Present: At least 140 School Staff were signed up to attend on Eventbrite.

In attendance: Chris Hardare, Head of School; Sam Ryder, Head of Operations; Kevin Taylor, Head of Research; Andrew Horn, Head of Teaching and Learning; Nicholas Weise, Head of Social Responsibility Department of Chemistry; Giles Johnson Head of Social Responsibility Department of Earth and Environmental Sciences.

**DISCUSSION SUMMARY**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Action By</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome</td>
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<tr>
<td></td>
<td>The School Board was Chaired by Departmental Fora Chairs as the School Board Chair has not yet been elected.</td>
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<td></td>
<td>The Chairs at the meeting were Jim Warwicker, Department of Chemistry, Joel Daou, Department of Mathematics, Lee Fielding, Department of Materials &amp; Robert Sansom, Department of Earth and Environmental Sciences.</td>
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<tr>
<td>2</td>
<td>Head of School (CH)</td>
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<td></td>
<td>A verbal update from the Head of School, Chris Hardacre was received.</td>
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</table>

**School Board**

- The School of Engineering and School of Natural Sciences School Boards will be taking place at the same time
- At future School Board’s the agenda should include items raised within the Departments as well as questions that Chris would like input to, ensuring that it is a two-way process
- The agenda for the School Boards will be set in advance to ensure linkage with Departmental Fora meetings, Faculty Committee and Senate
- Chris Hardacre is to attend future Departmental Fora meetings, where possible

**New Structure & Opportunities**

- Nine Schools of the Faculty of Science and Engineering have now become nine Departments under two Schools, the School of Natural Sciences and the School of Engineering
- The change in structure is hoped that we start to think of the School as a whole rather than just ‘my Department’. For example vacancies across the departments will now come under the School and discussions will be had at the School Leadership Team about where the funds for PS and Academic staffing are needed the most
- Another opportunity is to advertise posts without specifying the department so that candidates can be assigned once appointed to see the best fit as has done for the CAMS appointment
• Ensure consistent processes across the Departments, for example probation, sabbatical leave, start-up grants for academic staff, equipment funding
• It was noted that if processes are put in place and prove difficult then staff should contact CH
• It is likely that there will be a School based Athena Swan submission and this will include Departmental action plans
• Best practice will be shared for Health and Safety across Departments
• Leaner structure at School level
• Potential for Faculty EAB where Department EAB Reps could come together to assess what we are aiming to achieve

Staff Engagement
• CH is keen to ensure that the Research Institutes have opportunity to provide an input on what the School is trying to achieve
• Departmental staff lunches and staff PS coffee mornings have been taking place

Workload Allocation Model
• It is hoped that there will be a Faculty Workload Allocation Model to ensure that everyone is treated the same
• It was noted that it is an indicative model and does not take into account every single task that an academic carries out
• It was noted that it not used as a performance management tool. It is a management tool which will be averaged over 3 years
• It will help to inform resource planning instead of looking at staff and student ratio (for example) that can be less informative
• The new model will include an allocation of ‘headroom’ to offer recognition of this issue
• There will need to be consideration to appropriate granularity
• It is anticipated that the final model will be transparent to all staff

School Priorities
• The School Leadership Team has agreed 5 Priorities to cover workforce & budget planning; deliver Teaching College and operational priorities in the School of Natural Science disciplines; enabling staff time; internationalisation & industry & embed our culture

After the first year of the restructure CH is considering an official launch of the School of Natural Sciences.

There was a question concerning the BAME representation on SLT.

It was requested that the Chair of the School Board job description is to be circulated.

It was questioned whether there is a mechanisms for staff to feed in to the WAM Model.

It was suggested that there needs to be a School level EDI oversight lead if there is to be an Athena Swan submission at school level

3 Social Responsibility Report (NW/GJ)
The Social Responsibility Departmental Representatives delivered a presentation giving an overview of the organisation of Social Responsibility in the School of Natural Sciences and the University Social Responsibilities Goals. (see Appendix 1)

- The Head of Social Responsibility role is the same as the Director of Social Responsibility. The role involves setting agendas and strategies at departmental level
- There is currently no School level Social Responsibility Strategy and discussions are on-going about introducing one
- The current University SR Goals are under review
- It was noted that the Stellify engagement for graduates could be improved
- It was noted that arrangements of Green Teams is changing and discussions are ongoing about how this will work in the future
- It was noted that there could be other ways to engage with communities and ideas were welcome here
- It was noted that could be opportunity for SR to better support Research with Societal Impact, for example impact plans on Research Council Grants

There was a question on how the University measures the success of Stellify and whether it is suitable for all individual circumstances, for example students who are working full time.

4 Head of Teaching & Learning Report (AH)

A presentation from the Head of School Teaching and Learning was received that gave updates from the start of the academic year, Student Experience Action Plans (SEAPs) and Communities of Practice (Appendix 2).

- AH thanked all PS, Technical and Academic members of staff for the delivery of the new academic term and reported that Teaching and Learning across all disciplines has been delivered seamlessly.
- This year the SEAPs have been delivered by the Discipline Heads of Education at Departmental level and have identified School and Faculty-level actions. They have also been aligned to Teaching College Strategic priorities. They are available to view on the Intranet.
- Teaching and Learning Communities of Practice have been set up across a series of themes across both Schools. The Discipline Heads of Education have been assigned to lead on an area that consist of both academic staff and PS staff working groups and the aim is to share best practice and deliver solutions available to all disciplines across both Schools

5 Head of Research Report (KT)

An update from the Head of School Research was received outlining the priorities of Research in the School. One priority it to focus on Early Career Researchers and Post Docs and support future careers. KT and Ian Cotton would like to invite early career academics to research forums based on a facilitated theme to encourage discussion and generations of ideas and also link to business engagement. A Research Committee has been set up that brings together Director of Research, PGR Leads and PGR Reps to discuss research strategy across the school.

6 Head of School Operations Report (SR)

A presentation from the Head of School Operations was delivered and gave an overview of PS Structures and priorities in the new School (Appendix 3).
The PS structure across both Schools consists of an Operations team, Teaching Learning & Student Experience team and Technical & Experimental team. At Faculty level there is the Research Support, Student Recruitment & Admissions and Health & Safety. It was noted that Health and Safety now report to Faculty instead of Departments. There are also various projects taking place including Student Experience Programme and Resource Levels.

School Operations
- School Operations is responsible for running all administration processes at School and Departmental level and provides a career structure
- In the Operations Structure it was noted that there are roles that are dedicated to School level and roles that are dedicated to Departments but they operate as one team and share best practice
- School Operations is responsible for delivering a number of activities including Change Projects, Compliance and Space. One of the current priorities is finance and budgets

Teaching Learning & Student Experience
- The Head of Teaching Learning & Student Experience is Steve Olivier and the Teaching Learning & Student Experience Manager is Sally Brown. There will also be a dedicated School Student Experience officer recruited

Technical & Experimental
- There is a Technical Services Manager in each of the Departments except for Mathematics
- The Technical Review is currently underway
- One of the priorities is for there to be one PS resource. This is already taking place in the Schuster workshop where there is resource for Department of Earth and Department of Physics.
- Introducing a job allocation software called ‘Schedule It’. This has recently been introduced in MACE and work is being carried out to ensure an effective role out across all of the Departments.
- Overall it was noted that maintaining business as usual during significant change is what the School Professional Services has been focusing on and Sam Ryder thanked PS, Technical and Academic staff that have helped to deliver this.

A question was raised about what the vision is for workshop provision following closure of Departmental workshops and whether centralised facilities will be used moving forward.

A concern was raised about the response to requests in the workshop if a ‘queuing’ system is introduced.

A question was raised about whether academics will be involved in the Technical Service Review.

<table>
<thead>
<tr>
<th>7</th>
<th>Any Other Business</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Experience Action Programme</strong></td>
<td>Sam Ryder delivered a presentation on the Student Experience Programme (SEP) (Appendix 4). The SEP brings together a number of change initiatives across the University including Student Lifecycle Project. It will introduce new technology and processes across the University to improve services for students. A number of</td>
</tr>
</tbody>
</table>
Academic and PS staff will be involved in order to deliver the programme on time and successfully.

SEP has been divided up into a number of themes and each theme will target areas in the process of the lifecycle. In each theme there will be a Theme Rep, Theme Lead, Chair, Product Owner and 1 Academic Representative. For Cohort 1 the business case is currently being developed and has to be submitted by December for the staffing committee in February. Cohort 2 will need to prepare a business case for the staffing committee in July. The new structure will be in place by September 2020.

A link to information on the Student Experience Programme can be found here.

**MECD Office Space**

A discussion was had about the MECD office space designs and the following concerns were raised:

- Impact of recruitment of staff and retaining staff
- Working environment is not fit for purpose
- Working with exam papers and IP
- How the office space will deliver duty of care for students in relation to mental health
- Comment that ‘no academic staff that they have spoken to agree with the design’
- Short timeline of the design process means that discussions have to take place immediately to ensure voices are heard
- Meeting spaces, the system for booking and meeting space for personal tutors
- The same thing has happened at other Universities and has not been successful (Imperial and Malmo University)
- Consultation has taken place but not listened too
- Student access

A proposal was put forward for Senate to call a review on the current plan of offices in MECD in particular the lack of individual office space and input from consultations. Also a request to ask Senate to call a review on the mapping process for a review to MECD.

There was an indicative show of hands 'academic staff should not share single office rooms in the MECD new build'. There was a clear majority in support.

It was also noted however that the show of hands were likely to be mostly Academic staff.

**UPDATE on the MECD item of AOB, subsequent to progression after the Board meeting:**

Senate is now due to discuss this issue at its Jan 29th meeting. The Registrar, Patrick Hackett informs us that:

The Faculty will be invited to make a presentation on the background and work that led to the decision made by the University’s Capital Planning Sub-Committee in July 2019 to approve the shared office design for MECD. This will be followed by Q&A.

<table>
<thead>
<tr>
<th>8</th>
<th>Date and Time of Next Meeting</th>
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<tbody>
<tr>
<td>The next meeting will be held on Thursday 16th January at 2pm – 4pm.</td>
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</table>
Social Responsibility in the School of Natural Sciences

What are we doing and what should we do?

**Current Organisation:** 5 Heads of SR, 5 leads for equality and diversity, no school level structure

**University SR Goals (under review):**

*Socially responsible graduates* – Stellify. How can we increase engagement?

*Environmental Sustainability* – Green Teams. Being replaced, how successful has this been?

*Responsible Processes* – Athena Swan awards. How should this be organised?

*Engaging our communities* – ScienceX at TC. Other ways to target non-trad audiences?

*Research with Societal Impact* – Could we support this better? e.g. support for impact plans?
TL&SE Updates – November 2019

- Start of Academic Year
- Student Experience Action Plans (SEAPs)
- TL&SE Communities of Practice
Start of Academic Year 2019-20

THANK YOU!

to all PS, technical and academic staff for delivering a seamless transition to the new faculty structure.
Student Experience Action Plans (SEAPs) 2019-20

Disciplines have developed SEAPs (1st November):

- consulting with students (mainly via SSLCs)
- identifying school and faculty-level actions
- aligning with TC strategic priorities

All SEAPs are available via the intranet. There
Student Experience Action Plans (SEAPs) 2019-20

Key themes for 2019-20:
• academic advising
• assessment and feedback
• embedding employability in programmes
• factors affecting continuation
• resource issues (Estates, IT/media Services etc.)
TL&SE Communities of Practice

Connecting key academics and PS across FSE disciplines:

- Assessment
- Academic Advising
- Appeals, Complaints and Discipline
- TEF/TQ metrics
- T&L Enhancement
- Employability
- Peer-assisted learning
- GTA Training
- Welfare
- Recruitment & Admissions
CoPs will enable us to work strategically and efficiently across disciplines and schools:

- delivering operational priorities
- sharing ideas and best practice
- supporting standardisation and simplification
- giving and obtaining advice and support
- co-creating and implementing new ways of working
Appendix 2: Head of Teaching & Learning Report
School of Natural Sciences Board

School Professional Services

Sam Ryder
Head of School Operations
November 2019
Contents

• Introduction

• PS Structure and key projects
  - Operations
  - Teaching Learning and Student Experience
  - Technical and Experimental

• Summary of what we have been focusing on since 1st August.
Appendix 3: Head of School Operations Report

PS Teams and Projects

School Professional Services

Operations

Teaching Learning & Student Experience

Technical & Experimental

Faculty Teams

Research Support

Student Recruitment & Admissions

Health & Safety

Student Experience Programme

Technical Review

MECD & Royce

Teaching College / Research College REF / TEF

Communities of Practice

Resource levels

Technical Review
What is School Operations?

- School Operations is a newly defined business area for FSE created as a result of the Faculty restructure.
- Oversees the running of all general administrative processes at School and Department level.
- Provides a more clearly defined career structure.
What activities does School Operations deliver?

Appendix 3: Head of School Operations Report
TLSE Priorities

- Embedding new structures
- School of Natural Sciences Priorities
- Teaching College vision and mission
- TLSE Priorities 19/20
- Work ongoing
Technical Priorities

- One PS
- MECD / Royce
- Schuster Workshop
- Technical Review and Co-create Workshops
- Job allocation software – Schedule It
- Establish a team ethos and share best practice
- Equipment and facilities strategy aligned to the research strategy
To summarise what we have been doing…

- Embedding new structure and bridging roles
- Training programmes
- Engagement across departments
- School of Natural Sciences PSLT
- Technical Review and co-create workshops
- Communities of Practice
- Student Experience Programme
- Maintaining business as usual during significant change
Thank you!
Student Experience Programme

Updated: 25 October 2019
In early August we confirmed the alignment of some of our major change projects and the creation of the Student Experience Programme (SEP).

SEP will introduce new technology and processes across the University to improve services for students. To be successful, this will also require changes to our people and structures.

People and structural change will be looked at ‘thematically’ - looking at roles within each theme as a whole across all grades, rather than looking at specific grades across all areas at once.

Initial releases of the new My Manchester and Microsoft Dynamics CRM have now gone live – these are foundation points and will be developed further.

Since then we have been working to determine the themes of work and recommend a framework for the Working Groups.
Drivers for change

Our students are comfortable with technology and are used to quick, easy, online services – they expect us to meet this standard.

Our staff are skilled, capable people who want to use their abilities to do interesting, engaging work. They want professional development and clear career progression.

Our organisation needs to develop in order to meet the demands of a changing world. By making our existing activity as efficient as possible, we can free up budget and staff time to do more.
Drivers for change

Wellbeing
Make support and wellbeing services more visible and easily accessible, and better identify where students need support

Efficiency
Make existing activities as efficient as possible – this will free up resources to do more, and make us more financially resilient

Consistency
Offer all students the same great experience; make our structures clearer to help staff connect and network; understand who is doing what and where

Data
Use data to strengthen our relationships, get better at predicting future behaviour, and help senior leaders make more informed decisions

Compliance
Make teams more able to comply with the latest legislation as it develops, to protect personal data and our reputation

Sustainability
Increase our organisational, financial, technical and reputational sustainability – making us more flexible, agile and able to respond to changing demands
**Wellbeing**
e.g. ‘Big White Wall’, a free 24/7 online mental health resource for students and staff

**Efficiency**
e.g. A managed online process to transfer student marks from Blackboard to Campus Solutions 9.2 (rather than copy and paste)

**Consistency**
e.g. Centralise and standardise student complaints, so all cases follow the same process and involved parties can easily track progress

**Example outputs**

**Data**
e.g. The Teaching Hub – a one-stop-shop for course unit leaders, academic advisors and seminar leaders, so they can offer the best advice, support and learning

**Compliance**
e.g. A new marketing and consent preference centre, which will help us meet GDPR requirements

**Sustainability**
e.g. Efficiency savings will increase our financial sustainability, enabling re-investment in wider activities
Themes

Staff cohort 1

Working groups to start immediately

- Student marketing and recruitment
- Student application and admission

Staff cohort 2

Working groups to establish and prepare

- Programme and curriculum design and management
- Student administration
- Taught assessment and progression
- Timetabling, course unit selection
- Student support and development
- Student communications and engagement
- PGR
- Digital learning, online and blended learning
- Student finance

Note: Since this pack was first published, some changes have been made to the Themes.

All of the activity identified as part of the original Themes will still be covered, but as some of the Thematic Working Groups have been established it has become clear that some Themes will need to progress in tandem.

For example, ‘careers and employability’ will now be looked at as part of ‘student support and development’ and ‘handling queries’ has been split between ‘student marketing and recruitment’, ‘student application and admission’ and ‘student communications and engagement’. In addition, a number of themes have been brought together under the umbrella of ‘Taught Programme Administration’.
These starting definitions give a sense of the scope for each Theme. Formal definitions for each theme will be approved by the Thematic Working Groups once they have been established and then shared with colleagues.

### Student marketing and recruitment

Activities, campaigns and events aimed at generating interest from prospective students in the University.

These activities - which include development of detailed discipline information, web publishing, digital and social media, course brochures, prospectus publication, liaison with the academic community and external relationship management - take place both in the UK and Overseas and cover all modes of study.

The approaches are tailored to ensure that strategic targets are met (including achieving widening participation obligations in the Access and Participation Plan) and specific subject areas and/or targets for particular international markets.

### Student application and admission

How the University evaluates, processes and converts applications to study, following fair admissions processes and any other legal or policy requirements.

This will includes immigration and ATAS compliance and consideration of an applicant’s status with respect to residency and qualifications.

This activity extends into conversion efforts, arrangements during Clearing, issuing offer letters and processing acceptances.

### Postgraduate Research

To be mobilised as a priority

All activities underpinning the PGR journey from end to end.

This theme group will consider the delivery of services to support the holistic PGR experience, cross referring to other themes as required to ensure coordination.
This theme covers how the University ensures that students are appropriately assessed against the learning outcomes mapped within their respective curriculum.

It includes the complete process of assessment from initial setup, submission, marking and moderation (both internally and externally), the processing of marks, publication of results and the monitoring of student progression, through to eligibility to graduate.

This theme also includes the administration of mitigating circumstances. Academic appeals and conduct matters are within this theme, as this is where the impact of any decision is.

These starting definitions give a sense of the scope for each Theme. Formal definitions for each theme will be approved by the Thematic Working Groups once they have been established and then shared with colleagues.
Themes: Starting definitions

These starting definitions give a sense of the scope for each Theme. Formal definitions for each theme will be approved by the Thematic Working Groups once they have been established and then shared with colleagues.

Timetabling, course unit selection

The activities that the University undertakes – and their supporting policies – to manage the creation, revision and communication of the timing and location of all curriculum events: both teaching (including, but not limited to, tutorials/advisement and laboratories) and examinations.

Timetabling activity extends beyond scheduling and “publication” point, and includes ongoing management of student allocations into tutorial groups and implications of students changing enrolment mid-semester.

Student support and development

All the activities aimed at ensuring students receive adequate support and advice throughout their time at the University of Manchester, whilst being supported to develop skills outside of their academic curriculum. Starting with Welcome and induction, this theme covers the following:

- The general provision of information, advice and guidance and all aspects of a student’s time at the University;
- How students are assisted with their health and wellbeing, including signposting and escalation of support in cases where concerns are raised;
- Ensuring that attendance and progression issues are joined up and linked to appropriate support and intervention around wellbeing and success.
- Ensuring that student data is appropriately utilised to recognise where disengagement issues are occurring and to ensure appropriate monitoring and intervention.
- Consideration of training and development needs for all staff working closely with students and who have a role in their support and wellbeing (including front line admin, academic and technical staff).
- How students within University accommodation access support and advice;
- Support for students who disclose a disability or require additional support for their academic studies;
- Delivery of, and assurance that students are receiving academic advice and guidance;
- How students are supported to achieve their wider potential through the development of skills beyond the curriculum (includes Stellify, UCIL and the peer support schemes);
- What the University does to engage with prospective employers and ensure that students are provided with appropriate direction and careers advice.
- Academic appeals, discipline and conduct matters are within this theme,
Themes: Starting definitions

These starting definitions give a sense of the scope for each Theme. Formal definitions for each theme will be approved by the Thematic Working Groups once they have been established and then shared with colleagues.

Student communications and engagement

The many mechanisms through which the University communicates and engages with the student body. This includes the role of Staff / student liaison groups, the role of student reps and formal surveys (e.g. unit surveys and NSS) and the new student census.

How the University receives and responds to post-arrival enquiries and how messages from staff are communicated to students will also be considered.

This includes communication and engagement around curriculum and programme development and changes, timetabling alterations, programme/school activities.

Digital learning, online and blended learning

How the University provides and supports academic colleagues with the delivery of teaching activities via online and digital channels, including lecture capture, that enable virtual learning for students. This theme will also serve as a lens to review the holistic online and blended journey, whilst the individual elements sit within the specific themes.

Student Finance

What the University does to ensure that all aspects of student finance are effectively managed, including fee setting and collection, debtor management and ensuring scholarships are set, assessed, managed and awarded. This includes financial management for PGR students.
<table>
<thead>
<tr>
<th>Role</th>
<th>Team Composition</th>
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<tbody>
<tr>
<td>Chair</td>
<td>DSE / Faculty / School rep x 2</td>
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<tr>
<td>Theme lead</td>
<td>Academic representation</td>
</tr>
<tr>
<td></td>
<td>Product owner</td>
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<tr>
<td></td>
<td>Business change / PMO support</td>
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<td></td>
<td>Others as required</td>
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There is scope for flexibility – themes are different sizes and complexities so teams may vary in size.

Business change / PMO support staff will come from the programme team – they will support multiple groups, to help provide consistency and co-ordination.
Working groups: Roles

This outlines the key roles and responsibilities of each role within working groups. In practice we expect the groups will work collectively as a team to ensure they deliver the required outputs.

**Chair**
- Runs and oversees the group, ensuring balance and the co-opting of wider/specialist knowledge as appropriate to advise and steer the group’s work.
- Owns the scope, risk, dependencies and plan for the group; reporting in to Programme Delivery Group and accountable for the delivery of the work from the theme.
- Manages member engagement and wider advocacy.
- Makes decisions, escalating to Programme Delivery Group as required.

**Theme lead**
- Oversees the input of subject matter expertise for the theme, through own knowledge and experience and the co-opting of wider/specialist knowledge as may be needed.
- Contributes to the design and delivery of People and Structures activities, ensuring alignment with Technology and Process delivery (including wider process design where not currently in scope of the Technology and Process strand).
- Highlights where business readiness and transition activities may be required.
- Contributes to the identification and delivery of benefits, and the identification and mitigation of risks.
- Acts as engagement lead for the group, presenting its progress and outputs as appropriate to stakeholders.
- Liaises across wider inter-dependent themes, to ensure alignment of activities and methods.
Working groups: Roles (cont.)

Faculty / School / DS reps (inc. co-opted)
- Contributes to the design and delivery of People and Structures activities*, ensuring alignment with Technology and Process delivery (including wider process design where not currently in scope of the Technology and Process strand).
- Provides local insight while mindful of the requirement for consistent and simplified solutions across the University.
- Highlights where business readiness and transition activities may be required.
- Contributes to the identification and delivery of benefits, and the identification and mitigation of risks.

Product owner
- Leads on the design of business processes and technical solutions for the theme.
- Liaises with technical teams on the testing, delivery and implementation of technical solutions.
- Works closely with other working group members to ensure the alignment of solutions across the people, process and technology strands.

Academic representation
- Provides academic input to the design of People and Structures and Technology and Process.
- Assesses the impact of change on academic colleagues and teaching activities.
- Provides local insight while mindful of the requirement for consistent and simplified solutions across the University.
- Contributes to the identification and delivery of benefits, and the identification and mitigation of risks.

* Co-opted representatives potentially in scope themselves may contribute to the majority of the above with the exception of detailed scoping, structural design and job description development: Chairs will exercise discretion in how to engage co-opted and in-scope representatives, taking advice and guidance from HR.
Timeline | People and structures

Staffing committee
Assess people / structural change proposals

Working groups:
Define scope; run co-create sessions; develop model; write job descriptions; write business case

Application and admission
Student marketing and recruitment

Business readiness and transition:
Update policy; train staff; establish locations; set up; etc.

Consultation > Populate structure

Working groups:
Define scope; run co-create sessions; develop model; write job descriptions; write business case

Consultation >

All other themes

Business readiness and transition:
Update policy; train staff; establish locations; set up; etc.

New structures in place

Cohort 1

Cohort 2

Appendix 4 - Student Experience Programme

New structures in place

Working groups:
Define scope; run co-create sessions; develop model; write job descriptions; write business case

Cohort 1

Cohort 2
Timeline | Technology, Process, People and Structures

Appendix 4 - Student Experience Programme

People and structures (cont.)
Cohort 2

Business process design, system development and testing, training development and business integration activity

1. New My Manchester
2. Campus Solutions 9.2 Applications and Admissions
   Released but not in full use
3. GeckoEngage
   Lead capture and recruitment
   event management
4. Safe Zone
   Security app

Campus Solutions 9.2
Applications and Admissions
In use

Microsoft Dynamics
CRM

Big White Wall
10 Oct
24/7 mental health
resource

15

People and structures
Cohort 1

People and structures
Cohort 2

Campus Solutions 9.2
Student Support
Released and in use

Business process design, system development and testing, training development and business integration activity

Additional technology releases TBC

Cohort 1
Cohort 2
Technology
<table>
<thead>
<tr>
<th>Theme</th>
<th>Chair</th>
<th>Theme lead</th>
<th>Theme reps</th>
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<tbody>
<tr>
<td><strong>Cohort 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Application and admissions</td>
<td>Jayne Hindle</td>
<td>Nicky Snook</td>
<td>Helen Eccles / Ben Goldblum</td>
</tr>
<tr>
<td>Student marketing and recruitment</td>
<td>Wayne Keating</td>
<td>Fiona Brown / Claire Brown</td>
<td></td>
</tr>
<tr>
<td><strong>Cohort 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PGR</td>
<td>April Lockyer</td>
<td>Helen Baker</td>
<td>Liz Caine / Jo Kaiserman</td>
</tr>
<tr>
<td>Timetabling and course unit selection</td>
<td>Janine Ellis</td>
<td>Paul Brierley</td>
<td>Darien Rozentals / Helen Mcglashan</td>
</tr>
<tr>
<td>Programme and curriculum design and</td>
<td>David Pattwell</td>
<td>Emma Hilton Wood</td>
<td>Sarah Featherstone / Stephanie Lee</td>
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<tr>
<td>management</td>
<td></td>
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<tr>
<td>Taught assessment and progression</td>
<td>Vicky Ackerley</td>
<td>Gabrielle Brennan</td>
<td>Kay Hodgson</td>
</tr>
<tr>
<td>Student administration (inc. attendance</td>
<td>Sharon Grant</td>
<td>Emma Wilson</td>
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<td>Emma Pemberton-Eccles</td>
<td>Michelle Bailey</td>
<td>Jared Ruff</td>
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Next steps

Working groups:

The cohort 1 working groups are now up and running. They face some challenging timescales.

As cohort 2 working groups develop, there may be changes to the way themes work together. We’ll keep you updated as this progresses.

Co-create sessions: We will run co-create sessions for the cohort 1 themes in the coming weeks. This will collect a wide group of interested parties to discuss the potential changes required to support a particular theme. This may be focused on technology, process, people and/or structures.
Resources

There is a StaffNet website for the programme and its sub-projects.

It has details of the Programme Team, the themes and a Q&A.

We will build a resource centre with all updates and briefing packs as they’re published.