ARD – MV2MOM, 2019-20

MISSION *Who we are and what we do*	We are an informed and inspiring voice to our prospective students; a welcoming and friendly face to our new students; a knowledgeable and caring presence to our current students; and a proud and supportive friend to our graduating students. To our colleagues across LSE we are a professional and constructive source of help, support and advice. We use our professional expertise to deliver personalised engagement and administrative services to students, staff and other stakeholders. We make effective, efficient use of the systems and resources available to enable a very wide range of stakeholder experiences. At our best, we facilitate excellent individual student experiences, ensuring that students can access the full range of opportunities the School has to offer. We provide expertise as the business process owners for core student-supporting regulations, policies, processes and systems, and are responsible for providing leadership to the School's wider administrative community for their maintenance, application and development. We strive to create a working environment for both ARD staff and colleagues around the School that promotes wellbeing and inclusivity.
VISION *Where we're going*	Our expert staff will provide proactive support to students, staff and other stakeholders, delivering high quality, personalised services. We will reform and modernise our systems and processes to ensure our staff have the right tools for the job. We will adjust and retune our business as usual approaches to fulfil the Education and Student Experience priorities under LSE 2030, as set out in the 'Measures' section below.
VALUES *What's important to us*	Personalised service: our *raison d'etre* is to provide high quality support, guidance and administrative services to prospective students, applicants, current students, staff and other stakeholders. We support each other and work together in the promotion and delivery of this goal. Staff wellbeing: we support our staff to develop, to work flexibly where possible, to enjoy their roles and working lives, to have a sense of ownership of their work, and to achieve their many aspirations – for their benefit, for that of their team, the ARD and the wider LSE community. Innovation: we seek to positively intervene in the status quo when we see opportunities to improve services, policies and practice at LSE. We keep our own work under constant review and as a 'critical friend' provide constructive feedback on how others do theirs, in an effort to improve performance for all end users. Expertise: we own many of the major business systems and processes at the School, and are experts in their application. We advise on the delivery of our services. We flex those services where appropriate, but we will also say 'no' when that is the right answer. If challenged, we will

	be able to justify the response. This is how 'freedom within a framework' will be made to work. Equity and assurance: we are committed to equity in the delivery of our services. We make sure that the School abides by statutory and external regulatory requirements, but in ways that maximise opportunities for the LSE community.	
METHODS *How we do things*	Lead, participate in, and deliver the transformation of our systems and associated working practices for improved service delivery and staff engagement. Keep sight of the human being behind the task – whether service user or provider – and treat everyone with patience and respect. Follow the evidence and bench-marking information, and evaluate impact. Promote the standardisation of systems and processes, within which we can deliver personalised service. Seek out collaborative working and partnerships, within and beyond the division – with students, staff and other stakeholders – and beyond the School. Communicate effectively at all levels of the division so that staff voices are heard, and that they are kept informed about matters that affect them and their work. Contribute to and engage with cultural and behavioural reform, leading by example. Everyone counts or no one counts.	
OBSTACLES *Challenges we face*	Loss of experienced staff and their institutional knowledge. Access to the right packages to recruit the right people with the right skills. Lean staffing levels and other resources for delivering business as usual (BAU) while improving business systems and processes. BAU workloads a challenge for staff development. Under-communication (i.e. not enough) and mis-communication (i.e. failure to always consider audience type, observe appropriate timing, ask questions, actively listen, clarify message, use appropriate language, align with adjacent service areas). Room for improvement in effective, positive collaboration with departmental staff (academic and professional services staff (PSS)).	
MEASURES *Our near-term objectives*	1. Secure delivery of core services on time and to budget, reviewing and modernising where necessary to ensure alignment with LSE 2030. 2. Staff survey action plan – 10% uplift in areas targeted for improvement, as measured by 2020 internal staff survey.	

3. Resits – In-year Resits and Deferral Assessment Period (IRDAP) timetable published by 31.7.19; 19-28.8.19 IRDAP exam period delivered securely; IRDAP results released by 20.9.19. IRDAP scaled up for all UGs by August 2020.

4. SSIP – Improved processes for SSC enquiry management, document handling, change of circumstances by end of 2019; specialist service management, appointment and workshop management by end of 2019-20. To review balance between virtual services and physical helpdesks. Main benefits include reduction in helpcalls raised with SSC, increase in self-service document production, and faster turnaround times for change of circumstances cases.

5. Course choice – Clear module availability information surfaced to applicants and offer-holders; earlier indication of module preference by offer-holders; new module selection system; simplified curriculum (e.g. guided pathways and focussed optionality) – all by 2021-22. Improved student satisfaction with course choice via survey; reduction in number of students carrying clashes.

6. Salesforce rollout – Continued standardisation of approach to common tasks across ARD designed in conjunction with our service users. Longer-term ARD-wide adoption of servicedesks to measure turnaround times and workload; joined-up approach to communications via the Marketing Cloud increasing 'click through' rates; and the replacement of legacy technology with a single enhanced view of the student on Salesforce reducing the cost of legacy technology. Overall, a reduction in the division's transactional work.

7. Access and Participation Plan access measures – achieve stretching access targets as agreed in APP with Office for Students.

8. Student Mental Health and Wellbeing Framework – draft framework in place by September 2019; metrics in development.

9. Data Futures – To be able to submit statutory HESA returned in required new format by March 2021, subject to HESA publishing the revised timelines; to measure data quality at any given point; and to drive that data quality to be as high and timely as possible.

10. TEF – put in place internal architecture (by Christmas 2019) for production of submission for next exercise (by Spring 2020).

11. Welcome, community and inclusion - Co-lead Comms and Central Operations & Processes Sub-Groups (of Welcome Steering Group); deliver tactical enhancements to 2019 Welcome; and more strategic, longer-term reforms; securing start-of-year business processes – all underpinned by ARD systems, particularly Salesforce.

12. Devolved QA framework – evolve QA arrangements for curriculum reform/programme modification to support 2030 ESE priorities 'research-rich education' and 'showcase portfolio' by 2021-22; to include as part of course choice project to replace CAPIS, and

	develop new system that enables monitoring of departmental compliance with devolved QA framework).
	13. Credit framework – collaborate in modelling (i.e. as part of course choice project, depending on the extent of curriculum reform envisaged under 2030)
	14. Outward mobility – collaborate in modelling this LSE 2030 priority once the School's plans for scoping mobility, exchange and placement options become clearer.

July 2019