

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010



## Final Report: Cover Sheet

Project Information			
<b>Project Acronym</b>	CABLE		
<b>Project Title</b>	Creating A Better Learning Experience		
<b>Start Date</b>	29/06/09	<b>End Date</b>	30/04/10
<b>Lead Institution</b>	University of East London		
<b>Project Director</b>	Sarah Frame		
<b>Project Manager &amp; contact details</b>	Susan Reid – Project Manager ICS Skypark 5, 45 Finnieston Street Glasgow G3 8JU Telephone: 0141 302 5502 <a href="mailto:susan.reid@icslearn.co.uk">susan.reid@icslearn.co.uk</a>		
<b>Partner Institutions</b>	ICS ( International Correspondence Schools)		
<b>Project Web URL</b>			
<b>Programme Name (and number)</b>	Relationship Management: Student Lifecycle Relationship Management Pilot Project		
<b>Programme Manager</b>	Myles Danson		

Document Name			
<b>Document Title</b>	Final Report		
<b>Reporting Period</b>	June 2009 to April 2010		
<b>Author(s) &amp; project role</b>	Susan Reid – Project Manager Ruth West-Robinson – Head of Higher Education (ICS) Joanne McManus - Education Service Director (ICS) Shani Gbaja – Associate Director (UELconnect) Linsey Cole – External Funding Manager (UEL)		
<b>Date</b>	13 <sup>th</sup> May 2010	<b>Filename</b>	
<b>URL</b>			
<b>Access</b>	<input type="checkbox"/> Project and JISC internal	<input checked="" type="checkbox"/> General dissemination	

## Document History

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

<b>Version</b>	<b>Date</b>	<b>Comments</b>
Draft 1.0	19.03.2010	Circulated to RMSAS and Critical Friend for Comment
Draft 1.1	01.04.2010	Circulated to Steering Group for Comment
Draft 1.2	13.04.2010	Circulated to Project Director for Comment
Final	13.05.2010	Submit to JISC Programme Manager

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

# **JISC Final Report**

## **Table of Contents**

Acknowledgements – 4

Executive Summary – 5

Background - 6

Aims and Objectives – 8

Methodology – 9

Implementation – 15

Outputs and Results – 18

Outcomes – 19

Conclusions – 22

Implications – 23

References - 24

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## **Acknowledgements**

The Creating a Better Learning Experience (CABLE) project was a Student Lifecycle Relationship Management (SLRM) project funded by JISC. The project was delivered by the University of East London (UEL) in partnership with International Correspondence Schools (ICS). The CABLE project was managed by Susan Reid at ICS and involved a large number of colleagues across both partner organisations.

The project team wish to acknowledge the contribution of all those who took part in the pilot activities, including current UEL/ICS students and tutors. The project has also received valuable feedback and support from other SLRM projects.

## 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.

## Background

The demand for HE learning is growing whilst funding for HE numbers is falling; economic uncertainty is increasing demand for qualifications and training; the economic downturn is making traditional day release modes of learning an economically unattractive form of workforce development; national strategic policy objectives (e.g. Leitch) identify the need to improve the qualification levels and skills of the workforce to maintain international competitiveness.

For these wider reasons, the demand for distance learning is increasing and likely to continue to increase in the future, as is the pressure on the JISC community to make distance learning more student-friendly. We believe that CABLE's contribution to this field will be of great relevance to the wider JISC community in the following areas:

- **Student Experience:** How to improve the student experience for distance learners, providing appropriate student support and administrative processes.
- **Service Design and Tools:** How to design a service and create the tools that will give distance learners the opportunity to access the pastoral support services that are comparable with those available to on-campus students. Traditionally the focus has been on developing a distance learning programme and then having to retro-fit activities to provide learners with basic levels of support, advice and guidance.

This project was based on a longstanding collaborative relationship between the project partners – ICS and UEL.

ICS and UEL have worked in partnership offering distance learning degree programmes since 2004. All programmes are validated by UEL and delivered by ICS. ICS and UEL recognise the importance of the student experience and that this differs necessarily between distance learning students and those who are studying in a more traditional manner (i.e. face to face, on-campus).

Both partners are committed to ensuring that the student experience is at the heart of the continued success of the degree programmes. We recognise that both sets of learners have different motivations and life circumstances influencing their choice between distance and on-campus programmes.

Whilst we do not believe that it is possible or appropriate to create an identikit duplicate experience, we have tried to use JISC investment to help move us to a position where both distance and on-campus students equally feel that they are active and engaged members of a learning community.

Both UEL and ICS recognise that one of the main challenges distance learning students face is maintaining the motivation to continue and complete their studies. To address this issue, ICS supplement academic support, with a team of mentors that are responsible for the ongoing relationship with the distance learner. The mentors' role is proactive and supportive to ensure that students remain motivated and engaged with their programme.

CABLE directly supports two of UEL's three strategic priorities:

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

- Priority 1: Portfolio development (especially, international and part-time, short course and employer engagement). UEL is focused on developing new and innovative programmes and services in response to local, regional, national and international stakeholder interests.
- Priority 2: Enhancing student satisfaction and the student experience

It also indirectly supports the third priority – the development of research, knowledge exchange and enterprise activities.

Both UEL and ICS have made a commitment to supporting the development of distance learning for the long term. This project has given us valuable insights and new perspectives that will enrich the development of our longer term objectives.

## Aims and Objectives

The overall aim of this 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.

The rigorous quality assurance processes already in place confirms the academic validity of the collaborative off-campus provision. Therefore, CABLE focused on the pre and post enrolment stages of the student lifecycle with a specific aim of improving administrative processes, communication systems and protocols used to support distance learners.

CABLE's objectives were as follows:

- Using quantitative and qualitative methods, examine the existing systems used by ICS and UEL which are used to capture, maintain and disseminate data by blueprinting the student experience at both institutions.
- Carry out evaluations with both on-campus and distance learning students to analyse levels of student motivation/engagement and satisfaction, both pre- and post-enrollment with a view to informing the project's outcomes.
- Audit of current research within the same field to avoid duplication of effort and to ensure that CABLE makes a unique contribution.
- Review evidence of the effectiveness of current processes/systems and the potential for a more streamlined approach.
- Design and test prototype processes and procedures aimed at supporting a more proactive student communication strategy that will enable both partners to support students better, with the view to improving retention and progression rate on the programmes.
- Design and test prototype processes and procedures aimed at reducing the administrative barriers and improving efficiency to free up resources for long-term project sustainability.
- Evaluate the outcomes of the prototype testing to select and design pilots that will have the greatest positive impact on the student experience and facilitate successful project outcomes.
- Adopt a project approach that is based around ongoing evaluation and recording of lessons learnt to inform future work within UEL and ICS, as well as the wider JISC community.
- Learn (for the duration of this project, and beyond) through interaction with the wider JISC community. By sharing experiences and best practice, both ICS and UEL aim to develop good networks within the community that will enhance further projects and initiatives.

## Methodology

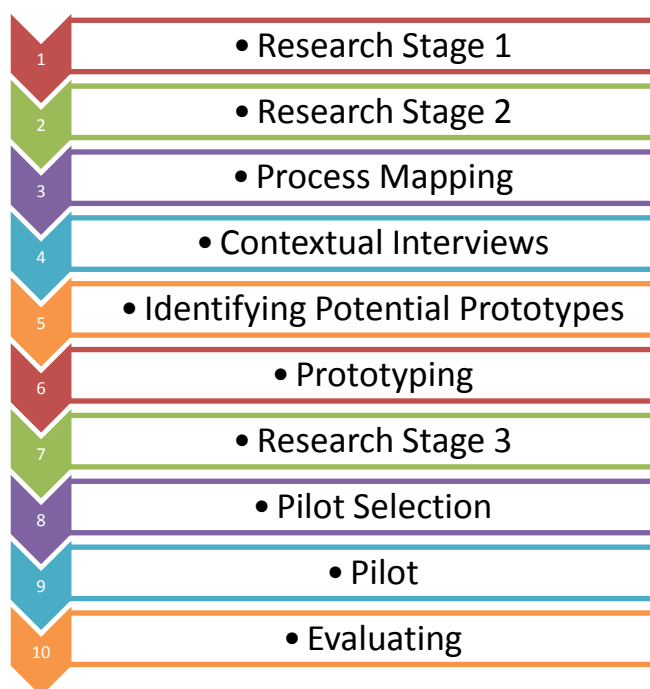
The project used service design methodology. Service design provides a framework that helps customer focussed organisations move from just designing good quality products to ‘whole life design’<sup>1</sup>, which, from a customer viewpoint, adds value to the whole customer experience from start to finish. It is acknowledged that there is currently a lack of expertise and understanding in organisations with regards to the management of service design<sup>2</sup>. CABLE aimed to ascertain the benefits of using this methodology to enhance the management of the student lifecycle relationship for distance learners

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. The detailed processes were 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 relevant student lifecycle services.

CABLE used service-design methods and principles to design, blueprint, implement and evaluate the prototypes and pilots that resulted from our research. Service design methodology ensured that the 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 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



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

<sup>2</sup> Hollins, B (2009), Key Challenges for Service Design: <http://www.designcouncil.org.uk>

## **Research Stage 1**

At the outset of the project, we examined and reviewed existing research on the application of service design methodology<sup>3</sup> and the student lifecycle relationship management<sup>4</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 at the pre and post enrolment stages<sup>5</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 (see below for further detail).

## **Process Mapping**

This approach was central to the work of the CABLE project and is a key stage of the service design process. 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>6</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.

Processes were first mapped out with ICS staff involved in the pre- and post-enrolment stages of the student lifecycle. UEL processes were then integrated into these process maps. This was achieved through face to face meetings with the relevant stakeholders at UEL.

Additional support was provided by JISC on service design, and specifically process mapping, midway through the project. This gave the project team an even better understanding of how the techniques could be used effectively and some process maps were revisited and updated in line with this additional information.

Consequently, 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.

---

<sup>3</sup> Hollins, B (2009), Service Design: <http://www.designcouncil.org.uk>

<sup>4</sup>Chambers, D and Paull, A (2008), JISC Landscape Study of Student Lifecycle Relationship Management

<sup>5</sup> ICS Programme Surveys – Verbatim Feedback, SGS Charter Mark Assessment (UEL) ICS Customer Loyalty Research (B2B) May 2009

<sup>6</sup> Hollins, B (2009), Service Blueprinting: <http://www.designcouncil.org.uk>

### ***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.

As part of the first pilot – tutor telephone calls – individual students were contacted to establish their attitude to learning following a personalised welcome telephone call from their allocated tutor and identify whether there had been a change in attitude towards learning, when compared to those who did not receive such an individualised service.

### ***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 3. 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 criteria were as follows:

- **Prototype Criteria Checklist Requirements:-**
  - Does it improve the administrative process?
  - Is it a technological solution that will reduce administrative barriers and make a greater contribution to teaching, learning and research?
  - Will it promote engagement in the learning process with partner and wider institutional communities?
  - Will it make significant progress in moving towards a 'single source of truth'?
  - Will learners be able to engage with UEL-ICS in a way that they perceive to be a seamless process?
  - Is it measurable within the timescale of the Project?
- Also, in line with JISC Guidelines the activity:
  - Will provide a UK wide benefit and add value beyond which could be achieved by institutions acting individually or collectively
  - Could not be possible, or is unlikely, without central support
  - Will be delivered with improved value for money and has a clear output

- Could not be performed as well and more appropriately by institutions or by another body

A full list of the prototypes is included as Appendix 1.

The result of the grading activity identified four prototypes that could potentially be tested during the life of the CABLE project. The grading table can be found in Appendix 2 which shows the four prototypes taken forward. It was decided that the remaining potential prototypes would be re-visited at a later stage on the grounds of timescale for implementation. The four prototypes were:

- 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***

A survey was sent out to students requesting feedback on the introduction of these 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 such as tutors and mentors.

An audit of existing publications with application to the student experience of distance and on-campus learners was also conducted.<sup>7</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 potential impact this prototype was rejected.

### ***Pilots***

The final pilots were as follows:

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

---

<sup>7</sup> How Do You Support the Learner? Distance Learning Support Pack – The University of Liverpool

- Online Registration

The pilot activity took place between December 2009 and March 2010. The mini-project plans and workpackages for each pilot are included as Appendix 3.

### **Tutor Welcome Call**

Our research shows that the students feel well supported academically, and benefit from the proactive contact from the mentoring team. However, 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 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 can be 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 promoting 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 Support 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.

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## **Online Registration**

Following the process mapping and stakeholder meetings, it became apparent that the registration process for off-campus students is different to the online system on-campus students use. The current process for distance learning students involve them completing paper 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. 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.

Examples of evaluation techniques include; student feedback through web surveys, telephone interviews, stakeholder focus groups, in-depth interviews with all those involved in the project and video and sound-bites. The outcome of the evaluation activities has provided material for dissemination purposes and allowed us to build a case for the roll-out of further pilot activity following the end of the project.

## **Implementation**

The project adopted a team-based approach to working, with the Steering Group providing overall management and direction to the project. The Steering Group consisted of representatives from UEL and ICS. The Group communicated on a regular basis providing guidance and reviewing risks, issues and progress to ensure objectives were being delivered. A full time seconded Project Manager was appointed early in the project to ensure the delivery of all the tasks in the Work Plan.

As indicated in the methodology section, research was carried out at various stages of the project and included an analysis of the experiences of distance learning students including direct feedback from students on the level of support they received, the quality of the teaching and learning, etc.

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 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 student's 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, their experience of 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. Key benefits realised during the process mapping workshops include wider recognition by the stakeholders of the significance of ensuring that students are at the heart of each process as it is mapped. The sessions also helped to confirm the importance of inter-departmental and cross-institutional communication for the continued benefit of supporting students effectively.

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. Mini Projects plans and work packages were created for the 3 pilots (Appendix 3).

### ***The Pilots***

#### **Tutor Welcome Call**

It is apparent from the research that students feel well supported academically. However, an early intervention by academic staff was considered a positive approach to further enhancing their student experience.

Both partners already use tools such as Facebook, Twitter and Bebo to communicate with students during the pre- and post-enrolment stages of the lifecycle. The scope of the Tutor Welcome Call was specifically to focus on personalising the contact between the tutor and the learner and to reinforce, rather than replace, other methods of communication.

The Tutor Welcome Call was piloted on the first module of two degree programmes. The first module for all undergraduate degrees is a Skills module. Given the nature of distance learning students, many of whom have never studied at this level before, this stage of their studies is considered critical and a positive experience at this early stage will encourage them to progress with their studies. Following consultation with all Skills tutors, two modules were identified for the pilot.

During the induction stage, students were given the option of receiving a welcome call from their tutor. Appointments were made and recorded electronically, allowing visibility of all scheduled calls to ensure that service level commitments were met. For students who declined the call, an automated email was sent on behalf of the tutor, ensuring that students received academic intervention one way or the other prior to the submission of their first formative assessment.

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

UEL's Student Support Services provide advice and guidance to enable individuals to make the most of their time as a student. On-campus students are encouraged to take advantage of these services and to contact the support teams for friendly and expert help. The extension of these services to distance learning students promotes equality and will additionally support distance learners in being active and engaged members of a wider learning community.

The services specifically identified by distance learners as being beneficial to them are mentioned in the previous section. Web links to these online services were set up in order to track student activity to allow us to analyse the level of student interest in each service. A link was added to each student's online account to allow direct access. This was also incorporated into a new automated email, which also allowed us to track activity.

One unforeseen benefit realised from this pilot was the automation of key email correspondence that was previously sent manually by the Mentor team. This has resulted in reducing an administrative barrier, allowing the Mentors to focus on more one to one engagement with students. It also guarantees that all new students receive induction correspondence automatically within 48 hours, ensuring that service level commitments to students are met and that there is consistency in their experience.

### **Online Registration**

This pilot proved to be the most complex of the three to implement. One of the key lessons learnt by the project team through this pilot, and recognised by service design experts, is that process mapping does not always take into account the flexibility required if things do

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

not go according to plan. Service providers need to be aware of potential risks and build in contingency accordingly to ensure that they can deal with unexpected events.

In order to introduce online registration properly, the entire admissions process needed to be reviewed. It became apparent that this would involve more resource and time than was originally thought. The full impact of this was not foreseen in the early stages of process mapping and only when it came to reviewing the process maps following support and additional guidance by JISC, did it become clear that the project team had underestimated the amount of time and resource required to put this into practice.

There was a high level of commitment from both partners to deliver this pilot successfully and the key concern of both partners was to ensure that students were not disadvantaged in any way. It was agreed, therefore, that to try and rush the original changes through would not be appropriate.

In light of this, the project team re-evaluated the scope of the pilot in line with realistic timescales, still taking into account the deliverables of the CABLE project. The revised work plan entailed revisiting the process maps, with the output being a clear and robust framework for the implementation of online registration.

Implementation itself will happen outside this project. This activity has become a key part of the wider UEL/ICS collaborative relationship and formal planning has taken place to allow for implementation of online registration in the coming year.

### **Communication Strategy**

The CABLE Project Manager has monitored the project throughout. Any problems have been dealt with early, efficiently and in an appropriate manner; this has ensured that there has been consistent progress throughout the lifetime of the project.

All partners and stakeholders have been kept fully informed of the status of the project on a regular basis, through Twitter, the project blog (<http://icsuelcable.blogspot.com>), meetings, JISC SLRM events and through other informal communication. Formative evaluation of each pilot has been undertaken throughout the lifetime of the project with the Project Manager receiving and collecting feedback from key stakeholders, ongoing engagement with RMSAS, completion of JISC interim progress reports and attendance at organised JISC events.

## Outputs and Results

The CABLE project has delivered a number of outputs and results which will initially impact on the student relationship management processes within UEL and ICS, and, in the longer term, provide a useful source of learning for the JISC community. By using Service Design methodology, we have created process maps for the pre- and post-enrolment stages of the student lifecycle, that integrate processes across both partners (Available in Completion Report)

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.
- 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.

## Outcomes

Original Objective	Achievements	Further detail on outcome
Using quantitative and qualitative methods, examine the existing systems used by ICS and UEL which are used to capture, maintain and disseminate data by blueprinting the student experience at both partners.	Comprehensive process mapping to examine existing systems and processes	Process maps available in Completion Report
Audit of current and research within the same field to avoid duplication of effort and to ensure that CABLE makes a unique contribution	Research of previous projects and literature undertaken at the outset of the project to avoid replication; regular interaction with other SLRM projects	Final RM meeting 26 March <a href="http://wiki.cetis.ac.uk/Final_RM_Meeting_26th_March_2010#Group_5_SLRM_Projects_Collaborative_Presentation">http://wiki.cetis.ac.uk/Final_RM_Meeting_26th_March_2010#Group_5_SLRM_Projects_Collaborative_Presentation</a>
Review evidence of the effectiveness of current processes/systems and the potential for a more streamlined approach	Comprehensive process mapping of ICS/UEL processes; prototyping and piloting undertaken to create a more streamlined approach to processes	Appendix 1: List of prototypes Appendix 3: Pilot work packages and mini project plans Process maps (Available in completion report)
The project will design and test prototype processes and procedures aimed at supporting a more proactive student communication strategy that will	Twelve Prototypes undertaken themed around improving SLRM process; feedback sought on outcomes to inform decisions around which prototypes to pilot	Appendix 2: Prototype Grading Table Appendix 4: Student Prototype Survey

Original Objective	Achievements	Further detail on outcome
enable both partners to support students better, with the view to improving retention and progression rate on the programmes.		
The project will design and test prototype processes and procedures aimed at reducing the administrative barriers and improving efficiency to free up resources for long-term project sustainability.	Process-mapping activity highlighted key areas of focus for the prototypes; automatic communication with learners has reduced administrative burden; feedback from staff has highlighted an improvement to their workload	Feedback from Mentor Focus Group  Pilot 2 Delivery
Evaluate the outcomes of the prototype testing to select and design pilots that will have the greatest positive impact on the student experience and facilitate successful project outcomes.	Steering Group evaluated Prototype outcomes to select which should be taken forward as pilots	Appendix 2: Prototype Grading Table
To adopt a project approach that is based around ongoing evaluation and recording of lessons learnt to inform future work within UEL and ICS, as well as the wider	Formative evaluation was undertaken, in line with the original Work Plan, throughout the project; lessons learnt will be shared with the JISC community to inform future activity	Steering Group minutes  Workplan  Dissemination activities

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

Original Objective	Achievements	Further detail on outcome
JISC community.		
<p>For the duration of this project, and beyond, it is hoped that the project team will learn a great deal through interaction with the wider JISC community. By sharing experiences and best practice, both ICS and UEL aim to develop good networks within the community that will enhance further projects and initiatives.</p>	<p>The project team has attended all SLRM events and taken opportunities to learn more about service design techniques. A key outcome of the project is a desire to continue the CABLE activities after the end of the project and look for further funding opportunities</p>	<p>Completion Report – Exit Strategy</p>

## Conclusions

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.

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. Another key factor influencing the success of the project was commitment to the project at the highest level within each partner organisation which ensured support to resolve issues was available when the need arose.

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.

## **Implications**

CABLE has created a number of systems and processes that could be adopted across the JISC community. 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. The extensive use of service design methodology and the results of the process-mapping activities undertaken provide a model for other organisations to adapt for their own processes.

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. Students are demanding a more customised 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.

There are a number of anticipated benefits that cannot be evaluated in the immediate term, but in the longer term, if proven, will demonstrate that the impact on the student experience has been on a much larger scale.

We intend to continue to evaluate the benefits of the CABLE project as the learners who were engaged in the pilots progress through the student lifecycle; this will be the only way to fully assess the impact of our work. For example, the initial response to the tutor welcome call from both learners and tutors has been overwhelmingly positive; however, we will only be able to fully assess the benefits of this personalised process on the student experience once the learners have progressed to the assessment stages of the student lifecycle.

We will also evaluate the impact of the changes on the 2010/11 enrolment processes, to establish if the administrative processes have been improved. We would also like to seek support to investigate the extension of our work into other stages of the lifecycle and across additional learning modules, to establish if our findings are applicable on a larger scale.

There are additional prototypes that we did not take forward to the piloting stage as they were beyond the scope of this project; these will be revisited using service design to ensure the SLRM process is as effective and efficient as possible.

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## References

CABLE Blog: [www.icsuelcable.blogspot.com](http://www.icsuelcable.blogspot.com)

Ali R & Leeds E, (2009), **The Impact of Face-to-Face Orientation on Online Retention: A Pilot Study**, Online Journal of Distance Learning Administration, Volume XII, Number IV, Winter 2009

University of West Georgia, Distance Education Center.

Ashby A, (2004) **Monitoring student retention in the Open University: definition, measurement, interpretation and action**, *Open Learning: The Journal of Open and Distance Learning*, Volume 19, Issue ,1 February 2004, pages 65 – 77:

<http://www.informaworld.com/smpp/content~content=a713628694&db=all>

Chambers D & Paull A (2008) **Landscape Study of Student Lifecycle Management**, *JISC Landscape Study of SRM*

Hollins, B (2009) **Future Trends for Service Design**, *Design Council*:

<http://www.designcouncil.org.uk>

Hollins, B (2009), **Key Challenges for Service Design**, *Design Council*:

<http://www.designcouncil.org.uk>

Hollins, B (2009), **Service Blueprinting**, *Design Council*: <http://www.designcouncil.org.uk>

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

ICS Customer Loyalty Research (B2B), May 2009

ICS Programme Surveys - Jan 2008, June 2008 and Jan 2009 – Verbatim feedback

Simpson O, (2004), **The Impact on Retention of Interventions to Support Distance Learning Students**, *Open Learning*, 19(1), pp. 79–95: <http://oro.open.ac.uk/6760/>

SGS Charter Mark Assessment – UEL

Tutor feedback/response on proposal of Tutor Contact (Email/Telephone call)

The University of Liverpool, **How Do You Support The Learner?** *Distance Learning Support Pack, Chapter 4*:

[http://www.liv.ac.uk/cepd/CEPD\\_Support\\_For\\_Staff/Distance\\_Learning\\_Support\\_Pack.htm](http://www.liv.ac.uk/cepd/CEPD_Support_For_Staff/Distance_Learning_Support_Pack.htm)

McGivney V, (2004) **Understanding ‘Persistence in Adult Learning**, *Open Learning*, Volume 19, Number 1, February 2004, pp. 33-46(14):

<http://www.ingentaconnect.com/content/routledg/copl/2004/00000019/00000001/art00004>

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## **Appendixes**

Appendix 1: List of Prototypes

Appendix 2: Prototype Grading Table

Appendix 3: Mini Project Plans and Work Packages

Appendix 4: Student Prototype Survey

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## Appendix 1:List of Prototypes

<b>Ideal Processes Identified – Consideration/feasibility for Prototype testing</b>				
Pre enrolment Ideal processes				
<b>Marketing:</b>		<b>Feasibility of implementing for purpose of project:</b>	<b>Meets Checklist Criteria Potential Prototype:</b>	<b>Possible means for testing/implementing:</b>
<b>Process:</b>	<b>Comments:</b>			
Split by Category	Specific targets	LOW	NO	
Segmentation	Identify what media marketing works best for which market	LOW	NO	
	Identify attitudes etc of students			
<b>Sales:</b>		<b>Feasibility of implementing for purpose of project:</b>	<b>Meets Checklist Criteria Potential Prototype:</b>	<b>Possible means for testing/implementing:</b>
<b>Process:</b>	<b>Comments:</b>			
Sent students sample material	Students comment on received sample essay etc to gauge timescales required, set realistic expectations	LOW - future consideration		Provide samples prior to enrolment via email or link to website?
Distance Learning Suitability Test	UEL offer test via website - students comment on past feedback on needing to set more realistic expectations	HIGH	YES	Offer link to UEL website (suitability test)
Student Declaration Form	Under review with ICS/UEL	HIGH - Under Review	NO	
Student interview to assess suitability for enrolling on 2 modules	Currently students do not receive thorough enough interview to ascertain suitability for degree (2mods) via website enrolment process. Student retention poor. Need to set expectations to ensure retention	LOW	YES	Student can have one on one interview with Course Advisor, sit suitability test as above and also review sample essays etc as above
<b>Mentors:</b>		<b>Feasibility of implementing for purpose of project:</b>	<b>Meets Checklist Criteria Potential Prototype:</b>	<b>Possible means for testing/implementing:</b>
<b>Process:</b>	<b>Comments:</b>			
Tutor Welcome Contact	Currently student do not receive pro-active contact with tutor until 1st formative is submitted. Research indicates students would like to receive contact via tutor prior to submitting first formative	HIGH	YES	Welcome email from skills tutor initially Mentor team to advise tutor of new enrols Initial survey to current student to gauge benefit of intro email and analyse feedback
Registration/HESA Process	Currently students submit manual HESA form with Photo/Photo ID Time consuming process. UEL stated do not issue student cards to other collaborative partners. Students need chasing to submit details otherwise not registered at UEL. Represents unrealistic figures enrolment at ICS V registration at UEL	HIGH	YES	Survey current student to clarify validity of possessing student card. What value does it add? HESA form can be obtained electronically Students can scan photos if student card is requested....students who will use UEL will need to be issued ID cards automatically.
On line Tutor Revision Workshops/handouts	Student feedback has highlighted need for additional support materials	Outwith timescale of Project	YES	Future Project
Automated Study Plans	Currently manual time consuming process, which does not give students realistic timescale and constantly updated manually by mentoring team	As above		Future Project
Automated email reminder for formative deadline submissions	Currently done by mentor team using data from spreadsheet and not by OIS. Time consuming process. Implementation would free up mentor time for other pro-active activity	As above	YES	Future Project
Student Services Available for On Campus Students	Currently do not utilise the services offered to on campus students - support with disabilities, careers, well being and financial aspects Need to improve engagement with distance learning students and UEL	HIGH	YES	Survey current students for feedback on services and whether these would have been beneficial at induction. Analyse feedback and gauge which services received most positive feedback Raise awareness to new students by providing link to services Require engagement from staff at UEL to monitor response

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## Appendix 2: Prototype Grading Table

Ideal Process Checklist Criteria Matrix							
Process	Does it improve the administrative process?	Technological solution that will reduce admin barriers?	Make significant progress in moving towards single source of truth?	Will students be able to engage with UEL/ICS in a way they perceive to be a seamless process?	Is it measureable within the timescale of the project?	Does it offer parity of experience with on campus programmes?	Grade (Maximum points = 30) Grade 1 - 5
<b>Marketing:</b>							
Split by Category	1	1	1	1	1	1	6
Segmentation	1	1	1	1	1	1	6
<b>Sales:</b>							
<b>Process:</b>							
Sent students sample material	2	1	2	1	1	3	10
Distance Learning Suitability Test	3	3	4	3	4	3	20
Student Declaration Form	5	5	5	5	5	5	30
Student interview to assess suitability for enrolling on 2 modules	1	1	1	1	1	1	6
<b>Mentors:</b>							
<b>Process:</b>							
Tutor Welcome Contact	4	4	3	4	5	4	24
Registration/HESA Process	5	5	5	5	5	5	30
On line Tutor Revision Workshops/handouts	2	1	2	1	1	4	
Automated Study Plans	5	4	2	1	2	1	15
Automated email reminder for formative deadline submissions	5	4	2	1	2	1	15
Student Services Available for On Campus Students	4	3	5	5	5	5	27

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## Appendix 3: Mini-project plans and Workpackages



### JISC Mini Project Plan – Student Services

#### Aims and Objectives

The overall aim of this mini project is to promote access for ICS distance learning students to UEL's Student services.

ICS will capture student activity/interest in use of support services in order to measure what value this adds to the student experience. In line with overall project, the aim is to create a broad parity of experience between on-campus and distance learning students.

On going evaluation of the mini project and recording of lessons learnt

#### Project Outputs

Key deliverables that this mini project will create are as follows:

Update on Project Blog page

Results of pilot activity (reports, focus groups and surveys)

Final report

#### Project Outcomes

The mini project will focus on and improve the various support services to our distance learning students to move to towards achieving equal levels of student satisfaction and achievement

Stakeholder	Interest / stake	Importance
Project Manager – Susan Reid	Day to day project lead	High
Director of Student Services - Brian Hipkin (UEL)	Overall responsibility for Student Services	High
Head of IT - Linda Williams (ICS)	Decision making about and implementation of technical solutions, systems installation and maintenance	High

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Lack of organisational buy-in from key stakeholders	1	4	4	
Pilot deliverables not delivered in project timescales	1	4	4	Mini project plan will provide framework. Regular monitoring by Project manager to ensure any slippage is minimised
Stakeholder engagement in pilot difficult to evaluate	2	5	10	Regular formative evaluation by Project manager. Set expected participate rates in advance
Implementation of technical solutions proves difficult	1	5	5	IT Manager to be involved from the offset to ensure technical requirements can be met and implemented

## ***Detailed Project Planning***

### ***Workpackages.***

Please refer to separate work package

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010



## JISC Mini Project Plan – Tutor Welcome Contact

### Aims and Objectives

The primary aims of the pilot is to increase tutor-student engagement at the post enrolment stage of the student lifecycle and to introduce new technology to improve communication strategy with students – this will enable us create a broad parity of experience between on campus and distance learning students.

On going evaluation of the mini project and recording of lessons learnt.

Sustainability beyond the scope of the project and provide benefit to the wider community

### Project Outputs

Key deliverables that this mini project will create are as follows:

Update on Project Blogpage

Results of pilot activity (student/tutor surveys, focus groups, report analysis, comparison analysis)

Final report

### Project Outcomes

The pilot/project will improve the efficiency of the technological systems used by ICS and increase the communication between academics and students

Stakeholder	Interest / stake	Importance
Susan Reid	Day to day project lead	High
ICS Academic Team	Stakeholder Buy-in/Implementation of pilots	High
Linda Williams – Head of IT (ICS)	Decisions about and implementation of technical solutions, systems installation and maintenance	High
Michelle Robb – Head of Student Experience (ICS)	Implementation of pilots, overall responsibility of student experience	Med
Programme Manager and Mentoring Team (ICS)	Implementation of pilots (admin and pastoral)	High

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Lack of buy-in from Academic team	2	4	8	
Pilot deliverables not delivered in project timescales	1	4	4	Mini project plan will provide framework. Regular monitoring by Project manager to ensure any slippage is minimised
Implementation of technical solutions proves difficult	1	5	5	IT Manager to be involved from the offset to ensure technical requirements can be met and implemented

## *Detailed Project Planning*

### Workpackages

Please refer to separate work package



## JISC Mini Project Plan – On line Registration Process

### Aims and Objectives

The aim of this pilot is to relieve the administrative burden in the registration process of ICS distance learning students with a view to moving towards a 'single source of truth', thus enabling us to free up resources to support students better

The pilot aims to create a broad parity of experience between on-campus and distance learning students.

On going evaluation of the mini project and recording of lessons learnt

### Project Outputs

Key deliverables that this mini project will create are as follows:

Update on Project Blogpage

Results of pilot activity (reports, stakeholder feedback, surveys)

Final report

### Project Outcomes

The mini project will focus on and improve the administrative process aimed at supporting a more proactive student communication strategy and releasing the burden on administrative staff.

Stakeholder	Interest / stake	Importance
Susan Reid	Day to day project lead	High
Linda Williams – Head of IT (ICS)	Implementation of technical solutions and system installation	High
Shani Gbaja – Assoc Director (UEL connect)	Direct responsibility for project	High
Corporate Systems Team (UEL)	Implementation of technical solutions and system installation	High
Michelle Robb – Head of Student Experience(ICS)	Overall responsibility for student experience	High
Administrative Staff (UEL)	Contribution throughout pilot	Med

### Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
------	----------------------	-------------------	------------------	-------------------------------

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

Project cannot create single system that both partners can use	5	2	10	Risk managed by setting expectation that multiple systems must still reduce administrative burden
Project deliverables not delivered in project timescale	1	4	8	Mini project workpackage/plan will provide framework for work of project team. Regular monitoring by Project Manager and External Funding Manager to ensure any slippage is minimised
Lack of organisational buy-in from key stakeholders	1	4	5	

## ***Detailed Project Planning***

### **Workpackages**

Please refer to separate work package

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010



### WORK PACKAGES

WORKPACKAGES	<i>Month</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
MINI PILOTS:		N	D	J	F	M																			
1: Student Support Services																									
2: Tutor Welcome contact																									
3: On-line HESA/registration process																									

Mini Project start date: **November 2009**

Mini Project completion date: **April 2010**

Duration: **6 months**

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

				Milestone	Responsibility
<b>PILOT 1: Launch of Student Support Services</b>  <i>Tasks:</i>					
Final decision on which services will be launched	6 Nov	20 Nov			SR
PM to meet with IT Manager to look at link solutions to website to enable monitoring of hits to webpages and to determine where the links will be best place for student visibility	1 Nov	9 Nov			SR/LW
Ensure that services are relevant and add value to student experience (distance learning)	6 Nov	20 Nov			SR/BH
Ensure Mentoring team fully aware of process	13 Nov	20 DEC			SR/MM
Ensure students are fully aware of services available	13 Nov	5 JAN		Launch of Pilot	
Ensure Student Services at UEL are fully aware of engagement to enable formative evaluation to take	13 Nov	27 Nov	Regular report runs to monitor student engagement with web pages.		SR/BH

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

place throughout project timescale			Communication with UEL student services for feedback on ICS student engagement		
7. Arrange focus group meetings to evaluate the success of pilot at interim period.	Jan 2010	MAR 2010	Minutes from focus group		SR
8. Arrange Stakeholder meeting	18 Feb	18 Feb	Update on progress, work on draft report		SR
9. Evaluate Pilot success	13 Nov	April	Surveys/Questionnaires/Interviews		SR
<b>PILOT 2: Introduction of Tutor Welcome Contact</b> Tasks:-					
1. Select and agree % of programmes to run pilot	1 Nov	27 Nov			SR/RWR/JM
2. Inform relevant tutors (skills modules) of pilot launch	11 Nov	27 Nov			SR
3. Decide stage of implementation	13 Nov	23 Nov			SR/LW
4. Ensure mentors are fully aware of pilot launch and requirements	13 Nov	27 Nov		Launch of Pilot	SR/MR/MM
5. Ensure alternative contact measure in place if telephone call not successful at initial contact (individual student contact)	13 Nov	21 DEC			SR/MR/MM

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

6. Formative evaluation to make comparison on effectiveness of Welcome contact	Jan 2010	MAR 2010	Use of reports to measure response rates		SR
7. Formative evaluation on the introduction of pro-active tutor contact prior to formative assessment	Jan 2010	MAR 2010	Student survey to gain feedback on pro active tutor engagement, comparison analysis		SR
8. Arrange focus group meetings to evaluate the success of pilot at interim period.	Jan 2010	MAR 2010	Reports analysis, focus group meetings,		SR
9. Arrange stakeholder meeting	18 Feb	18 Feb	Update on progress, work on draft report		SR
10. Submit final report		April 2010			
PILOT 3 – On line registration/HESA declaration form Tasks:-					
1. PM to contact UEL connect to determine best contact for implementation of on-line registration process	5 Nov	9 Nov			SR
2. PM/Head of IT to attend possible meeting at UEL to ensure UEL implementation can feed into ICS systems	19 Nov TBC	JAN 2010	Report feeds		SR
3. New students to be fully briefed on new on line registration system (HESA application with course materials will be obsolete)	27 Nov	APR 2010			SR/MR
4. Course advisors to be fully briefed on new system	27 Nov	APR 2010			SR

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

5. Mentors to be fully aware of new registration process (HESA/Student card request)	27 Nov	APR 2010		Launch of Pilot	SR/MR
6. Documentation to be updated to reflect change in process	27 Nov	APR 2010			SR
7. Formative Evaluation of pilot – on line system	Jan 2010	APR 2010	Student Survey, focus group meeting, stakeholder feedback		SR
8. Formative Evaluation of pilot – on request student cards	Jan 2010	APR 2010	Student survey, focus group meeting, stakeholder feedback		SR
9. Communicate to operational stakeholders for feedback and buy in ( interim report/Stakeholder Meeting)	18 Feb	18 Feb	Results from surveys and minutes from meetings. Progress report. Draft report		SR

Members of Project Team: (Please also refer to main project plan)

Susan Reid – Project Manager

Linda Williams – Head of IT (ICS)

Ruth West- Robinson – Head of Student Services (ICS)

Brian Hipkin – Head of Student Services (UEL)

Shani Gbaja – Associate Director (UEL)

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

Michelle Robb – Head of Student Experience (ICS)

Joanne McManus – Education Services Director (ICS)

Project Acronym: CABLE

Version: FINAL

Contact: Susan Reid

Date: 13<sup>th</sup> May 2010

## Appendix 4: Student Prototype Survey

CABLE Project – Student Survey – Prototypes

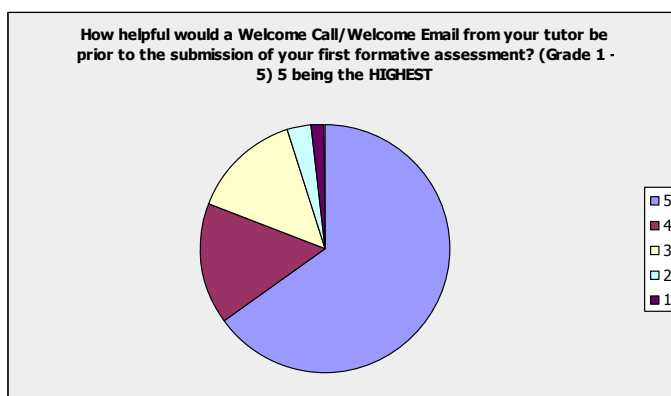
Survey distributed to 285 students

Student response was 62 ( 21%)

Welcome contact from tutor:

How helpful would a Welcome Call/Welcome Email from your tutor be prior to the submission of your first formative assessment? (Grade 1 - 5) 5 being the HIGHEST

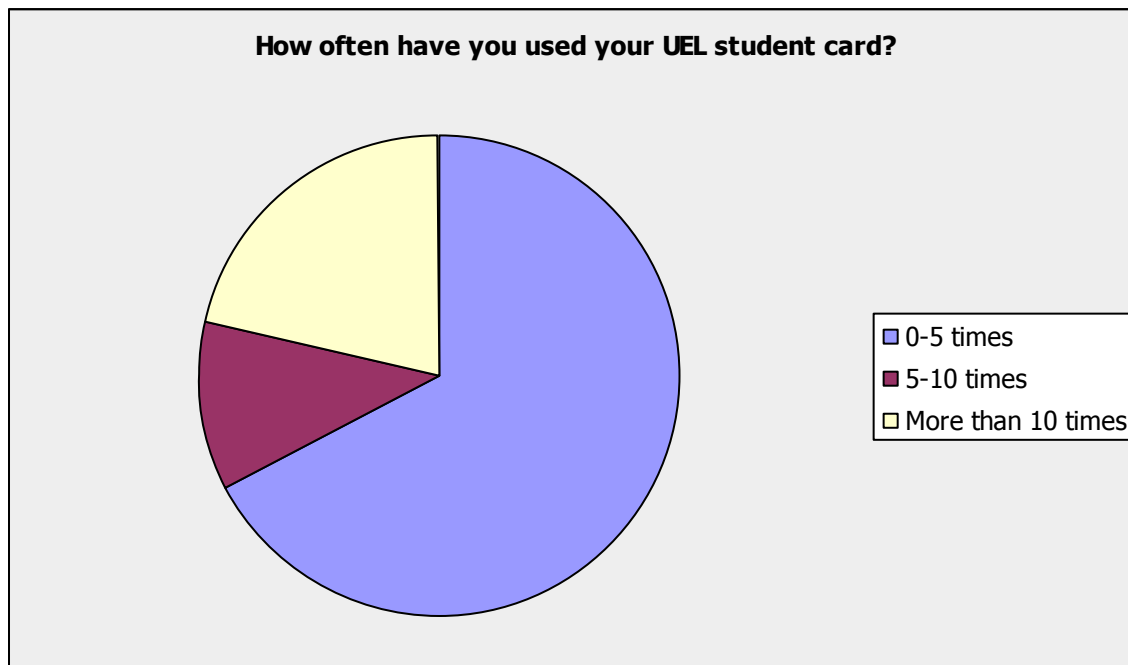
Answer Options	Response Percent	Response Count
5	65.1%	41
4	15.9%	10
3	14.3%	9
2	3.2%	2
1	1.6%	1
answered question		63
skipped question		0



Student Cards

How often have you used your UEL student card?

Answer Options	Response Percent	Response Count
0-5 times	67.2%	41
5-10 times	11.5%	7
More than 10 times	21.3%	13
answered question		61
skipped question		2



### Student Cards

What purpose/s have you used your student card for? Please select from the options below

Answer Options	Response Percent	Response Count
UEL Library access	22.9%	11
Other Library access	33.3%	16
Discounts	39.6%	19
Other	31.3%	15
If 'Other' please comment		19
answered question		48
skipped question		15



**Open Comments on Student Cards:**

Have yet to get one

Not used

I am overseas so do not have use for it except when I want to apply for summative assessments, I will use it in the embassy as proof of a student of UEL

Examination venue access

Examinations

At exams

Have not used it yet

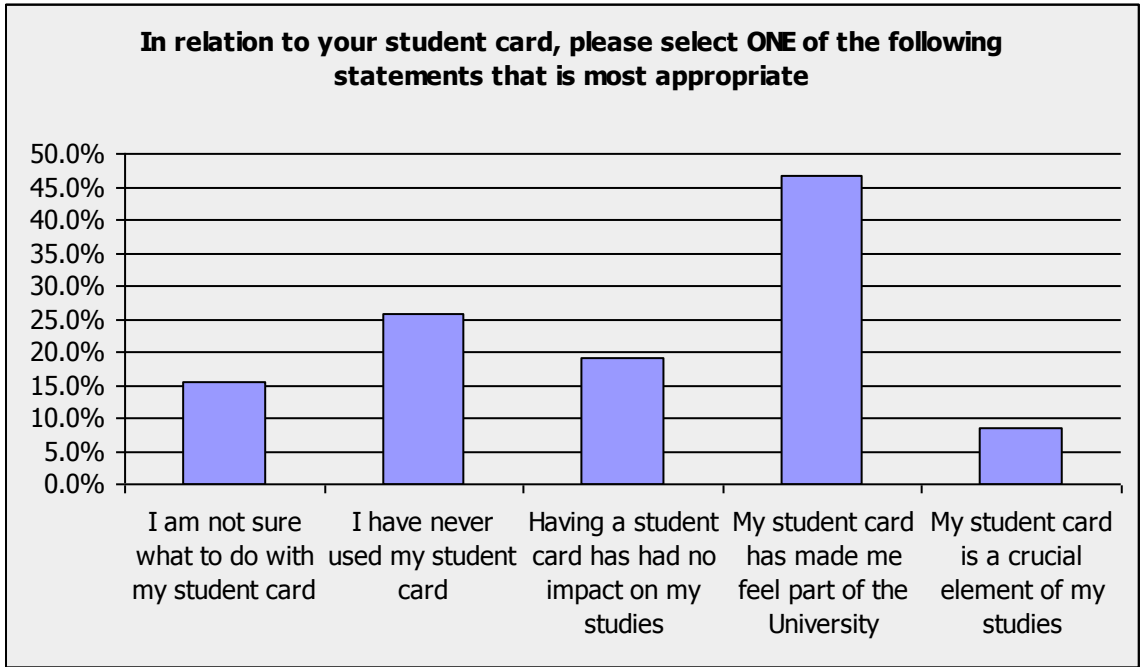
Have not used – do not know how to use it

Only the number to gain access to UEL website and Athens

In relation to your student card, please select ONE of the following statements that is most appropriate

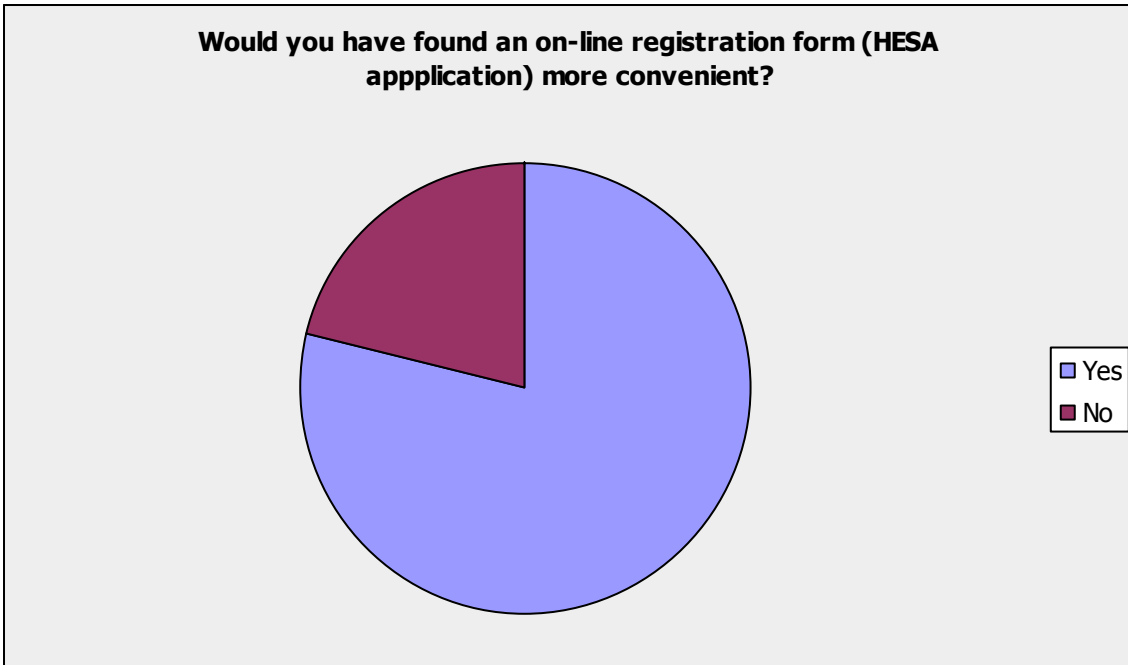
Answer Options	Response Percent	Response Count
I am not sure what to do with my student card	15.5%	9
I have never used my student card	25.9%	15
Having a student card has had no impact on my studies	19.0%	11

My student card has made me feel part of the University	46.6%	27
My student card is a crucial element of my studies	8.6%	5
answered question		58
skipped question		5



On line registration form (HESA)

Would you have found an on-line registration form (HESA application) more convenient?		
Answer Options	Response Percent	Response Count
Yes	79.0%	49
No	21.0%	13
answered question		62
skipped question		1

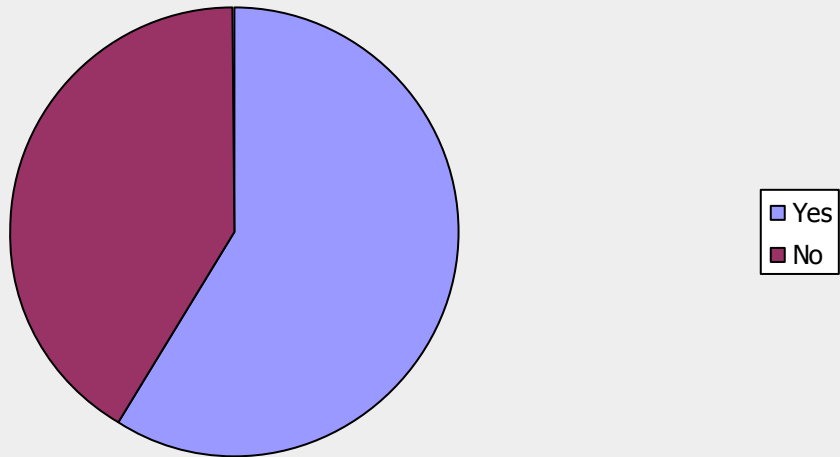


On line distance learning suitability test:

Would you have found the option to complete an on-line suitability test beneficial? (to test levels of motivation and/or life context)  
[http://www.uel.ac.uk/uelconnect/distance\\_learning/index.htm](http://www.uel.ac.uk/uelconnect/distance_learning/index.htm)

Answer Options	Response Percent	Response Count
Yes	58.7%	37
No	41.3%	26
Additional Comments		6
answered question		63
skipped question		0

**Would you have found the option to complete an on-line suitability test beneficial? (to test levels of motivation and/or life context)**  
[http://www.uel.ac.uk/uelconnect/distance\\_learning/index.htm](http://www.uel.ac.uk/uelconnect/distance_learning/index.htm)



Open comments:

I knew what I wanted and I was prepared to pursue it making adapting and adjusting to the programmed easier. Don't need any text to prove it.

Yes, particularly around motivational level, because some people will quite simply struggle - or will set off with great intentions, but get frustrated & lose the personal drive and determination needed to succeed on a degree programme like this.

I don't feel these tests are a beneficial way of testing for suitability. Your courses offer a second chance for some (like me) to educate themselves and this may put potential students off.

However I think that a short activity related to the chosen course would be more interesting.

I have not done any

Need for at least once a week communication between student and tutor on general information

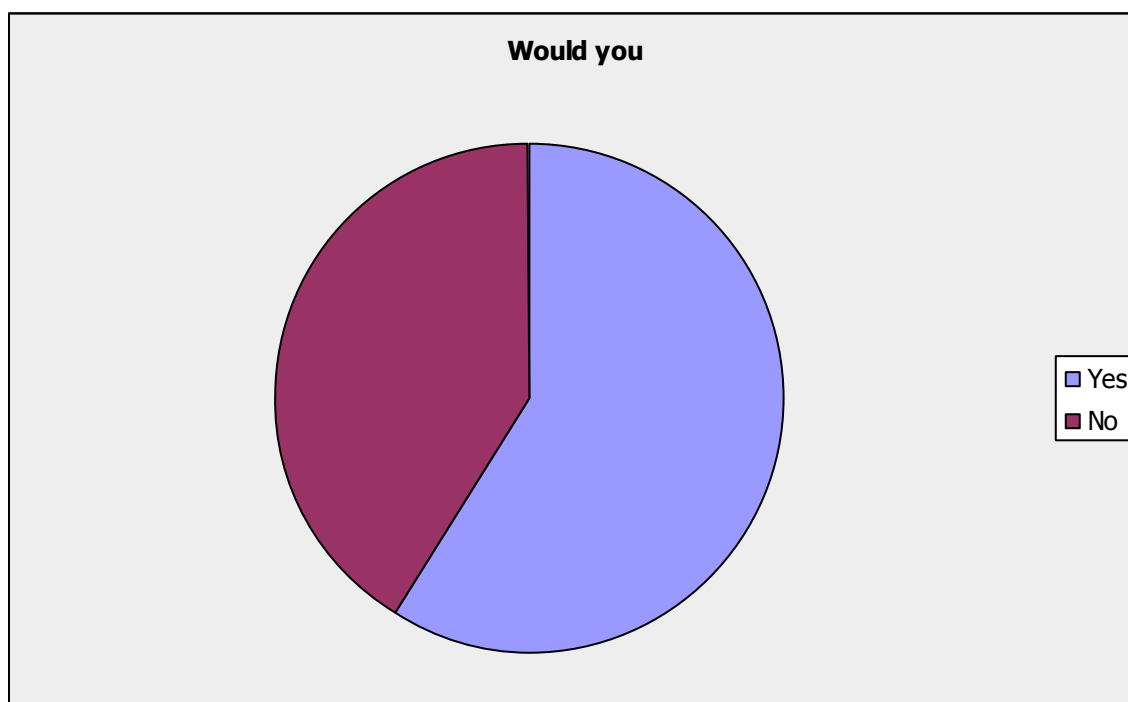
Student Services:

Health and Wellbeing:

Would you find the following UEL service useful? Health and Well Being - Professional teams advise on a range of issues – from minor ailments to vaccinations, counselling, screening and lifestyle issues  
<http://www.uel.ac.uk/student-services/supportingyou/health.htm>

Answer Options	Response Percent	Response Count
Yes	59.0%	36

No	41.0%	25
Additional Comment		5
answered question		61
skipped question		2



**Open Comments:**

just not suitable for me - but that is not to say it is not a good idea for others who may be new to third level education

Not sure that it would impact on how well / not so well someone does in terms of their academic achievement, but its certainly a 'socially responsible' idea.

For me personally this would not benefit my studies or well being, however this me suit others.

it would be nice to be able to use the services when I travel over there for my exams

I did not know this system exist

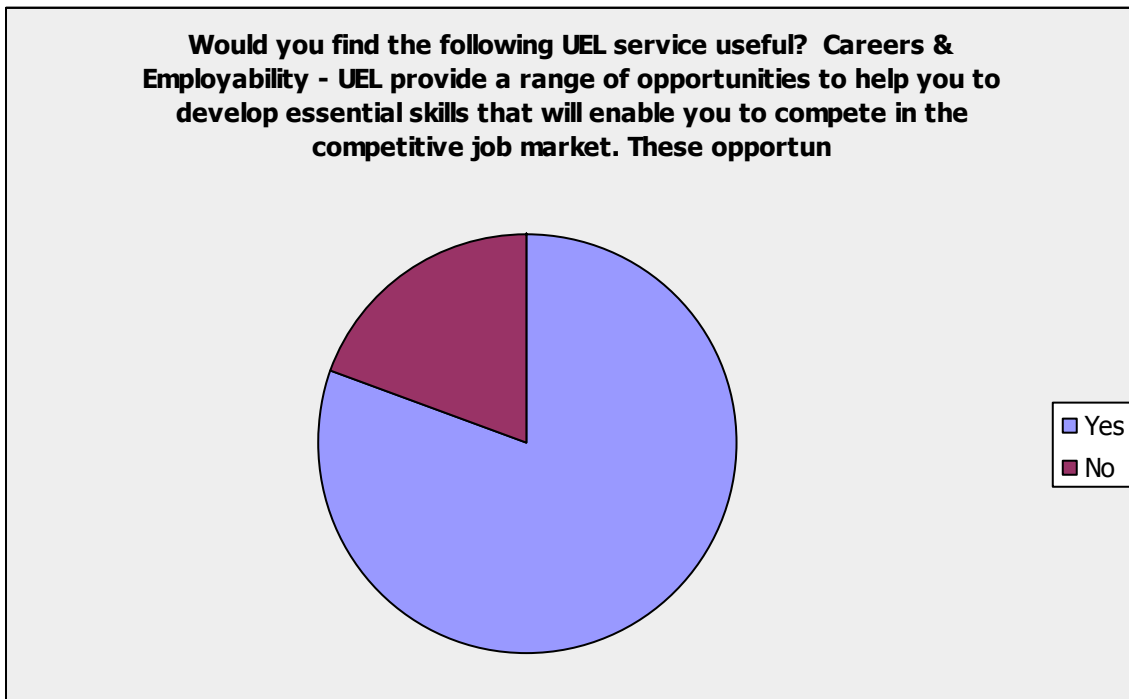
**Student Services:**

**Careers & Employability:**

Would you find the following UEL service useful? Careers & Employability - UEL provide a range of opportunities to help you to develop essential skills that will enable you to compete in the competitive job market. These opportunities have been developed, with the support of leading employers, to help you to secure an interview, be prepared for psychometric tests and to perform well in a range of recruitment

selection procedures. <http://www.uel.ac.uk/employability/jobs/index.htm>

Answer Options	Response Percent	Response Count
Yes	80.6%	50
No	19.4%	12
Additional Comments		7
answered question		62
skipped question		1



Open comments:

This is the most important aspect of education. the evidence of ones hard work in school should be in a successful employment, so this is very, very useful

I'm not doing my course to find a job but to improve my skills.

Yes, they would be helpful. It would also be nice if the content of this wasn't overly generic i.e. there could be a business specific section which was tailored toward people who had studied that discipline and wanted to move into a line of work relevant to that area.

This would be very useful, as I am currently seeking employment for after my current studies and its a mine field out there!, from 3 hour online application forms, numeracy and verbal reasoning tests and companies employing several layers of assessment.

I do not know about this

This will help in building confidence in students as they get an insight into the demands of the job. Having support of leading employers is of great value as it takes away the worry of where to look for a job when one finishes studies. It will be one of the most beneficial services any student will need. Developing essential skills is also needed in securing job interviews.

This service will be of great value to students as it prepares them for the job market in a competitive environment.

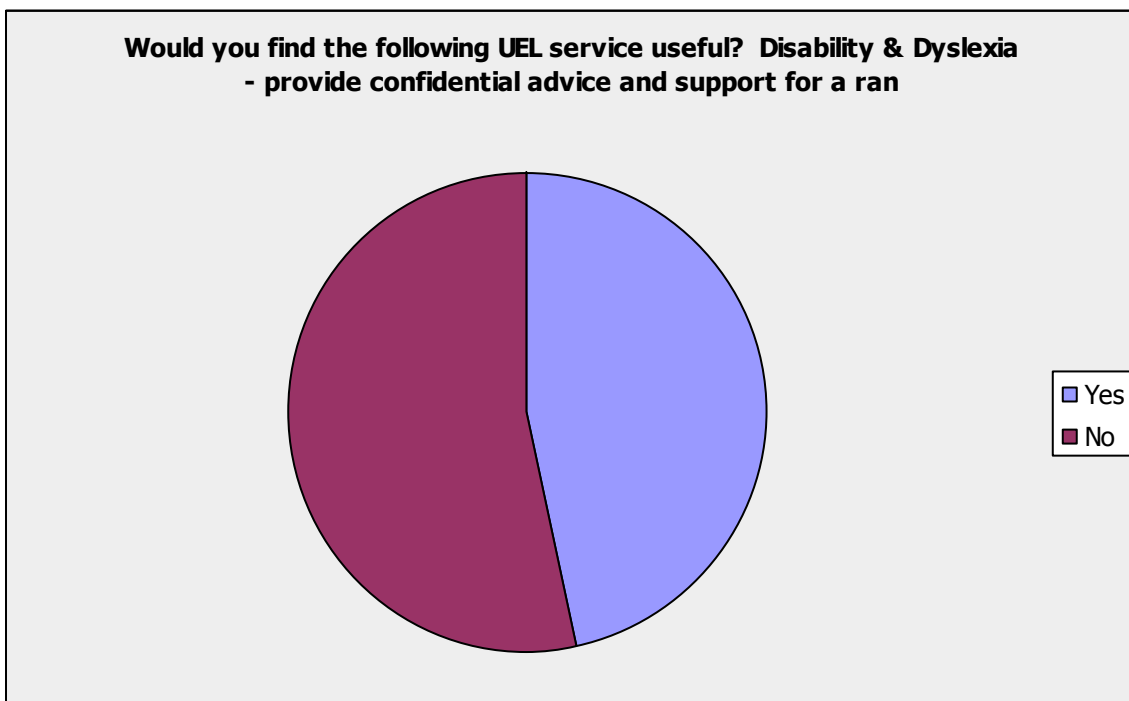
If we can have centres outside U.K for students on Distance learning it would be helpful.

Student Services:

Disability & Dyslexia

Would you find the following UEL service useful? Disability & Dyslexia - provide confidential advice and support for a range of disabilities: Hearing Impairments Visual Impairments Long Term Medical Conditions Physical and Dexterity Difficulties Asperger's Syndrome and Autism Mental Health Difficulties <http://www.uel.ac.uk/studentsservices/supportingyou/disability.htm>

Answer Options	Response Percent	Response Count
Yes	46.6%	27
No	53.4%	31
Additional Comments		6
answered question		58
skipped question		5



Open Comments:

"Relating to student card: I was surprised it does not have an expiry date.

Thing which would need to be improved: access to libraries! After my first year, my card was no longer valid and I never received another one!"

NA

None applicable to me

Yes, again this seems a good idea, particularly for those people who do suffer with any of the above - and its would send out a very clear message i.e. that there is support available, and it is therefore a very inclusive approach.

Of course if I suffered from any of the above this service would be very useful. I think it is important to offer support so that all may have a chance at life.

I do not know about this, any way I do not follow in any of the above