

School Support Service Feedback survey results March 2017

As agreed by the S3 Management Team the S3 feedback [survey](#) design changed in March 2017 to help us gather more information. The survey was re-launched through a Napier news intranet announcement and through local advertisement among S3 staff at meetings.

The following paper reports on the results of survey responses from March 2017. It is presented to SMT to try and help ensure a shared understanding of response rates and of the data provided by the survey.

Respondents

During March 2017 16 people completed the survey as follows:

| | |
|----------------------------|---|
| Academic | 6 |
| Professional Service S3 | 3 |
| Professional Service Other | 3 |
| Student | 3 |

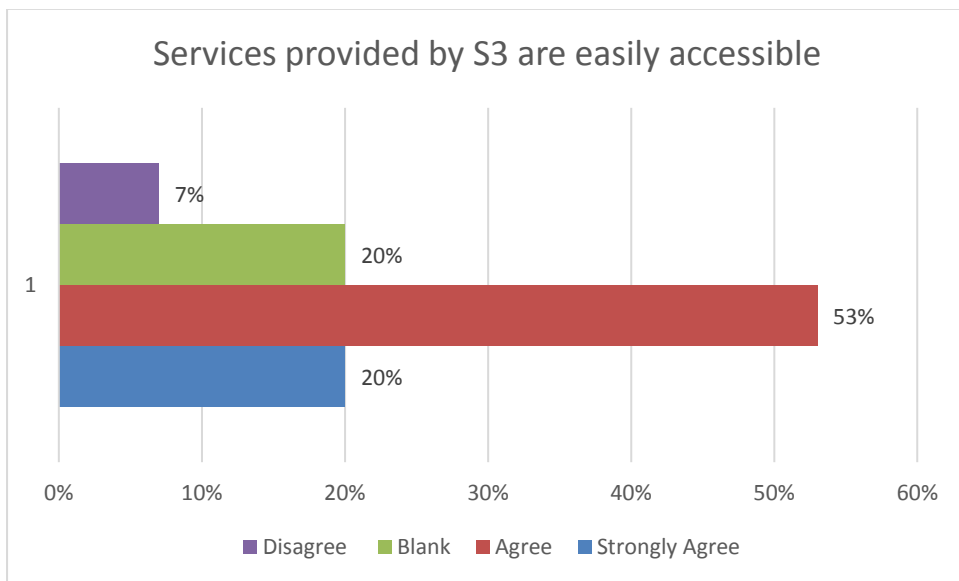
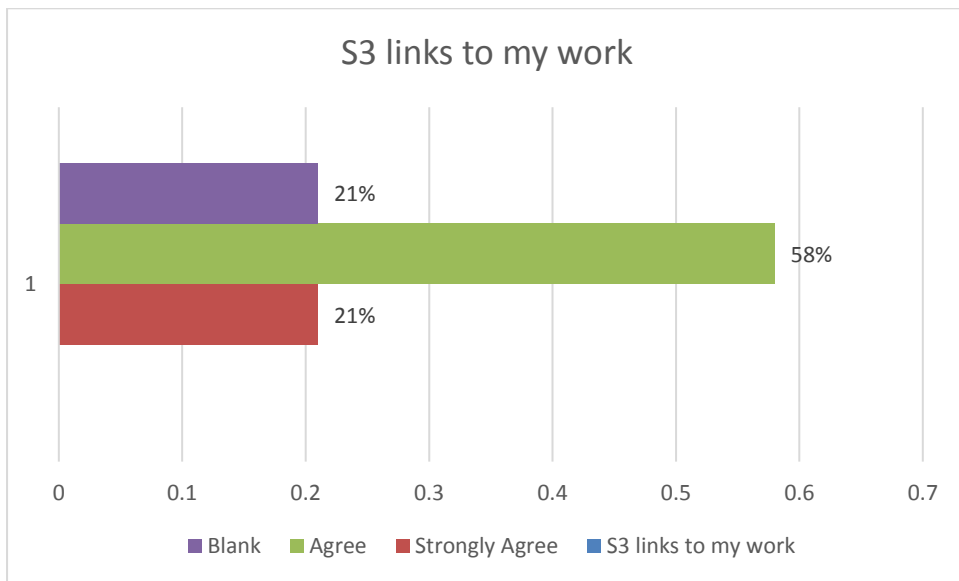
The survey gives the option for people to leave contact details should they wish to. No respondent took this option.

SMT are asked to:

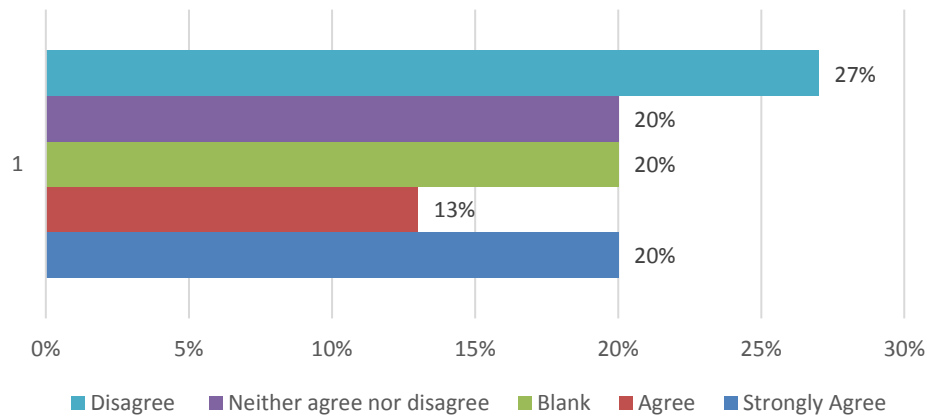
1. Consider the responses reported in this paper and determine any action arising from them.
2. Continue to encourage completion of the surveys within their areas.
3. Note that a series of campus focus groups are being organised to help gather additional feedback from our academic customer group.

V Heathwood
School Support Enhancement Lead (13/04/2017)

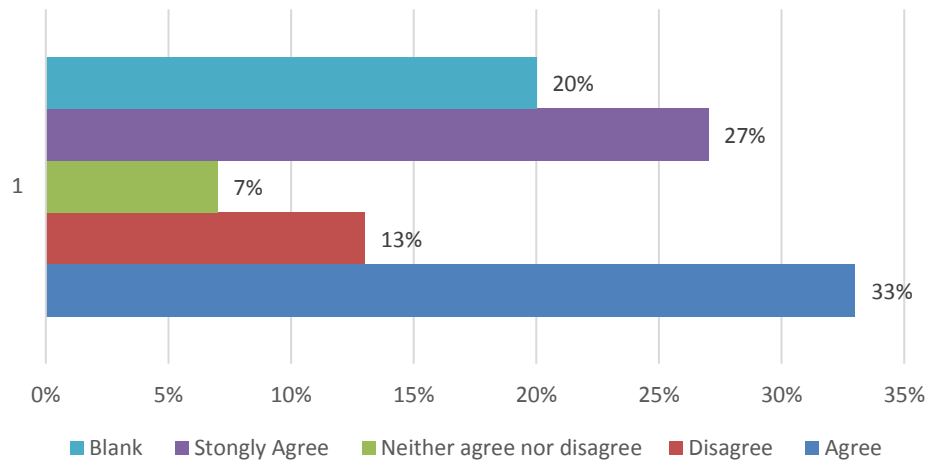
Likert scale with respondents asked to rate the S3 against a series of questions as follows:



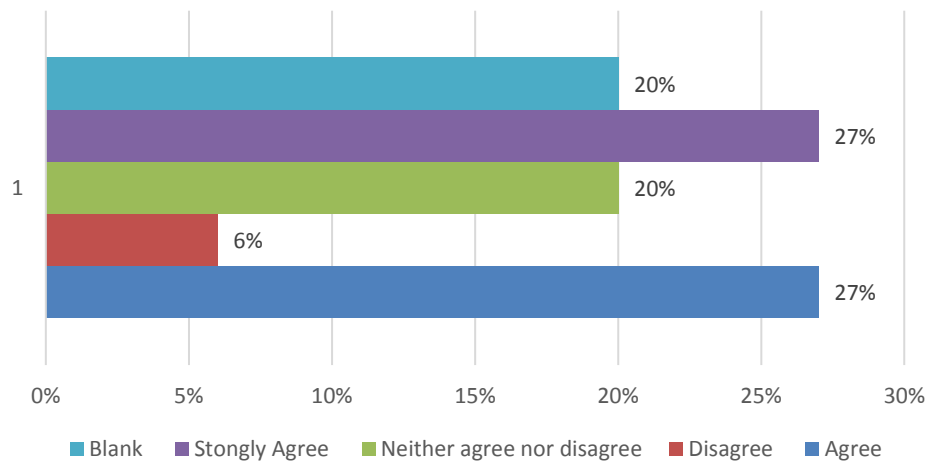
Information about the standard of service provided by S3 is readily available

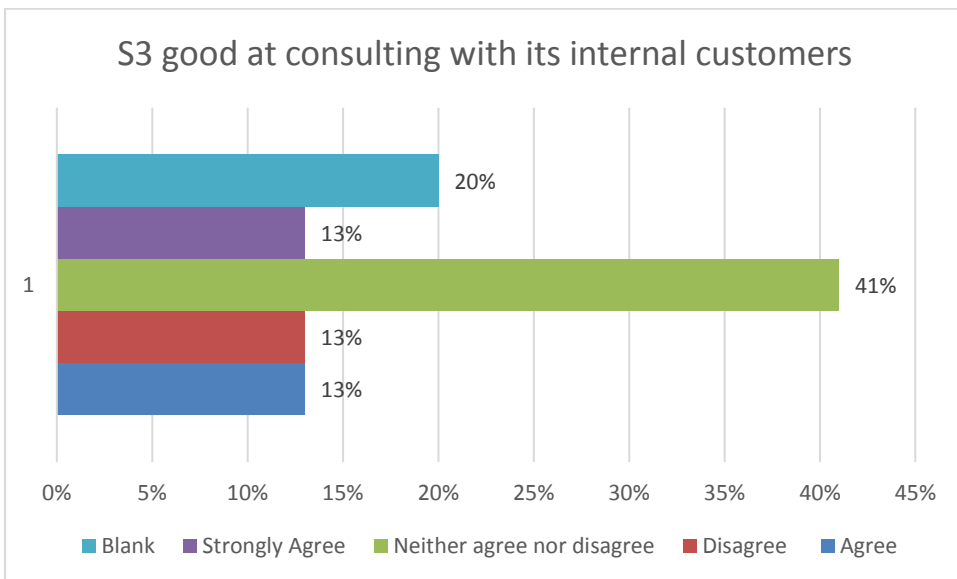
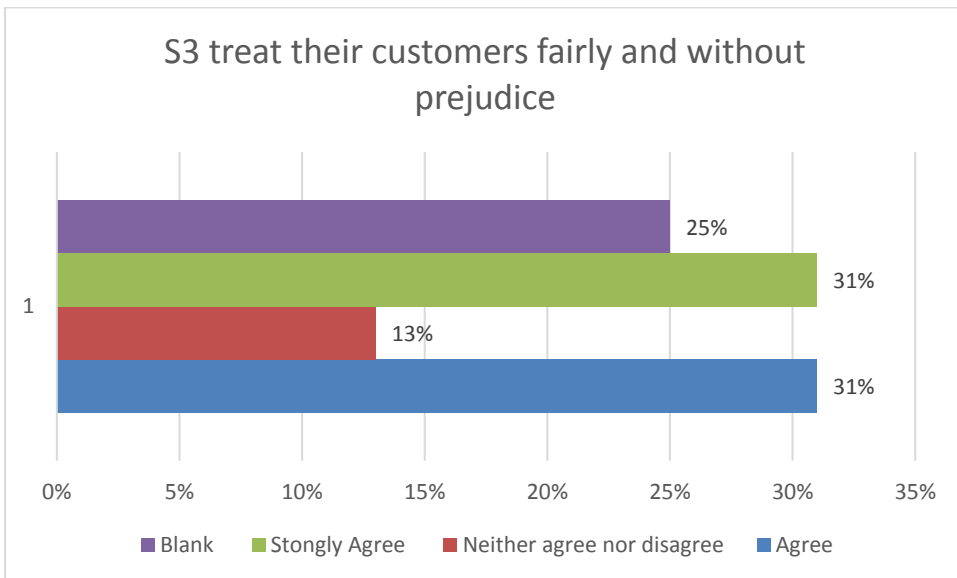
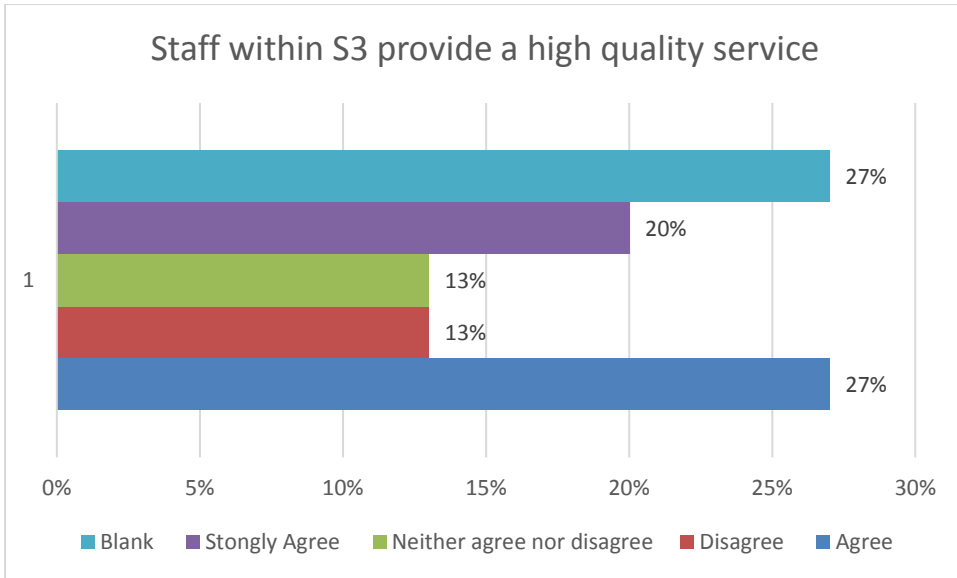


S3 delivers services in a timely manner

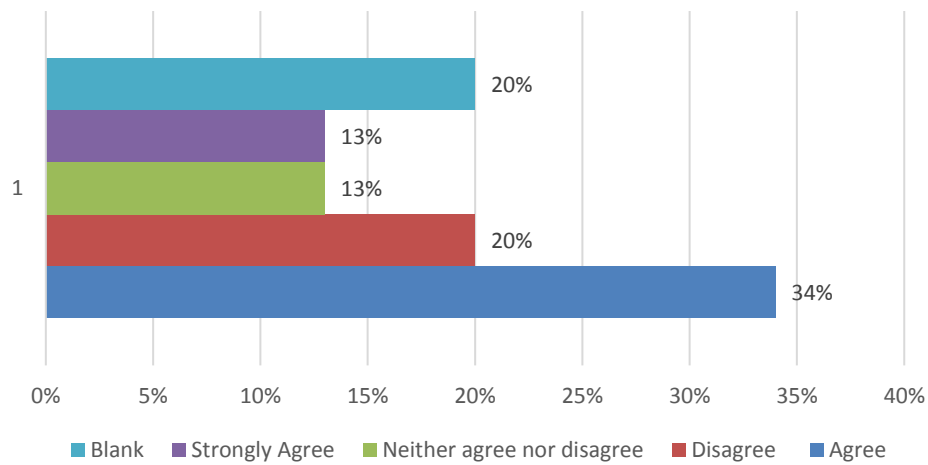


Staff within S3 are customer-focused

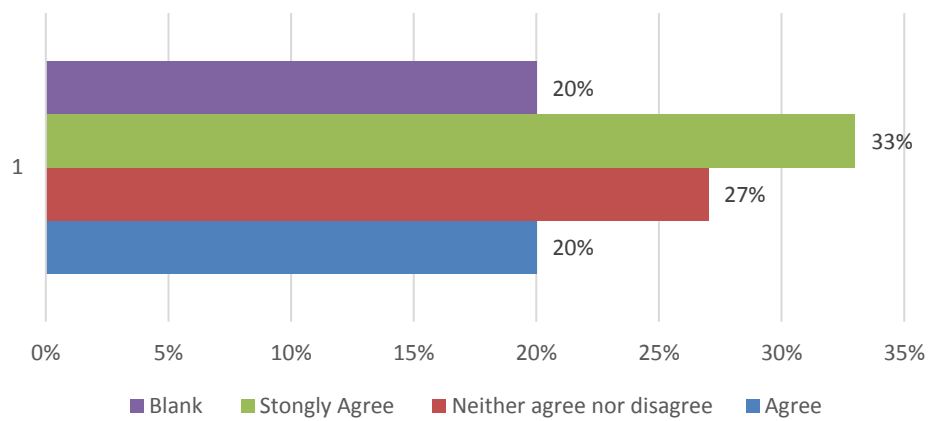




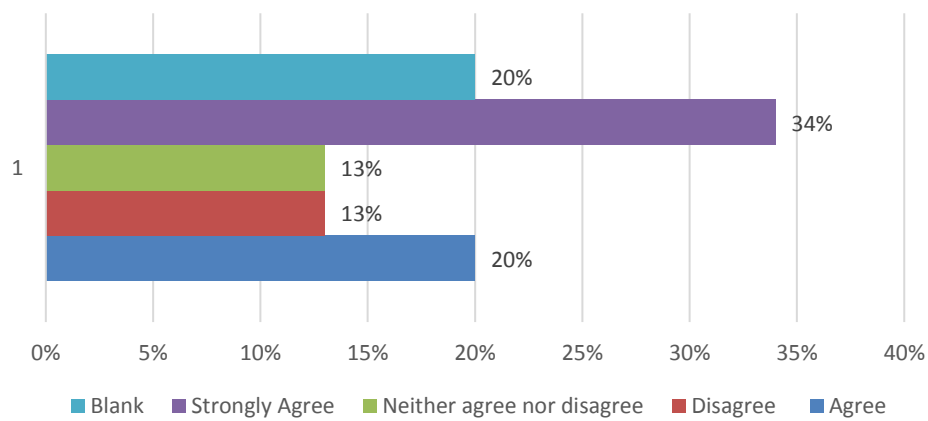
S3 is good at engaging with its internal customers

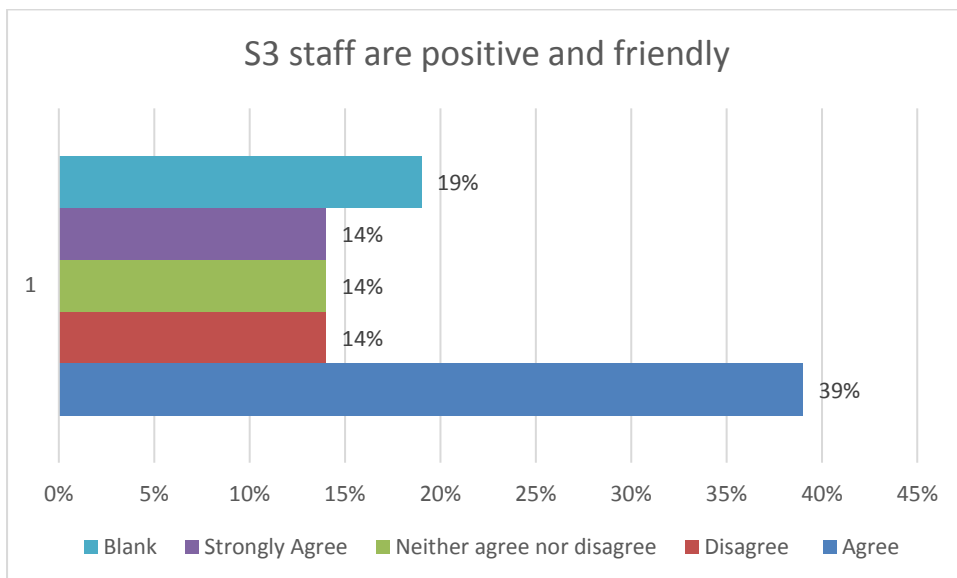
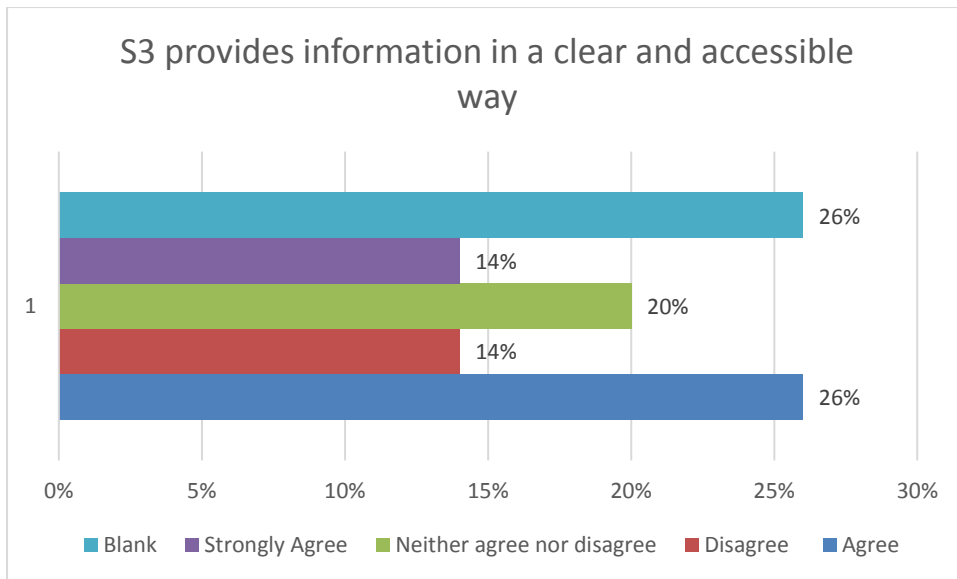


When S3 promise to provide a service they deliver



When problem arise S3 deals with them effectively





Respondents who have answered disagree or strongly disagree to any of the above are invited to provide a little more detail. The resulting verbatim comments are underlined:

"Morale seems like an issue within the service. I'm afraid sometimes this comes across to myself as a staff member. On a positive note, I don't think this is the experience of our student body."

"Takes too long to make decisions, and implementation, also staffing levels are extremely poor resulting in academics undertaking too much admin work."

"I don't know who 'internal customers' are, this sounds very corporate, not academic. Other comment is that the questions are about S3 as a whole but our experience will ultimately be with 1-2 or a few staff so statements such as 'S3 delivers services in a timely manner' may apply to 99% of S3 just not the staff we come into contact with, therefore the questions are too wide and corporate."

"Support services in the Business School provide a very good and competent level of service across all areas. the staff are generally excellent. However the quality of administrative support has been very adversely impacted upon by the restructuring of the administration division. It has led to less timely and effective academic, programme level and student support being available."

Respondents are asked if there is an area (or areas) of celebration they would like to highlight. The resulting verbatim comments are undernoted:

"The work the School Support Enhancement Leads in enhancing the service."

"It is really helpful being able to go into my school office to speak to someone (face to face) who deals specifically with my course."

"The support staff are always willing to help, and the way they adapt to change and challenges seems extremely positive in the current climate."

"I have found all recruitment contacts within the School Support Service to be helpful."

"Helpfulness of staff in the Business School"

The question do you have any suggestions on how the School Support Service could have been more helpful or the service delivered to you could have been improved resulted in the undernoted responses:

"Staff who offer solutions in a friendly manner rather than tell us what the problems are; staff more approachable and visible; it is important the S3 staff member and academic they are supporting know each other, this helps establish a good working relationships (through the changes recently taking place, we don't, so we end up working with 'names' sometimes not sure who to speak with as the 'names' change so fast); staff who solve issues together with us, are supportive so our load is less. The stress of S3 staff is visible and spreads to academics. Everyone is under pressure.

Less corporate 'speak' such as 'clients' and 'service' and more human touch would be helpful. I don't feel particularly supported by S3, it's never worked well but it's currently at the lowest it's been."

"Since the formation of S3 there has been less support for research administration, particularly within the Schools of Applied Sciences and Health and Social Care. In addition, it is not clear who in S3 is responsible for certain duties. Individual staff provide an excellent service however as a unit I do not think the formation one School Service department has been effective, I can see no benefits of this. Student Administration still seems to have a disproportionate amount of Team Leaders to admin assistants, this does not seem an effective use of resource. I don't feel that the creation of iPoints has been particularly of benefit to staff or students. Admin staff are treated as if they can be shunted around to fill certain roles, and there seems to be no respect of the fact that administrators have valuable experience and knowledge that takes time to accumulate. All in all, it is difficult to see any benefits of the creation of S3 other than change for sake of change. Also the handling and management of the organisation of S3 has been poor, with little external communication to other service departments."