

**Title:** **Finding the 'fail points' - bridging the gap between staff and student perceptions**

**Presenters:** **Julie England, Stephen Powell and Sue Burkinshaw**  
University of Bolton

**Abstract:**

**Session Learning Outcomes**

By the end of this session, delegates will be able to:

- critically evaluate some of the ideas behind Student Life-cycle Relationship Management;
- implement an institutional-wide inquiry into the student experience using the Service Design in Higher and Further Education approach.

**Session Outline**

The Service Design in Higher and Further Education approach (Baranova, Morrison, Mutton, 2009) was developed by the University of Derby as a part of the JISC funded programme on Student Life-cycle Relationship Management.

Whilst the work undertaken at the University of Derby focused on the transition stage from applicant to registered student, our research spans the complete student life cycle. The emphasis is on identifying negative and positive incidents, as perceived by lecturers and students, at each stage of the student transition process. The design of the research instrument was informed by the work carried out by Leese (2010).

The aim of the research is to provide a mechanism for identifying critical incidents which will be used to inform the development of the Learning and Teaching Strategy at the University of Bolton and will assist us in prioritising issues to be explored further in relation to our student retention agenda. This work is ongoing and should enhance the student experience at the University of Bolton.

This session will start with a brief overview introducing possible motivations for using the Service Design methodology and the key concepts and terminology that lie behind it. At its heart is the 'Blueprinting Approach' that leads to the identification of 'fail points' that provide a rigorous basis for action plans to improve the student experience.

An overview of the work being undertaken at the University of Bolton will be given together with a summary of our initial findings.

Participants will have the opportunity to work through the inquiry activities and consider how they might be developed to suit their own context informed by the experience of the presenters in implementing this approach in their institution.

### **Session Activities and Approximate Timings**

- 10 minute presentation around Service Design in Higher and Further Education
- 20 minute hands on experiencing the 'blueprinting' approach
- 10 minute plenary to discuss the activity and share ideas
- 5 minute feedback on University of Bolton findings

### **References**

- Baranova, P., Morrison, S. & Mutton, J. (2010) Service Design in Higher and Further Education. JISC: CETIS. Available at:  
[http://wiki.cetis.ac.uk/images/8/82/Service\\_Design.pdf](http://wiki.cetis.ac.uk/images/8/82/Service_Design.pdf) [Accessed September 29, 2011].
- Leese, M. (2010) Bridging the gap: supporting student transition into higher education. *Journal of Further and Higher Education*, 34 (2), pp. 239-251.