact with her tutor saying *“initially I thought I would never get in touch with them”*<sup>7</sup>, but now believes that she will. When asked if rolling out this to other students would be beneficial, one student responded *“I think this would be very beneficial as it’s good to know there’s a human on the other end of the line to ask any questions and seek guidance.”*<sup>8</sup> Other comments from students included: *“(The call) was very important. I wasn’t sure where to start – the tutor clarified this. It was like feeling I was in a classroom.”*<sup>9</sup>

The promotion of on campus support services has also been a success. Before the pilot was implemented research was carried out with distance learners to ascertain their level of interest in these services. An online survey was conducted with 62 students from a wide range of subject areas. 59% felt that they would use the health and wellbeing service, 80.6% that they would use the employability/careers service, and 46.6% felt that they would use the Disability and Dyslexia service. The initial pilot sent e-mails to 350 students and their responses were tracked via an online marketing tool – dotMailer. This tool can track how many e-mails were opened, and how many students clicked the embedded web links for UEL student services. Using this software it was found that only 11.7% clicked the links; however there were a high number of students who forwarded this e-mail to a different e-mail account. If they then clicked on these links from this other account dotMailer would not have tracked the responses. Because of this problem, it is unclear from dotMailer how many students in total have taken advantage of these services. Despite this problem with the tracking of forwarded e-mails, the fact that this process is now automated has resulted in a reduction in the administration burden for the mentors who used to send these mails manually. The mentors feel that they can now spend more time contacting their mentee students and concentrate on helping them to achieve their study aims. This automated process now means that all students receive a welcome contact within 48 hours of enrolment, which is clearly a beneficial outcome for the students.

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<sup>6</sup> From a recorded phone interview conducted by Susan Reid, with a student.

<sup>7</sup> *ibid*

<sup>8</sup> From the tutor welcome call questionnaire, delivered over the phone by ICS

<sup>9</sup> *ibid*

## **Lessons Learnt**

The lessons learnt below reflect those which will have greatest impact on both the partners and the wider JISC community.

### **Methodology**

Our methodology was broadly successful; we used service design techniques to map out the processes involved in the two stages of the student lifecycle that the project addressed. These process maps helped to ensure that the project activities were carried out with a clear picture of the student relationship management processes within both partners and highlighted key processes for the project to focus on. Overall the use of service design methodology was successful – however, given its complex nature, by weighing up the risks better during the process mapping stage, we may have foreseen that pilot 3 was too broad in scope for this project. We have taken this on board as a lesson for future training in service design.

### **Staffing**

The secondment of an existing ICS employee to manage the project enabled work on project delivery to begin immediately without any delay caused by recruitment of staff. This approach has also ensured that the knowledge and learning gained throughout the project will remain within the UEL/ICS partnership giving a longer term benefit and enhancing the sustainability of the pilots. We suggest that this approach should be considered by future projects, particularly short-term projects as an effective way of accelerating project activity and providing a platform for long term sustainability.

### **Organisational Commitment**

We secured buy-in at the highest level within ICS and UEL as part of the original submission process. CABLE was closely aligned with the strategic priorities of both partners, which ensured that there was a commitment to the project within each partner organisation that provided support to resolve issues when they arose and will help to embed project outcomes.

### **Collaboration**

We defined the role of each partner at the outset of the project through a Consortium Agreement and utilised the strengths of both organisations and their track record of working together to ensure the successful delivery of the project. Although both partners were geographically distant, regular communication by telephone, email and face-to-face Steering Groups, ensured all project staff were aware of the project's progress and priorities. By working collaboratively, we have increased the scope for impact on the student experience and have created a successful model of public and private sector collaboration that can be shared with others across the JISC community.

### **Engagement of stakeholders**

We engaged with key stakeholders (learners and staff) at the outset of the project to establish what their needs were and where they felt the student relationship management process could be improved. This provided us with areas to focus on for the prototypes and a willing audience to provide feedback on their content. By placing the learner at the centre of the process, we have generated outcomes that will have greater likelihood of realising benefits in the longer term, both at an administrative and learner level.

By placing the student at the centre of the SLRM process, we have generated outcomes that will have greater likelihood of realising benefits in the longer term. The importance of the learner in the SLRM process has increased the focus on the student experience of the distance learner within both organisations which will lead to future work in extending and embedding CABLE's activities and promote the sustainability of project outputs. Students are demanding a more customised and flexible learning experience, often combining on-campus and distance modes of study; CABLE's work in promoting a better student experience for all learners will provide valuable lessons for the sector in the changing funding environment.

## Impact of SLRM on Key Stakeholders

NAME	POSITION	CURRENT IMPACT	POTENTIAL IMPACT
SUSAN REID	PROJECT MANAGER - ICS	MANAGEMENT OF JISC PROJECT, KNOWLEDGE REMAINS WITHIN ORGANISATION	INVOLVEMENT IN PROJECTS AT FUTURE STAGES OF STUDENT LIFECYCLE
RUTH WEST-ROBINSON	HEAD OF HIGHER EDUCATION – ICS	POSITIVE IMPACT ON THE HE TEAM AND THE STUDENT EXPERIENCE	ONGOING IMPROVEMENT TO STUDENT LIFECYCLE. IMPACT ON FUTURE DEVELOPMENT STRATEGY
JOANNE MCMANUS	OPERATIONS DIRECTOR – ICS	IMPROVEMENTS IN LINE WITH COMPANY STRATEGY TO IMPROVE THE CUSTOMER JOURNEY	IMPACT ON FUTURE STRATEGY INCLUDING INVOLVEMENT IN FURTHER BIDS/CALLS FOR JISC FUNDING
LINDA WILLIAMS	HEAD OF IT – ICS	INTRODUCTION OF AUTOMATED EMAILS, UTILISING REPORTING MECHANISMS	UTILISATION OF CURRENT SYSTEMS TO IMPROVE SERVICE
GILLIAN REID	IT SUPPORT – ICS	AS ABOVE	AS ABOVE

MENTORING TEAM	STUDENT SUPPORT - ICS	DECREASE IN ADMINISTRATIVE PROCESSES, AWARENESS OF SLA	FREE UP TIME TO ALLOW PRO-ACTIVE ONE TO ONE CONTACT WITH STUDENTS
MARGARET MCLUCKIE	PROGRAMME MANAGER – ICS	AWARENESS, UNDERSTANDING OF ADMINISTRATIVE PROCESSES WITH COLLABORATIVE PARTNER, IDENTIFIED AREAS OF IMPROVEMENT, INCREASE STAFF AWARENESS/INDUCTION	UTILISE USE OF PROCESS MAPS FOR STAFF INDUCTIONS. INCORPORATE SYSTEMS IN OTHER AREAS OF THE BUSINESS
MICHELLE ROBB	HEAD OF STUDENT EXPERIENCE – ICS	IMPACT ON CURRENT MENTOR TEAM ROLES AND RESPONSIBILITIES, IMPROVEMENT IN STUDENT EXPERIENCE	IMPROVEMENT IN STUDENT PROGRESSION AND RETENTION
EMMA DEAKIN	HEAD OF QUALITY ASSURANCE – ICS	CONTRIBUTION/EXPECTATIONS OF CURRENT TUTOR BASE	IMPLEMENTATION OF NEW PROCESSES – TUTOR WELCOME CONTACT
AMANDA THOMSON	SALES MANAGER – ICS	BETTER UNDERSTANDING WITHIN DEPARTMENTS, MORE EFFICIENT PROCESSES	BETTER UNDERSTANDING OF STUDENT LIFECYCLE, ABLE TO SET REALISTIC EXPECTATIONS
LINZI CLINGAN	MARKETING MANAGER - ICS	AWARENESS OF EXTERNAL PROJECT WORK WITH OTHER	USE INFORMATION TO IMPROVE MARKETING

		DEPARTMENTS, IN LINE WITH EXISTING MARKET RESEARCH	MESSAGES TO STUDENTS
DAVID WILKINSON	ACADEMIC TUTOR- ICS	PRO ACTIVE ENGAGEMENT WITH STUDENTS	IMPROVEMENT IN PROGRESSION RATES
JOHN HENDY	ACADEMIC TUTOR- ICS	AS ABOVE	AS ABOVE
SHANI GBAJA	ASSOCIATE DIRECTOR, UELconnect – UEL	AWARENESS, UNDERSTANDING OF ADMINISTRATIVE PROCESSES WITH COLLABORATIVE PARTNER, IDENTIFIED AREAS OF IMPROVEMENT, INCREASE STAFF AWARENESS/INDUCTION	ONGOING IMPROVEMENT TO STUDENT LIFECYCLE. IMPACT ON FUTURE DEVELOPMENT STRATEGY
LINSEY COLE	EXTERNAL FUNDING MANAGER, ESDS – UEL	SUPPORTING MANAGEMENT OF JISC PROJECT, KNOWLEDGE REMAINS WITHIN ORGANISATION	IDENTIFICATION OF FUTURE FUNDED PROJECTS RELATED TO STUDENT LIFECYCLE
SARAH FRAME	DIRECTOR, UELconnect - UEL	IMPROVEMENTS IN LINE WITH UEL STRATEGY TO IMPROVE STUDENT EXPERIENCE	ADVOCATE DISTANCE LEARNING AS A MODE OF LEARNING, IN LIGHT OF DEVELOPMENTS IN THE

			SECTOR
PETER FORREST	ASSOCIATE DIRECTOR, UELconnect – UEL	IMPROVEMENTS IN TECHNOLOGY TO SUPPORT DISTANCE LEARNER	FUTURE DEVELOPMENT OF LEARNING TECHNOLOGIES TO ENHANCE STUDENT EXPERIENCE
RAY WILKINSON	DEVELOPMENT DIRECTOR, ESDS –UEL	SUCCESSFUL DELIVERY OF A JISC- FUNDED PROJECT WITHIN PORTFOLIO OF EXTERNALLY FUNDED PROJECTS	SUPPORT APPLICATIONS FOR FUTURE PROJECTS RELATED TO THE STUDENT EXPERIENCE
IRENE SMITH	DISTANCE LEARNING ADMINISTRATOR, UELconnect – UEL	REDUCTION IN ADMINISTRATIVE BURDEN RELATED TO PRE- AND POST-ENROLMENT STAGES OF STUDENT LIFECYCLE; GREATER UNDERSTANDING OF UEL/ICS PROCESSES	INVOLVEMENT IN ADDITIONAL PROJECTS RELATED TO STUDENT LIFECYCLE AND PROMOTING PARITY OF EXPERIENCE
BRIAN HIPKIN	DIRECTOR, STUDENT SERVICES – UEL	GREATER AWARENESS OF SUPPORT NEEDS OF DISTANCE LEARNERS; INTEGRATED APPROACH TO SERVICE PROVISION	LONG-TERM IMPROVEMENT IN STUDENT EXPERIENCE AND STUDENT SATISFACTION DATA
DAVID SHELLEY	HEAD OF CORPORATE SYSTEMS, IT SERVICES –	GREATER UNDERSTANDING OF SYSTEMS USED BY A	SINGLE SOURCE OF TRUTH IN STUDENT DATA

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	UEL	COLLABORATIVE PROVIDER; NEED TO ENSURE SYNERGY BETWEEN APPROACHES OF ICS AND UEL	(SUBJECT TO SUCCESSFUL IMPLEMENTATION OF PILOT 3)
ICS/UEL DISTANCE LEARNERS	DISTANCE LEARNERS	IMPROVED RELATIONSHIP WITH HE PROVIDER; SEEMLESS ENROLMENT PROCESS	IMPROVED STUDENT ACHIEVEMENT AND EXPERIENCE; PARITY WITH ON CAMPUS LEARNERS

## **Appendix 1: Common Processes and Interactions**

Our Process Maps, which provide a detailed description of the common processes and interactions which take place at each stage of the student lifecycle, are included with the Completion Report for reasons of confidentiality and commercial sensitivity.

## Appendix 2 – Individuals that contributed to the CABLE project

A list of staff from both partners is included below

<b>NAME</b>	<b>POSITION</b>	<b>RESPONSIBILITY</b>
SUSAN REID	HIGHER EDUCATION PROJECT MANAGER - ICS	Co-ordination of project and delivery against work plan
RUTH WEST-ROBINSON	HEAD OF HIGHER EDUCATION – ICS	Line management of Project Manager; membership of Steering Group
JOANNE MCMANUS	OPERATIONS DIRECTOR – ICS	Membership of Steering Group; high-level advocate for project within ICS
LINDA WILLIAMS	HEAD OF IT – ICS	ICT support to project
GILLIAN REID	IT SUPPORT – ICS	ICT support to project
MENTORING TEAM	STUDENT SUPPORT - ICS	Involvement in process mapping and delivery of pilots
MARGARET MCLUCKIE	PROGRAMME MANAGER – ICS	Management of HE offer to ICS/UEL students
MICHELLE ROBB	HEAD OF STUDENT EXPERIENCE – ICS	Advocate needs of distance learners within ICS to ensure positive experience
EMMA DEAKIN	HEAD OF QUALITY ASSURANCE – ICS	Ensure quality of provision to distance learners
AMANDA THOMSON	SALES MANAGER – ICS	Insight into student relationship management processes
LINZI CLINGAN	MARKETING MANAGER - ICS	Expertise on student needs in entering HE market

DAVID WILKINSON	ACADEMIC TUTOR- ICS	Involvement in Tutor Welcome call pilot
JOHN HENDY	ACADEMIC TUTOR- ICS	Involvement in Tutor Welcome call pilot
SHANI GBAJA	ASSOCIATE DIRECTOR, UELconnect – UEL	Overall responsibility for distance learning course provision in UEL; member of Steering Group
LINSEY COLE	EXTERNAL FUNDING MANAGER, ESDS – UEL	Project management support to project; member of Steering Group
SARAH FRAME	DIRECTOR, UELconnect – UEL	Advocate for project within UEL and wider sector; links to wider HE developments in distance learning
PETER FORREST	ASSOCIATE DIRECTOR, UELconnect – UEL	Technical support to project
RAY WILKINSON	DEVELOPMENT DIRECTOR, ESDS –UEL	Sustainability and exit planning
IRENE SMITH	DISTANCE LEARNING ADMINISTRATOR, UELconnect – UEL	Liaison with ICS on all issues related to UEL/ICS learners
BRIAN HIPKIN	DIRECTOR, STUDENT SERVICES – UEL	Oversees provision of services to UEL students; expertise in student service provision across sector; link to on-campus service provision
DAVID SHELLEY	HEAD OF CORPORATE SYSTEMS, IT SERVICES – UEL	Involvement in pilot 3
ICS/UEL DISTANCE	DISTANCE LEARNERS	Involvement in pilot 3

ELAINE SEDGWICK	MARKETING AND MARKET RESEARCH OFFICER	Organisation of dissemination event; support dissemination of project outcomes
CLIFF BARBER	ASSISTANT GRANT ACCOUNTANT	Accountancy support to project; support with preparation of initial project budget and returns to JISC