

Student Services Function Review

Service Delivery Model

Author SSFR Programme Team

Date 23/04/2021

Version UEC 20/04/2021

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1. Pūtake Purpose

The purpose of this document is to outline a proposed new way of delivering student services (Service Delivery Model).

This document and other supporting materials are provided to enable the groups who have been invited to provide feedback to develop an understanding of the proposed model and offer comment on the model as it relates to the services, areas, and initiatives within the scope of the review.

This document has been created based on information sourced from the Student Services Function Review (SSFR) Business Case, Whakamana Tangata, SSFR Programme scope, and outputs from the SSFR working groups.

The SSFR Programme website and staff intranet pages provide helpful information and links to these documents and a glossary of key terms:

- [Access the SSFR staff intranet page](#)
- [Visit the student pages on the University website](#)
- [Link to the glossary of terms online](#)

2. Executive Summary

The student services function supports outreach, recruitment, retention and a broad range of support services provided across the University of Auckland (University) to enable the success of the University's diverse student community.

Service areas range from administration, transition, recruitment, academic and careers advice, to those that encourage strong engagement with other students and immersion in University life.

The University's current service delivery model (structures and processes) is not effective enough to support its ambitions for 'mana motuhake' – student-centric mana enhancing service delivery or keep pace with the rate of change and the challenges of engaging with highly diverse student populations.

The current model is characterised by a division of resources and capabilities that is perpetuating barriers to sharing and communicating across the organisation and with students. The way the University has organised its services means staff are not enabled or empowered to consider and respond to the student in a holistic way, resulting in frustrations for both staff and students. This has led to greater complexity not only in the University's service environment but also in the cost of services and unnecessary duplication.

Feedback from Associate Deans has highlighted that academic leaders have neither consistent nor appropriate access to professional staff support, nor the support capabilities required for achieving high performing academic portfolios and delivering student-centric educational experiences.

A vision has been developed to enhance student services to deliver a seamless and high-quality University of Auckland experience for all students, supporting participation, achievement, and success.

As agreed in the Student Services Function Review (SSFR) Business Case approved by the University Executive Committee on 23 March 2021, the SSFR is tasked with the design of an innovative service delivery model for the student services function that provides the building blocks for student success through:

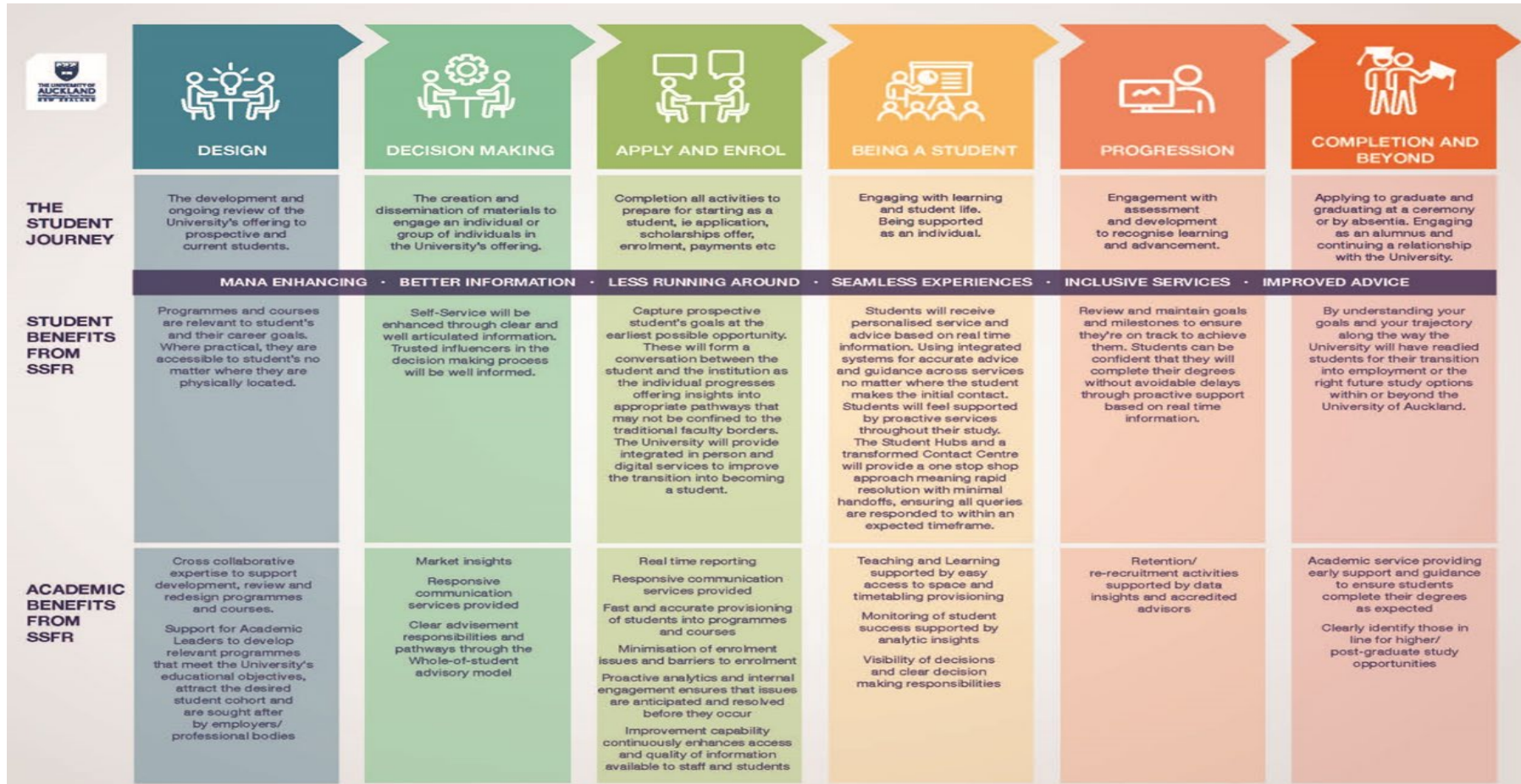
- The delivery of a comprehensive student information, advisory and engagement framework ('whole of student' advisory model) for the University
- Ensuring the University has a professional staffing complement that uses the right combination of cross-trained generalist staff accompanied by the right specialists, all with the right breadth and depth of expertise, experience and decision-making clarity for a student-centric experience
- Enabling the University to effectively nurture and convert prospective students into enrolled students and support their retention, by integrating marketing and 'lead to enrolment conversion' across a customer focused value chain
- Ensuring professional staff and systems support academic leaders in ways which enable them to focus their efforts on progressing high-value activities around educational offerings and student-centric education experiences, by reducing or ceasing their involvement in transactional administrative activities and filling critical capability gaps in professional support
- A governance model that has oversight of the end-to-end student lifecycle, monitors performance, and defines and communicates priorities in line with the new University strategy and collaborates cross-institutionally.

At its core, the Student Services Function Review builds on the extensive consultation and findings from students and staff undertaken for [Whakamana Tangata](#) and also integrates work completed for other projects and programmes ([Appendix 3: Approach](#)).

3. Benefits and the Student Journey

Student centricity is the key driver to aligning the view of service and activity to the student journey. Through this whole of student focus we can identify gaps in the service offering. We can also identify where services that require alignment are being delivered by disparate and siloed operational areas. This approach seeks to provide a student service experience that is consistent across all areas of the University and provides a full suite of service appropriate to the complete student life cycle.

Diagram 1 Benefits and the Student Journey



4. Case for Change

4.1 Whakamārama whānui Background

The services provided to current and prospective students are an important part of their overall experience, strengthening their connection and sense of belonging to the University, alongside their academic experience. Whether it is administration, personal and wellbeing support, transition, recruitment or academic advice, delivered through face-to-face services, online or off-campus, every service experience contributes to a student's participation and success as a graduate.

Anchoring the University's strengths and strategic points of difference and creating a sustainable advantage will require the implementation of an intentionally designed, integrated service delivery model. The model needs to enable substantive changes in how the University holistically addresses student needs, fosters their development and strengthens student success. It must also consistently deliver high quality services, in conjunction with and in support of academic staff, deepen partnerships with Māori, support our equity goals, and enlist the capabilities of the whole University community. This is also an opportunity to apply a fresh lens to how we adopt and integrate high-quality education technology and digital capabilities, creating a balance between student autonomy and self-service and personalised service delivery and support.

The development of the SSFR Service Delivery Model follows the endorsement of Whakamana Tangata by the University's senior leadership team in 2019 and agreement to focus on implementing several strategic priorities, three of which are relevant to the proposed model:

- **Student Academic Advisory Framework** – to make a demonstrable difference in student experience, including building on the Academic Leadership Framework.
- **Student Inquiry Management** – to deploy technology to help the University deliver significant efficiencies and a more connected experience for students.
- **More Efficient Transactions** – Student feedback reinforced expectations that completing transactional activities should be easy and enabled through online services. Delivering benefits here will help free up resource for other priority initiatives.

The successful implementation of this Service Delivery Model is predicated on a student-centred culture and strong relationships between professional and academic staff.

4.2 Problem statements

The process for developing the Student Services Function Review (SSFR) Business Case involved discussions with University stakeholders to ensure a common understanding of the business needs and confirm the key benefits required from the investment. These discussions, together with the knowledge of other stakeholders and student experience information and insights held in existing documents and reports, enabled the development of the problem statements listed below:

Problem statement 1

Student services are not fit-for-purpose, and resources are poorly aligned to achieve the strategic priorities of Taumata Teitei and the outcomes of Whakamana Tangata.

Problem statement 2

Gaps in highly capable support for academic leaders undermines the capacity to transform students' education experiences.

Problem statement 3

Atomisation of structures and delegations has created highly distributed, unclear decision-rights and hindered the provision of whole-of-student advice and support.

Problem statement 4

Siloed student recruitment planning, inefficient ways of working, and capability gaps will slow down market share achievement by segment.

These problems have been exacerbated by gaps in capability and have translated into disconnected experiences for current and prospective students.

4.3 Investment objectives

The problem statements informed the development of the following investment objectives (reflected in Diagram 1). These investment objectives have provided the high-level clarity required to understand "what" the University will do to create value for students and have guided the design of "how" the University will organise itself to create that value.

Specifically, creating and delivering value to students anticipates providing a transformative and inspirational student service experience that encourages lifelong connections with the University and is enabled by a high-performing, integrated and future-oriented service delivery model.

Diagram 2 Student Services Function Review Investment Objectives



5. Waipapa Toitū

Waipapa Toitū is the enduring framework of Waipapa Taumata Rau (the University of Auckland). It is founded on Mātauranga-a-whenua, the knowledge and ways of knowing derived from this whenua, under the kaitiakitanga of the mana whenua, Ngāti Whatua Ōrākei. Waipapa Toitū provides a philosophical and intellectual underpinning to the strategies, processes and systems of the University, coming from this worldview. It is both a way of guiding and interpreting our actions. This approach is guaranteed by Te Tiriti o Waitangi both directly and through the principles of rangatiratanga, partnership and participation.

The Service Delivery Model will be consistent with the work begun in Whakamana Tangata in holding the mauri (life principle) of Kia Whakamana i te tangata at its heart.

It will also be consistent with the following pou:

Waipapa Tangata Rau | Waipapa: The Place of Great People

The model will be people-centred, understanding and expressing the full value of Manaakitanga and Whanaungatanga through student services.

Waipapa ki Uta | Waipapa: The Landing Place

Significant ongoing investment will be made into staff and student capability, ensuring understanding and expression of the deep concepts contained in Waipapa Toitū.

Waipapa Herenga Waka | Waipapa: The Mooring Post

Student services will provide effective outcomes for all students, embracing and working effectively with their situation, status and whakapapa.

Waipapa Manawa Whenua | Waipapa: The Heartbeat

The places and spaces of student service delivery (including digital) will manifest the stories, landmarks and treasures of the whenua.

And the services will be measured against the following accountabilities: Te Tiriti o Waitangi; tika and pono; kaitiakitanga.

The implementation team will work with the PVC Māori office to embed principles from the Waipapa Toitū into the detailed design and delivery of the Service Delivery Model.

As the enduring framework, Waipapa Toitū will remain the benchmark against which Service Delivery will continue to be reviewed and amended on an ongoing basis.

6. Supporting our equity commitments

Whakamana Tangata highlights the increasing diversity of our student community and the critical importance of providing a safe, inclusive and equitable environment for students and staff.

The University is committed to creating an environment and community that is supportive, inclusive, culturally responsive and caters to the diverse needs of all students. This includes the priority groups¹ identified by the University that reflect our diverse student body. To do this we must ensure high-quality and equitable access to services regardless of where students are and how they wish to engage. The Service Delivery Model proposes to support our equity commitments by:

¹ See <https://www.staff.auckland.ac.nz/en/academic-heads/student-development-and-engagement/student-equity.html> for more details about priority groups.

- Providing accessible and inclusive services at all campus locations including those offshore (and available to all students)
- Being cognisant of the specific needs of students studying online and at overseas locations (offshore or in New Zealand)
- Connecting students to a wide range of services and specialists, reflecting their needs
- Supporting students' autonomy and agency through extended self-service and digital content and service delivery 24/7 so they can access what they want at a time convenient for them
- Prioritising fostering a culture of hospitality, kindness, generosity and showing respect for others. This will be achieved through staff development, recruitment and induction that focuses on values as well as capabilities and competencies. Improving awareness, understanding and sensitivity of all forms of diversity among students and staff will be of central importance.
- Being cognisant of our different campuses and location of students, whether this is in Aotearoa New Zealand or overseas, and the needs of our diverse student cohorts. Reflecting both in equitable access and specific service offerings
- Reflecting the diversity of our students in our staff and in the physical environment.

The implementation team will work with the PVC Equity office to reflect equity goals in the detailed design and delivery of the Service Delivery Model.

7. Scope

Areas within the scope of the SSFR Service Delivery Model include:

In scope areas	Out of scope areas*
<ol style="list-style-type: none"> 1. Student and academic services teams in faculties (excluding roles that are primarily Student Development and Engagement or Student Support but including roles that support doctoral and sub-doctoral activities); 2. Central Academic Services (including the student contact centre and AskAuckland); 3. Te Tumu Herenga Libraries and Learning Services – Client Services; 4. Schools outreach (including Schools Partnership Office and faculty-based roles); 5. Marketing Automation Project 6. Specialist faculty analytics support and data insights. 	<ol style="list-style-type: none"> 1. Campus Life; 2. International Office; 3. Auckland Online; 4. Career Development and Employment Services; 5. Faculty Student Development and Engagement, and Faculty Student Support (where this is the primary activity); 6. Central and Faculty Communications and Marketing (except 4 and 5 of in-scope); 7. School of Graduate Studies; 8. Business School – Graduate School of Management (will be considered at a later date).

*Transition consideration will be required for out of scope areas that report into and/or work closely with areas in scope.

8 Service Delivery Model

8.1 Service Delivery Model overview

The Service Delivery Model proposed in this section consolidates the strategy and discovery work completed over recent years.

The student journey in [Benefits and the Student Journey](#) outlined the key steps to becoming a student and completing their studies. The Service Delivery Model is very conscious of the stages and challenges of the student journey and has looked to align services with the key steps in the journey being Design, Decision Making, Apply and Enrol, Being a Student, Progression and, Completion and Beyond.

The design has also been shaped by Service Delivery Principles, which have ensured the proposed model remains true to important aspirations, such as student-centred, mana-enhancing, consideration of equity groups, collaborative ways of working and effective service delivery, that will contribute to the desired culture. The full set of principles can be found in [Appendix 1](#).

There is currently an imbalance in the University's investment in student services with a disproportionate allocation of FTE engaged in delivering transactional services rather than services that are of greater value to students, such as proactive, timely and trusted academic programme advice. This is also an opportunity to make further investment approaches that support proactive outreach, whole of student focus, identifying pathways and make use of data.

To improve the balance and shift from reactive to proactive service provision, there are two key aspects to the Service Delivery Model:

1. An increased investment in people, processes and data insights supporting academic leadership and academic services within faculties.
2. An increased focus on the provision of student information and advice that makes greater use of digital service delivery and consolidation to enable an enhanced service and a pan-University approach to student advice that matches the University's academic offerings.

These two aspects will be aligned via shared processes, models, services and governance.

8.1.1 Whole-of student advisory model

A foundation to achieve this will be a tiered **whole-of-student advisory model**, used across all services. The model will support the development of processes and referrals to appropriate academic and professional staff experts.

- **Self Service – Tier 0**
 - Self Service, General Information, 24-hour access, Maximum convenience, Generic, Navigation of University and University Service Offerings.
- **Assisted Self Service - Tier 0.5**
 - Assisted Self Service supporting students to access online information.
- **Information and Navigation - Tier 1**
 - Holistic approach to personal tailored advice. Bound by agreed rules and regulations, tailored advice within known parameters of a discipline, permission based, or process based.
 - Routine activity and processes that all current and prospective students will engage in, a referral point from Tier 0, Includes wide range of services.
- **Advisory and Consultancy - Tier 2**

- Holistic approach to personal tailored advice. Dealing with exceptions to agreed rules and regulations, stretching and interpreting rules.
- Advisory and consultancy across a range of student services, non-standard, more complex but not specialist, delegated authority for decision making.
- **Expert - Tier 3**
 - Relationship with Programme Director and connection to academic support
 - Provide considered well understood and reasoned decisions based on useful data and knowledge of circumstance.
 - Expert, specialist, highly trained, highly skilled. Introduction of accreditation.

This model is reliant on the in-depth specialist knowledge and expertise held by faculty staff, particularly our academics. Tier 3 will need to be supported by clear escalation paths to specialist roles and services, to facilitate a valuable exchange between academics and students. Increasing investment in the areas identified above will need to be supported by the realisation of efficiencies that come from consolidating and automating transactional activities and stopping activities that are not adding value. The Service Delivery Model has been designed to also achieve gains in efficiency as well as effectiveness as part of transforming the student experience.

8.1.2 Components of the Service Delivery Model

There are four components to the Service Delivery Model:

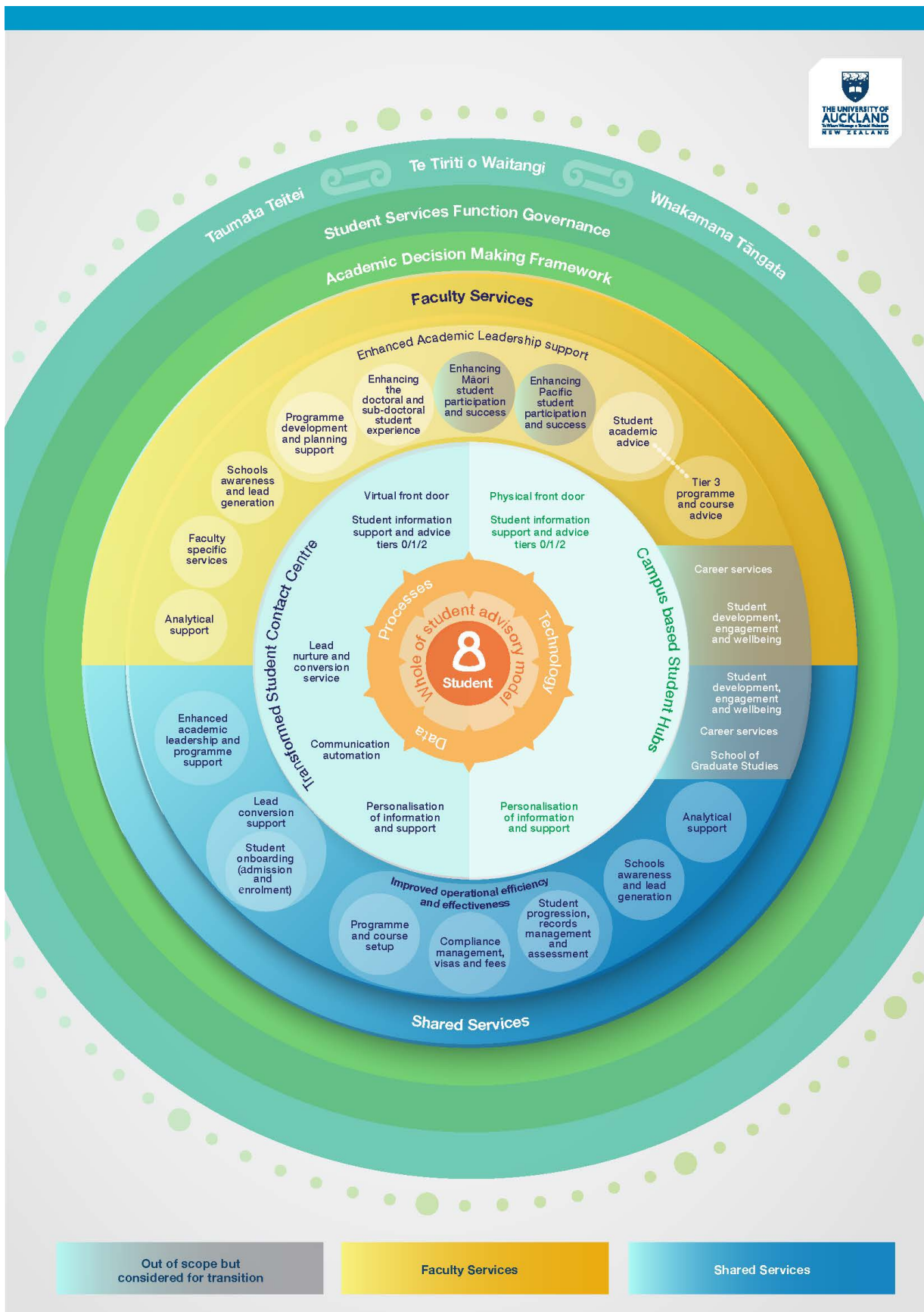
- Faculty Services
 - Services that are located and managed in faculties either directly or through an embedded approach, i.e., services are delivered locally but managed elsewhere
- Shared Services
 - Services that are “generally” centralised and can be used by all faculties and service divisions
- Governance, including:
 - Strategic guidance
 - Decision making
 - Resource allocation
- Out of scope but considered for transition
 - Areas that are not in scope but may share some processes with areas in scope or will make use of some shared services

Diagram 3 is a visual depiction of the Service Delivery Model. It reflects a design for where services will be placed and managed. High volume, less complex and more routine activities are proposed to be centralised and consolidated, delivered as shared services. The more complex, strategic and specialist activities are proposed to be in faculties, particularly supporting academic leaders.

The aim is to integrate these services through governance, collaborative ways of working and clarity of decision-making rights. Academic staff will be empowered to hold a broader range of delegations in relation to our regulatory and policy frameworks. Professional staff will also be enabled to deliver academic programme advice through an accreditation framework and empowered to deliver services to students using a broader range of delegations and agreed rules.

The student is at the centre of the model, reflecting mana motuhake, student-centred service delivery, a central aspiration of Whakamana Tangata. This describes the outcome of an individual being able to stand comfortably on their own two feet, as a result of support and guidance. Mana-enhancing services is the way services are delivered to empower and enable staff and students to achieve mana motuhake (viewing the service as a whole).

Diagram 3: Overview of the proposed Service Delivery Model



8.2 Service Delivery Model components

Below are the changes proposed to deliver the enhanced services represented in **Diagram 3**.

8.2.1 Faculty Services

8.2.1.1 Summary of proposed changes

- Establishment of new services and roles to provide academic leadership support and improved student experience through professionalised programme portfolio management and accredited specialist academic advice
- Enhanced analyst service available through an Analysis Centre of Expertise overseen by the Planning and Information Office and embedded in faculties (and service divisions)
- Embedded resources for schools recruitment and outreach in faculties
- Investment in professional staff management capability to lead Faculty Academic Services along with allocation of resources to support faculty specific activities and other faculty based academic services.

8.2.1.2 Academic Leadership support

Increased support for academic leadership is proposed in faculties. This will be achieved by establishing specialist professional roles that support academic leaders to tackle the demands and opportunities of their roles, focusing on proactively resolving complex student academic matters and enhancing the student educational experience.

Diagram 4: Outcomes for Academic Leaders



The model proposes enhancing faculty-based academic services to better support academic leadership with the development and implementation of education and student experience priorities. Services will align to the academic leadership framework and be led through Faculty Academic Services.

New specialist capabilities located in faculties are proposed to support programme portfolio management and specialist academic advice. It is envisaged that specialist roles will work with academic leaders and partner with existing Curriculum Development Managers to support the development and planning of a market-responsive portfolio of programme offerings that are also relevant to areas of transdisciplinary focus and provide guidance through University and CUAP governance processes, as well as quality assurance processes. These roles will also support academic leaders in the quality reviews of programmes and courses for ongoing development and innovation in our curriculum.

Specialist programme advisors with extensive knowledge of academic programme structures, pathways and regulations will interpret the needs of student cohorts and provide advice and individualised assistance to current and prospective students. It is envisaged these roles will work closely with Programme Directors, Course Coordinators and Faculty Student Engagement teams and utilise student analytics to inform cohort or individual intervention and support strategies. They will also provide Tier 3 support working closely with Student Hubs and be the referral point for complex student advisory needs.

This model will also enable a focus on doctoral and sub-doctoral research student support for academic leaders, which is currently resourced variably across faculties.

An advisor accreditation programme will be established to ensure professional staff have the necessary knowledge and skills to provide expert advice and develop in their careers. This will also support the adoption of a pan-University approach to student academic advice.

Senior professional staff management capability will be required to lead Faculty Academic Services, and in addition to the specialist roles described above, managers will be responsible for professional staff providing a range of academic services, including processes for doctoral and sub-doctoral research students.

8.2.1.3 Support for Māori and Pacific students

There will be specific focus on supporting Māori student participation and achievement and Pacific student participation and achievement. The recruitment, retention and success of these student cohorts is central to University strategy and identified as important priorities for all faculties (albeit with different emphasis and approaches required). This will primarily be enabled through the improved provision of programme-specific advice and support. This aspect of the Service Delivery Model will be advanced with faculties and the Pro Vice-Chancellor Māori and Pro Vice-Chancellor Pacific.

8.2.1.4 Analytical support

The proposed new analytical capability will provide local support directly to faculties and service divisions as embedded strategic resources that are part of a University-wide network of expertise led and enriched by the Planning and Information Office.

This expert capability is essential to providing faculties and service divisions with powerful insights they can use to lead initiatives through advanced analytics. Dedicated resources to effectively mine, analyse and translate internal and external data into action-based information, and build predictive and prescriptive models, will assist faculties and service divisions to:

- Develop highly effective and responsive strategies and academic offerings;
- Authentically assess the delivery of plans;
- Support strategic, data-driven decisions;
- Enable new ways to engage current and prospective students and create value;
- Improve student success;
- Direct limited resources towards activities and interventions that yield meaningful insights and results.

Establishing an Analytics Centre of Expertise that locates advanced analytical resources in faculties and service divisions, which operates across the University with oversight of the Planning and Information Office, will help build the collaborative relationships required for a mature analytics culture. This will be a crucial enabler to ensure analysts:

- Have appropriate access to important data sets so they can produce insights quickly from reliable sources
- Have opportunities to share ideas and advocate for the data and tools that will support their work.
- Use common standards and are supported by effective governance
- Contribute to improving the consistency and quality of the University's data
- Gain a greater understanding of the issues across Faculties and the University and how these affect the overall strategy
- Are aware of and pay equal attention to priorities of both faculties and the University
- Receive the development they need to remain current and relevant and support continuous improvement.

This proposed analytical support aims to take full advantage of the vast stores of data the University has access to by providing faculties and service divisions with the resources required to leverage this data-rich environment. This will require investment in sourcing talent that has sophisticated and deep analytical capabilities (specialist technical skills), with mindsets tuned to helping solve tough problems, identifying opportunities to positively impact generations of students and contribute to the overarching vision of the University, and communicating outcomes as insights for stakeholders (high interpersonal skills).

8.2.1.5 Schools awareness and lead generation

- Please refer to [section 8.2.2.8](#) (Page 21)

8.2.1.6 Faculty specific activity

The Service Delivery Model recognises a number of activities currently undertaken in faculties may be specific to a faculty or delivered differently and need to be resourced effectively, for example activities related to specific programmes or campuses. The Student Hub and Academic Leadership Support Working Groups have identified examples of these activities and services and work to identify specific activity is ongoing. To date, this work has highlighted activities such as; Clinical Programmes support, admissions requirements such as police checking, interviews or performances, administrative support for preparation of APC and CUAP proposals and support for international articulation agreements.

8.2.2 Shared services

8.2.2.1 *Summary of proposed changes*

- Shared services will be provided by Te Tumu Herenga Libraries and Learning Services – Client Services and Central Academic Services.
- Establish campus-based Student Hubs within Te Tumu Herenga Libraries and Learning Services (similar to the current model at Te Papa Ako o Tai Tonga) to provide a physical front door for students to access Tier 0 – Tier 2 services for all students and transition away from Faculty Student Centres for student inquiry and advice
- Realignment of Central Academic Services from task-based teams (ie, admission, enrolment, timetabling) to Centres of Excellence that will provide end-to-end management of key processes
- Transformed Student Contact Centre to provide the virtual front door for students to access Tier 0 -2 services for all students with a new dedicated service to focus on nurturing and converting prospective students into fully enrolled students
- Enhanced technology and integration to support improved student inquiry and advice
- Key processes such as enrolment consolidated to reduce duplication and make the best use of technology
- Fundamentally transforming the Schools Partnership Office so that it is the visible focal point for the University’s activities with schools.

Te Tumu Herenga|Libraries and Learning Services are proposed to be responsible for the following services:

8.2.2.2 *Establishment of campus-based Student Hubs*

The goal of campus-based Student Hubs² is to meet the current and future needs of all current and prospective students at the University in a student-centred way that will:

- Provide a “physical front door” for current and future students to access the best support possible on their academic journey
- Reduce the ‘run around’ and frustration students often experience as they conduct the critical tasks of being a student and navigate the University
- Enable students to devote their energies to study and student life rather than navigating University bureaucracy.

The physical campus-based Student Hubs will deliver a convenient and unified experience through extensive operating hours and one-stop shop provision of mainly in-person services to all students, with access also supported through technology. It is anticipated that the majority of student requirements for information, advisory and practical assistance will be met by the Hub team of cross-trained staff. The Hubs will be aligned with the existing Te Tumu Herenga Libraries and Learning Services model, including extended hours and 7 day a week operations.

The proposed service dimensions offered will be:

² All campuses will have a student hub. A common core of services will be offered to any student from any discipline; some targeted services related to particular cohorts at specific locations will also be provided.

- General direction, information and advice on being a student and navigating the university (including connection to wellbeing and engagement services);
- Programme and course advice;
- Student academic administration such as fees;
- Learning support and advice;
- Library services support and advice;
- Student IT support;
- Employability and careers support³.

The Student Hub team will provide services from Tier 0 (self-service) through to Tier 2, and this will vary depending on the service dimension. A service dimensions catalogue has been developed, which defines the services offered in detail through the Hubs. The Hub team will connect students to services, with referrals, where required, to Tier 3 specialists either within a faculty (for example, Programme Advisors, student engagement teams, or academic leaders such as Programme Directors, Major or Specialisation Leaders, Associate Deans) or a service division (for example, Health and Counselling, Disability Services or in some cases, external providers such as StudyLink, Workbridge, JP, financial management advisors).

Strong relationships between the Hub team and Tier 3 specialists will be critical to the success of the model. In some instances, Hub staff will work in close partnership with Tier 3 specialists assisting individual students, for example, complementing Programme Advisers and faculty Student Support teams in providing enrolment support for UTAS students. Tier 3 specialists could also provide services from within the Hubs at certain points throughout the year.

Progression through or between the tiers will not always be linear and students will not need to understand or even be aware of the tiers. Customers⁴ will present themselves as people with complex needs and could regularly approach the Hubs with a range of issues they wish to explore simultaneously. Student Hub staff will therefore need to be capable of engaging, exploring possibilities and providing advice across the various services (see above), and when appropriate refer students to a Tier 3 specialist and ensure follow-up.

In addition, the relationship and integration between the Student Hubs and the Student Contact Centre is critical to ensuring consistent and effective delivery of services. This will be enabled by common technologies and information (particularly the Knowledge Base and an enhanced, cloud-based CRM), processes (including for continuous improvement and reporting), and staff training and communication. The transformation of the Student Contact Centre outlined in the subsequent section is a key enabler of the Student Hubs, particularly in relation to digital capabilities to support self-service at Tier 0. This will ensure we have the technology platform required for the seamless capture, analysis, and accessibility to individual student information and data that will be crucial for the effective delivery of student-centric experiences.

The Student Hub will also have an important quality assurance role, with Hub staff routinely encouraged to provide feedback and insights on customer experience to help inform

³ While Careers as a sub function is out of scope of the review, the Hub will provide Tier 0-1 services and will work with the relevant teams to refer students and to provide activities such as drop ins and workshops through the Hubs. This reflects the strong need identified by students for more access to careers information and advice.

⁴ While the main focus of the Hub is to support current students, the term 'customer' has been used to recognise that services could be potentially be used by prospective students, current students, alumni, parents and staff.

continuous improvement of programme offerings (where relevant) as well as of services and support.

Academic Services are proposed to be responsible for the following services:

8.2.2.3 Enhanced Student Contact Centre

The transformation of the Student Contact Centre signals a new scope and ways of working which aims to provide improved service experiences for all current and prospective students by providing seamless, personalised digital and phone interactions, advice and guidance, wherever they are in the world. The new Student Contact Centre (the 'Centre') will complement and work closely with Student Hubs and provide the "virtual front door" to the University

The proposed Centre will include a **team of student recruitment specialists** with amplified advisory and sales capabilities and a focus on converting prospective students⁵ (lead nurture, lead conversion) and offer management activities to increase conversion of prospective students to enrolment. Priorities will be set in collaboration with Market Segment Leaders and the wider University marketing community.

A dedicated **inbound inquiry team** will respond to current and prospective student email, web and phone inquiries and provide more advice and guidance based on the whole-of-student student advisory model, making referrals to the Hubs and faculty specialists as required. Successfully transitioning from reactive transactional responses to the provision of proactive personalised support and advice attuned to students' specific needs and challenges, will require the team to operate with delegated authority and apply case management expertise.

A **quality and performance team** will lead service improvements with business and Market Segment Leaders to ensure data and insights continually inform improvements to student experiences through the Centre. This team will lead improvements to the KnowledgeBase and the integration of technology to ensure there is a single source of truth for information and advice for all students.

This transformation will be enabled by:

- The establishment of a *Communication Automation Service* as a shared service that uses software to automate communications to deliver personalised and accurate information and advice at the right time, throughout the entire student journey. The service will ensure new prospective students are identified and converted to enrolment, more students are retained, and relationships and connections are maintained with prospective, current and returning students, and alumni.
- The integration of digital technology and introduction of chatbots (virtual assistant) to: enable greater levels of self-service, improve transparency of information, increase automation and reduce the risks associated with manual processes and duplication.
- Governance and new ways of working that will be introduced to support conversion to enrolment and collaboration with the Student Hubs, Marketing, International Office, Auckland Online and Market Segment Leaders to meet agreed target market share and drive initiatives through the Student Contact Centre.

⁵ The term lead nurture and conversion is sometimes used in this context. This is to differentiate conversion (sales) from lead generation (marketing). A fuller description can be found in [Appendix 2 – Key Definitions](#).

8.2.2.4 *Lead conversion services*

The transformation of the Student Contact Centre capability and integration of communication automation platforms to foster stronger relationship with prospective students, will be critical to converting more prospective students to enrolment. Integral to this conversion is the support that will be provided to Market Segment Leaders (such as International or Working Professionals) to achieve recruitment targets.

Student facing services will be aligned with the student journey to ensure that processes are coordinated and where appropriate services are consolidated into teams that enable this alignment i.e. Conversion, Applications, Enrolment and Scholarships.

At present Academic Services, under delegation, makes decisions on the majority of applications submitted to the University. Consolidation of transactional activity through further delegations to the Academic Services Admissions team for admissions decisions (with expectations the team will liaise with Programme Directors on referred applications), will enable further reductions in the overall time to reach admissions decisions which will increase the rate of converting prospective students to enrolled students.

Prospective students will be guided through the entire process from initial contact to enrolment. It is proposed that services will be consolidated and realigned within Academic Services to support this student-centric view and create better connections between the Student Contact Centre and application, admissions, enrolment and scholarships processes.

8.2.2.5 *Enhanced academic leadership and programme support*

Effective academic leadership is critical to the success of the University. Academic Services will provide shared services for academic leaders, including the PVC Education, Associate Deans Academic, Programme Directors and major/specialisation leads, through specialist expertise that focuses on better meeting the needs of academic leaders, including:

- Support for the development and implementation of new faculty-based roles designed to support academic leadership and student services;
- Specific support to help deliver: strategic academic developments; guidance and support through the development and approval processes for new programmes and other curriculum changes; and support for other aspects of academic quality assurance;
- Improved use of data and insights to proactively identify issues with programme structure, regulations and/or student progress leading to continuous quality curriculum improvement;
- Support for academic advice and governance frameworks, and the staff accreditation model;
- Maintenance of the University-wide academic delegation's framework to support effective, time-saving and visible decision making;
- Driving improved delivery of academic support structures such as timetabling, exam coordination and student records.

This will be achieved by developing professional staff who have the capabilities and mindsets that enable them to be responsive and agile, take initiative, work collaboratively, make decisions and solve problems.

8.2.2.6 *Improved operational efficiency and effectiveness*

Existing capabilities will be aligned to support service planning, reporting and monitoring, systems configuration and administration and process improvement and automation to deliver improved services. Student progression, record management and management of student fees are areas of focus for process improvement. Improvements to the enrolment experience for student will be achieved through the consolidation of enrolment setup activity to remove barriers and facilitate development and delivery of the academic timetable.

Stronger capability to manage enrolment setup will be developed so prospective and current students enjoy a better online experience and advisory services delivered through Student Hubs, faculties and the Student Contact Centre are better able to provide proactive, individual advice.

Reducing the volume of transactional activities and the resources currently allocated across the University to transactional processing is an area of focus that will free up resources to support investment in advisory services and support for academic leaders.

8.2.2.7 *Realignment of Central Academic Services*

In order to effect these changes, Central Academic Services is proposed to be reorganised into Centres of Excellence to support the service delivery model. Currently, Academic Services is organised into teams that are linked by processes rather than an overall customer experience. This can result in poor connections between activities that can impact on the experience for staff and students. For example, the link between course and class set up and timetabling.

The proposed centres will be in alignment with the following areas:

- A **student journey focussed team** responsible for delivering the following services; student inquiries (Contact Centre, Knowledge Base Tier 0 and 1 information and technologies), Lead nurture and conversion, Application, Admission, Student Enrolment, Scholarships, Graduation.
- An **academic services focussed team** that will require strong relationships with faculties and academic staff to support: programme development, University Calendar and Regulations, academic advice, progression and retention, student records maintenance, academic misconduct, complaints, course and class setup, timetabling, assessment,
- An **operations centre** that will focus on supporting these activities through; planning, reporting, monitoring, analytics, systems configuration and administration, and automation, continuous improvement, quality

Each of these areas will also provide an important connection point to access expertise and provide guidance on pan-University processes and create alignment with overall governance. Ensuring integrated services, along with increased use of technology and automation, will require the consolidation of some processing activities into Central Academic Services, with embedded resources in faculties. This will include course and class setup, timetabling and admissions processing.

8.2.2.8 *Schools awareness and lead generation*

In order to be heard in an increasingly crowded, multi-channel, multi-platform environment, the University is working to improve the effectiveness of its engagement with prospective school students, their parents, advisers, and school staff about the University of Auckland experience, the value of its offering, and the lifelong benefits of joining our academic community.

School leaver recruitment is not owned by an individual, service division or faculty. The relationship with students, their whanau and those who influence a student's decision of what to study and where is shared across the entire university. This proposed service delivery model aims to encourage greater transparency and nimble actions, and enable a much more cohesive, tailored and targeted schools recruitment approach. It seeks to achieve this by:

- Fundamentally transforming the Schools Partnership Office so that it is the visible focal point for the University's activities with schools.

As **segment lead** it will be responsible for aligning, integrating and coordinating faculties and central services in a collaborative relationship to:

- develop the segment-specific evidence-based annual schools recruitment plan for the University that links to strategy and enrolment targets
- create consistent blueprints for the recruitment of school students
- unify the University's engagement with schools to build strong connections with the key influencers of this market segment, such as principals, careers advisors and teachers
- support tailored and targeted recruitment activities and communications for high priority schools
- ongoing, monitor and report the effectiveness of school leaver and schools engagement against plans and targets
- Maintain a strong working relationship with the Office of PVC Māori and Office of PVC Pacific to support their outreach strategies

In its operational capacity, the **schools partnership team** will focus on:

- championing the recruitment and retention of Māori and Pacific students by providing a differentiated service, focusing on creating value, and helping them prepare for University
- helping schools prepare their students for university
- building online content, and engage with future students through technology
- looking for ways to champion University offerings with school students and influence their pathways, such as summer start, STEM online, and Foundation programmes
- using market intelligence and segment insights to influence the University's marketing and offerings
- extending student reach to encompass years 9, 10 and 11 as well as , 12, and 13s

Embedded Faculty resources will also be important enablers for the execution of the schools recruitment by:

- developing effective networks to increase recruitment of students for faculties from targeted schools
 - ensuring faculties views and requirements are represented and that faculties understand the segment plan and their role within it
 - organising faculty members to support the execution of the plan
- Reigniting the Schools Liaison Committee as the university-wide governance structure for schools recruitment and the unified decision-making body for the school recruitment plan to achieve the University's goals and targets. It will be responsible for reinforcing the school recruitment plan and overseeing the implementation of the approved plan, including resource alignment and allocations (coordinating and integrating resources across the University).

Effective change will require an investment in new (or the repurposing of existing) resources, so appropriate capabilities and levels of resources are maintained.

8.2.3 Student Services Governance Model

Effective governance⁶ and reporting are critical elements of the future Service Delivery Model. The proposed Governance model will connect the delivery of student services with the strategies that guide it in alignment with Taumata Teitei and the Waipapa Taumata Rau Framework.

8.2.3.1 *Governance summary of proposed changes*

- Defined accountabilities to DVC Operations and Registrar and the Provost established for all student service areas;
- Enhanced reporting and analysis service provided by Planning and Information Office through embedded resources in faculties and service divisions;
- Establishment of the role of Market Segment Leaders as part of existing positions;
- Establishment or realignment of Communities of Practice to support the agreed Service Delivery Model, service standards and collaborative ways of working.

8.2.3.2 *Connection with Taumata Teitei and Senior Leaders*

For student services, governance will be led by the DVC Operations and Registrar, and the Provost, as senior leaders with responsibilities for aligning the Service Delivery Model's goals with implementation priorities in support of Taumata Teitei. Together, they will have shared oversight of the model related to relevant aspects of the student journey, including defining priorities aligned with Taumata Teitei, ensuring clear accountabilities are in place, monitoring performance, resolving issues, and leading collaboration cross-institutionally and across multiple functions.

This strategic oversight will include important partnerships with Māori and embedding the principles of the Waipapa Taumata Rau framework. They will also direct and align resources with strategy to create the core capabilities required for the relevant operational plans.

8.2.3.3 *Analysis*

As discussed in section [8.2.1.4 Analytical support](#), the proposed Service Delivery Model will invest in enhanced reporting and analysis available more broadly to ensure improved consistency and transparency. Analysis includes considering the data the University gathers to identify and respond to capability gaps identified in operational plans and monitor student services' health and performance.

The enhanced analysis will enable insights from data to be generated for action, for example, through Visual Management Boards, and inform decisions of senior stakeholders. Enhanced analyst support will be provided to faculties and service divisions through a University-wide network of embedded experts. Future service delivery assumes greater use of analytical insights to drive proactive responses to student services and planning in general, directing efforts to areas where they will be of most benefit to students such as proactive outreach and shaping recruitment and retention efforts. Analytical use of data needs to occur within the

⁶ "Governance means the arrangements and practices that allow an organisation to set its direction and manage its operations to achieve its outcomes and fulfill its accountability obligations."
<https://oag.parliament.nz/good-practice/governance>

requirements of data sovereignty, digital ethics and privacy, and guidance will be required on appropriate use of data.

8.2.3.4 Market Segment Leadership

The proposed student services governance model will include the introduction of Market Segment Leaders working alongside Deans, Directors of LSRIIs, Academic Leaders, Offices of the PVC Māori, PVC Pacific and PVC Equity to enable a more effective target setting governance process for the University. Responsibilities for Market Segment Leaders are either currently part of an existing role or will be added.

Currently proposed market segments include:

- International
- Working Professionals
- Research Postgraduate (PG) and Research PG Pathways
- Domestic School Leavers
- Career Development PGT (Postgraduate Taught)

The role of Market Segment Leaders will be to:

- Provide leadership in developing and implementing market segment strategy in alignment with Taumata Teitei to achieve segment outcomes.
- Provide knowledge and advice based on a deep understanding of prospective students needs to define their segment's value proposition.
- Partner with internal services to provide segment-based insights that contribute to student recruitment and retention (e.g., Academic Leaders, Planning Office, Marketing and Finance, Ranga Auaha Ako).
- Lead the University's engagement related to their segment by building and sustaining key partnerships with internal and external representative bodies.
- Partner with internal services to create a marketing and business development plan for their segment (e.g., Planning Office, Central Marketing, Finance, Ranga Auaha Ako.)
- Inform ongoing programme development for their segment. Support the process (with academic staff) of agreeing programmes/courses that will be developed, taking into account projected market demand.

8.2.3.5 Ways of working

Student-centricity will need to be practised across all levels and functions of the University so that multiple teams, faculties, and services can collaborate with each other, exchange ideas, and share information to create the best possible experience for the student. This will include the use of collaborative groups that draw on expertise from across the University to work on issues and initiatives together. This approach worked well during the Covid-19 response creating better understanding across processes and services, speeding decisions and creating a positive work culture. Performance will be monitored and reported through the agreement of service standards, creating common goals for all. The creation of Communities of Practice designed to support student service delivery will provide a means to unite leaders from across the University and connect them to governance.

8.2.4 Out of Scope but considered for transition

A number of services have been identified as out of scope for the Student Services Function Review (SSFR) and may be in scope for the Student Support and Engagement Function Review (SSER). However, as they are integral to the delivery of services e.g. providing Tier 3 services and working in close collaboration with the Student Hubs, Student Contact Centre and Faculty

Academic Services, they may also require transition arrangements as a result of proposed changes arising from the Service Delivery Model, particularly to ensure service continuity.

The services identified are career services and student development, engagement and wellbeing. These are delivered both in the faculties and through shared services.

9. Key enablers

Underpinning all of these initiatives is a real drive to achieve and invest in the capabilities of our workforce through:

- A **whole-of-student advisory model** that provides one source of truth and the ability to problem-solve via a tiered service which: enables personal responsibility through intuitive and high quality self-service; provides generalist information/navigation; offers administrative and academic advisory/consultancy under delegation, and escalates complex academic matters or matters of an emotional/psychosocial nature to specialised experts. The accuracy of information provided, and the safety of students engaging with the service, is paramount. Staff operating the advisory model will be trained to provide advice and information within their delegation, to understand the boundaries of their delegation and to seamlessly transfer students to specialised experts when matters extend beyond their delegation.
- A **professional staffing complement** that uses the right combination of cross-trained generalist staff accompanied by the right specialists, all with the right breadth and depth of expertise, experience and decision-making clarity for a student-centric experience;
- **Investment in the capabilities and competencies of professional staff needed to support mana-enhancing service delivery and to enable staff and student to achieve Mana Motuhake.** Priorities will be staff development focused on:
 - the values of manaakitanga, whanaungatanga, and rangatiratanga
 - the importance of space and place
 - equity principles, inclusive practices and unconscious bias
 - te reo and tikanga Māori
- Implementation of accountabilities and the empowerment of academic and professional staff through the **alignment of decision-making rights and delegations** with roles and responsibilities that give effect to the academic leadership delegations framework;

Streamlined and consolidated **processes**, activities and resources for common ways of working; **systems** that are leveraged and integrated to automate transactions and unify and share student records, data and insights for personalised interaction; **data** that is utilised through predictive and effectiveness analytics and used to generate actionable insights; real-time tracking and reporting to monitor performance and enable change; use of data to enable proactive outreach and a whole of student focus that identifies pathways and options for student support and success.

Digital capabilities will also support this transformation, for example, the delivery of **immersive digital experiences** through the Connected Experiences programme with its extensive use of co-design with prospective and current students has shaped solutions such as:

- A digital guide, **Kāhu**, that allows students to access services through an integrated, mobile-friendly platform that brings together wayfinding, real-time timetabling and course information. Kāhu is a key enabler of self-service as it

surfaces important information and provides access to relevant resources contextual to where they are in their student journey.

- **Your World Your Way** is a personalised, fun and interactive showcase of the University which engages and inspires its future students. While initially focussed on prospective students, in the future Your World Your Way will include current students and allow them to build their own virtual campus.
- An integrated view of a student, the **DataHub**, that allows digital services to use quality, reliable data to enable the delivery of integrated services. And the establishment of roles that have the skills and access to use it for example the proposed analyst and Programme Advisor roles as well as those in the Student Contact Centre and Hubs.

Appendix 1: Alignment to University Strategy

[Taumata Teitei – Vision 2030 and Strategic Plan 2025](#), as outlined in the diagram above, sets the University’s direction for the next decade and describes the values, strategic aspirations, distinctive strengths and frameworks that will enable the us to create globally transformative impacts inspired by our unique position in Aotearoa New Zealand and the Asia-Pacific.

Taumata Teitei specifically acknowledges that to achieve its vision the University must explicitly collaborate with students, staff and partners to understand their needs, aspirations and experiences and use these insights to inform how the University works.

The following strategic priorities are of particular relevance to the SSFR:



Education and Student Experience

- Accessible, equitable lifelong higher education opportunities;
- Student-centric learning, co-curricular and extra-curricular cultures;
- Education that is research-informed, transdisciplinary, relevant and with impact for the world.

Enabling Environment

- Mana-enhancing services and practices;
- Efficient, effective, prudent, transparent, and informed operations;
- Seamless, effective and equitable user experiences across social, physical and digital environments.
- A distinctive, capable, and flexible built environment that celebrates our place in Aotearoa New Zealand and the Pacific

Partnership and Engagement

- Enduring relationships with prospective students, students, alumni and donors.

People and Culture

- Live our values and purpose
- Develop a future-ready workforce
- Build a high performing, diverse, inclusive and equitable community
- Activate manaakitanga, whanaungatanga, and kaitiakitanga across our People and Culture practices

Appendix 2: Guiding Roadmap - Whakamana Tangata

The Service Delivery Model is founded on [Whakamana Tangata](#)⁷ which signifies the protection and enhancement of the dignity and mana of the student. This means being conscious of the identity and dignity of others and therefore uplifting your own mana or dignity.

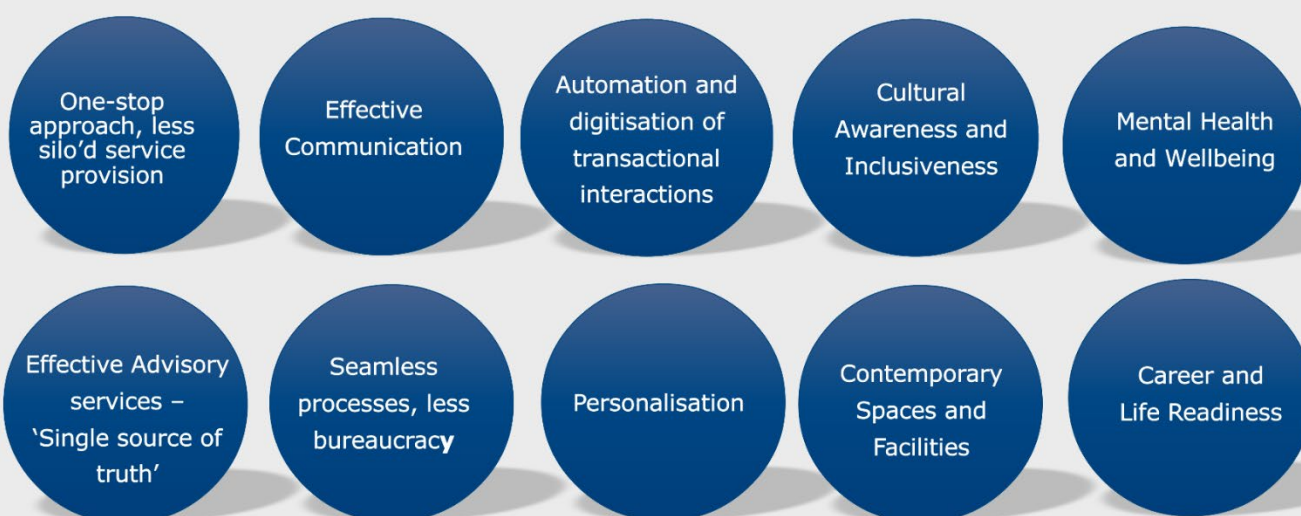
The aspiration of Whakamana Tangata is *"to provide a transformative and inspirational student services experience which encourages a lifelong connection with the University of Auckland."*

It is the University's Student Services Roadmap, developed in collaboration with students and staff in 2019. The Roadmap recognises the impact of student services on the student experience and identifies opportunities to think differently about the delivery of services.

Whakamana Tangata applies a fresh, holistic student-centric framework designed to meet students' changing expectations for a great University experience and align with several University initiatives, including the Waipapa Framework, Retention Policy, the Disability Action Plan and Equity Policies.

Whilst the SSFR is a key enabler the review will not deliver all aspects of Whakamana Tangata. Many initiatives across the University will contribute over time to achieving the aspirations of Whakamana Tangata. The SSFR provides the critical foundation for achieving our aspirations for students through transformation of the student service experience that allows for future innovation and improvements.

Whakamana Tangata - Student Feedback



⁷ Endorsed by the Senior Leadership Team (SLT) on 21st November 2019

Appendix 3: Approach

As well as being guided by directions outlined in the previous appendices, the SSFR builds on the foundations laid by the following programmes:

- [Academic Leadership Framework](#) project
- [Student Services Strategy Implementation Programme](#)
- [Business Recovery Programme – Current and Future Students](#)

The agreed recommendations and outcomes from these initiatives, alongside previous engagement and collaboration with students and staff, have informed this Service Delivery Model and shaped the key initiatives outlined in the SSFR Business Case.

The SSFR programme has been supported by five working groups:

- Academic Leadership Support
- Governance and Measurement
- Organisational Design
- Student Hubs
- Student Support and Lead Conversion Service

The working groups have comprised of a range of professional and academic staff from across the University who have provided expertise and guidance on the development of the Service Delivery Model relevant to their terms of reference.

Appendix 4: Service Delivery Principles

There are three types of principles used to form the foundation for the proposed service delivery model.

Whakamana Tangata principles ensure that what we do actively supports our desired culture (mana enhancing, trust based, active development) and is centred on service to our constituents and meeting their needs (customers, stakeholders – people).

The **Organisation Development and Service Design principles** extend the principles from Whakamana Tangata and give effect to the University's commitment to staff.

The **Process Design principles** are focussed on how the services and processes will be co-designed with staff and students to ensure the delivery of transformed of student centric experiences. The process design work will be undertaken once the overall Service Delivery Model has been agreed.

Whakamana Tangata Design Principles

1. Start with needs
2. Create a sense of belonging
3. Promote wellbeing
4. Enable personalisation
5. Partnerships for mutual benefit
6. Fit for purpose
7. Empowering
8. Make services accessible and inclusive.

Organisation Development and Service Design Principles

Connect what we do with why we do it

- Ensure a clear focus on Whakamana Tangata and alignment to Taumata Teitei to deliver the University's vision, strategy and goals

Inclusive and engaged governance

- Clear lines of sight for decision making and accountabilities

Grounded in truth, uses facts and data

- Can be measured in meaningful ways
- Can demonstrate how it upholds the service delivery principles and other goals
- Data is secure, understood and used equitably

Forward looking

- Structure enables change
- Attuned to trends and feedback
- Embraces new ways of working

Sustainable

- Ensure design enables similar services to be delivered from one place to avoid unnecessary duplicated capabilities across the University
- Cares for our resources, enhances and makes the best use of them, kaitiakitanga

Safe and secure

- Acknowledges and supports equity and diversity
- Safe and secure physically, emotionally
- Protects our assets

Support and Develop People

- Ensures clear roles, responsibilities and accountabilities
- Ensures that staff with managerial positions have a span of control that does not exceed ten
- Supports the attraction and retention of talent
- Promotes effective collaboration between all parts of the student services function:
 - Addresses gaps in capability
 - Provides a clear framework for development and career progression
 - Ensures that staff have access to opportunities for continuing professional development in career pathways including accreditation for programme advisor roles
 - Encourages collaboration across University to share knowledge and maximise the potential for success
 - Establishes generic roles where appropriate to enable flexible deployment and stability for staff.

Appendix 5: Examples of service experiences

Student feedback (Unify Co-Design forum) – What is important to students through the student journey

When designing offerings to students it is important to me that the University thinks about:

- Information that is easy to access digitally, consistent and standardised across the website.
- Specific and quality information is written in an accessible way with clear and understandable language.
- Pathways through degrees and where they will take students should be clear and accessible. Make sure that pathway is achievable, it is incredibly frustrating when requirements change part way through a programme or courses disappear due to a particular academic leaving.
- Advisement services need to be robust, supportive and accurate to guide students into and through to a goal.

When I am making my decision to study I want:

- Clear and frictionless communications with the University. I don't want to have to repeat my story every time a conversation is started with the University.
- Personalised contact can be surprising and highly valued, as long as it is genuine.
- Making information specific to *me* and *my* background clear and accessible. Students don't want to hunt for information.
- Blog posts on people's experiences – from the student perspective can be really good.

When I am transitioning into the University and processing my enrolment I want:

- Enrolment to not be such a struggle, don't put me off at this stage.
- Clear course descriptions that are *accurate* with details relevant to me planning my life (i.e., timetable and assessment times). Hide the courses that aren't actually available so I can make an easy decision.
- A physical course planner is only so useful, I need easy access to enrolment support and advice and how my selections will impact my pathway and goals.
- I also want to know how I change my study if I don't get into my preferred programme. I don't want to have to hunt out advice.
- I would prefer if my enrolments could be automated in some way.

When I am a student I want:

- To have a consistent experience similar to my friends. I don't want my education to be worse because I happen to have a different teacher. Structure and format of the course needs to support the student all the way through.
- I want to know what support is available and how I can access it.
- Knowing where and how to access healthcare and wellbeing support is important. Proactive identification of student need and referrals to receive the right support when they need it.
- Information and guidance that goes beyond the Knowledge Base and website information.
- Access to devices for assessment and attendance to classes.