Scoping Study of

LEADERSHIP AND MANAGEMENT DEVELOPMENT PRIORITIES

for

Directors and Heads of Student Services

in Higher Education in the UK

Produced in collaboration with AMOSSHE
(Association of Managers of Student Services in Higher Education)

Report prepared by

Susan Chadwick, Associate

The Leadership Foundation for Higher Education

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Susan Chadwick
susanchadwick@developingpeopleatwork.com
020 8994 0996
07885 496934
CONTENTS

SUMMARY 3

1 INTRODUCTION 6

2 CONTEXT FOR SCOPING STUDY 8

3 KEY LEADERSHIP AND MANAGEMENT ISSUES FOR DIRECTORS AND HEADS OF STUDENT SERVICES 11

4 LEADERSHIP AND MANAGEMENT DEVELOPMENT PRIORITIES 16

5 TARGET AUDIENCE FOR DEVELOPMENT 25

6 PREFERRED APPROACHES AND DELIVERY MODES FOR A LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMME 26

7 STRATEGY FOR A LEADERSHIP AND MANAGEMENT DEVELOPMENT FRAMEWORK 28

8 OVERVIEW OF DEVELOPMENT AND TRAINING PROVISION 35

9 INDICATIVE COSTINGS 38

10 RELATED THEMES OUTSIDE THE REMIT OF THIS STUDY 39

11 NEXT STEPS 41

APPENDICES

A CONSULTATION PARTICIPANTS

B AMOSSHE INSTITUTIONAL REPRESENTATIVE MEMBERS (DIRECTORS AND HEADS OF STUDENT SERVICES) BY COUNTRY

C PREPARATORY MATERIAL FOR TELEPHONE INTERVIEWS AND FOCUS GROUPS

D RESOURCES IN DESK RESEARCH

E STUDENT SERVICE PROVISION IN THE UK

F GENERAL CONTEXT IN SCOTLAND AND WALES
SUMMARY

This document reports the findings of a scoping study, undertaken in collaboration with AMOSSHE, the membership organisation for leaders of student services in higher education, and funded by the Leadership Foundation for Higher Education. The purpose of the study was to identify the leadership and management development priorities of directors and heads of student services in the UK and to propose some options as to how those priorities could be addressed.

By means of focus groups and telephone interviews, the scoping study consulted nearly 30% of those of AMOSSHE’s members in senior leadership roles.

Investigation initially focused on establishing the main contextual influences for members in their role as leaders and these were found to be:

- the legislative, regulatory and political context within which heads and directors work;
- the character and quality of the relationship between higher education institutions and their students;
- the variation across the sector in how higher education institutions structure their student services functions;
- the status, position and degree of influence of student services as a function within its institution;
- the heterogeneity of professional groups which typically make up a student services function.

On the basis of this contextual information, the study sought to identify the key leadership and management priorities facing heads and directors. These were considered to be:

- the challenge of establishing an identity for a student services function and clear boundaries around its responsibilities;
- the need to achieve higher levels of strategic focus and influence;
- the need to have a good understanding of the institutional context within which student services operate;
- an interest in establishing fresh ways of delivering and measuring value for money;
- the need to build productive relationships with everyone across the institution, but especially with the academic community;
- the challenge of leading student services staff at a time of constant change;
- the desire for personal career development and succession planning.
The study offers a distillation of the development priorities into three main 'strands', each of which comprises a number of themes, as follows:

<table>
<thead>
<tr>
<th>PRIORITY STRANDS</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>The personal leadership journey</td>
</tr>
<tr>
<td></td>
<td>Politics, power and influence</td>
</tr>
<tr>
<td></td>
<td>Personal impact and communication</td>
</tr>
<tr>
<td>Knowledge Base</td>
<td>Specialist knowledge in the remit of student services</td>
</tr>
<tr>
<td></td>
<td>Sector and institutional knowledge</td>
</tr>
<tr>
<td></td>
<td>Financial awareness and value for money</td>
</tr>
<tr>
<td>Strategic Capability</td>
<td>Market awareness</td>
</tr>
<tr>
<td></td>
<td>Strategic thinking and decision-making</td>
</tr>
<tr>
<td></td>
<td>Service development from a strategic perspective</td>
</tr>
<tr>
<td></td>
<td>Leading people through change</td>
</tr>
</tbody>
</table>

This report outlines a strategy for a leadership and management development framework, including, on page 28, definitions of purpose and outcomes and on page 30, a draft programme framework, which places the above themes within a modular structure, supported by further development activity, such as action learning, coaching, development centres and virtual learning.

The programme should enable self-enquiry. It should hold as a principle that directors and heads of student services have the potential to step up to senior institutional leadership roles. It should therefore facilitate a process by which directors and heads can decide whether that is what they want and how to ready themselves for that challenge.

Investigation has shown that the target audience for a development programme, initially the directors and heads of student services, will have a sophisticated approach to any leadership and management development opportunities which are made available: they are seeking insight, challenge and fresh perspective; an increase in their self-awareness, engagement with their peers and the opportunity to learn from experts.

There is likely to be a wide range of development needs among the directors and heads. The intended development programme should therefore offer a high degree of flexibility in terms of pathways, learning approaches and delivery formats. Suggestions are offered as to how this might be achieved.

It is recommended that programme participants have access, if required, to general management skills training, as a foundation for the leadership and management development programme proposed in this report.
An overview of development and training provision for the higher education sector in the UK revealed three main national suppliers. Those of their services which are relevant to the subject of this report are outlined and indicative costings are provided.

It is recommended that AMOSSHE ensure that its current provision of conferences and other learning opportunities is fully integrated into the design of a leadership and management development framework.

Once the views of AMOSSHE members on the outcomes of this study have been canvassed at AMOSSHE’s forthcoming conference on 16th -18th July, it may be appropriate to take some next steps to develop the proposed leadership and management development programme. The final section of this report suggests that next steps should fall into three main stages – design, development and delivery - with a view to offering some elements of the programme in the near future and others at a later stage as resources allow.

Finally and importantly, the study benefited from the high degree of interest and enthusiasm for the concept of a leadership and management development programme, and the willingness of AMOSSHE members to make valuable and insightful contributions to the thinking that has informed this report.
1 Introduction

The headlines for this section are:

1.1 Background to scoping study
1.2 Aim of scoping study
1.3 Approach and representation
1.4 Themes addressed in the consultation and research

1.1 Background to Scoping Study

In recent years, increased attention has been paid by higher education institutions (HEIs) to the contribution made by their student services functions to students’ capacity to take full advantage of their university education. This has prompted increased focus on the leadership and management of student services and on the needs of those in senior leadership roles.

A wide range of definitions is in use in the UK as to what constitutes ‘student services’. Student services structures vary across the sector. The professions typically found within a student services function are heterogeneous: they tend not to have the professional links with each other that are commonly found within other functional disciplines such as estates, finance and human resources. Although the issues facing leaders of student services have much in common across the sector, there is also significant divergence at a local level.

For these reasons, understanding the development priorities of student services leaders is challenging and it is the purpose of this scoping study to create a helpful framework within which priorities can be further defined and addressed.

1.2 Aim of Scoping Study

In January 2008, in discussion with AMOSSHE, the Leadership Foundation for Higher Education agreed to fund a scoping study with the aim of identifying the leadership and management development priorities of directors and heads of student services1 and of proposing options as to how those priorities might be addressed by a development programme.

At the inaugural meeting of the steering group2 in March, it was further agreed that the study should:

- identify the key issues currently facing student services in higher education;
- identify which of these issues could be addressed through development solutions;
- define the purpose and desired outcomes of a leadership and management development programme;
- propose an appropriate mix of bespoke student services-related development activity and generic development activity, with options on programme structure and delivery mechanisms;

1 The terms ‘directors and heads of student services’ and ‘heads of service’ are used throughout this report to denote those senior leaders of student services consulted in the course of the scoping study.
2 See Appendix A for steering group membership.
• consider the high level cost implications of various modes of delivery.

It was decided that the study should not attempt to identify all the leadership and management development needs of the target group. By focusing on the priorities, AMOSSHE would receive a clear steer on how best to allocate resources to the provision of a relevant and timely programme for members.

1.3 APPROACH AND REPRESENTATION

The main approach was consultation by means of group discussions and interviews with a representative selection of directors and heads of student services, supported by desk research.

The consultation took place in June 2008, in order to allow the reporting of outcomes to AMOSSHE’s July conference. It took advantage of the timing of three regional meetings to include as many heads of service as possible for focus group discussion. The regional meetings together represented 32 institutions. In addition, nine telephone interviews were conducted in order to ensure national coverage.

Taking account of some overlap, 40 institutions are represented in this study (see Appendix A), equivalent to 27% of AMOSSHE’s membership, currently 146 institutions.

England, Wales and Scotland are represented; Northern Ireland is not. Rural, urban, campus-based and city-based institutions are represented. The full range of institutional size and age is represented, as are the size of student services functions and the range of structures within which those functions operate. Individual participants range widely in their position in their institutional hierarchy, in their career background and in their length of time in post as head of student services.

1.4 THEMES ADDRESSED IN THE CONSULTATION AND RESEARCH

The consultation was designed to identify:

• the demands made on the leadership skills of directors and heads of student services, within both institutional contexts and the wider higher education environment;

• the gap between those leadership demands and the current capability of directors and heads to be effective leaders;

• the priorities and options for leadership and management development.

Preparatory material provided to participants in advance of the consultations is in Appendix C.

The desk research focused on understanding the context for the study and the availability of development opportunities. Resources made available to the study are listed in Appendix D.

3 See Appendix B for a breakdown of current directors and heads by country location.
4 Many of the directors and heads of student services consulted supplied the study with information on their functional structure, their reporting position and their personal career background.
2 CONTEXT FOR SCOPING STUDY

This section sets the context for the key leadership issues which follow, by summarising the main external and organisational influences highlighted by the directors and heads of student services as having significant impact on their leadership and management role5.

The headlines for this section are:

2.1 National legislative, regulatory and political contexts
2.2 Relationship between HEIs and students
2.3 Variation in how HEIs structure services to students
2.4 Status and influence of the student services function
2.5 Heterogeneity within student services functions

2.1 NATIONAL LEGISLATIVE, REGULATORY AND POLITICAL CONTEXTS

Over the past decade, the governmental agenda has had a significant impact on institutions in general and on student services in particular. The expansion of higher education has focused on widening participation, increasing both the volume and the diversity of the student population; the introduction of tuition fees has redefined the relationship between student and institution and the raft of equality legislation has required institutions to make increased use of the knowledge and expertise of student services practitioners.

The student experience is now at the centre of political and public debate and at the forefront of institutional mission and strategic development. It influences how institutions allocate resources and has a direct impact on student services. Recent initiatives include the requirement to promote community cohesion and to develop procedures to implement points-based immigration. New legislation, for example on disability legislation, child protection and freedom of information, requires rapid institutional response and the pace and number of such changes have speeded up.

Some directors and heads of student services, particularly those from institutions in England, described changes being ‘thrust’ onto the sector and an expectation on the part of Government that universities will implement changes to their policies and procedures ‘just like that’ and frequently without additional resources6.

The position in Scotland was described differently: the higher education community is much smaller than in England and this permits universities to have easier access to national legislators. Heads of service in both Scotland and Wales described how their devolved governments observe innovations introduced initially in England, as a way of assessing the potential future impact in Scotland and Wales and building prior understanding of what the changes are likely to entail.

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5 The consultation did not distinguish between ‘leadership’ and ‘management’ and it was not raised as an issue by the heads of service. The assumption therefore is that both are needed and, at director and head level, are inextricably linked in the context of development.

6 There is a perception among some heads of service that geographical location affects the degree of institutional influence. If institutions are distant from centres of political power and decision-making, and if the impact of distance is compounded by poor transport connections, institutions may find themselves at a disadvantage in terms of influencing developments. One head of service in this position said: “we are not the voice the decision-makers turn to in the first instance”.

The Leadership Foundation for Higher Education
2.2 RELATIONSHIP BETWEEN HEIs AND STUDENTS

“We are no longer the ‘provider of last resort’, but are now a mainstream function.”

“As heads of service, we are the ones expected to provide leadership in managing the student experience”.

Directors and heads of student services emphasised how much the changing nature of the relationship between HEIs and students has been driving - and will continue to drive for the foreseeable future - the development of the role of student services.

There are many issues in this context: the generation of ‘consumer-type’ behaviour on the part, especially, of students and parents as a result of the introduction of fees; rising expectations of the quality of services supplied by all parts of the institution and a readiness to complain if these are not met; the expectation that HEIs will be up-to-date with social developments, for example channels of social interaction, communication technology and access to learning resources.

The student population is heterogeneous (influenced by widening participation, equality legislation and increased numbers of international students) and needs vary commensurately. There is no longer, nor has there been for some time, a ‘one size fits all’ way of defining and meeting student needs. Institutions see the relationship with their Student Union as of key significance in helping them identify and deliver an experience that students will value.

The ‘student experience’ is seen as a marketing differentiator and a critical success factor for institutions, as students place increasing value on opportunities for personal development that complement their academic studies and are integral to their development as human beings, citizens and future employees. Student services functions and their development lie at the heart of HEI strategies designed to measure and enhance the student experience.

2.3 VARIATION IN HOW HEIs STRUCTURE SERVICES TO STUDENTS

HEIs have structures unique to themselves, based on their own strategic and operational considerations. Nevertheless, within administrative functions such as estates, finance and human resources, it is likely that a high degree of structural similarity will apply from one institution to another, thus simplifying the basis for comparison and shared priorities.

The same cannot be said of student services, where the configurations of structure show a high degree of variation. Many HEIs have grouped certain professions or specialisms together into a unified student services function, reporting typically to a director or head of student services. Elsewhere, the specialisms may report separately and directly into a senior administrator such as the registrar or the academic registrar.

Where there is a unified student services function, there is variation as to what the function includes. There tends to be a core set of specialisms, for example careers, counselling and student finance, but outside the core, there is no standard arrangement or norm within the sector. Appendix E provides a list of the broad range of functions that the concept of ‘student services’ might include and some statistics in respect of core areas of provision\(^7\).

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\(^7\) With thanks to Annie Grant of the University of East Anglia for permission to quote from her shortly-to-be-published article ‘Student Services in the United Kingdom – an Overview’ - see Appendix C for the reference.
The placement of student services within the institutional hierarchy likewise varies. Some heads of service are members of senior committees or boards; some are not. Heads are at varying levels in the organisational hierarchy, with the function’s status and influence contingent on the level of seniority.

Current structures are subject to change. HEIs re-group services from time to time, sometimes bringing more specialisms into the scope of student services, sometimes distributing specialisms across other functions. Some heads of service see a potential future threat in the disappearance of student services as a distinct and separate function; others identify opportunities in increased integration with other student-facing functions.

In short, the community of directors and heads of student services for whom leadership and management development is envisaged operates in very different contexts and may have commensurately different learning needs.

2.4 STATUS AND INFLUENCE OF THE STUDENT SERVICES FUNCTION

As mentioned above, status is closely aligned with the position of student services in the management hierarchy of the HEI. Membership of senior executive and academic committees is another linked but separate factor, which has a significant influence on the visibility of student services.

Some directors and heads of student services feel well-positioned to exert the degree of influence they need; others feel poorly-positioned. The majority lies between these two extremes – reasonably positioned, but desiring more recognition of the importance of what student services does. Size of institution does not, on its own, seem to be as indicative of the status of student services as hierarchical level. Directors and heads in both small and large institutions feel satisfied with their level of influence and vice versa.

2.5 HETEROGENEITY WITHIN STUDENT SERVICES FUNCTIONS

“We sometimes carry a baggage of values and professional practices, which may not align easily with institutional leadership requirements.”

Appendix E shows how broadly and inclusively the concept of student services is defined. Although few, if any, institutions group the full range of such services in a single function, directors and heads of student services oversee and manage a diverse range of specialisms, many of which have their own professional qualifications and codes of practice, and some of which are underpinned by legislation and so need to be kept distinct.

In some HEIs, specialist professions have, until recently, been managed as separate units and have had to adapt to the requirements of a unified student services function and to being managed and led by a head of service of, possibly, a different professional background from themselves.

There are issues of cultural heterogeneity. The counselling culture is very different from the accommodation service culture, in turn different from career guidance.
3 KEY LEADERSHIP AND MANAGEMENT ISSUES FOR DIRECTORS AND HEADS OF STUDENT SERVICES

The headlines for this section are:

3.1 Identity of student services – “who are we, what should we be doing (and not doing)?”
3.2 Strategic focus and influence
3.3 Understanding the institutional context
3.4 Demonstrating value for money
3.5 Relationship with the academic community
3.6 Leading the team
3.7 Career development and succession planning
3.8 National variations

3.1 IDENTITY OF STUDENT SERVICES – “WHO ARE WE, WHAT SHOULD WE BE DOING (AND NOT DOING)?”

“We need to set boundaries on what we do; define our own focus.”

“We don’t have a clear professional identity - student services have emerged as ‘fallout’ from the widening participation agenda.”

“We are seen as the ‘odd sock drawer’.”

“If the institution does not know where to put something, they give it to us. We bridge the cracks, step into the breach.”

Lack of certainty as to where the functional boundaries lie, or ought to lie, is congruent with the wide range of structures mentioned above. Not only is there is no universal model of student services, there is a plethora of models. There is also a demonstrable capacity on the part of student services to be flexible and responsive to changing institutional requirements.

Directors and heads of student services accept that each institution has its own emphases as to what student services should be and do. But many expressed a wish for greater certainty and a clearer steer on this issue from their institutions. At the same time, they acknowledge the need for flexibility and responsiveness, and caution against becoming too rigid. They are aware that in many instances, the position of student services is shifting from the margins of institutional services to the centre, but that, in some cases, institutions have to catch up with their heads of service in that awareness.

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8 This section attempts to present the balance of opinion. Not all issues are concerns for everyone.
9 The position of HEIs in the UK was contrasted with that in the USA, who are ‘ahead of us’ in catering for mass higher education and where there is well-developed understanding of the remit of ‘student affairs’ and of what it means to be a leader in that context.
3.2 STRATEGIC FOCUS AND INFLUENCE

“We need to connect to the aspirations of the university. We have to ‘fit’ as leaders, be a different kind of leader from before.”

“As heads of service, we get sucked into day-to-day operational issues, when we need to be spending our time on strategy and policy.”

“We are not a ‘fluffy’ function - we make a huge contribution to learning and teaching, and it is no longer appropriate for strategies to separate academic activity from support activity.”

“Student services have shifted from a deficit model to life skills education - we no longer interact purely with students in need, but potentially with all types of student.”

“It is hard to represent what we do to senior managers, as a lot of it is hidden.”

“How can we define a unifying vision for such a diverse range of professions?”

“And who knows what student services will look like in five years’ time!”

Alongside the uncertainty about the identity of student services and the lack of a common model of operation, the consultation revealed a strong consensus that directors and heads of student services need to be strategically aware, focused and influential. The work undertaken by student services functions is often ‘personalised’ in its approach (for example, advice, guidance and counselling provision), giving direct insight into the experiences of individual students and of specific groups, such as disabled, international and mature students, and young people entering higher education from local authority care. Heads of service are therefore able to contribute a valuable perspective for HEIs on the impact of key student-related developments, systems and policy decisions. They can also assist in identifying new areas of institutional provision that may be required.

For these reasons, directors and heads of student services need to be ‘at the table’ when strategy is being defined and agreed, especially in relation to the student experience. Traditionally treated, perhaps, as a ‘hygiene’ function\textsuperscript{10}, the need now is to be forward-thinking and pro-active in helping define where the institution is going.

Senior institutional leaders do not always understand the strategic impact of their student services functions. Unless heads of service can articulate that impact in a meaningful way for senior leaders, there is a risk of under-investment and marginalisation.

Being influential requires the confidence to be so, a point mentioned by several people. Heads of student services have to ‘make the leap’ from operations to strategy and that is a personal challenge. Some already lead from this perspective; others would like to do so.

\textsuperscript{10} Frederick Herzberg’s work on motivation theory defined a ‘motivating factor’ as a potential cause of satisfaction and a ‘hygiene factor’ as a potential cause of dissatisfaction.
3.3 UNDERSTANDING THE INSTITUTIONAL CONTEXT

“Senior managers look for strategic insight in their directors and heads of student services and the ability to work within university governance structures and resource management processes.”

“Heads of service are being asked to step up to the strategic challenge.”

In order to take the step up to a strategic level of awareness and influence, directors and heads of student services need to have a full understanding of how their institution works. Many already do; others need to know more.

The necessary body of knowledge encompasses both theory and practice related to areas such as governance structures, consultation processes, resource allocation models and financial management. Understanding the framework within which an institution controls its activity, and in particular how academic governance meshes in with institutional governance, is critical to achieving anything of significance.

Some heads of service have seen opportunities being lost and decisions over-turned, because of an inadequate understanding of the wider institutional context beyond student services.

3.4 DEMONSTRATING VALUE FOR MONEY

“I often feel on the back foot with this issue.”

“Are we ‘mopping up’ or adding value?”

Student services are not alone in being asked by their institutions to ‘provide more for less’. The perception of some directors and heads of student services is that it is difficult as a non-income generating function to show value for money, but that unless they can, they will not be able to attract the funding that their services require.

Some heads of service want to understand more about how to demonstrate value, to identify or design relevant tools and techniques and to share best practice.

3.5 RELATIONSHIP WITH THE ACADEMIC COMMUNITY

“Academics tend to see student services as irrelevant until a crisis hits.”

“We need to have a foot in both camps – with the academics as well as with the students.”

Together, student services and academic staff, working with and alongside each other, provide a complex support system for students. ‘Parity of esteem’ between academics and student services was cited by directors and heads of student services as important to the effective delivery of a valuable and integrated student experience.

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11 Many administrative staff outside student services also have regular contact with students. However, directors and heads of student services cited the relationship with academic staff as requiring particular attention.
At the operational level, academic staff have day-to-day contact with students and are in a position to inform and influence how students access support from student services. Student services practitioners have to ensure that academics deliver appropriate and accurate advice and that they maintain appropriate boundaries, i.e. do not stray into areas outside their competence or promise more than can be delivered.

At a more strategic level, there is the opportunity to engage academics, especially those in a personal tutor role, more pro-actively in supporting students. Heads of service see themselves and their staff as having a body of knowledge that others can usefully share and in this respect, they are in a position to develop a consultancy role for academics, in much the same way as human resources functions do in relation to employment practices and performance management.

The challenge is to build credibility with a community which may not see equal value in this kind of co-operation. Some heads of service have already built strong relationships with their academic colleagues. Others aim to do so, but see significant barriers in the academic/administrative ‘divide’ in their institution.

### 3.6 LEADING THE TEAM

“In the past, we moved to specialisation. We now need to rebalance, so that specialists see themselves as part of a larger entity.”

Directors and heads of student services manage professional specialists who have high levels of expertise in relatively narrow areas of knowledge, are well-versed in the practice, culture and advocacy of their own profession but, generally speaking, have little exposure to what their peers in other professions do. This can result in ‘silo mentalities’ and a reluctance to be flexible.

Part of the head of service role, therefore, is to enable specialists to understand and appreciate the wider context in which they are working. Without this awareness among all staff, student services risk operating as a set of disconnected activities and failing to respond to institutional strategy and priorities in a coherent and united manner.

Leadership through change is equally important. Change overload and exhaustion on the minus side and excitement and opportunity on the plus side are all factors in the leadership mix for student services. Many heads of service are conversant with standard change management tools and techniques and are looking for something innovative to take their skills and achievements to the next level.

### 3.7 CAREER DEVELOPMENT AND SUCCESSION PLANNING

“It is difficult for specialist managers to step up into my role.”

“It is easier for a head of registry to step up than a director of careers and disability.”

“I can’t see anywhere I could go.”

“Succession is not mentioned in my institution.”
Given the diversity of remit among directors and heads of student services, it is not surprising that they have some uncertainty about how to develop the people below them to step up into a head of service role and about where to go next in their own careers. However, the HE sector is witnessing the emergence of roles at pro-vice chancellor level which carry responsibility for student affairs and student experience. Arguably, therefore, the trend is working in favour of heads of service applying for and being appointed to roles at an institutional level.

Heads of service need to encourage their direct reports to gain the breadth of experience and understanding to move up to more senior roles. For themselves, they need to gain clarity on whether they wish to go to the next level and identify the skills that will give them that opportunity.

3.8 NATIONAL VARIATIONS

“The world of ‘student experience’ affects all of us in much the same way.”

Directors and heads of student services from Scotland and Wales were asked to indicate whether there are any material differences from England in the issues which have an impact on the leadership of student services.

The general answer was ‘no’: the issues themselves, as described above, are the same or very similar.

However, two points of particular interest arose. For heads of service in both countries, it is sometimes frustrating that the English context is seen as the norm, with the Scottish and Welsh positions as deviations from that norm, rather than positions with equal status and validity. As one head of service put it, “it would be nice not to be seen as ‘odd’ by my English colleagues”.

In addition, there are topics and learning where the local national contexts are so different that certain aspects of head of service development ought ideally to be provided in a national, rather than in a UK-wide, setting. An example of this would be the application of strategic planning tools and techniques, where national frameworks and decision-making processes are set by the devolved governments.

Some further contextual variations were flagged by heads of service working in Scotland and Wales, which influence how they might exercise their leadership and the types of decision they make. They are listed in *Appendix F*. 
4 LEADERSHIP AND MANAGEMENT DEVELOPMENT PRIORITIES

The study was asked to identify which of the key leadership and management issues identified by directors and heads of student services in the previous section would lend themselves to a ‘development solution’.

In reviewing the issues, the study’s conclusion is that development will be helpful in addressing all of them. In some cases, development will be able to address the issues directly; in others, development may be tangential, but nevertheless helpful.

The following list of development priorities is therefore inclusive of all the key issues identified. The list aims to reflect the areas where heads of service feel that attention is most needed, if they are to be well-supported in their leadership responsibilities.

The priorities are grouped into three main categories:

- Personal Development
- Knowledge Base
- Strategic Capability

These are reasonably discrete areas of development, but there is some overlap between them. There may be other ways to group the priorities; this is one option.

A short commentary on General Skills follows the three categories.

PERSONAL DEVELOPMENT

The headlines for this priority area are:

4.1 The personal leadership journey
4.2 Politics, power and influence
4.3 Personal impact and communication

4.1 THE PERSONAL LEADERSHIP JOURNEY

Many of the directors and heads of student services consulted feel that they have reached the point in their careers where they have accumulated a great deal of experience and learning, and that they now need a level of personal support and challenge that will provide fresh insight into what motivates them, what they are like as leaders and what they aspire to be as leaders.
Themes include:

- self-leadership, values and personal drivers; insight from psychometrics and personal analysis tools;
- personal leadership style; input from colleagues, e.g. 360 degree feedback;
- challenges of developing as a leader;
- emotional competence;
- defining ‘why people should follow me’;
- ‘challenging myself as a leader’; defining areas for personal development.

**Delivery options**

Development work of this kind requires a personal approach. This is the arena of one-to-one coaching, action learning\(^{13}\) and group-based, but highly personalised, events such as development centres\(^{14}\).

Some of the Leadership Foundation’s open programmes have significant elements addressing personal leadership and include coaching and action learning in support of the main programme.

Psychometric and other analytical instruments on leadership style and work-based values provide valuable input designed to increase self-awareness.

Group work should ideally be cross-institutional and cross-functional in order to provide a spread of experience and access to different perspectives.

**4.2 POLITICS, POWER AND INFLUENCE**

The need to wield influence and handle institutional politics effectively was frequently mentioned by directors and heads of student services and a development programme may wish to consider positioning this topic as a top priority.

Themes include:

- politics as a vehicle for exercising power and influence;
- the nature of power in organisations; the use and usefulness of power bases;
- ‘drivers’ and ‘blockers’ in the effective use of power, generally and personally;
- sources of personal power;

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\(^{13}\) A structured approach to learning in a group of peers, from either the same or different institutions, who commit to meeting regularly to address challenges and intractable problems together. The group is normally called a ‘set’ and is often professionally facilitated.

\(^{14}\) A development centre, typically two days long, offers the opportunity for in-depth personal reflection based on psychometric tools and 360 degree feedback, exercises designed to deepen understanding of personal impact in interactions with others, and a personal development planning process. Participants work in small facilitated groups in a confidential environment.
• influencing up, down, across and outside the institution; making it happen.

**Delivery options**

A workshop on the nature of power and of how to increase political awareness would provide a useful theoretical base for addressing this subject, while also enabling people to bring their own issues for discussion.

The delivery options for 'The Personal Leadership Journey' (see above) would also be relevant.

**4.3 PERSONAL IMPACT AND COMMUNICATION**

Communication is a much-mentioned and well-worn area of concern in all organisations; and HEIs and directors and heads of student services are no exception to that rule. The topic could equally well appear under ‘Leading people through change’ (see below), but is placed here to give the personal emphasis that heads of service seem to favour most. The following comment reflects the personal orientation of the interest in this subject: “We need to understand that it might not be our argument that is failing to win the day, but us and how we make it”.

Themes include:

• understanding one’s personal impact as a communicator;

• having the flexibility to operate across a wide spectrum - from empathy and diplomacy to toughness and resilience; standing one's ground against opposition;

• communicating to different audiences; understanding styles of communication;

• developing a communication strategy and action plan.

**Delivery options**

This subject can be addressed in a wide range of ways, depending on the degree of personal focus and the orientation of what is needed. For example, someone whose unconscious behaviour is undermining their impact has very different needs from someone whose needs are at the level of conscious skill. Workshops, action learning, coaching and skills training may all have a role to play in addressing the above themes.

**KNOWLEDGE BASE**

The headlines for this priority area are:

4.4 Specialist knowledge in the remit of student services
4.5 Sector and institutional knowledge
4.6 Financial awareness and value for money
4.4 **SPECIALIST KNOWLEDGE IN THE REMIT OF STUDENT SERVICES**

Although directors and heads of student services have a generalist role in managing different specialisms, they need sufficient understanding of those specialisms to:

- a) help staff prioritise activity at times of change;
- b) assess what staff are doing and manage them effectively;
- c) represent the institution effectively in potentially high profile problem situations.\(^{15}\)

Heads of service provided examples of areas of potential knowledge deficit:

- new legislation and changes to legislation; the framework within which the law operates;
- policies and best practice related to student service professionals;
- requirements and standards of professional accrediting bodies;
- the student fee regime and student funding arrangements;
- risk and accountability management;
- critical incident management.

Student services and heads of service are expected to respond rapidly to frequent change, especially in legislation. They have to be one step ahead and give advice on new issues where there is little personal and collective experience.

**Delivery options**

As specialist knowledge is needed across all institutions and is itself subject to change, it is best delivered, as it tends to be at present, by conferences, lectures, discussions and professional journals.

The development of case studies or the use of already available case material on a tailored module may be particularly relevant to ‘critical incident management’.

These events could be supported by website access to a ‘question and answer’ domain. One head of service suggested the idea of ‘RAQs – Rarely Asked Questions’; as these are the ones where collective experience is limited. Heads of service could use the AMOSSHE website to post requests for help to colleagues and provide responses.

4.5 **SECTOR AND INSTITUTIONAL KNOWLEDGE**

Themes include:

- understanding universities as institutions and the different management structures within them;

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\(^{15}\) Directors and heads of student services sometimes have to handle critical incidents such as student deaths, public health emergencies, sexual assaults and other types of violence or abuse; they sometimes have to attend court on behalf of their institution.
• awareness of governance structures and issues, and of how committees operate; integrating effectively with the institutional culture of consultation and decision-making;

• sensitivity to and the ability to participate effectively in institutional politics (see also ‘Politics, power and influence’ above).

**Delivery options**

There was some debate as to whether institutions differ so much that delivery of this kind of knowledge should be local and tailored. On the other hand, part of the development aim - for career reasons if no other – should be cross-sector awareness.

The options would therefore include:

• identifying programmes and lecture days on offer in the market place, via AMOSSHE or other HE professional networks;

• running an AMOSSHE workshop, blending expert presentations with case studies brought by participants.

Delivery on a national basis to allow for the variations between the constituent parts of the UK should be considered.

**4.6 FINANCIAL AWARENESS AND VALUE FOR MONEY**

Financial management was flagged by directors and heads of student services as a significant area of knowledge and one where some of them feel under-prepared for their role.

Themes include:

• external funding agencies and how they operate;

• resource allocation models in use in institutions;

• understanding university management accounts;

• forecasting, budgeting, management of expenditure and cost control;

• making business cases for funding and resources; cost-benefit analysis.

In addition, guidance on how to identify and measure value for money is an area of keen interest to many heads of service and should receive special focus.

**Delivery options**

Delivery considerations are very similar to those for ‘Sector and institutional knowledge’ (see above), in this instance involving HE Finance Directors for expert presentations.

‘Making a business case’ and ‘value for money’ are candidates for a tailored module.

There are courses on ‘Finance for Non-Financial Managers’ in the market place, aimed at ‘debunking’ financial terminology and laying out standard budgeting, accounting and reporting
processes. These might be very useful, but would need to be vetted in order to ensure some relevance to accounting processes in HE.

**STRATEGIC CAPABILITY**

The headlines for this priority area are:

- 4.7 Market awareness
- 4.8 Strategic thinking and decision-making
- 4.9 Service development from a strategic perspective
- 4.10 Leading people through change

### 4.7 MARKET AWARENESS

Themes include:

- understanding market developments in HE in the UK and abroad;
- developing both competitive and collaborative awareness of how other HEIs are engaging in the market place;
- understanding the impact of market developments on research, learning and teaching, and therefore on the priorities and capabilities of academic colleagues;
- understanding how student expectations are developing in the context of social developments and of national and international political environments;
- understanding the variations within the ‘envelope’ of student expectations, i.e. the different types of support needed by different categories of student;
- spotting trends and identifying pressures for change as early as possible.

**Delivery options**

This area is very much a ‘moving target’ and will need constant refreshing. From that point of view, conferences, structured networking and reliable access to the latest news are probably the best delivery formats.

AMOSSHE would play a key role in providing the content of this kind of material through access to the most informed speakers and contributors, and by collaboration with other relevant professional networks.

### 4.8 STRATEGIC THINKING AND DECISION-MAKING

Directors and heads of student services are aware of how important it is that they contribute - and are seen to contribute – to strategy formulation and delivery, while ensuring that effective and efficient processes are delivered day-to-day.
A core competence - which links closely with the ‘Personal Development’ priority area (see above) - is to develop a ‘helicopter view’ and not allow time to be overly consumed by operational issues. This is not merely an issue of resourcing (for instance, of having someone else available to handle operations), but of understanding what it means to ‘think strategically’.

Themes include:

- developing a strategic orientation and mind-set, for example accessing and analysing market information; understanding and deploying strategic tools and techniques;
- understanding the national context for strategy development; familiarisation with the relevant strategic frameworks;
- understanding the strategy and vision of the employing institution, and the information basis of the strategy; assessing the strategy critically and interpreting it creatively in relation to student services;
- identifying where local student services provision currently contributes and where, potentially, it could contribute further; articulating the contribution with confidence and making the business case for resources (see ‘Financial awareness and value for money’ above).

**Delivery options**

These themes are core to the type of senior leadership programme run by the Leadership Foundation for Higher Education, where expert-led input and discussion are blended with exercises and action-based learning techniques focused on individual needs.

Directors and heads of student services could form part of a multi-functional group; alternatively, a programme tailored to student services could be designed. Some subjects may need to be offered within separate national contexts.

If the focus is less on the tailored context and more on familiarisation with the use of general strategic tools and techniques, generic workshops on the open training market are likely to be an acceptable option.

### 4.9 SERVICE DEVELOPMENT FROM A STRATEGIC PERSPECTIVE

This subject has to be viewed from different standpoints - the student, the institution and student services staff.

Themes include:

- appraising current service delivery; evaluating it critically; finding meaningful measures of quality and resource efficiency;
- shaping and managing expectations of the student experience, on the part of both students and the institution; in this context, communicating well and advocating persuasively;
• shaping activities, policies and procedures in line with expectations and capacity; being ‘at cause’ rather than ‘at effect’ in determining how the service should develop; creating a strong student services identity;

• envisioning the future and enabling staff to see the bigger picture;

• deploying the vision into local strategies and actions which blend well with: staff roles, skills and professional obligations; management practices such as objective setting and staff appraisal; and the continued requirement to maintain service levels day-to-day.

**Delivery options**

In the same way as for the themes in ‘Strategic thinking and decision-making’ (see above), service development themes would be appropriate for a senior leadership programme, along the lines run by the Leadership Foundation for Higher Education.

However, a student-services-only group would probably be more effective than a multi-functional group. This implies either a tailored module, a learning device such as action learning or a case study. Again, national differences may suggest a country-based approach.

### 4.10 LEADING PEOPLE THROUGH CHANGE

By and large, directors and heads of student services are already conversant with change management skills. While these are important and perhaps should be refreshed in a heads of service leadership and management programme, the main need emerging from the consultation is for something more specific to the student services context.

For example:

• leading and managing at a time of flux and instability of the change agenda;

• coping with competing priorities in the change agenda;

• handling complexity and change at the same time;

• dealing with organisational re-structuring;

• leading cultural change within student services;

• understanding academic culture and behaviours; leading and supporting academics through change.

**Delivery options**

The nature of the above topics lends itself well to the personalised and focused approach of action learning sets, where a group of peers commit to meeting regularly to share experience, address challenges and solve intractable problems together.

Action learning is highly flexible as a format and can be easily attached to a tailored module or workshop on the subject of change leadership. It could also be organised on a stand-alone basis by AMOSSHE through its national and regional networks.
4.11  GENERAL SKILLS

In addition to the three priority areas scoped above, it will be important for AMOSSHE and heads of service to bear in mind the need for a good general training programme of management skills and competences, as a platform for the more tailored approach likely to be adopted in any formal leadership and management development programme resulting from this study.

The development topics listed in Appendix C were seen as collectively representing a good training foundation. They could be used as a starting point for defining a training programme in general management skills, which could run in parallel with, or for certain topics be a pre-requisite to, participation in the leadership and management development programme.
5 TARGET AUDIENCE FOR DEVELOPMENT

The initial target audience for the outcomes of this scoping study are AMOSSHE Institutional Representative Members (IRMs) at the level of director or head of service, of whom there are currently 146.

While consensus on the contextual and leadership issues was high across the focus groups and interviews on which this study is based, the target audience is unlikely to be a homogeneous group as far as development needs and priorities are concerned.

Time in post is a determining factor of development needs. It is not known to this study what proportion of directors and heads of student services are new in post, but their needs will presumably differ from those of more experienced post holders.

There is no standard professional background for an AMOSSHE IRM or ‘normal’ career pathway to being a head of service. Counselling and careers were cited as two reasonably common backgrounds, but a head of service may also have come from social services, a local authority, the legal profession or elsewhere.

A number of heads of service commented that, apart from their specialist qualification (if they have one), much of their work-related development to date has been ad hoc and opportunistic.

Response to three heads of service seeking development opportunities in their institutions:

“We appointed you on the assumption that you can do the job."

“We know you can do this - get on and do it."

“But you've got AMOSSHE!"

More information about individual needs will need to be canvassed by AMOSSHE, either on the basis of this study or as part of the design phase (see section 11) which will need to be undertaken once a way forward for a leadership and management programme has been agreed. This will enable AMOSSHE to quantify the likely take-up of a programme before further costs are incurred.

An optional diagnostic workshop at the start of the programme would be helpful for some heads of service in determining which aspects of the programme would be of most benefit to them.
6 PREFERRED APPROACHES AND DELIVERY MODES FOR A LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMME

The headlines for this section are:

6.1 Approaches
6.2 Delivery modes

“I’d like something beyond pure management and leadership.”

“At our level, personalisation is very important.”

“There is no single kind of course or activity - we need a diversity of choices.”

Some directors and heads of student services want formal courses where the content is laid down in advance; others prefer something more personalised and responsive to the priorities of the moment.

Variety of format is a key-note and learning from each other is highly valued as an approach.

There is consensus that learning has to be away from the office, enabling face-to-face interaction with others and forcing the necessary work to be done in an environment free of distractions. In this respect, the use of virtual learning environments (VLEs) is seen as a useful adjunct to a programme, but not as a major channel of delivery.

There is considerable interest in the idea of accreditation for the programme (see section 10 of this report).

6.1 APPROACHES

The programme should enable self-enquiry. It should hold as a principle that directors and heads of student services may have the potential to step up to institutional leadership (for example, pro-vice chancellor); it should facilitate a process by which heads of service can decide whether that is what they want and if it is, how to ready themselves for that challenge.

Tailoring to the student services context is seen as critical. This does not necessarily mean a specially designed programme solely for heads of service, but there must be sufficient opportunity to explore the complex challenges facing student services.

Some heads of service prefer development within the student services community; others welcome working with representatives of other disciplines and in particular, opportunities to work with academics, for example on away-days.

Some are concerned that the programme should have a sound theoretical base, possibly informed by research and offering a global perspective.

Heads of service value the conferences and the other ways in which AMOSSHE focuses debate nationally and channels the latest thinking to members; they see regional support from AMOSSHE
as important in supporting a leadership and management development programme and perhaps being the locus of some of its delivery.

Heads of service want to hear top speakers talking about their own leadership challenges and development. They are looking for inspiration, new ideas and different perspectives. They would value the opportunity for in-depth reflection and a transformative experience.

6.2 DELIVERY MODES

Interest was expressed in:

- executive coaching, with a preference for the use of external, rather than internal, coaches;
- the use of personal inventories and psychometrics, to deepen self-awareness and insight into one's personal impact on others;
- action learning, with professional facilitation;
- case studies which reflect issues of managing complexity and high stress situations, for example critical incidents;
- the Change Academy model\textsuperscript{16}, sharing best practice in teams and thinking of creative ways of doing things;
- a structured, possibly bespoke, programme, with modules staged over a year and interspersed with other interventions, such as action learning and coaching;
- a shorter, say two to three day, programme, followed by coaching and action learning.

In summary, diversity of format would attract participation.

\textsuperscript{16} The Change Academy is a four day event, which brings together a number of cross-functional teams from different HE institutions. Each team is tasked with addressing a key challenge for their institution and their work is interspersed with plenary sessions with the other teams and expert presentations and debates.
7 STRATEGY FOR A LEADERSHIP AND MANAGEMENT DEVELOPMENT FRAMEWORK

This section offers a definition of the overall purpose and outcomes of a leadership and management development framework for directors and heads of student services, based on a distillation of the wide range of feedback and commentary submitted to this study. It follows with some framework design considerations and a draft programme framework, the latter reflecting the three priority areas and other potential programme elements already described.

The headlines for this section are:

7.1 Proposed framework purpose
7.2 Proposed outcomes
7.3 Framework design considerations
7.4 Draft programme framework
7.5 Commentary on the draft programme framework
7.6 Table of framework elements, delivery modes and providers

7.1 PROPOSED FRAMEWORK PURPOSE

‘To enable you to develop and strengthen your leadership and management capabilities, in support of the aspirations of your institution, the influence of student services as a professional group and your personal job satisfaction and career development.’

7.2 PROPOSED OUTCOMES

Institutional and service focus

1. Appreciation of what it means to be an effective leader, both of student services as a function and in the higher education context.
2. Strategic awareness and skills to develop student services in response to the expectations of students, staff and institution.
3. Enhanced capacity to respond to and handle the pace of change, and to lead others in delivering the change agenda.
4. Ability to contribute at a strategic level of influence and decision-making within the institution.
5. Improved knowledge and understanding of the information and processes which support the effective functioning of the institution and of HEIs generally.

Personal focus

6. Awareness and understanding of your style of leadership and how to maximise your personal impact as a leader.
7. Increased self-awareness and recognition of the value of personal feedback to your personal development.

8. Increased flexibility in engaging with others and responding to challenges.

9. Greater personal confidence in ‘who you are’ as a leader.

10. Enhanced appreciation of the meaning of your leadership journey so far and increased clarity on where you want to go next.

7.3 FRAMEWORK DESIGN CONSIDERATIONS

Some recommendations

1. Build AMOSSHE conferences and other services into the design of a leadership and management development programme and ensure that the connections are transparent and well-understood by directors and heads of student services.

2. Ensure that the design of the development programme offers recognition of continuous professional development (CPD) and in the longer term – say within five years – the opportunity for external accreditation.

3. Focus on the developmental priorities; do not try to meet all head of service development needs in the programme; ensure that heads of service understand this and direct them to other sources, including the development opportunities offered by their own institutions.

4. Achieve an appropriate blend of bespoke and general events, and of delivery formats.

5. Achieve an acceptable balance between cost and quality. For example:
   - use suitable events and off-the-shelf courses already available in the market place; avoid duplication and ‘re-inventing the wheel’;
   - attach bespoke events to existing programmes where appropriate.

7.4 DRAFT PROGRAMME FRAMEWORK

The diagram on the next page lays out the priorities presented earlier in this report in the form of development ‘strands’, to show how they lend themselves to a pathway approach to development.

The design is modular. For maximum flexibility and cost sensitivity, each module should ideally be designed to be independent of all the others, unless learning effectiveness dictates otherwise.
DRAFT PROGRAMME FRAMEWORK

PRIORITY DEVELOPMENT STRANDS

PERSONAL DEVELOPMENT
- The personal leadership journey
- Politics, power and influence
- Personal impact and communication

KNOWLEDGE BASE
- Specialist knowledge in the remit of student services
- Sector and institutional knowledge
- Financial awareness and value for money

STRATEGIC CAPABILITY
- Market awareness
- Strategic thinking and decision-making
- Service development from a strategic perspective
- Leading people through change

TAILORED GROUP
- DEVELOPMENT CENTRE
- CHANGE ACADEMY
- TAILORED INDIVIDUAL/ GROUP
- ACTION LEARNING
- ONE-TO-ONE COACHING/ MENTORING
- GENERAL PLATFORMS
- VIRTUAL LEARNING
- GENERAL MANAGEMENT SKILLS

INDIVIDUAL NEEDS DIAGNOSIS
7.5 COMMENTARY ON THE DRAFT PROGRAMME FRAMEWORK

Individual needs diagnosis

To support individuals in deciding how to plan a relevant pathway for themselves, it is suggested that an 'Individual Needs Diagnosis' event be offered by AMOSSHE, to enable directors and heads of student services to assess their personal development needs, understand what is on offer from the programme and identify for themselves an optimum pathway through the programme.

This event, probably one day long, could be offered to large or small groups, or to individuals.

'Personal Development' strand

Of the priority development strands, ‘Personal Development’ is the one where there is likely to be great benefit in doing all three modules, ideally close together in time. These modules could be specially designed for or by AMOSSHE; alternatively, heads of service could participate in Leadership Foundation programmes where these themes are covered. There is virtue both in being with one's peer group and in being in a cross-functional group; it is a question of personal preference.

If specially designed for AMOSSHE, it is envisaged that these modules would be off-site events, probably two days' long each. Alternatively, a single three-to-four day programme could be designed to cover all module elements at once.

Coaching, action learning, development centres and the use of psychometrics will have a place in the delivery mix for this strand.

Because the focus of this strand is the leadership journey, the whole target audience of 146 heads of service would potentially benefit from these modules. Even if they have done something similar in the past, they would deepen their self-knowledge and learn about a different stage of their personal journey as leaders.

'Knowledge Base' strand

By contrast, uptake of this strand will depend on heads of service's current levels of knowledge and the volume of change in their environment. Some of the content will be subject to regular updates.

As mentioned earlier in this report, it is envisaged that this strand would be delivered via a mix of:

- AMOSSHE/HE sector conferences and lectures;
- workshops with expert presentations and case studies;
- institutional information;
- journals;
- virtual learning;
- off-the-shelf and tailored workshop programmes, for example on financial awareness and business cases.
‘Strategic Capability’ strand

This strand lies between the other two in that it blends the development of personal skills and awareness (as in ‘Personal Development’) with information-seeking (as in ‘Knowledge Base’).

Much of the information base of these modules will be sensitive to changes in the HE environment and in institutional priorities. However, the skills base – for example, strategic thinking and decision-making – will have a more stable content.

It is envisaged that a wide range of delivery mechanisms will have their place, ranging from conferences, networking and established programmes, to action learning or a Change Academy approach.

Work on this strand will need to be particularly focussed on ensuring that the modules form a coherent ‘whole’ and that the synergies between them can be readily identified by prospective learners.

Other key elements of the draft programme framework

The elements listed below are highly flexible in application. They can either precede, run in parallel with, or follow, participation in one of the three main strands. Equally, they can be accessed independently of each other and of any of the strand modules.

They are:

- Development centre  Bespoke event for personal reflection and enhanced self-awareness.
- Change Academy  Bespoke event for projects and critical challenges; cross-functional teams, possibly working on student services-related themes.
- Action learning  Small groups of peers either from student services or a cross-functional mix (ideally multi-institutional), who meet regularly over 12-18 months or longer, to learn and problem-solve together; attached to a learning event or offered independently.
- Coaching and mentoring  One-to-one work, say six sessions over 12 months; attached to a learning event or offered independently.
- Virtual learning  Web-based learning resource, including domains for head of service postings for ‘Rarely Asked Questions’.
- General management skills  Skills foundation of generic management training.
### 7.6 TABLE OF FRAMEWORK ELEMENTS, DELIVERY MODES AND PROVIDERS

This table summarises the options presented in the draft programme framework on page 30 and the related commentaries in section 4 and section 7.5. Please note that some of the delivery options can be seen either as elements in their own right or as supporting a larger element. For example, action learning could either stand alone or be part of the ‘Personal Development’ strand.

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<tr>
<th>FRAMEWORK ELEMENT</th>
<th>DELIVERY OPTIONS</th>
<th>PROVIDERS</th>
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<tbody>
<tr>
<td>Individual needs diagnosis</td>
<td>• One day event</td>
<td>• AMOSSHE</td>
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<td>• Leadership Foundation</td>
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<tr>
<td>‘Personal Development’ strand</td>
<td>• Two day event per module: tailored for AMOSSHE (peer group) or existing Leadership Foundation programmes (cross-functional group) • Tailored workshops • Coaching • Action learning • Development centre • Psychometrics</td>
<td>• Leadership Foundation</td>
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<td>• Other external providers</td>
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<tr>
<td>‘Knowledge Base’ strand</td>
<td>• Conferences and lectures • Institutional information • Journals • Virtual learning/’RAQs’ • Off-the-shelf workshops – one or two day events • Tailored workshops with expert presentations and case studies – one or two day events</td>
<td>• AMOSSHE</td>
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<td>• Other professional networks</td>
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<td>• Other external providers</td>
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<tr>
<td>‘Strategic Capability’ strand</td>
<td>• Conferences, lectures • Networking • Action learning • Off-the-shelf workshops - one/two day events • Existing leadership programmes • Tailored workshops with expert presentations and case studies – one or two day events • Change Academy</td>
<td>• AMOSSHE</td>
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<td>• Other workshop providers</td>
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<tr>
<td>Development centre</td>
<td>• Two day event, tailored for AMOSSHE or for a single institution</td>
<td>• Leadership Foundation</td>
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<td>Change Academy</td>
<td>• Four day cross-functional team event</td>
<td>• Leadership Foundation</td>
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<td>PROGRAMME ELEMENT</td>
<td>DELIVERY OPTIONS</td>
<td>PROVIDERS</td>
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<tr>
<td>Action learning</td>
<td>• Regular action learning set meetings over 12-18 months</td>
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<td>• Leadership Foundation</td>
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<td>• HEIs</td>
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<tr>
<td>Coaching and mentoring</td>
<td>• Six one-to-one sessions over 12 months</td>
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<td>• Leadership Foundation</td>
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<td>• HEIs</td>
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<tr>
<td>Virtual learning</td>
<td>• Web-based learning support</td>
<td>• AMOSSHE</td>
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<tr>
<td>General management</td>
<td>• Workshops of varying lengths</td>
<td>• Other professional networks</td>
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<tr>
<td>skills</td>
<td></td>
<td>• External providers</td>
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The table indicates a wide number of options and variables. Choices will need to be made and a staged process for doing this is outlined under 'Next Steps' in section 11 of this report.
8 OVERVIEW OF DEVELOPMENT AND TRAINING PROVISION

For the purposes of this scoping study, comments on development and training provision are divided into:

8.1 All-sector provision of general and bespoke programmes
8.2 HE sector provision of general programmes
8.3 HE sector provision of bespoke programmes

8.1 ALL-SECTOR PROVISION OF GENERAL AND BESPOKE PROGRAMMES

The supply side of the market place across all sectors is extremely large and it would take a much larger study than this to evaluate provision.

Most HEIs have their favoured suppliers. AMOSSHE may wish to consider, if they have not already done so, canvassing members for referrals to any organisation or individual who has successfully provided training and development within the student services context, in order to develop a register of suppliers which includes feedback from previous participants.

8.2 HE SECTOR PROVISION OF GENERAL PROGRAMMES

An internet search under ‘Higher Education and Research Opportunities (HERO)’ and ‘Universities UK’ (a member of HERO) yielded the names of three national organisations\textsuperscript{17} with the specific remit to support the development of HE staff:

- the Association of University Administrators
- the Higher Education Academy
- the Leadership Foundation for Higher Education

**Association of University Administrators (AUA)**

The AUA is a membership organisation which offers support in the form of career development, specialist conferences and management development. It runs an annual programme of seminars and certificated professional development programmes accredited by the Open University and Loughborough University.

The AUA’s Events Handbook (Issue October 2007) presents numerous courses and workshops on a range of important general skills, positioned in the context of higher education. Their Management Development Programme (MDP) is endorsed by the Leadership Foundation and covers:

- Managing people
- Managing strategy
- Managing change
- Managing finance
- Managing projects

\textsuperscript{17} Effort has been made to represent the relevant services of these organisations as accurately as possible; however, they may offer other services which have not come to the attention of this study.
It would make sense for AMOSSHE to consider the MDP and other AUA programmes, especially in relation to:

- the ‘Financial awareness’ module in the ‘Knowledge Base’ strand;
- the ‘Strategic thinking and decision-making’ module in the ‘Strategic Capability’ strand.
- the ‘General Management Skills’ platform proposed in the Draft Programme Structure;

**Higher Education Academy**

The mission statement of the Higher Education Academy makes specific reference to the student experience - a core interest for AMOSSHE heads of service.

The Higher Education Academy does not appear to offer development and training programmes. It offers events (some of the current programme addressing student services themes), publications and case studies.

It also co-sponsors the Change Academy with the Leadership Foundation for Higher Education (see below).

AMOSSHE is doubtless already conversant with the services offered by the Higher Education Academy, but it would be worth keeping abreast of what is on offer, especially in relation to the ‘Knowledge Base’ strand, which, as indicated earlier, will require regular updating.

**Leadership Foundation for Higher Education**

The Leadership Foundation specialises in development programmes and events for the HE sector and in addition, specialises in issues of leadership. Its work addresses all three development strands and the other key elements in the draft programme framework.

Of the general programmes, three appear to be of particular relevance to the ‘Personal Development’ and ‘Strategic Capability’ strands:

- Top Management Programme
- Senior Strategic Leadership Programme
- Preparing for Senior Strategic Leadership

Any of these could be recommended as they stand to AMOSSHE heads of service or could be tailored for AMOSSHE.

### 8.3 HE SECTOR PROVISION OF BESPOKE PROGRAMMES

**AMOSSHE**

AMOSSHE is naturally a key source of developmental opportunity for student services professionals. Such opportunities include:

- the annual conference;
- networking and regional groups;
- continuing professional development events;
- informal surveys;
- the journal, bulletin and other publications.

**Leadership Foundation for Higher Education**

The Leadership Foundation offers a wide range of bespoke formats. These include formal development events, coaching, development centres and action learning.

It runs profession-specific programmes with sponsorship from professional organisations, for example the ‘Future Leaders’ programme for information services and information technology professionals.

It also runs conferences, leadership learning networks (in which AMOSSHE is involved) and, with the Higher Education Academy, co-runs the Change Academy, an event in which cross-functional institutional teams work intensively together on change projects and issues.

It contracts virtual learning services through an external supplier.
9  INDICATIVE COSTINGS

The cost implications of the draft programme framework remain highly uncertain until the concepts have been agreed and fleshed out in detail. Once this has been done, it will be possible to apply costs to alternative pathways through the programme.

The following approximate fees are known, in respect of the two main known providers of sector-based training and development.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Approximate Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUA 2007/08</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Management development workshops</strong></td>
<td></td>
</tr>
<tr>
<td>One day, members</td>
<td>£175</td>
</tr>
<tr>
<td>One day, non-members</td>
<td>£250</td>
</tr>
<tr>
<td>Two days, members</td>
<td>£300</td>
</tr>
<tr>
<td>Two days, non-members</td>
<td>£375</td>
</tr>
<tr>
<td><strong>LFHE 2008/09</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Open programmes (per person)</strong></td>
<td></td>
</tr>
<tr>
<td>Top Management Programme</td>
<td>£13500</td>
</tr>
<tr>
<td>Senior Strategic Leadership Programme</td>
<td>£4800</td>
</tr>
<tr>
<td>Preparing for Senior Strategic Leadership</td>
<td>£3950</td>
</tr>
<tr>
<td><strong>Professional programme (per person)</strong>*</td>
<td></td>
</tr>
<tr>
<td>Modeled on ‘Future Leaders’</td>
<td>£7000</td>
</tr>
<tr>
<td><strong>Bespoke modules, up to 20 participants</strong></td>
<td></td>
</tr>
<tr>
<td>One day</td>
<td>£2500</td>
</tr>
<tr>
<td>Two days</td>
<td>£4750</td>
</tr>
<tr>
<td>Three days</td>
<td>£7000</td>
</tr>
<tr>
<td><strong>Development Centre (residential), eight participants</strong></td>
<td></td>
</tr>
<tr>
<td>Two days</td>
<td>£10-12000</td>
</tr>
<tr>
<td><strong>Coaching</strong></td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td>£450</td>
</tr>
<tr>
<td>Package of five</td>
<td>£2000</td>
</tr>
<tr>
<td>As part of a larger programme, per session</td>
<td>£350</td>
</tr>
<tr>
<td><strong>Action learning set</strong></td>
<td></td>
</tr>
<tr>
<td>Per full day</td>
<td>£1100</td>
</tr>
<tr>
<td>Per half day</td>
<td>£600</td>
</tr>
<tr>
<td><strong>VLE</strong></td>
<td></td>
</tr>
<tr>
<td>Supplier set-up charge</td>
<td>£750</td>
</tr>
<tr>
<td>License fee per user</td>
<td>£200</td>
</tr>
<tr>
<td><strong>Change Academy</strong></td>
<td></td>
</tr>
<tr>
<td>Team of seven</td>
<td>£8-10,000</td>
</tr>
<tr>
<td><strong>Tailored case study</strong></td>
<td></td>
</tr>
<tr>
<td>Delivery per day</td>
<td>£1000</td>
</tr>
</tbody>
</table>

*Delivery costs only. Excludes design, expert speaker and residential costs.
10 RELATED THEMES OUTSIDE THE REMIT OF THIS STUDY

The following two areas of discussion were raised at the focus groups. They have a connection with the issue of leadership development for heads of service in the long term.

10.1 Professionalisation, qualification and accreditation
10.2 Conducting research as a profession and through AMOSSHE

10.1 PROFESSIONALISATION, QUALIFICATION AND ACCREDITATION

“The service we provide today is much more professional than that of 10 or 20 years ago.”

“In order to have currency, it would help to have letters after our name.”

“Do we want to develop credentials as a profession? Doesn’t our ‘profession’ come from doing the job?”

“What credentials do head hunters and recruiters expect?”

Because of the eclectic nature of the professions which tend to be grouped within student services, many directors and heads of student services do not see themselves as belonging to a distinct profession, in the sense that heads of human resources or finance do. In the latter cases, human resource professionals acquire recognition through a single qualification18; for finance professionals, there is more than one route to professional qualification, but there are clear synergies between those qualifications19.

Not only are qualifications useful in establishing a benchmark of relevant knowledge and competence, they also confer status and credibility, especially perhaps in a university, where objective recognition of achievement is core to the academic culture.

Historically, a formal award has been less important for directors and heads of student services than for the specialist managers below them, some of whom cannot practise without a recognised qualification and all of whom need status in their particular market place. There is nothing dedicated to, or tailored for, the management and leadership of student services and given the need for increased credibility, influence and competence at a strategic level, it is arguable that there should be.

Directors and heads of student services had varying views on the value and practicality of establishing a qualification or accreditation related to student services which would apply at their level. However, they recognise – and welcome the fact - that their role is professionalising fast and that credentials can be important for career progression.

Two main suggestions have been put forward for consideration and investigation:

- professional accreditation for current and aspiring heads of service via an accrediting institution, such as the Chartered Management Institute;

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18 The Chartered Institute of Personnel and Development (CIPD)
19 For example, the Institute of Chartered Accountants in England and Wales (ICAEW) and the Chartered Institute of Management Accountants (CIMA)
• the development of a student services-specific qualification, with different degrees within it, for aspiring heads of service, based on a combination of examination and continuous assessment.

This study recommends that AMOSSHE investigate these options, especially, perhaps, that of accreditation in order to set the standard for the recruitment of heads of service and to support the progression of members to higher levels of management in their institutions.

10.2 CONDUCTING RESEARCH AS A PROFESSION AND THROUGH AMOSSHE

Some directors and heads of student services, particularly those who are familiar with the research activity in the USA into student affairs, would welcome the opportunity to undertake or participate in research that would support student services in the UK.

They see research as important for the long term credibility of student services in the research-oriented environments of universities, and as providing a reputable theoretical base for the practice and development of their work.

Some research is already sponsored by AMOSSHE, though on a limited funding base.
11 NEXT STEPS

This report is to be presented at the AMOSSHE conference of 16th -18th July 2008, in order to give AMOSSHE members the opportunity to comment on its content and to influence the way forward.

Depending on the outcomes of that debate, the steering group will wish to consider how best to translate the findings of the report into an effective leadership and management development programme for members. There are three main stages to this process:

11.1 Design
11.2 Development
11.3 Delivery

This study recommends that AMOSSHE adopt a project approach to taking the programme forward from this point. The scope and timing of the three stages will be dependent on resource and this should be estimated before detailed work on the programme begins; a plan should be defined with the implications for project management identified.

In addition, AMOSSHE will wish to explore contractual supplier partnerships with experts in the fields of programme design, development and delivery.

11.1 DESIGN

The design phase will require the draft programme framework presented in this report (see page 30) to be fleshed out in greater detail.

Design issues include:

- agreeing the purpose of the programme and the anticipated outcomes;
- confirming or adjusting the modular structure;
- deciding how non-modular elements will contribute to and link in with the modules and with each other; ensuring that AMOSSHE’s current events and services will be integral to the programme design;
- defining more precisely the target audience, aims and outline content for each module and for each of the other elements;
- identifying pathways through the modular structure; in particular whether modules will be independent of each other or not;
- determining for each programme element its length, format and maximum participant group size;
- identifying potential suppliers; deciding who or which organisations could be approached to deliver the various elements of the programme;
- deciding which elements of the programme should be prioritised for development (see comments below);
• ensuring that accreditation considerations are taken into account in the design;
• identifying the likely time investment and other costs of programme development and design.

11.2 DEVELOPMENT

Once the overall design has been defined, the programme will enter the development stage, which in essence entails the production of detailed plans, content and materials for courses and events.

Given the potential size of the programme, developing it in its entirety will require a significant investment of time and funds and so it would be neither desirable nor feasible to convert the design into action all in one go. AMOSSHE would be advised to plan a staged process in line with available resources, prioritising certain elements of the design for development. This has the further benefit of being able to adjust the design as elements come on stream and feedback from participating members becomes available.

Some aspects of the programme will not need extensive preparation and could be put in place within the reasonably near future. For example, the aims of some of the modules are likely to be met by means of conferences and other events which AMOSSHE is already planning; there is nothing to stop forthcoming decisions on such events being related to the draft programme framework proposed in this report.

Similarly, coaching, action learning and development centres do not depend heavily on tailored pre-produced content and could be organised within the next six months to a year.

11.3 DELIVERY

As indicated above, delivery will come on stream in stages. A delivery plan would indicate how this should happen, covering issues of suppliers; the timing, frequency and location of events; marketing and promotion; administration; and cost.

IN CONCLUSION

An AMOSSHE-sponsored leadership and management development programme has the potential to be an exciting initiative, of significant interest to members and with both short and long term benefits for individuals and the student services leadership profession as a whole.

The Leadership Foundation for Higher Education and Susan Chadwick look forward to hearing the views of AMOSSHE members on the ideas and proposals raised by the scoping study.
APPENDIX A – CONSULTATION PARTICIPANTS

Susan Chadwick is grateful to everyone who participated in this study for their time, interest and valuable contributions. Thank you!

STEERING GROUP

- Raywen Ford, Director of Student Services, Roehampton University
- Sally Olohan, Head of Student Support Services, Nottingham Trent University
- Simon Wright, Director of Student Support Services, Swansea University

TELEPHONE INTERVIEWS

1. Lyn Beverley, Head of Student Services, Newman University College, Birmingham
2. Robert Cummings, Dean of Students, University of Wales Institute, Cardiff
3. Kate Dodd, Director of Student Life, University of Birmingham
4. Lyn Link, Director of Human Resources, London Metropolitan University
5. Bruce Nelson, Academic Registrar and Deputy Secretary, Edinburgh University
6. James Nicholson, Head of Student Services, University of Abertay, Dundee
7. Frances Tate, Head of Student Services, Bangor University
8. Julie Walkling, Director of Student Services, London Metropolitan University
9. Landé Wolsey, Head of Student Services, Queen Margaret University, Edinburgh

FOCUS GROUP DISCUSSIONS

Directors and heads of student services from the following institutions attended three focus groups, facilitated by Susan Chadwick at AMOSSHE regional meetings, w/c 9th June 2008.

<table>
<thead>
<tr>
<th>East Anglia Region</th>
<th>London and South East Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anglia Ruskin University</td>
<td>19. University of the Arts</td>
</tr>
<tr>
<td>4. University of East Anglia</td>
<td>22. City University London</td>
</tr>
<tr>
<td>5. University of Essex</td>
<td>23. Goldsmith’s College, University of London</td>
</tr>
<tr>
<td>6. University of Hertfordshire</td>
<td>24. Heythrop College, University of London</td>
</tr>
<tr>
<td>7. Norwich School of Art and Design</td>
<td>25. Kingston University</td>
</tr>
<tr>
<td>9. University of Cumbria</td>
<td>27. Roehampton University</td>
</tr>
<tr>
<td>10. Lancaster University</td>
<td>28. St George’s, University of London</td>
</tr>
<tr>
<td>11. Leeds College of Music</td>
<td>29. St Mary’s University College, Twickenham</td>
</tr>
<tr>
<td>12. Leeds Metropolitan University</td>
<td>30. School of Oriental and African Studies, University of London</td>
</tr>
<tr>
<td>13. Liverpool University</td>
<td>31. Thames Valley University</td>
</tr>
<tr>
<td>14. Liverpool John Moores University</td>
<td>32. University of Westminster</td>
</tr>
<tr>
<td>15. Nottingham Trent University</td>
<td></td>
</tr>
<tr>
<td>16. Sunderland University</td>
<td></td>
</tr>
<tr>
<td>17. Trinity and All Saints, Leeds</td>
<td></td>
</tr>
<tr>
<td>18. York St John University</td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX B: AMOSSHE INSTITUTIONAL REPRESENTATIVE MEMBERS (DIRECTORS AND HEADS OF STUDENT SERVICES) BY COUNTRY**

**NUMBERS @ JUNE 2008**

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>114</td>
</tr>
<tr>
<td>Scotland</td>
<td>18</td>
</tr>
<tr>
<td>Wales</td>
<td>9</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>2</td>
</tr>
<tr>
<td>Ireland</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>146</strong></td>
</tr>
</tbody>
</table>
APPENDIX C - PREPARATORY MATERIAL FOR TELEPHONE INTERVIEWS AND FOCUS GROUPS

THEMES

The following three themes were issued in advance to participants for consideration. Subsequent discussions ranged more widely.

1. **What are the key issues/challenges facing student services functions in higher education at the moment and in the foreseeable future?** Which of these issues are shared with other functions and which are unique or critical to student services?

2. **Given the issues you have identified, would you make any adjustments to the list of leadership and management development topics below?** Which of the topics would need a bespoke development solution, rather than a generic solution? Which topics would you prioritise?

3. **What kind of development programme designed for Heads of Service would work well?** Consider structure (eg modular, pathways), delivery (eg formal courses, virtual via intranet, projects, action learning groups etc), length (elapsed time, number of days).

LEADERSHIP AND MANAGEMENT DEVELOPMENT TOPICS

Participants also had prior sight of the following list of leadership and management development topics, produced at an AMOSSHE workshop in January 2008, facilitated by the Leadership Foundation for Higher Education.

The general opinion was that most of the topics could and should form part of general training and development provision, delivered either by university staff development units or by external training suppliers. It was noted that the skills listed are ones which directors and heads of student services should certainly have under their belts and that some of the items are ones where they would welcome tailored support, as indicated in the main body of this report.

1. **New management roles/becoming a manager**
   - events for recently appointed managers
   - communications skills

2. **Self-leadership**
   - understanding of personal impact
   - developing an inner frame of reference to help ensure healthy practice
   - use of emotional intelligence

3. **Leading others, power and influence**
   - relationships with power
   - leadership by head of service
   - developing and interacting around the services and the role of heads of service
   - learning the skills necessary to be effective leaders – having the opportunity to go into each attribute in more detail
   - Leadership – what is it? How do we do it?
- making the most of networks and informal influence
- influencing others
- how to develop leadership skills in others
- how do you put issues on the agenda / trigger them?

4 Leadership/management distinctions
- balancing leadership and management roles
- focus on management functions and key skills required to succeed in HE would be welcome (incl. new concepts and emerging ways of working etc.)

5 Team leadership
- leading successful and happy teams
- developing skills in your team, especially in people who are entrenched or are people who have been promoted because they are good practitioners, but not necessarily good managers
- how to handle difficult ‘resistant’ team members/colleagues/line managers
- successful leading and motivating your teams (esp. in times of change)
- dealing with difficult colleagues/managers

6 Managing multiple diverse teams
- multiple site/multiple discipline management
- managing multiple teams with a semi focus
- leading multidisciplinary teams

7 Middle management - managing up and down
- how to manage your manager and those above you
- successfully managing your manager
- leading/stimulating organisation-wide change from middle-management position
- more on ‘leading our own management’

8 Change/crisis/pace
- dealing with difficult and obstructive staff
- handling situations when your plans are sabotaged
- effecting change/influence with large organisations
- leading in a crisis situation/preparing for crisis

9 Managing in our specific context
- more tailored towards student services
- managing in a professionalising industry, ie universities
- strategic development/role(s) of student services in HE
- establish an HE module management/student services module
- externality and HE leadership – articulating external drivers and culture changes
- action learning role with colleagues in SSS?
- dealing with ‘other professionals’ – counsellors, disability officers and etc. – understanding their point of view and etc.
- negotiating with service management
- leading areas with unrelated needs/in less secure positions than each other
- managing with soft and hard skills within student services
- put into practice through case examples
- more varied, interactive approaches, perhaps including simulations and/or case studies from the sector
10 Strategic leadership and planning
- how to think strategically? How to manage strategically?
- managing strategically/managing complexity
- managing and planning with students as ‘partners’ – the pros and cons
- succession planning within student services
- strategic leadership and planning
- how to manage students'/others' expectations of the services offered

11 Financial and resource management
- managing resources: translating strategy into budget bids
- understanding financial management
- income generation for student services
- budgeting/business cases

12 Project management
- project management
- appropriate project management skills and models for student services managers

13 Sundry
- career management in student services
- how to build on the thinking and processes we have been involved with today in a university culture where ideas can be rushed through too quickly and without thought
- any courses on leadership and management skills
- structuring staff development: fitness for purpose
- ways of managing the demands upon our time
- sharing good practice networks through skills development
- it is important to reflect the hard/soft skills balance
- consider using a ‘change academy’ model
APPENDIX D - RESOURCES IN DESK RESEARCH


- Grant, A.: ‘The organisation, scale and scope of student service provision in AMOSSHE member institutions’ AMOSSHE Survey 2003 and AMOSSHE Journal Vol 1 2005


- AMOSSHE website

- AUA website and Events Handbook (Oct 2007)

- NASPA, USA website
“The range of services across the higher education sector is now very broad; many if not most institutions offer the following services or at least some level of provision:

- career information advice and guidance;
- counselling for those with significant personal difficulties;
- disability and mental health support;
- learning skills advice to help students who are experiencing difficulties with their academic work;
- learning support for students with dyslexia or other specific learning difficulties;
- financial support and advice;
- specialist advice for international students;
- personal advice to help with practical and personal problems, sometimes including legal problems;
- multi-faith guidance and prayer facilities, including appropriate facilities for Muslim students;
- employment bureaux, to help students find suitable part-time jobs;
- pastoral care systems for students in university accommodation, often delivered by trained students but co-ordinated by student services staff;
- accommodation services to help students find private accommodation;
- student health centres. These often develop particular expertise in health areas relevant to young adults, including sexual health;
- postgraduate centres, providing specialist facilities for students studying at postgraduate level;
- nurseries, to look after the under school age children of students who are parents;
- sports facilities – sport has traditionally been an important aspect of UK university life.

Not every head of student services will necessarily have all these responsibilities: in some HEIs the responsibility for some of the above areas falls within the remit of other administrative units, and in others there may be no central support provided.”

The table below summarises data from the 2002/03 AMOSSHE member survey in respect of some of the core areas of provision.

<table>
<thead>
<tr>
<th>Area of responsibility</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation</td>
<td>38</td>
</tr>
<tr>
<td>Careers</td>
<td>64</td>
</tr>
<tr>
<td>Childcare</td>
<td>43</td>
</tr>
<tr>
<td>Counselling</td>
<td>95</td>
</tr>
<tr>
<td>Disability</td>
<td>93</td>
</tr>
<tr>
<td>Spiritual and faith support</td>
<td>79</td>
</tr>
<tr>
<td>Student finance</td>
<td>90</td>
</tr>
<tr>
<td>Welfare advice</td>
<td>81</td>
</tr>
<tr>
<td>Health</td>
<td>74</td>
</tr>
<tr>
<td>International students</td>
<td>73</td>
</tr>
<tr>
<td>Sports/fitness</td>
<td>30</td>
</tr>
<tr>
<td>Learning support/study skills</td>
<td>43</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
APPENDIX F – GENERAL CONTEXT IN SCOTLAND AND WALES

The issues below are those raised in the course of this study; they do not represent a comprehensive description of national variations. Some issues mentioned by the Institutional Representative members (IRM)s from one country may also apply to the other.

Issues raised by IRMs in Scotland:

- As mentioned earlier, the small population (relative to England), helps Scottish institutions to wield influence in national politics.
- Students are able to enter higher education at a younger age than in England and Wales so there will be a higher proportion of under-18s in Scottish institutions.
- The fee regime is different; students domiciled in Scotland and European Union students do not pay fees.
- The quality assurance systems are different – Scotland is ‘enhancement-led’ and England ‘assurance led’; this is influential in terms of strategy.
- The Scottish National Union of Students continues to have a big influence on decisions, possibly more that its counterparts in England and Wales. This tends to put a strong strategic spotlight onto student experience when making funding applications.

Issues raised by IRMs in Wales:

- The fee regime is different; students domiciled in Wales and European Union students pay less than English students.
- A greater number of Welsh students stay in Wales\(^{20}\); therefore more students live at home and are less engaged in campus life.
- Innovations in England do not always transfer into Wales; resourcing decisions by the Welsh Assembly may differ from those of Westminster.
- The Welsh Assembly may offer different guidance on new legislation – either to improve on what England has done or to comply with different structures in Wales.
- Unlike England and Scotland, Wales still co-operates with Local Education Authorities on student finance.
- The promotion of bi-lingualism (Welsh and English) carries a cost for student services.

\(^{20}\) This may also be true of Scotland, but was not mentioned by interviewees.