

Edinburgh Napier University

Report on Professional Services'  
Satisfaction Survey 2012

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## 1 Introduction

This is the final report on the Professional Services' Client Satisfaction Survey carried out between 8 and 19 October 2012 by Fell Services Ltd for Edinburgh Napier University under the joint sponsorship of J. Duffield, Vice Principal (Strategy Resources & External Affairs), A. Sambell, Vice Principal (Academic) and G. Webber, University Secretary.

This is the latest in a series of surveys designed to assess the satisfaction of staff with the delivery of the University's core professional services with an aim towards their improvement.

After the last re-organisation, six major central services were formed:

- Finance, Planning and Commercial Services
- Human Resources
- Information Services
- International Development and External Affairs
- Property and Facilities Services
- Student and Academic Services

The introductory text of the survey provided links to the six services' intranet pages and let the respondent know that they were allowed to leave questions unanswered where they didn't have the information or background to reply, and that anonymous submissions were permitted (but that this would make it harder for the directors of the services to respond where appropriate). Respondents were also reassured as to the confidentiality of their replies.

The questionnaire itself then started by gathering information about the respondent: what part of the University they worked in; where they were based; and what their role was.

This was followed by sections on each of the above services containing ten statements – based on the Government's Customer Service Excellence programme – to score on a five-point agreement scale (from "strongly disagree" to "strongly agree") and two "free text" opportunities for providing additional comments or suggestions for improvement.

The last section of the survey asked if there was a single improvement ("Just one thing...") that the respondent would like to see made anywhere across the six services.

As an added incentive and as an acknowledgement of the time taken in filling out the survey, all respondents who so wished were entered into a prize draw for an iPad.

This report will present the results and analysis ordered by question. To permit the chapters for each service to be separately distributed, but avoid repetition for readers of the entire report, some explanatory text for the six service chapters has been moved to chapter 3.

Finally, after the conclusion, there are two appendices: these contain the original survey, and an examination of the significance of differences across services and campuses.

## 2 Personal Information

A total of 334 respondents from Napier University completed the web-based survey between 8<sup>th</sup> and 19<sup>th</sup> October 2012.

### 2.1 Initial response

Although there were approximately 900 visitors to the survey page, the majority did not complete the questionnaire. The table below shows how long each visitor spent on the site.

Time	Visitors
0-30s	400
30s-2m	60
2-5m	60
5-15m	220
15-30m	90
30m-1h	50
1h+	10

While it is possible that more responses may have been collected if there had been an indication at the beginning of the survey of how long it was expected to take, it is also possible that more respondents might have been discouraged from even starting (this is quite likely, given the high numbers who abandoned the survey in the first half minute). Almost all the completed responses were submitted between six and twenty minutes after first visiting the survey's home page.

### 2.2 Breakdown by role and campus

The responses to the initial questions are summarised by campus below. As some of the respondents who omitted (or mistyped) their name and email address information still entered the prize draw, we were able to replace the missing information.

Responses by Campus						
Campus	name	email	unit	campus	role	responses
Craighouse	12	12	13	13	13	13
Craiglockhart	69	69	73	73	73	73
Merchiston	84	83	90	90	90	90
Sighthill	122	122	127	127	127	127
Other	10	10	10	10	10	10
None given	3	3	0	0	1	21
Total	300	299	313	313	314	334

Comparison of the returns for each field with the total number of responses for each campus allow us to see the extent to which respondents wish to remain anonymous: interestingly, none of the "Other" campus respondents chose to remain anonymous, while three respondents who gave neither campus, role nor department identified themselves.

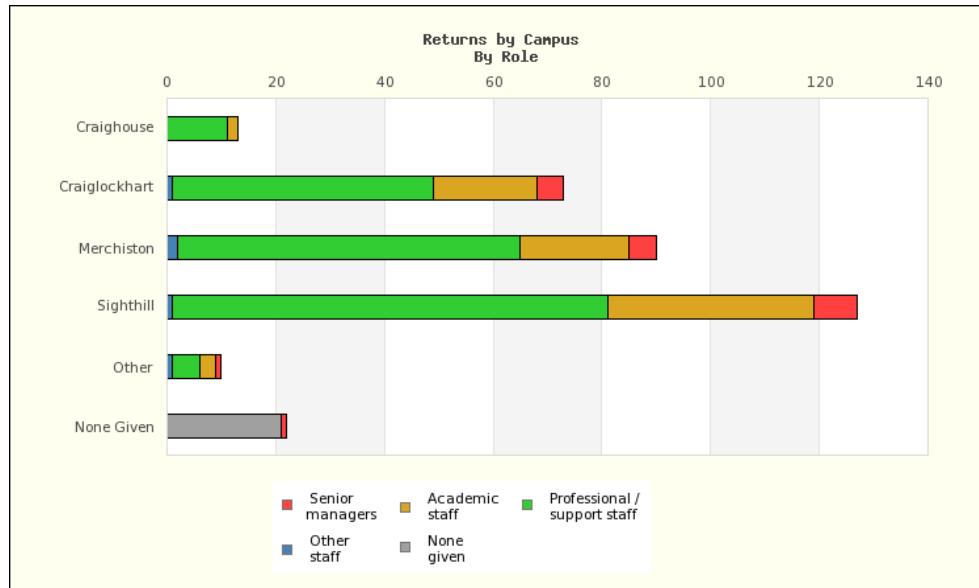
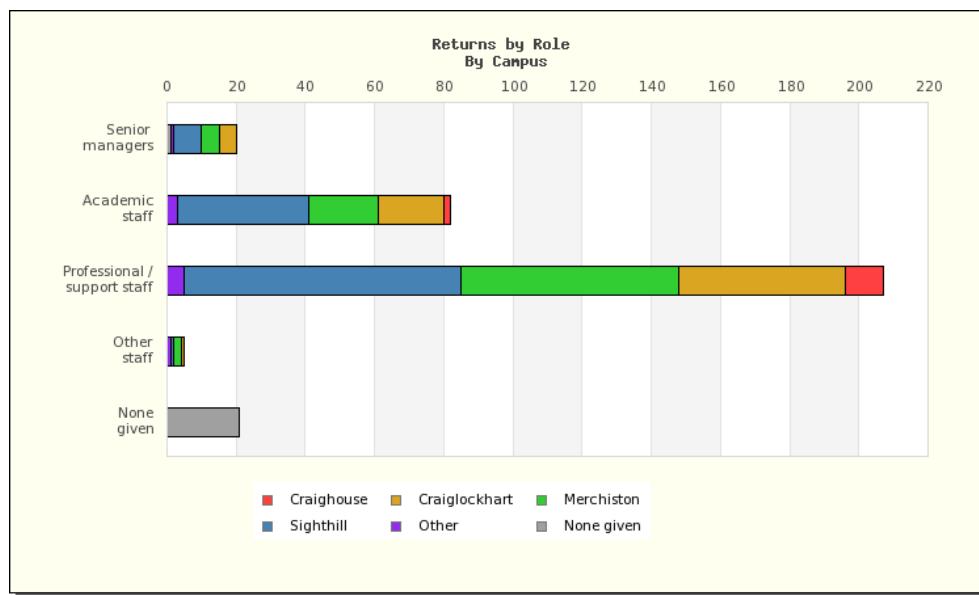
Responses by Role						
Role	name	email	unit	campus	role	responses
Academic	80	80	82	82	82	82
Professional / support	196	195	207	207	207	207
Senior managers	16	16	19	19	20	20
Other	5	5	5	5	5	5
None given	3	3	0	0	0	20
Total	300	299	313	313	314	334

Looking at returns by role, we see a similar pattern: half the anonymous responses (themselves about 10% of all respondents) declined to indicate their role, campus or department.

The next table, and the accompanying charts, illustrate the distribution of staff across the campuses.

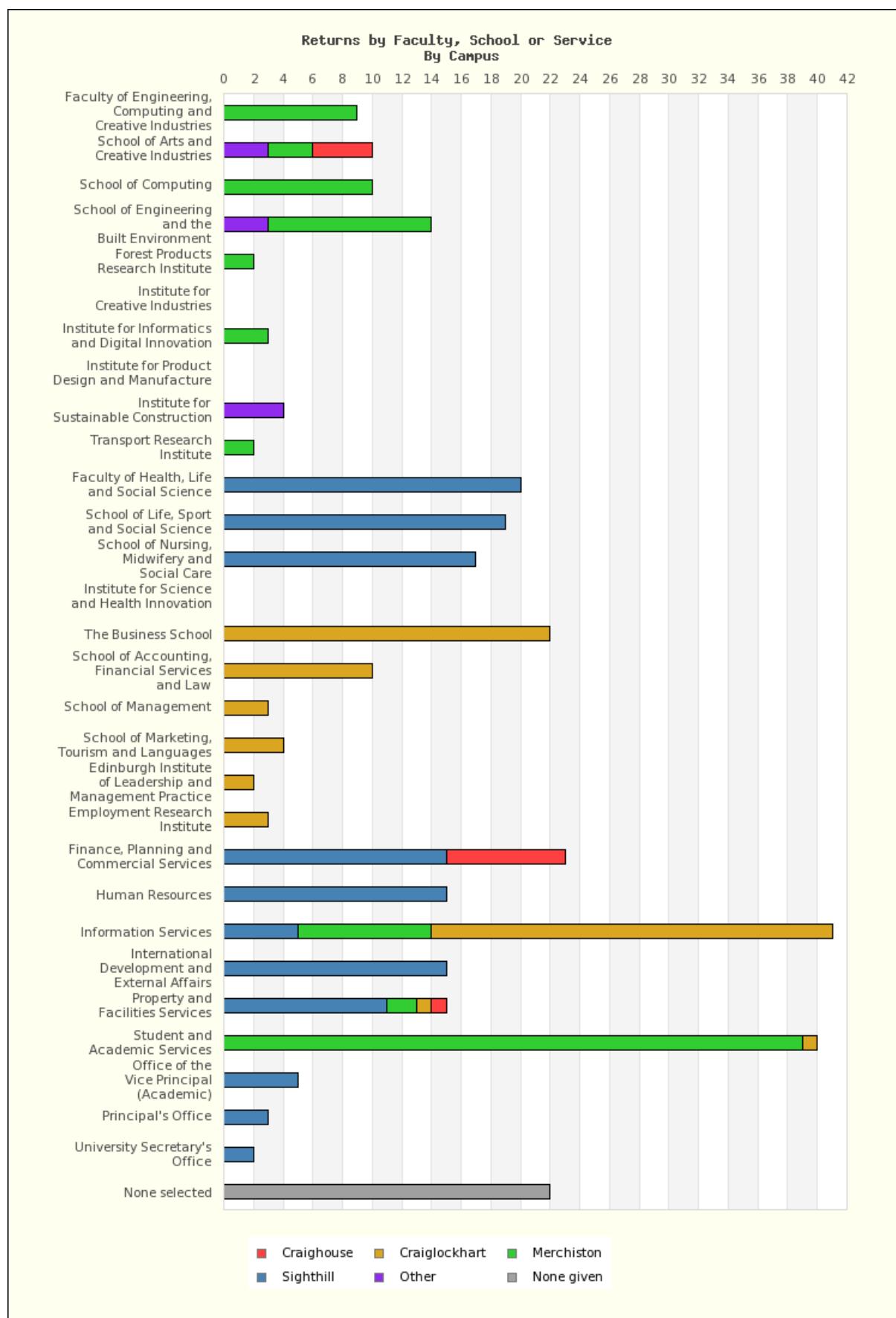
Distribution of staff by campus							
Roles / Campus	Academic staff	Professional / support staff	Senior managers	Other staff	Total	None given	All responses
Craighouse	2	11	0	0	13	0	13
Craiglockhart	19	48	5	1	73	0	73
Merchiston	20	63	5	2	90	0	90
Sighthill	38	80	8	1	127	0	127
Other	3	5	1	1	10	0	10
Total	82	207	19	5	313	0	313
None	0	0	1	0	1	20	21
All responses	82	207	20	5	314	20	334

The next two charts illustrate the distribution of roles by campus.



## 2.3 Responses by faculty, school or service

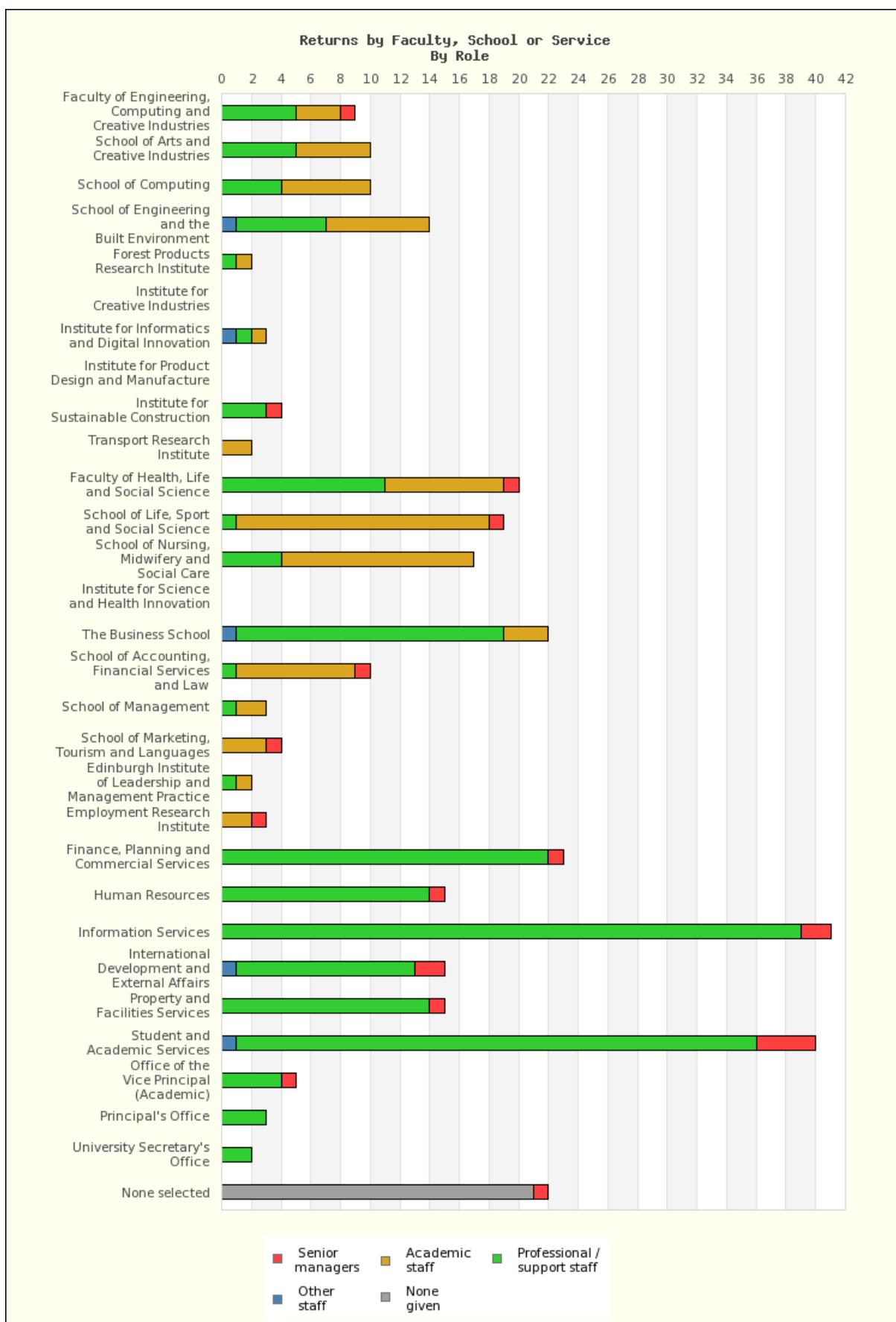
The next chart and its associated table indicate where the staff in the various faculties, schools and services are based.



From the chart above, it can be seen that there were no responses for three of the institutes: Institute for Creative Industries, Institute for Product Design and Manufacture, and Institute for Science and Health Innovation. While it is possible that these are comparatively small units and it was only “luck of the draw” that led to the lack of responses, it is also possible that staff of these institutes identified as members of the associated faculties (which appear in the dropdown list before their constituent schools and institutes).

Faculty, School or Service	Returns by Faculty, School or Service by Campus						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other	None given	Total
<b>Faculty of Engineering, Computing and Creative Industries</b>	0	0	9	0	0	0	9
<b>School of Arts and Creative Industries</b>	4	0	3	0	3	0	10
<b>School of Computing</b>	0	0	10	0	0	0	10
<b>School of Engineering and the Built Environment</b>	0	0	11	0	3	0	14
<b>Forest Products Research Institute</b>	0	0	2	0	0	0	2
<b>Institute for Creative Industries</b>	0	0	0	0	0	0	0
<b>Institute for Informatics and Digital Innovation</b>	0	0	3	0	0	0	3
<b>Institute for Product Design and Manufacture</b>	0	0	0	0	0	0	0
<b>Institute for Sustainable Construction</b>	0	0	0	0	4	0	4
<b>Transport Research Institute</b>	0	0	2	0	0	0	2
<b>Faculty of Health, Life and Social Science</b>	0	0	0	20	0	0	20
<b>School of Life, Sport and Social Science</b>	0	0	0	19	0	0	19
<b>School of Nursing, Midwifery and Social Care</b>	0	0	0	17	0	0	17
<b>Institute for Science and Health Innovation</b>	0	0	0	0	0	0	0
<b>The Business School</b>	0	22	0	0	0	0	22
<b>School of Accounting, Financial Services and Law</b>	0	10	0	0	0	0	10
<b>School of Management</b>	0	3	0	0	0	0	3
<b>School of Marketing, Tourism and Languages</b>	0	4	0	0	0	0	4
<b>Edinburgh Institute of Leadership and Management Practice</b>	0	2	0	0	0	0	2
<b>Employment Research Institute</b>	0	3	0	0	0	0	3
<b>Finance, Planning and Commercial Services</b>	8	0	0	15	0	0	23
<b>Human Resources</b>	0	0	0	15	0	0	15
<b>Information Services</b>	0	27	9	5	0	0	41
<b>International Development and External Affairs</b>	0	0	0	15	0	0	15
<b>Property and Facilities Services</b>	1	1	2	11	0	0	15
<b>Student and Academic Services</b>	0	1	39	0	0	0	40
<b>Office of the Vice Principal (Academic)</b>	0	0	0	5	0	0	5
<b>Principal's Office</b>	0	0	0	3	0	0	3
<b>University Secretary's Office</b>	0	0	0	2	0	0	2
<b>None selected</b>	0	0	0	0	0	22	22

Looking at the table above it appears that, with a few exceptions, staff working in similar areas are co-located. Unfortunately, there are not enough responses to be able to tell if the exceptional isolated staff members find themselves with a less congenial working environment.



Looking at the chart above, it is interesting that the numbers of academics and support staff across the schools, institutes and faculties don't appear to bear any relationship to one another, while the ratios of senior management to support staff across the services are comparatively close. It may be

the case that support staff in the schools and faculties are more centrally based, with less in the schools themselves. There also seem to be less responses than we'd expect (based on the numbers of professional and support staff) from senior managers based in the faculties and schools.

Returns by Faculty, School or Service by Role						
Faculty, School or Service	Senior managers	Academic staff	Professional / support staff	Other staff	None given	Total
Faculty of Engineering, Computing and Creative Industries	1	3	5	0	0	9
School of Arts and Creative Industries	0	5	5	0	0	10
School of Computing	0	6	4	0	0	10
School of Engineering and the Built Environment	0	7	6	1	0	14
Forest Products Research Institute	0	1	1	0	0	2
Institute for Creative Industries	0	0	0	0	0	0
Institute for Informatics and Digital Innovation	0	1	1	1	0	3
Institute for Product Design and Manufacture	0	0	0	0	0	0
Institute for Sustainable Construction	1	0	3	0	0	4
Transport Research Institute	0	2	0	0	0	2
Faculty of Health, Life and Social Science	1	8	11	0	0	20
School of Life, Sport and Social Science	1	17	1	0	0	19
School of Nursing, Midwifery and Social Care	0	13	4	0	0	17
Institute for Science and Health Innovation	0	0	0	0	0	0
The Business School	0	3	18	1	0	22
School of Accounting, Financial Services and Law	1	8	1	0	0	10
School of Management	0	2	1	0	0	3
School of Marketing, Tourism and Languages	1	3	0	0	0	4
Edinburgh Institute of Leadership and Management Practice	0	1	1	0	0	2
Employment Research Institute	1	2	0	0	0	3
Finance, Planning and Commercial Services	1	0	22	0	0	23
Human Resources	1	0	14	0	0	15
Information Services	2	0	39	0	0	41
International Development and External Affairs	2	0	12	1	0	15
Property and Facilities Services	1	0	14	0	0	15
Student and Academic Services	4	0	35	1	0	40
Office of the Vice Principal (Academic)	1	0	4	0	0	5
Principal's Office	0	0	3	0	0	3
University Secretary's Office	0	0	2	0	0	2
None selected	1	0	0	0	21	22

## 2.4 The prize draw

The draw was entered by 287 respondents, and won by Ingi Helgason.

### 3 Outline of Service chapters

This chapter explains the layout of the next six chapters, each of which covers one of the six service departments covered in the survey.

- Chapter 4. Finance, planning and commercial services
- Chapter 5. Human resources
- Chapter 6. Information services
- Chapter 7. International development and external affairs
- Chapter 8. Property and facilities services
- Chapter 9. Student and academic services

Each chapter begins with a short introductory text about the service, as derived from the service's publicly visible Intranet presence.

#### 3.1 Responses to structured questions

This section starts by looking at the distribution of those service members who responded to the survey by role and campus, along with an indication as to how many anonymous respondents identified themselves as service members.

This is followed by ten sets of charts and tables showing the extent to which respondents agree or disagree with a given key statement.

The key statements are based on the Customer Service Excellence standard and fall under the following six general topics:

- |                    |  |
|--------------------|--|
| <b>Importance</b>  | This service is very important to my own area of work  |
| <b>Engagement</b>  | This service is good at consulting with and engaging its internal customers  |
| <b>Culture</b>     | Staff in this service are customer-focussed<br>The staff display professionalism   |
| <b>Information</b> | Information is readily available about the services provided<br>The relevant services are easily accessible                    |
| <b>Delivery</b>    | This group delivers the services that they promise to deliver<br>When problems arise, this service deals with them effectively |
| <b>Timeliness</b>  | This service responds promptly to initial queries<br>This group delivers services in a timely fashion                          |

##### 3.1.1 Service member breakdown

This section summarises where service members who responded to the survey are based, and which roles they carry out (for most services, these are senior management or professional / support staff, although five respondents identified as "Other"). If any have replied anonymously, this is also noted here.

##### 3.1.2 Charts and tables

The next ten sections have the same layout and present charts and tables showing responses to the key sentences scored from 1 (strongly disagree) to 5 (strongly agree).

Discussion here is fairly minimal: there is not always a lot that can be said about each chart or table. However, where possible, significant points will be raised.

The first chart is a histogram, showing the distribution of scores across campuses.

This is followed by a table showing the statistical breakdown of the results. The terms used in the table are explained below:

Statistic	Definition
<b>Count</b>	The total number of scores
<b>Minimum</b>	The lowest score
<b>Maximum</b>	The highest score
<b>Mean</b>	The sum of all the scores divided by the total number of scores (the “average”)
<b>Median</b>	The middle value, when the scores are listed in order (or the average of the middle two, if there is an even number of responses)
<b>Mode</b>	The most common score
<b>Range</b>	The difference between the highest and the lowest scores
<b>Standard Deviation</b>	The square root of the variance, this measures dispersion about the mean. Almost all of a normally distributed population is found within three standard deviations of the mean.
<b>Variance</b>	This is a measure of how widely spread the scores are about the mean value: the lower the variance, the tighter the distribution.
<b>Standard error of the Mean</b>	This is a measure of the standard deviation of the error in the sample mean relative to the population mean, and is calculated from the variance and count.

The next table shows the t-test statistic for each possible sample pairing. If the statistic is positive, that indicates that the differences in sample means are greater than the root of the sums of the standard errors of the mean, and so the difference is significant (at the 95% level, assuming each sample size is greater than 20). If the statistic is not positive, there is no suggestion that the two samples are drawn from different populations.

The table below explains the generation of the t-test statistic:

Number	Description
<b>Mw</b>	The mean of the sample under consideration
<b>Mr</b>	The mean of the remainder of the rest of the respondents
<b>Sw</b>	The standard error of the mean of the sample
<b>Sr</b>	The standard error of the mean of the rest of the respondents
<b> Mw-Mr </b>	The absolute difference between the means
<b><math>\sqrt{Sw+Sr}</math></b>	The square root of the sum of the standard errors
<b><math> Mw-Mr  - \sqrt{Sw+Sr}</math></b>	The t-test statistic is the difference between the last two: if this is positive, the difference between the means is significant.

We will indicate each of the cases where a sample based on service or campus is significantly different from the rest of the responses.

The next chart displays the results by campus, colour coded according to score (from red, indicating strong disagreement to blue, for strong agreement). This makes it possible to see at a glance service differences across the University.

This is followed by a table summarising the results.

### 3.2 Additional comments

This section summarises responses to the request for additional comments. It was suggested to respondents that these might include examples of any good or bad experiences which could lead to improved services.

First, a modified Ishikawa fishbone diagram is used to present an overview of the main points raised, broken down into the five standard areas of: staff, (customer) service, communication (and response), processes (and procedures) and web (including intranet and online applications).

### 3.2.1 Summary of points raised

This section presents a collection of bulleted lists of main points raised by respondents, broken down by theme.

### 3.2.2 Responses by campus

This section takes all the responses to the request for additional comments (after correction of spelling and grammatical errors) and presents them sorted by campus (which here includes “Other” – which is to say none of Craighouse, Craiglockhart, Merchiston or Sighthill – and “No campus” – used when the respondent did not select a campus and which may indicate either working off-site or a desire for anonymity).

Rather than add an extra level of complexity by separating service members’ responses from those of non-members, as in the preliminary report, we have chosen to aggregate both types of response and to note when a comment is made by a service member.

Some responses contain several comments. These will have been broken up and the individual comments grouped appropriately, as much as possible.

Comments have been grouped by topic (such as perception of staff, communications, website / Intranet, processes and procedures, and support given) except that where there are only a small number of comments to present for a given campus, these will be presented together.

Finally comments such as “none”, “n / a” or “I don’t use this service” are grouped as neutral responses.

## 3.3 Suggestions for improvement

This section summarises responses to the request for suggestions for improvement. It was suggested to respondents that they should here consider what any or each of the services could do differently to improve the experience of service users.

First, a necklace diagram is used to present an overview of the main points raised. Unlike the fishbone diagram in the previous section, there are no fixed headings: instead, the most common or most emphatic suggestions are collated.

### 3.3.1 Summary of suggestions made

This section presents a collection of bulleted lists of main suggestions made by respondents, broken down by theme.

### 3.3.2 Responses by campus

This section takes all the responses to the request for improvement suggestions (after correction of spelling and grammatical errors) and presents them sorted by campus (which here includes “Other” – which is to say none of Craighouse, Craiglockhart, Merchiston or Sighthill – and “No campus” – used when the respondent did not select a campus and which may indicate either working off-site or a desire for anonymity).

Rather than add an extra level of complexity by separating service members’ suggestions from those of non-members, as in the preliminary report, we have chosen to aggregate both types of suggestion and to note when a suggestion is made by a service member.

Some suggestions contain several comments. These will have been broken up and the individual comments grouped appropriately, as much as possible.

Suggestions have been grouped by topic (such as staff, communications, website / intranet, processes and procedures, and service given) except that where there are only a small number of suggestions to present for a given campus, these will be presented together.

Finally comments such as “none”, “n / a” or “I don’t use this service” are grouped as neutral responses.

## 4 Finance, planning and commercial services

Finance, Planning and Commercial Services is based at Sighthill Campus and comprises approximately sixty staff.

Jackie Mackenzie, Director of this service, gives a statement how this service strives to succeed: "We aim to provide a service to our customers through efficient proactive, knowledgeable, customer-focussed staff empowered to put the customer first at all times".

The service includes the following departments:

- Project Finance, which appears to be about funding research, but has as yet very little information on the web page
- Planning & Intelligence, which is part of the Strategic Development & Corporate Intelligence department. The functions of this section are with Planning ("supporting the University's planning processes through provision and coordination of effective management information, efficient management of annual and corporate planning and corporate risk management and reporting") and Intelligence ("creating market intelligence that enables the University to shape and prioritise investment, business development and service delivery").
- Procurement, which "advise all areas of the University on how to go about purchasing the right goods and services in a compliant manner and achieve value for money".
- Commercial Support, which "supports the development and delivery of Edinburgh Napier University's knowledge transfer and commercial activities through a range of services designed to assist academic staff to exploit research, knowledge and experts".
- Research Support, which "provides an integrated support service for all academic staff, in the form of a "one-stop-shop" for all pre-award research policy and grant support as well as a support service for students undertaking higher degrees by research".
- Project Development Office, which provides Edinburgh Napier University's Institutes with advice and support to maximise the funding opportunities available via the European Union and aims to assist academic staff to source and secure EU funds for activities that enable the University to advance strategic priorities, develop new product and service offerings and enter new markets.
- Systems & Assurance, which provides access to and all interface with the Agresso system, manages student tuition fee invoicing, maintains tuition fee tables, manages the service's intranet and manages the University's online payments and online store.
- Strategic Development, which includes Project Management methodology and Sustainable Futures. Project Management methodology aims to provide improvement "using a repeatable process to manage the key variables of time, cost, and scope within a project". Sustainable Futures aims to "Support faculties and professional service departments in Edinburgh Napier University to implement operational and process improvements" and "Ensure the optimum utilisation of all University resources to achieve our strategic objectives in a cost effective, efficient and resilient manner, whilst ensuring high quality performance".

## 4.1 Responses to structured questions

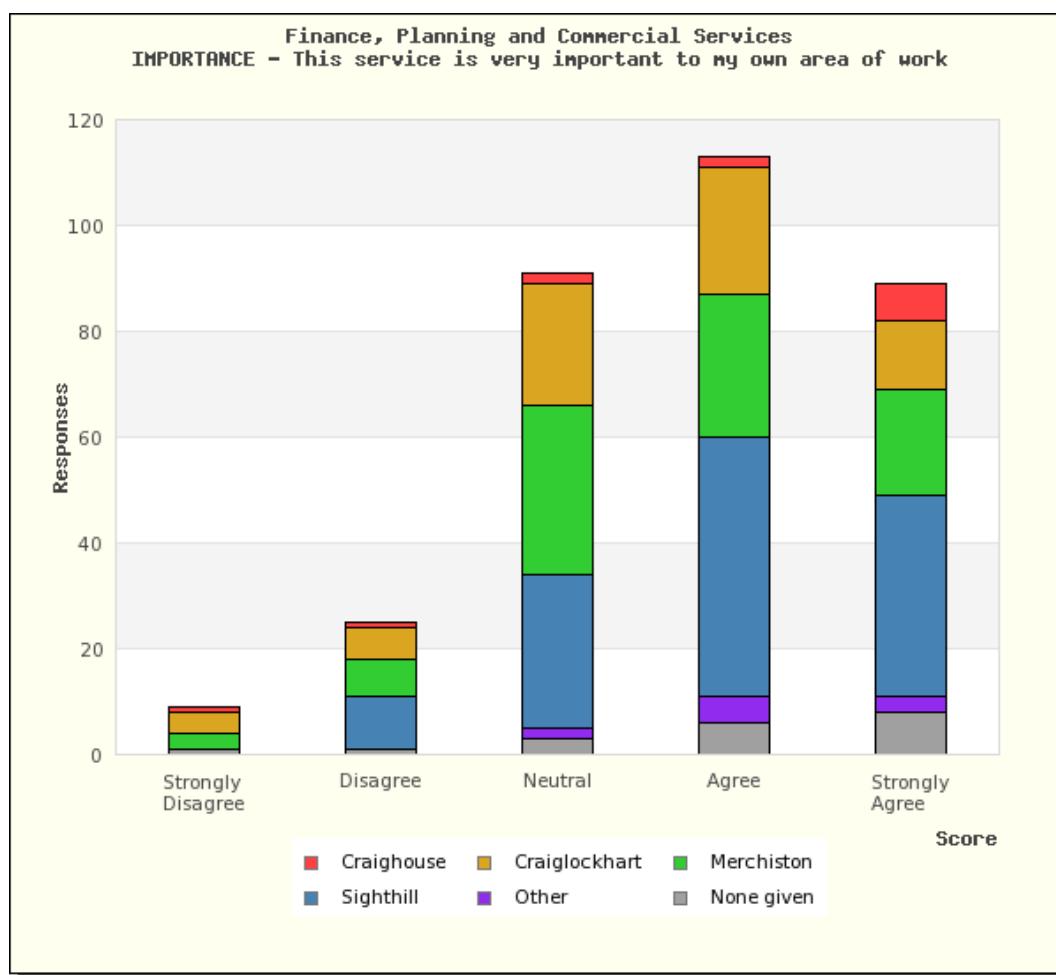
### 4.1.1 Respondent breakdown

There were, on average, 309 responses to the questions in this section. Of these, 23 were members of Finance, planning and commercial services.

Campus	Role	count
Craighouse	Professional / support staff	8
Sighthill	Professional / support staff	14
Sighthill	Senior managers forum	1
	Total	23

There was one anonymous response: from a member of the professional / support staff at Craighouse who did not make any comments on this (or any other) service.

#### 4.1.2 This service is very important to my own area of work

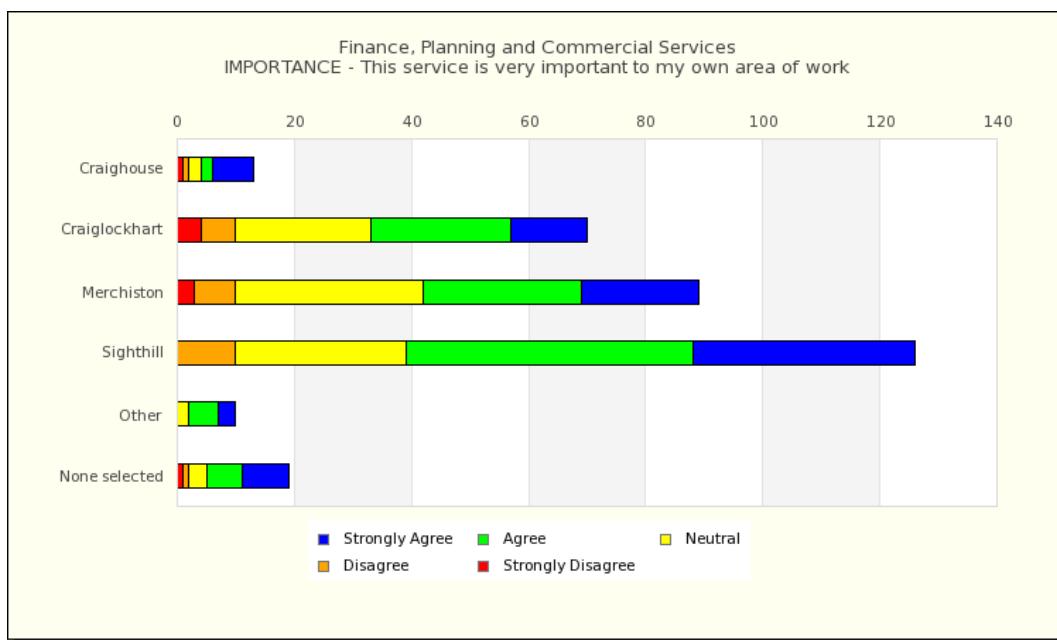


Finance, Planning and Commercial Services							
This service is very important to my own area of work							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	70	89	126	10	19	327
Minimum	1	1	1	2	3	1	1
Maximum	5	5	5	5	5	5	5
Mean	4.00	3.51	3.61	3.91	4.10	4.00	3.76
Median	5	4	4	4	4	4	4
Mode	5	4	3	4	4	5	4
Range	4	4	4	3	2	4	4
Standard Deviation	1.35	1.07	1.03	0.92	0.74	1.15	1.02
Variance	1.83	1.15	1.06	0.85	0.54	1.33	1.05
Standard Error of the Mean	0.38	0.13	0.11	0.08	0.23	0.26	0.06

The initial impression from the graph and chart above is that the service is generally considered important across the entire university. This is confirmed by the table below, which indicates that no single campus gives the service a significantly different level of importance.

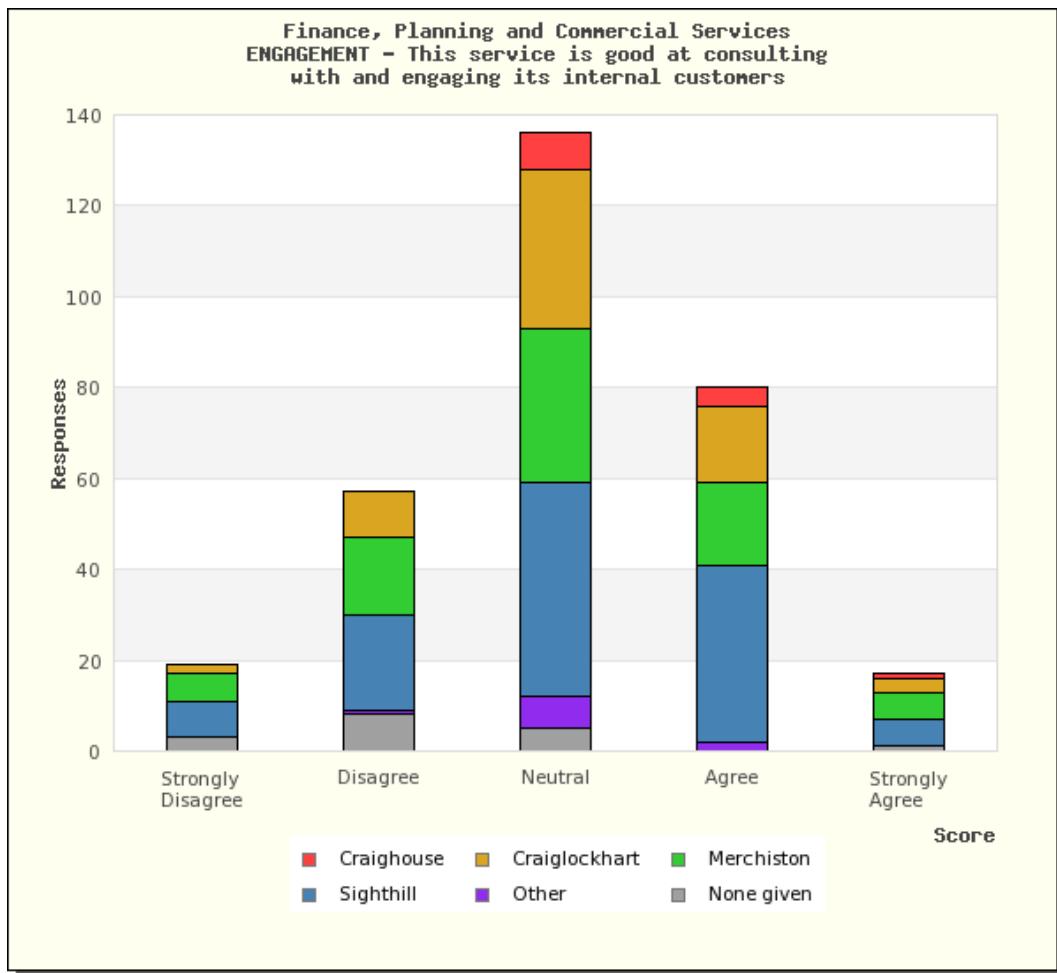
Finance, Planning and Commercial Services						
This service is very important to my own area of work						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.22	-0.30	-0.59	-0.68	-0.80	-0.42
Craiglockhart		-0.39	-0.06	-0.02	-0.14	-0.19
Merchiston			-0.13	-0.09	-0.22	-0.26
Sighthill				-0.37	-0.50	-0.22
Other Campus					-0.61	-0.20
No Campus Selected						-0.33

The chart below emphasises how many respondents find the service important to their work. While most who scored a “disagree” indicated elsewhere they had little contact with the service, those who rated the statement as “strongly disagree” made no comments or suggestions for improvement.



Returns by Campus						
Finance, Planning and Commercial Services						
This service is very important to my own area of work						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	1	2	2	7	13
Craiglockhart	4	6	23	24	13	70
Merchiston	3	7	32	27	20	89
Sighthill	0	10	29	49	38	126
Other	0	0	2	5	3	10
None selected	1	1	3	6	8	19

#### 4.1.3 This service is good at consulting with and engaging its internal customers



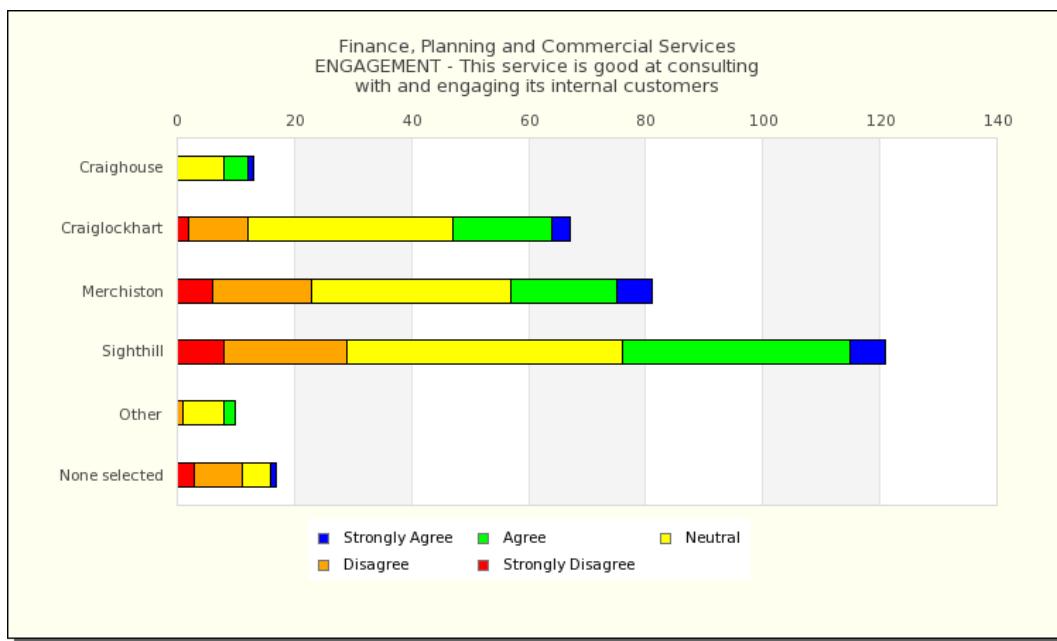
Looking at the chart, the general impression is that the only a slight majority of respondents at each campus agree with the statement. The exceptions are at Craighouse (unsurprising with such a high proportion of FPC staff on site) and “No campus”, who tend to score the service slightly higher and rather lower respectively. However, neither of these groups are large enough for us to be able to determine if these differences are statistically significant.

Finance, Planning and Commercial Services This service is good at consulting with and engaging its internal customers							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	67	81	121	10	17	309
Minimum	3	1	1	1	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.46	3.13	3.01	3.12	3.10	2.29	3.06
Median	3	3	3	3	3	2	3
Mode	3	3	3	3	3	2	3
Range	2	4	4	4	2	4	4
Standard Deviation	0.66	0.83	1.02	0.98	0.57	0.99	0.95
Variance	0.44	0.69	1.04	0.95	0.32	0.97	0.91
Standard Error of the Mean	0.18	0.10	0.11	0.09	0.18	0.24	0.05

Finance, Planning and Commercial Services						
This service is good at consulting with and engaging its internal customers						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.21	-0.10	-0.18	-0.24	<b>0.52</b>	-0.09
Craiglockhart		-0.34	-0.42	-0.50	<b>0.26</b>	-0.32
Merchiston			-0.35	-0.45	<b>0.12</b>	-0.36
Sighthill				-0.50	<b>0.25</b>	-0.32
Other Campus					<b>0.16</b>	-0.44
No Campus Selected						<b>0.23</b>

The t-test results do show there is a measurable difference between the mean score for "No campus" and for all other campuses but the low number of respondents (17) suggests the significance level is below 95%.

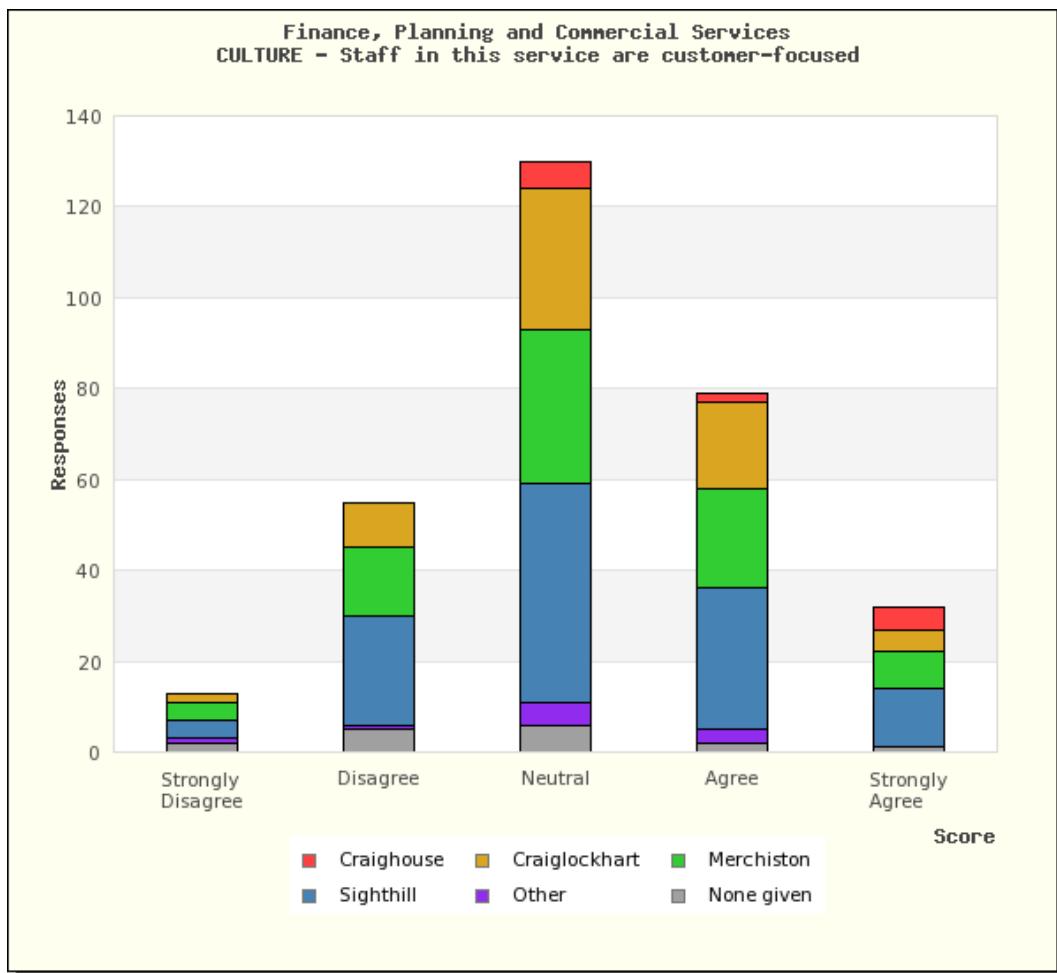
Unfortunately, it is difficult to tell anything else about these respondents, as they gave little other information: none have indicated where they work, and while one is a senior manager, the rest gave no indication of role.



The chart above shows that in absolute terms there are most dissatisfied respondents at Sighthill and Merchiston. This will be seen to be echoed in the comments and suggestions later in the chapter.

Returns by Campus						
Finance, Planning and Commercial Services						
This service is good at consulting with and engaging its internal customers						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	8	4	1	13
Craiglockhart	2	10	35	17	3	67
Merchiston	6	17	34	18	6	81
Sighthill	8	21	47	39	6	121
Other	0	1	7	2	0	10
None selected	3	8	5	0	1	17

#### 4.1.4 Staff in this service are customer-focussed

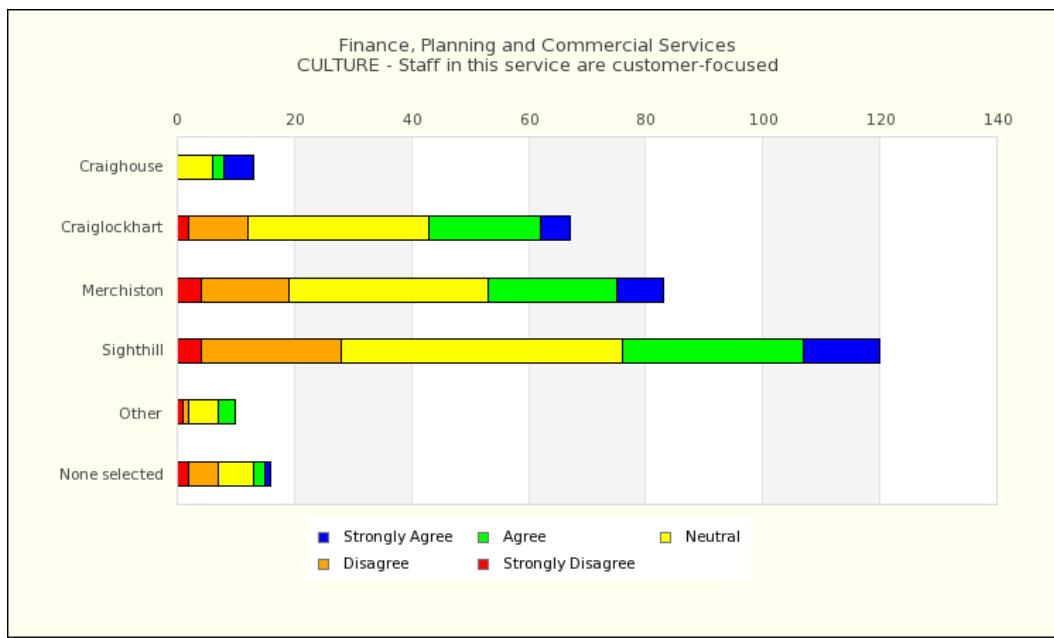


Again, the service scores just better than neutral, although the low “no campus” scores can’t quite compensate for the high scores from Craighouse. That said, for the three larger campuses, more respondents agree than disagree.

Finance, Planning and Commercial Services Staff in this service are customer-focussed							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	67	83	120	10	16	309
Minimum	3	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.92	3.22	3.18	3.21	3.00	2.69	3.20
Median	4	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	2	4	4	4	3	4	4
Standard Deviation	0.95	0.90	1.00	0.99	0.94	1.08	0.99
Variance	0.91	0.81	1.00	0.99	0.89	1.16	0.98
Standard Error of the Mean	0.26	0.11	0.11	0.09	0.30	0.27	0.06

Finance, Planning and Commercial Services Staff in this service are customer-focussed						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	<b>0.09</b>	<b>0.13</b>	<b>0.12</b>	<b>0.17</b>	<b>0.50</b>	<b>0.16</b>
Craiglockhart	-0.43	-0.43	-0.42	-0.42	-0.08	-0.38
Merchiston		-0.42	-0.46	-0.46	-0.12	-0.39
Sighthill			-0.42	-0.42	-0.08	-0.38
Other Campus				-0.44	-0.44	-0.39
No Campus Selected					-0.06	

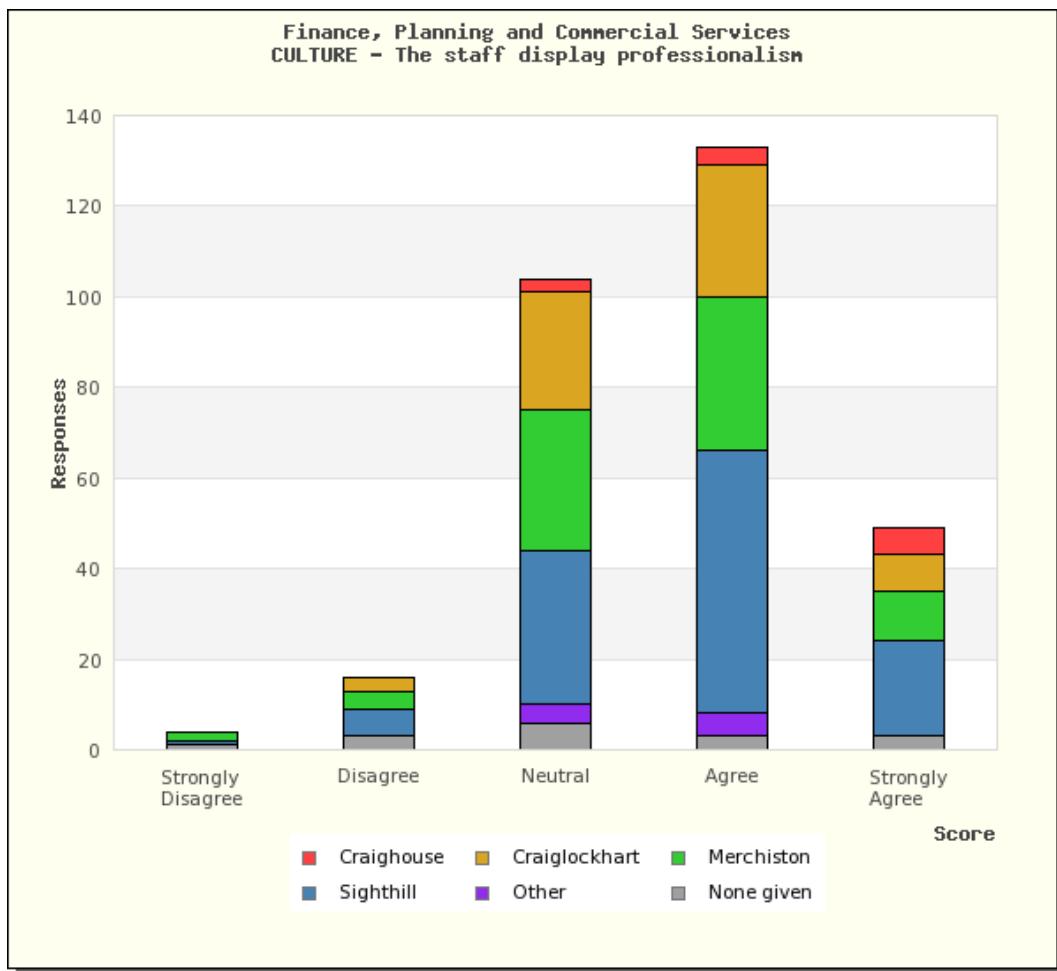
Craighouse appears to have a measurably different mean from every other campus, but the difference is not significant as there are too few respondents – especially as eight of the thirteen respondents are members of this service.



This chart makes it easier to see the greater overall agreement expressed at the larger campuses.

Returns by Campus						
Finance, Planning and Commercial Services Staff in this service are customer-focussed						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	6	2	5	13
Craiglockhart	2	10	31	19	5	67
Merchiston	4	15	34	22	8	83
Sighthill	4	24	48	31	13	120
Other	1	1	5	3	0	10
None selected	2	5	6	2	1	16

#### 4.1.5 The staff display professionalism

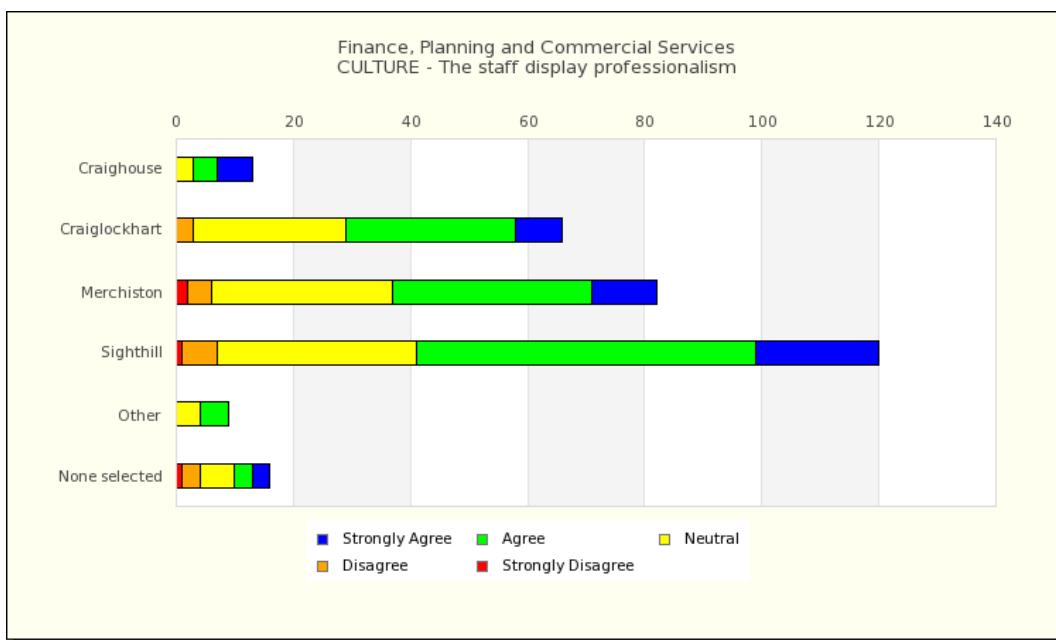


For all groups but “No campus” the majority agree with the statement. About half the respondents who disagree with the statement left comments, which can be seen later in the chapter.

Finance, Planning and Commercial Services The staff display professionalism							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	66	82	120	9	16	306
Minimum	3	2	1	1	3	1	1
Maximum	5	5	5	5	4	5	5
Mean	4.23	3.64	3.59	3.77	3.56	3.25	3.68
Median	5	4	4	4	4	3	4
Mode	5	4	4	4	4	3	4
Range	2	3	4	4	1	4	4
Standard Deviation	0.83	0.76	0.87	0.83	0.53	1.18	0.85
Variance	0.69	0.57	0.76	0.68	0.28	1.40	0.72
Standard Error of the Mean	0.23	0.09	0.10	0.08	0.18	0.30	0.05

Finance, Planning and Commercial Services The staff display professionalism						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	0.03	0.07	-0.09	0.04	0.26	0.03
Craiglockhart		-0.38	-0.28	-0.44	-0.24	-0.34
Merchiston			-0.23	-0.49	-0.29	-0.29
Sighthill				-0.29	-0.09	-0.26
Other Campus					-0.38	-0.35
No Campus Selected						-0.16

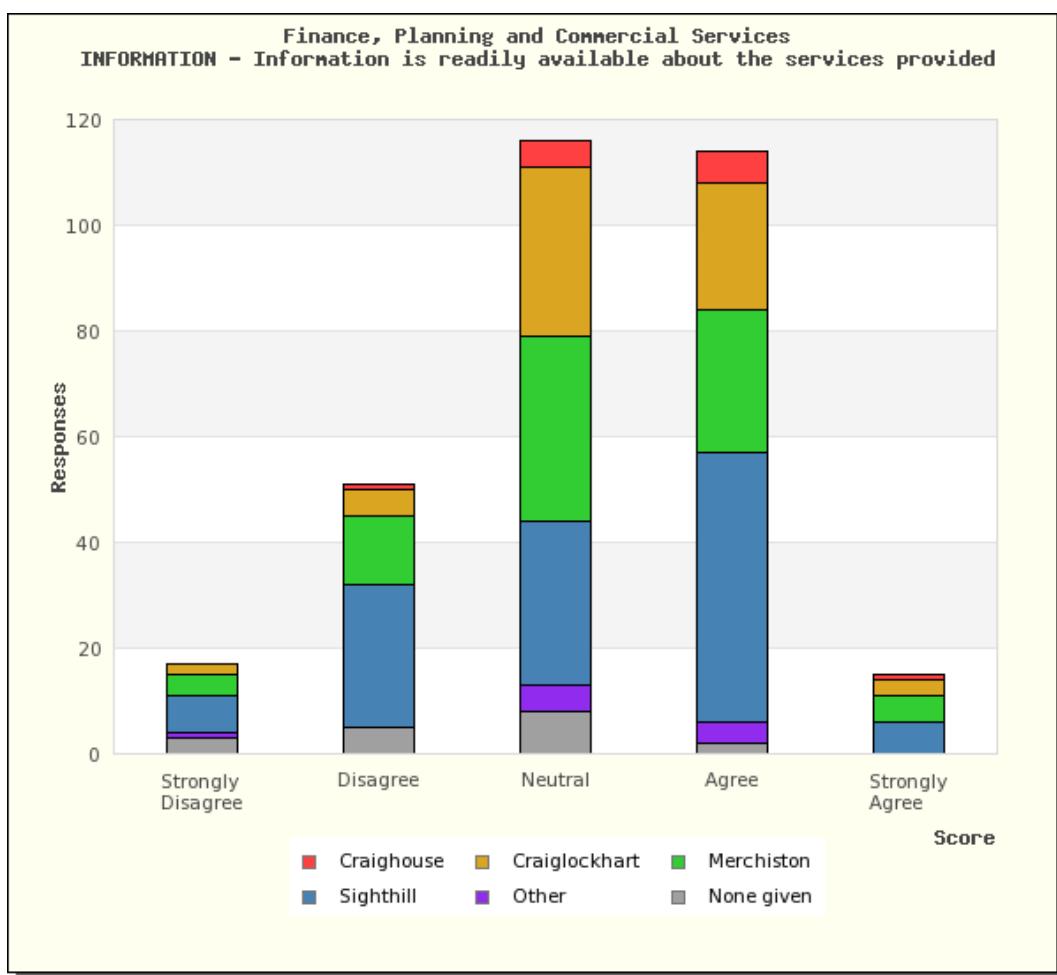
Again the apparent differences between Craighouse responses and the rest are due to the majority of responses being from FPC staff.



Looking more closely at the table below, only twenty respondents disagree with the statement.

Returns by Campus Finance, Planning and Commercial Services The staff display professionalism						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	3	4	6	13
Craiglockhart	0	3	26	29	8	66
Merchiston	2	4	31	34	11	82
Sighthill	1	6	34	58	21	120
Other	0	0	4	5	0	9
None selected	1	3	6	3	3	16

#### 4.1.6 Information is readily available about the services provided

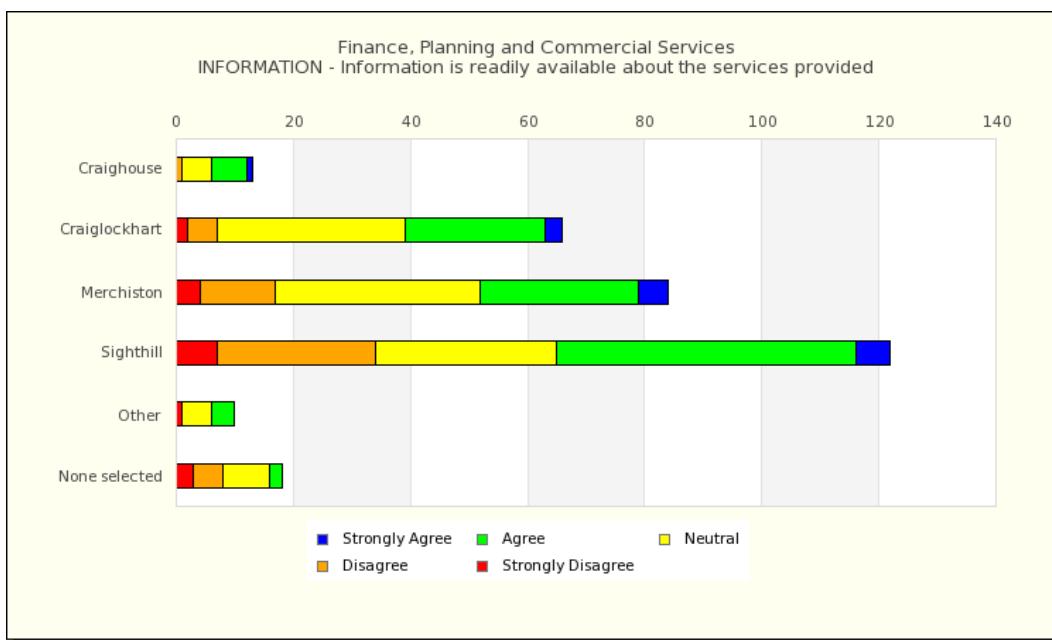


While still on the positive side of neutral, it is noticeable that there are slightly more “strongly disagree” respondents (17) than “strongly agree” (15), with the negative respondents being more likely to leave comments.

Finance, Planning and Commercial Services Information is readily available about the services provided							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	66	84	122	10	18	313
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	4	4	5
Mean	3.54	3.32	3.19	3.18	3.20	2.50	3.19
Median	4	3	3	3	3	3	3
Mode	4	3	3	4	3	3	3
Range	3	4	4	4	3	3	4
Standard Deviation	0.78	0.81	0.94	1.02	0.92	0.92	0.95
Variance	0.60	0.65	0.88	1.04	0.84	0.85	0.90
Standard Error of the Mean	0.22	0.10	0.10	0.09	0.29	0.22	0.05

Finance, Planning and Commercial Services Information is readily available about the services provided						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.34	-0.22	-0.20	-0.37	<b>0.38</b>	-0.17
Craiglockhart		-0.32	-0.30	-0.51	<b>0.26</b>	-0.26
Merchiston			-0.43	-0.62	<b>0.12</b>	-0.39
Sighthill				-0.60	<b>0.12</b>	-0.37
Other Campus					-0.01	-0.58
No Campus Selected						<b>0.17</b>

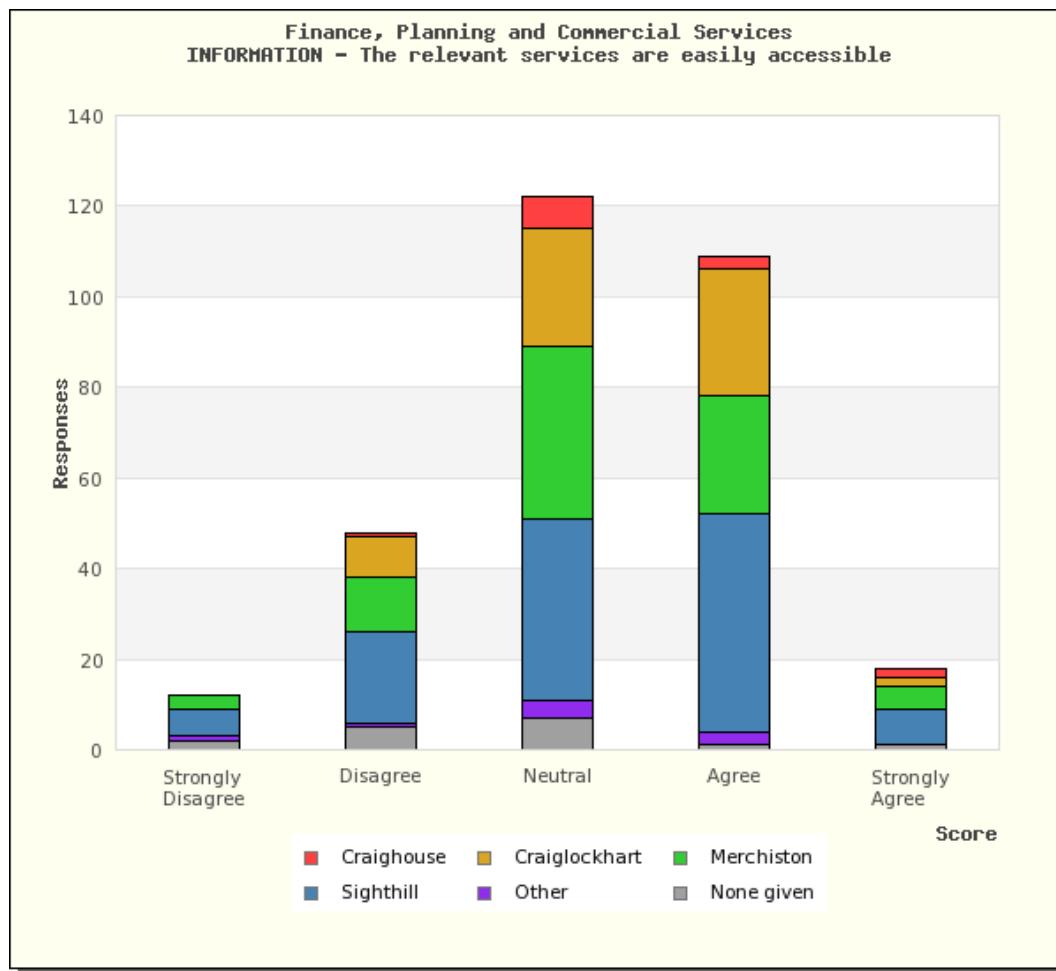
The score for “No campus” is lower than for the rest of the campuses: while the difference is measurable, though, it is not strictly significant.



While this is still a favourable rating, there are a disproportionate number of respondents at Merchiston, and Sighthill in particular, who disagree about the availability of information (again, see comments later in the chapter).

Returns by Campus						
Finance, Planning and Commercial Services						
Information is readily available about the services provided						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	6	1	13
Craiglockhart	2	5	32	24	3	66
Merchiston	4	13	35	27	5	84
Sighthill	7	27	31	51	6	122
Other	1	0	5	4	0	10
None selected	3	5	8	2	0	18

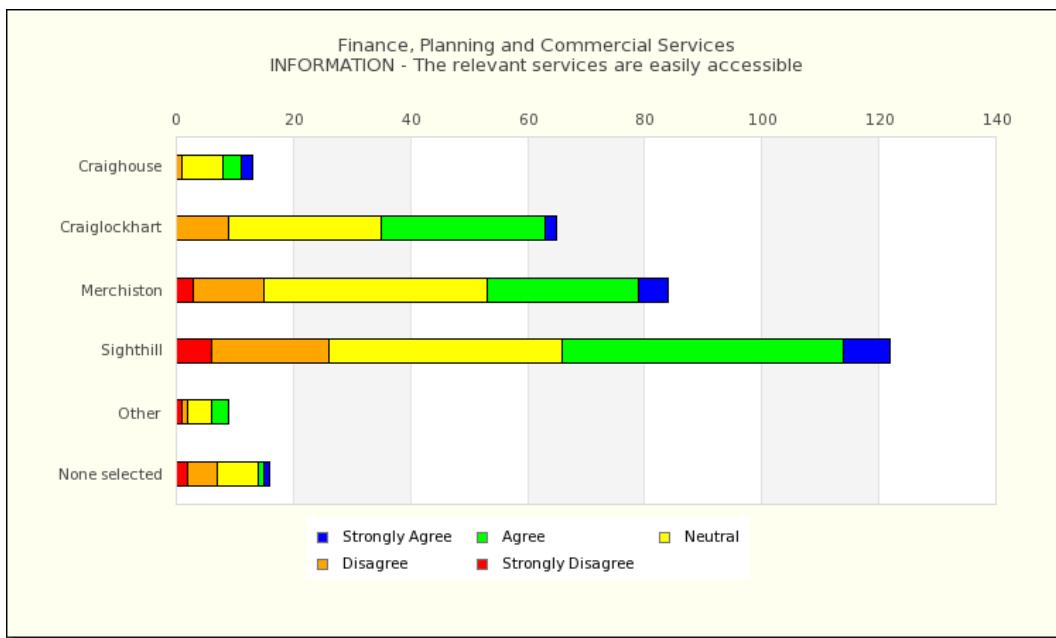
#### 4.1.7 The relevant services are easily accessible



Again, while more agree with the statement than not, about a fifth of the respondents disagree.

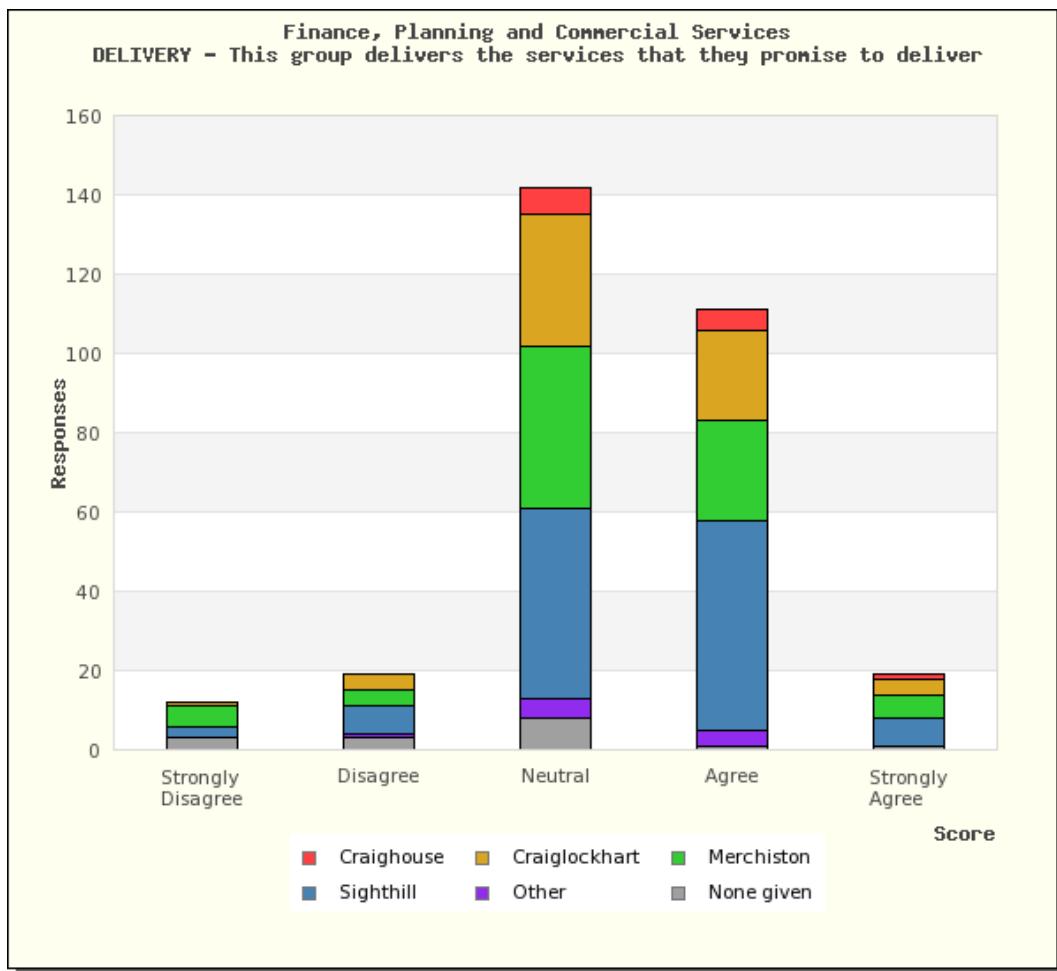
Statistic	Finance, Planning and Commercial Services The relevant services are easily accessible						All respondents
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	
Count	13	65	84	122	9	16	309
Minimum	2	2	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.46	3.35	3.21	3.26	3.00	2.62	3.24
Median	3	3	3	3	3	3	3
Mode	3	4	3	4	3	3	3
Range	3	3	4	4	3	4	4
Standard Deviation	0.88	0.76	0.89	0.98	1.00	1.02	0.92
Variance	0.77	0.58	0.80	0.96	1.00	1.05	0.84
Standard Error of the Mean	0.24	0.09	0.10	0.09	0.33	0.26	0.05

Finance, Planning and Commercial Services The relevant services are easily accessible						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.47	-0.34	-0.38	-0.30	<b>0.13</b>	-0.32
Craiglockhart		-0.30	-0.34	-0.30	<b>0.14</b>	-0.26
Merchiston			-0.38	-0.44	-0.01	-0.36
Sighthill				-0.39	<b>0.05</b>	-0.35
Other Campus					-0.39	-0.38
No Campus Selected						<b>0.06</b>



Returns by Campus						
Finance, Planning and Commercial Services						
The relevant services are easily accessible						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	7	3	2	13
Craiglockhart	0	9	26	28	2	65
Merchiston	3	12	38	26	5	84
Sighthill	6	20	40	48	8	122
Other	1	1	4	3	0	9
None selected	2	5	7	1	1	16

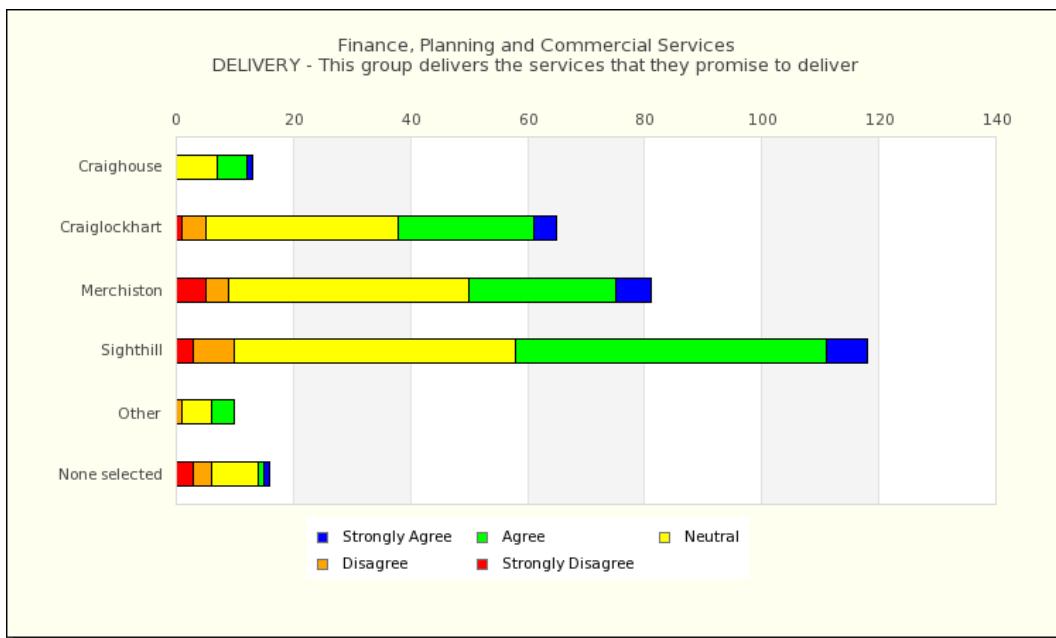
#### 4.1.8 This group delivers the services that they promise to deliver



This statement scores well – especially at Sighthill, although Craiglockhart is not far behind.

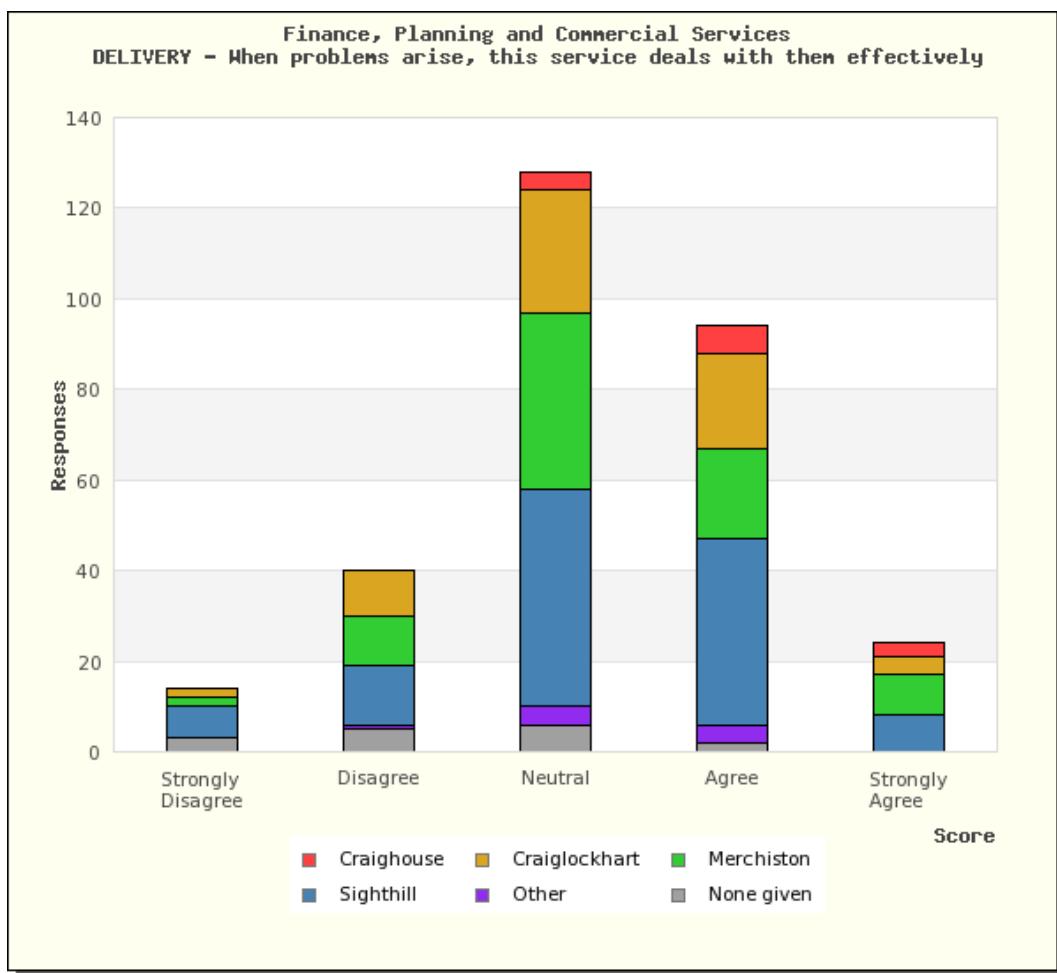
Statistic	Finance, Planning and Commercial Services						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	65	81	118	10	16	303
Minimum	3	1	1	1	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.54	3.38	3.28	3.46	3.30	2.62	3.35
Median	4	3	3	4	3	3	3
Mode	3	3	3	4	3	3	3
Range	2	4	4	4	2	4	4
Standard Deviation	0.66	0.76	0.91	0.80	0.67	1.09	0.85
Variance	0.44	0.58	0.83	0.64	0.46	1.18	0.72
Standard Error of the Mean	0.18	0.09	0.10	0.07	0.21	0.27	0.05

Finance, Planning and Commercial Services						
This group delivers the services that they promise to deliver						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.37	-0.28	-0.43	-0.39	<b>0.24</b>	-0.29
Craiglockhart		-0.34	-0.34	-0.47	<b>0.15</b>	-0.34
Merchiston			-0.24	-0.54	<b>0.05</b>	-0.32
Sighthill				-0.38	<b>0.24</b>	-0.24
Other Campus					-0.02	-0.46
No Campus Selected						<b>0.16</b>



Returns by Campus						
Finance, Planning and Commercial Services						
This group delivers the services that they promise to deliver						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	7	5	1	13
Craiglockhart	1	4	33	23	4	65
Merchiston	5	4	41	25	6	81
Sighthill	3	7	48	53	7	118
Other	0	1	5	4	0	10
None selected	3	3	8	1	1	16

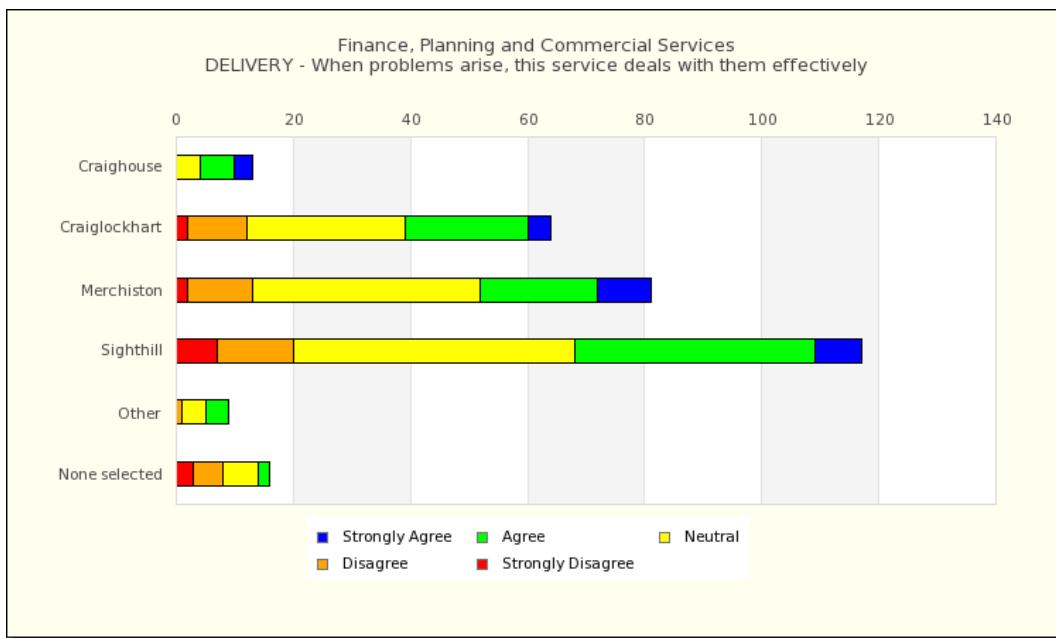
#### 4.1.9 When problems arise, this service deals with them effectively



Again, a small minority of respondents disagree with this statement, but it may be a matter of concern that so many are neutral.

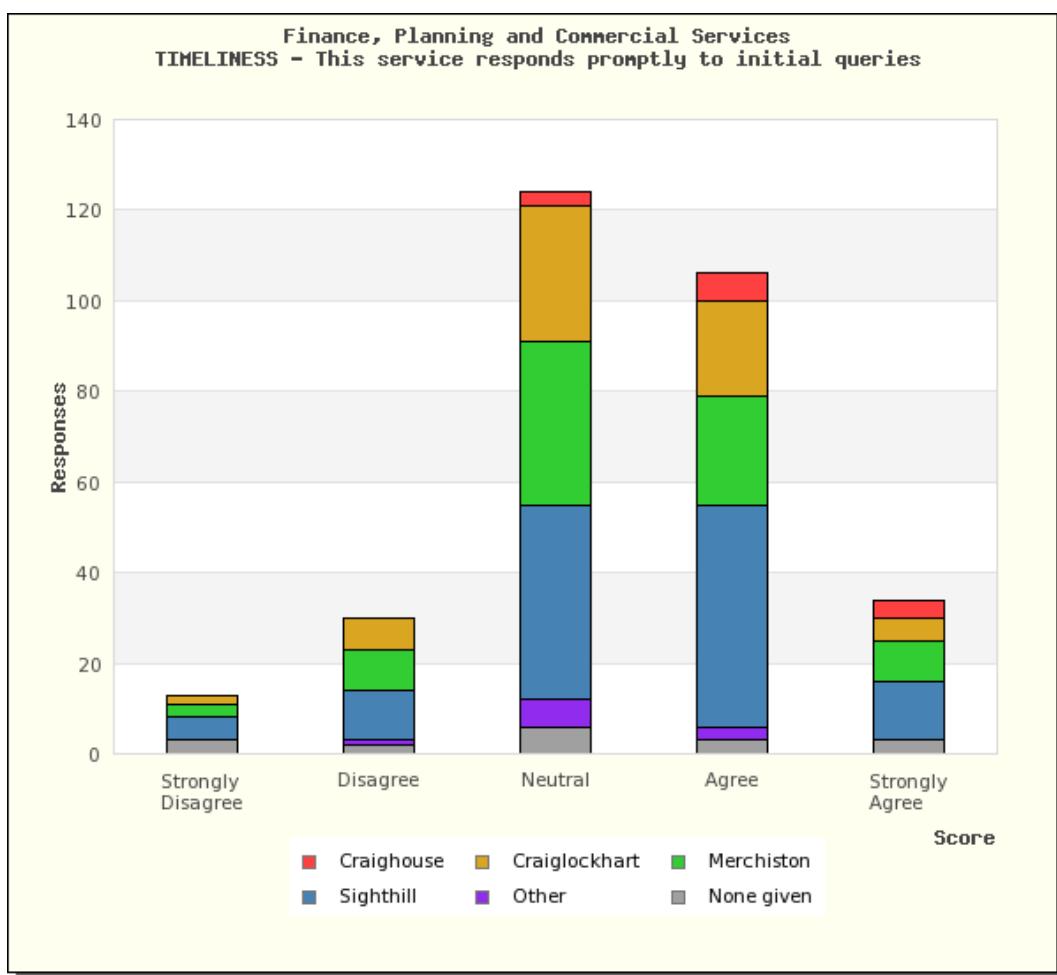
Finance, Planning and Commercial Services When problems arise, this service deals with them effectively							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	64	81	117	9	16	300
Minimum	3	1	1	1	2	1	1
Maximum	5	5	5	5	4	4	5
Mean	3.92	3.23	3.28	3.26	3.33	2.44	3.25
Median	4	3	3	3	4	2.5	3
Mode	4	3	3	3	4	3	3
Range	2	4	4	4	2	3	4
Standard Deviation	0.76	0.90	0.93	0.96	0.71	0.96	0.95
Variance	0.58	0.82	0.86	0.92	0.50	0.93	0.90
Standard Error of the Mean	0.21	0.11	0.10	0.09	0.24	0.24	0.05

Finance, Planning and Commercial Services						
	When problems arise, this service deals with them effectively					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	<b>0.12</b>	<b>0.08</b>	<b>0.12</b>	-0.08	<b>0.81</b>	<b>0.16</b>
Craiglockhart		-0.41	-0.43	-0.49	<b>0.20</b>	-0.40
Merchiston			-0.41	-0.53	<b>0.26</b>	-0.36
Sighthill				-0.49	<b>0.24</b>	-0.37
Other Campus					<b>0.21</b>	-0.45
No Campus Selected						<b>0.27</b>



Returns by Campus						
Finance, Planning and Commercial Services						
	When problems arise, this service deals with them effectively					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	4	6	3	13
Craiglockhart	2	10	27	21	4	64
Merchiston	2	11	39	20	9	81
Sighthill	7	13	48	41	8	117
Other	0	1	4	4	0	9
None selected	3	5	6	2	0	16

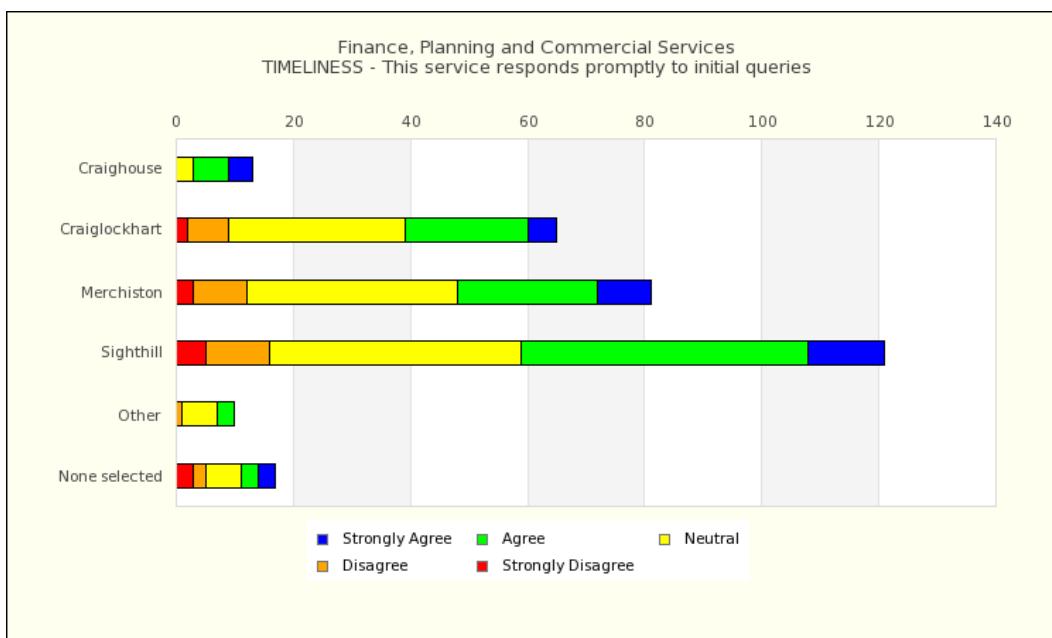
#### 4.1.10 This service responds promptly to initial queries



Again, the overall score is positive, but there are a large number of neutral responses.

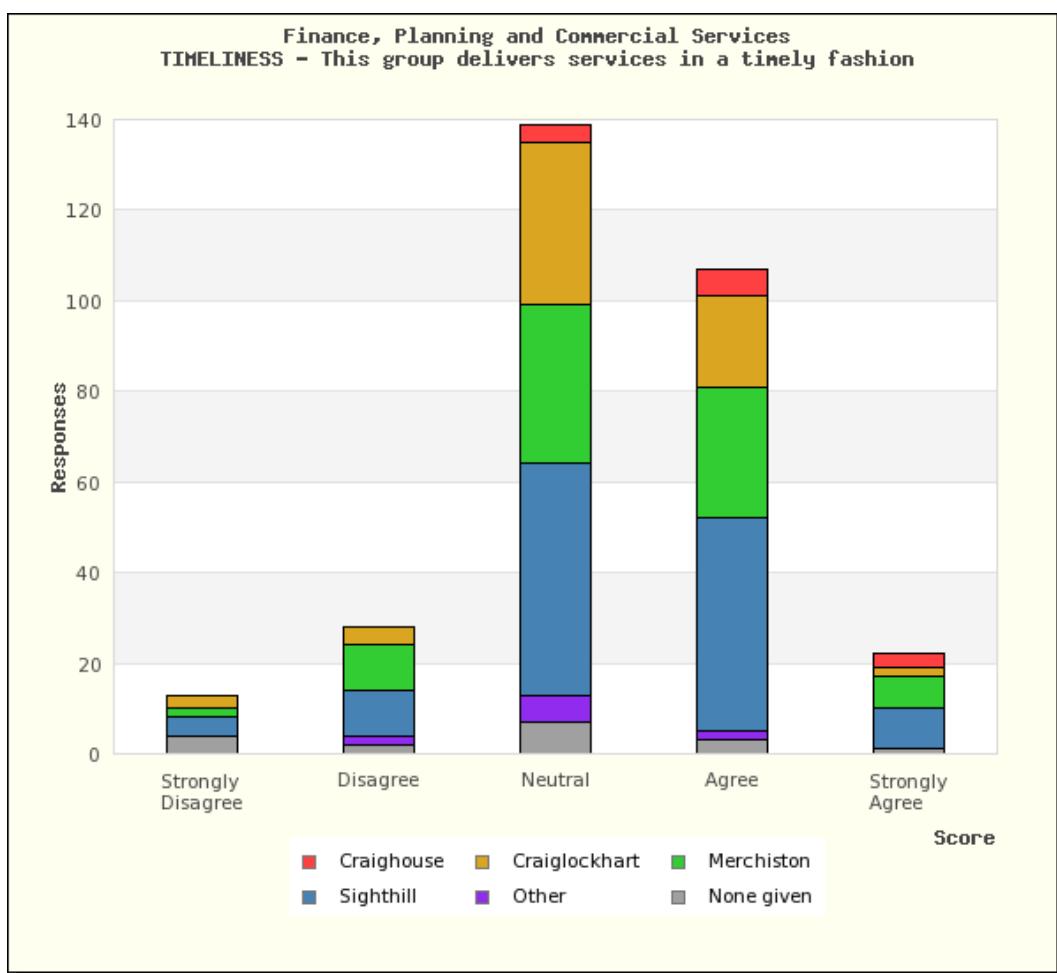
Finance, Planning and Commercial Services This service responds promptly to initial queries							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	65	81	121	10	17	307
Minimum	3	1	1	1	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	4.08	3.31	3.33	3.45	3.20	3.06	3.38
Median	4	3	3	4	3	3	3
Mode	4	3	3	4	3	3	3
Range	2	4	4	4	2	4	4
Standard Deviation	0.76	0.88	0.95	0.95	0.63	1.34	0.95
Variance	0.58	0.78	0.90	0.90	0.40	1.81	0.91
Standard Error of the Mean	0.21	0.11	0.11	0.09	0.20	0.33	0.05

Finance, Planning and Commercial Services This service responds promptly to initial queries						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	0.20	0.18	0.09	0.24	0.29	0.18
Craiglockhart		-0.44	-0.30	-0.45	-0.41	-0.33
Merchiston			-0.32	-0.42	-0.38	-0.35
Sighthill				-0.29	-0.25	-0.31
Other Campus					-0.58	-0.32
No Campus Selected						-0.29



Returns by Campus						
Finance, Planning and Commercial Services						
This service responds promptly to initial queries						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	3	6	4	13
Craiglockhart	2	7	30	21	5	65
Merchiston	3	9	36	24	9	81
Sighthill	5	11	43	49	13	121
Other	0	1	6	3	0	10
None selected	3	2	6	3	3	17

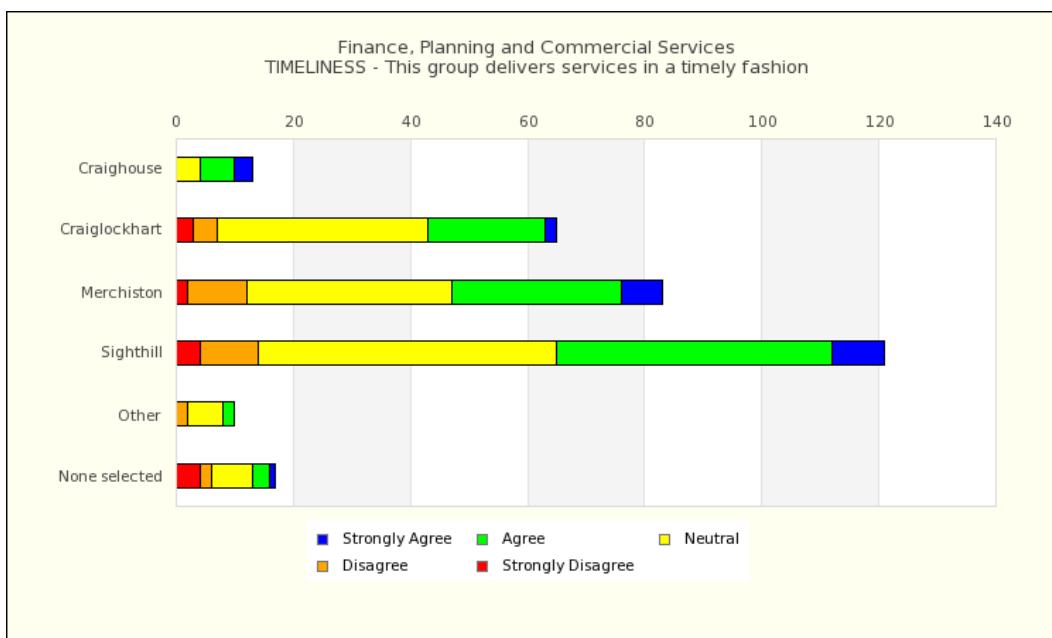
#### 4.1.11 This group delivers services in a timely fashion



Overall responses to this statement are slightly positive, but there are a large number of neutral responses.

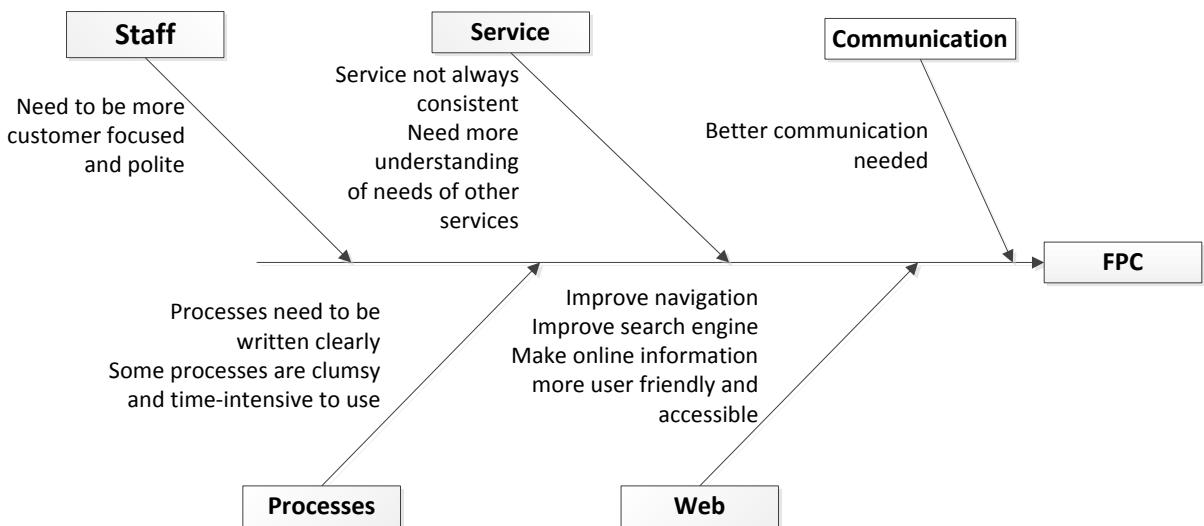
Finance, Planning and Commercial Services							
This group delivers services in a timely fashion							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	65	83	121	10	17	309
Minimum	3	1	1	1	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.92	3.22	3.35	3.39	3.00	2.71	3.31
Median	4	3	3	3	3	3	3
Mode	4	3	3	3	3	3	3
Range	2	4	4	4	2	4	4
Standard Deviation	0.76	0.80	0.89	0.87	0.67	1.21	0.89
Variance	0.58	0.64	0.79	0.76	0.44	1.47	0.79
Standard Error of the Mean	0.21	0.10	0.10	0.08	0.21	0.29	0.05

Finance, Planning and Commercial Services This group delivers services in a timely fashion						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	0.15	0.02	-0.00	0.27	0.51	0.10
Craiglockhart		-0.31	-0.25	-0.34	-0.12	-0.29
Merchiston			-0.38	-0.21	0.02	-0.35
Sighthill				-0.15	0.07	-0.29
Other Campus					-0.42	-0.20
No Campus Selected						0.02



Returns by Campus						
Finance, Planning and Commercial Services						
This group delivers services in a timely fashion						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	4	6	3	13
Craiglockhart	3	4	36	20	2	65
Merchiston	2	10	35	29	7	83
Sighthill	4	10	51	47	9	121
Other	0	2	6	2	0	10
None selected	4	2	7	3	1	17

## 4.2 Additional comments



### 4.2.1 Summary of points raised

#### Communication

- Need more understanding of the needs of and inter-dependence with, other services
- Need to provide feedback and updates, as necessary
- Need to communicate changes *eg* policy to all relevant parties

#### Processes

- Processes can be clumsy and time-consuming *eg* Trav App, Agresso
- Often difficulties with invoicing and payment
- Processes and procedures need to be written clearly, without jargon, so that customers understand them

#### Response

- All queries need to have a timely response

#### Staff

- Need to be more customer-focussed and polite to other staff and students
- Service not always consistent; staff can be very helpful, but are not always so

#### Web site / intranet

- Need easily accessible lists of important information *eg* relevant contacts, suppliers
- Navigation very complicated and could be simplified
- Make online systems more user-friendly and information easier to find
- Improve search engine

#### **4.2.2 Comments by campus**

##### ***Craighouse***

There are just two responses from this campus. One is from a member of the service who writes “Commercial Services rely on other departments to deliver the service, there remain a reluctance for members of staff to engage in commercial activity”.

The other comment was “I don't have much contact with this service”.

##### ***Craiglockhart***

There are twenty two responses in this section.

##### **Customer Service**

There is one comment about service: “Service regarding NUVL accounts is excellent and an example of good practice”.

##### **Staff**

There are three responses about the staff in finance. One respondent writes “In my slender dealings with Finance I have always found them helpful and attentive to students' interests”. Another writes “I don't have a lot of dealings with this department but staff are helpful when I have any queries”.

The third response is not so positive: “Elsewhere, tendency to dictate rather than to consult is not conducive to good working relationships - this does not apply to all staff and good relationships exist with purchasing, fees and systems staff”.

##### **Processes and procedures**

Of the five responses about processes and procedures, one comment is positive. That respondent writes “My main use of the service is for processing of invoices for my work done overseas. The payments have always been made so no issues there”.

However, there are several negative comments. The first comment is that “Financial systems are not user friendly”. Another respondent makes that point that they do not deal with Finance regularly and writes “Don't deal with this department often, but when I do I struggle with a lack of clarity - particularly surrounding money handling”

There is a complaint from one respondent that the staff in Finance have little consideration for other staff who are not familiar with the financial systems: “When dealing with Finance everything has to be done their way and it always seems that there is no understanding that the majority of us are not accountants; do not interact all day every day with Agresso or may need some procedures explained to us in words that are relevant to us. In other words, they never seem to look at their procedures from the customer's perspective”.

One respondent makes the point about assumptions made on students continuing their course following exams: “Why are students invoiced at the start of Trimester 2 before the Trimester 1 Board of Examiners decisions are recorded? It is just assumed that they are progressing in Trimester 2 when many are not”.

##### **Communication**

The responses about communication are mixed. One respondent writes “My dealings are primarily with Finance, and my day to day dealings with the Management accountants are excellent. For other areas of Finance, the communication has not been so good”. The message about good communication is echoed by another respondent who writes “The dealings that we have with Finance are usually fairly straightforward and efficient”.

More praise comes from a respondent who says of the Planning section: "Planning provide timely reports particularly in relation to enrolments and recruitment which are used by the Faculty. If the report doesn't provide the information required, they will usually be able to run another report".

Another respondent also praises the service for "Making the list of approved suppliers easily accessible to staff".

### Response

There are two negative comments, stating "I've emailed Finance about an issue that a student was having, and found it difficult to get a response" and "There have been a number of occasions where email requests have simply been ignored. It might seem unimportant to Finance but these requests are very important to the people making them. Ignoring or not responding to them simply makes my job more difficult".

However, there is a positive response: "I mainly deal with Finance Fees and I always get a prompt and efficient response".

### Web site / intranet

There is one response about the web site: "The information on the website has improved and it now seems much easier to find information. When it's not a normal part of your role, but students ask for information (e.g. fees), it used to be quite hard to access information. Now it's very easy to track down from Intranet".

### Neutral responses

There are seven comments where the respondents have little or no interactions with this particular service. One respondent, for example, writes "None", while another writes "not able to comment". Other comments are "I don't have direct interaction with the team, so don't feel able to comment", "I honestly cannot give an answer to questions 2, 3, 4, 8, 9 or 10 - they are outside my experience. I can't say whether another member of staff displays professionalism if I have never personally dealt with them", "While I know they exist, I must admit to not really dealing with them that much", "It's hard for me to answer these questions as I don't know very much about the services" and "Don't really have any dealings with this dept".

## Merchiston

There are twenty six responses from respondents in the Merchiston campus.

### General

There are three general comments. The first response is "The Commercialisation strategy provides little incentive for us to engage in income generation - for example: working to 40% URI means that charging out staff time on a daily basis to consultancy projects [is] unrealistic".

The second response concentrates more on financial aspects: "At a higher level I am unclear how budgets are set for departments each year, process for additional strategic investment, and how we prioritise any proposed underspend".

The third comment is more broad-ranging: "It is unclear who the "customer" is when responding *re* staff being "customer-focussed". Are the customers Napier staff or external clients or both?"

### Staff

There are seven positive comments about the staff in this service. One of the comments is quite general: "I am generally happy with the service I receive", but other respondents give more detail about their satisfaction.

Other respondents continue with positive comments – such as "My view is that most of our colleagues in Finance are customer-focussed and want to help internal and external customers" or "Staff all work well under a massive amount of pressure!"

There is an interesting response from one member of staff, who has “Positive interactions with most Finance staff and because I have worked at Napier for years, I know many of them, but it can be a very daunting experience for new staff who often do not know where to start”.

Three respondents single out specific sections and named members of staff for praise. One response is “It is mostly the Planning team that I have worked with and always found them very helpful, customer focussed, knowledgeable and prompt in service delivery”. The other response is “I deal with the people in finance regularly and have always found them to be helpful and efficient, in particular Andrina Gunn and Evelyn Hall”.

The third comment praising staff starts very positively: “I found this one difficult to answer because I think there is a big difference in the way this Service deals with staff and the way it deals with students. I get excellent service from Planning & Intelligence, and from individuals such as Fiona Renwick and Martin Jamieson”.

The suggestion that the Service deals differently with staff from the way it deals with students is noted in some of the responses which report negative experiences with staff from this service. One respondent reports “I have been made aware by students of staff in this area being unhelpful / unfriendly” and another points out “However, customer service towards students can be really poor - with examples of personal conversations being held in open rooms, shouting and rudeness”.

There are three other comments about staff. The first is “Planning are totally irrelevant to my area and have little or no impact except negative. Operational staff in commercial services have some impact, but strategically, commercial services duplicate what can be offered at better quality by, for example, institute personnel”. The second comment is “The link Management Account role is very important (for part of the department) but staff are not empowered to fulfil this role effectively and do not represent the breadth of the department”.

The final negative comment about the staff is “The staff will not issue invoices to agreed schedules. The staff appear to “lose” cheques, forms, e-mails etc. and the onus for action reverts to academic staff almost with a pre-supposition that the academic was in the wrong *ab initio*”.

### Processes and procedures

There are three comments about the Finance processes and procedures. They are perceived as perhaps being a bit cumbersome: “Financial processes do not appear to have been designed in user friendly way (it may suit the Finance team), and shows little understanding of the day-to-day running of a subject group. The Trav App process is a particularly poor system and no-one is able to explain how this saves us money. It requires several tiers of approval, and can take two or three weeks to be signed off during which time the cost of a flight can go up quite considerably. That's just one example of a frustrating process. Obviously we need to plan ahead as much as possible, but it's not always like that in reality”.

Two other respondents give similar responses. The first is “I have had occasional dealings with the Finance team - I find it difficult to understand the systems and processes, I haven't found them to be as helpful. But no major complaints” and the second response, again about Finance, is “However at times their focus appears on their processes rather than customer needs - students and staff”.

### Communication

There is one response about communication: “Not enough information about what goes on”.

### Response

There are four comments praising the staff – such as “I have had to contact planning on numerous occasions with regard to the HESA return, they are always helpful and any queries dealt with incredibly quickly” or “I have very little direct contact with this area, and have only interacted seeking information to support some work I was doing and the information was provided quickly and was exactly what I was looking for”. Another response expressing satisfaction with the staff is “Have found payroll and Pete Donald in particular to be especially helpful and prompt in their response”.

The fourth positive comment about the staff is “Finance have been improving from a low base to a much more supportive role and have been responsive to demands from users”.

There are two slightly more negative comments. The first respondent comments “The lower marks reflect to experiences I have had when looking for assistance with student fees”. The second response is “It is difficult for finance to be agile enough to support the entrepreneurial side of the institutes, I think”.

#### Web site / intranet

One respondent gives a suggestion to help with navigating the Napier website: “website Help Guides could be a useful start”.

Two other responses from this section focus on website navigation. The first response is “I sometimes have difficulties finding the information I want on the website. I'm not always sure which section to look at. It can be confusing when you end up opening lots of different web pages”. The second response is similar: “Recent update on financial intranet but I am not sure who does what these days except in the particular areas which touch on my work”.

The third response concerns students and is “There is also limited online information available to students”.

#### Neutral response

There are seven respondents who have little or no experience of this service.

Two respondents write “I have little or no direct dealings with this service” and “I have had no contact with this function”.

One writes “I'm quite new to the role therefore I have limited experience in dealing with the whole service”.

Two respondents have little knowledge of the service and write “I don't feel able to evaluate services as I have little direct experience of them” and “While this service might underpin some of what I do, it is not a service that I use much, Therefore I am unable to comment on many aspects (such as timeliness) as I have not had cause to use them in the past year”.

One respondent has no recent experience of the service: “I reflect only on a few occasions of direct dealings over the years, and not very recently - it may be that resources and services are in development and improvement for the near future”.

The last response is “I don't have many dealings with people in Finance - mainly contact them *re:* student fees”.

#### Sighthill

##### Service

There are three comments about the service. The first is quite general: “In other dealings with Finance, I am satisfied with the service provided, in the main” while the second is simply that it is “a responsive and efficient service”. The third is the first part of a “mixed” comment: “As you will see I have scored this section very low. Please note that this does not apply to every area in this service”.

##### Staff

One service member makes the point that there is “Very much a mix of excellent helpful team work (on TRAC) and poor quality forecasting of student numbers for forecasts and tuition fees”.

There are several positive responses about the staff. One respondent makes a general comment about the staff in the service “Always willing to help Very informative”. The other positive responses about the staff, however, are more conditional, referring to “some”, rather than “all” staff. All of the responses mention that staff can be helpful. The first comment is that “there are some excellent

colleagues within finance who are very helpful” and the second is “Some of the fees team are very helpful”. The other two responses mention more than just helpfulness, such as “Some members of staff are exceptionally helpful and respond to queries / resolve problems quickly and professionally”. The last response, however, introduces a more cautious note: “How good a service you get tends to depend who you speak to. Some members are very helpful”.

There is also a response, referring to the attitude towards students: “Assistance from Finance staff at Accommodation Key Collection Sessions at the beginning of September has assisted us in providing a good, almost pleasurable, student experience at the start of their Napier stay. Finance and Accommodation work very well together in the management of rent arrears”.

There are five negative comments from respondents about staff. The first comment refers to only some of the staff, and is part of a “mixed” comment: “[Some of the fees team] ... are not always available to help with queries on behalf of students”. Another comment again is part of a “mixed” comment. The first part of the comment was about some staff being helpful, but the second part of the comment is “but you are expected to do a lot yourself”.

Two other negative comments about staff give more examples, firstly “The finance staff are not customer focussed and this reflects in the tone of their communications to students”. The second comment is “There have been occasions however when responses have been less professional”.

Finally, another comment about the staff is “but as a general comment I often feel that finance are ‘in charge’ and we are the supplicants”.

### Processes and procedures

Six respondents made negative responses about the processes and systems of this service. They can be summarised by one comment stating “Many of the processes are obscure and seem to make no sense and I waste an enormous amount of time filling in needless forms”.

Respondents report that they find filling in unfamiliar forms difficult: “forms still difficult to understand: where to access and how to use” and one respondent writes that “Submitting expenses for anything is an unduly cumbersome process. Being in receipt of funding for projects is new to me but is one of the most tortuous and disheartening experiences and takes more time than any of us should have to allocate to what is essentially admin”.

Two more negative responses about this are that “Information concerning the closing of E-folders needs to be clearer (*ie* when, why, etc.)” and “Deadlines for submission of key financial input with regard to budgets are often too short and take no account of other key business commitments”.

There is a very detailed response on problems with invoicing systems: “The invoicing service is not a good service. Some invoices are not paid promptly and I don’t find out until the supplier starts to chase or send reminders. Unfortunately I cannot view the invoice status within Agresso. The service that Finance provides does not give a good image outwith the university and causes me major frustrations. I also find Agresso cumbersome and certainly not a purchasing package. It is an accounting package, which is quite different. Also, when internal staff send invoicing an e-mail, invoicing then send an e-mail to our customers, with the internal e-mail attached!! This has been highlighted to them before but it still happens”.

Three respondents make comments about errors made by this service. The first response is that “Finance: Recently there seemed to be inappropriate closure and charging on my budgets, when clarification was required the email was simply ignored”. The respondent then continues “Finance: Another time a legitimate expenditure, membership renewal, was not processed on a PhD budget because finance had suddenly decided it was not staff policy to do so, even though it was always previously carried out and it was explained that the expenditure was for a student. When asked on the policy for PhD students they could not provide a policy, because there was not one. This resulted in being out of pocket of nearly £200”.

Another response about errors made is that “Planning modelling of student recruitment has proved to be very inaccurate for some subjects and has resulted in over-recruitment”. The third comment

about errors is part of a “mixed” response, where the first part is positive, but the second part, which is more negative about the service, is “but have had delays / mistakes / system problems from other areas [than Procurement] which has led to uncomfortable situations with paying suppliers”.

### Communication

There are six responses about lack of accessibility, mostly of staff. Three respondents comment on the lack of communication with responses of “On occasion there appears to be no one available to take phone calls and the calls just ring out” and “I am answering the above in relation to the research office. I have sometimes waited a long time (weeks) for a query to be answered (if at all)”. There is a response that “Finance - email queries about eg student fee issues, can take up to 10 days to receive a response”.

Two more detailed responses are “I have had difficulty knowing who to go to for information about SAS when trying to advise my students. I am not sure that there is enough appropriate support for staff doing research - grant management seems to be a bit hit and missing to visibility and effectiveness of Research Support which is an area which overlaps with / is contiguous with Research Strategy, which have informed this response” and “There have been a number of ongoing problems relating to visibility and effectiveness of Research Support which is an area which overlaps with / is contiguous with Research Strategy, which have informed this response”.

This feeling can be summed up by two respondents who write “I'm sorry but I can't be complimentary about this service. It is very difficult to find out who does what” and “Feedback and updates are often lacking”.

### Response

Two comments refer to the prompt response offered by the service, firstly “I always get a speedy and helpful response from procurement area” and secondly “However, I have on occasions received prompt responses eg research costings”.

### Web site / intranet

There are two negative responses about the web and online systems. The first is “everything on the university website is very hard to find. The search function gives quite bizarre results”. The second comment is that “I don't feel the online systems are particularly user friendly”.

### Neutral response

There are three comments where the respondents claim not to deal with or have sufficient knowledge of the service. The first comment is “I don't know the answers to these questions as I hardly work with the finance dep.” The other comments are “I have had very little contact with this service so find it difficult to comment on some of the questions” and “I am not able to comment since any dealings I might have are at a School level and I don't feel I know enough about this particular service”.

### Other

There are two responses in this section from respondents who give “Other” as their home campus.

The first comment is “I am lucky to work with some extremely helpful members of staff within this department, whose responses to my many requests for data or information are courteous, prompt and precise. Unfortunately, the department often seems severely understaffed and this strain tends to affect their members' ability to provide efficient customer service, which has led to some very negative experiences in the past and to a wide discrepancy in response times”.

The second response is “All of the answers provided above showing very good service relate to the finance team. Due to the grouping of depts none of the above positive feedback relates to Commercial Services - which is not fit for purpose and requires a radical overhaul”.

## ***No campus***

There are five responses in this section.

### General

There is one general comment in this section: "I appreciate Finance have a difficult role with considerable responsibility for financial probity however, they should add value by acting as enablers rather than gatekeepers. Often they misunderstand the requirements and objectives other departments need to achieve and appear to take unilateral decisions without taking responsibility for the consequences".

### Services

There are two comments about this: "Finance Services have consistently provided an excellent service. Not always an easy task given Academics' dislike of anything which smacks of control or budgetary constraint" and "I do not recognise the values as displayed on the home page for Finance".

### Staff

There are two comments about the staff in this section. The first respondent praises the staff: "Specific praise should go to colleagues in Procurement and Planning for consistently delivering information before deadlines". The second comment is a negative one about the staff: "There appears to be a too few staff for the volume of work they are having to deal with. It's a Department that bamboozles its customers with jargon".

### Processes and procedures

There is just one comment about this, mentioning Agresso. The respondent writes "Agresso and invoicing are a nightmare! More often than not I am required to deal with customers who have not been paid, sometimes over a month after the purchase order has been raised. It can sometimes be very embarrassing".

### Communication

There is one comment about communication in the department and refers to communication from finance staff to customers: "In addition, and on occasion, internal emails are forwarded on to the customer. Again, this is something which can be a little awkward - if I had wanted the customer to read this email I would have copied them in in the first instance!"

### Response

The last comment in this section is about lack of response from the department: "Finally, it is often the case that urgent issues are not always dealt with promptly, which causes any number of problems!"

## 4.3 Suggestions for improvement



### 4.3.1 Summary of suggestions

#### Communication

- Use clear English, so can be understood by non-specialist staff
- Better communication with other internal staff, to promote better understanding
- Be proactive with communication; reduce delays in processing queries
- Identify relevant contacts and information location in other services and on web
- Support staff and students in finding the information they require

#### General

- Provide greater value for money with greater customer focus
- Need to pace budget spend throughout year
- Improve response to user needs
- Need to understand that all departments work together to benefit the whole University
- Need to be aware of current trends and not rely only on historical data

#### Information

- Need more information about what service does and how it can help other staff

#### Processes and procedures

- Need to make processes simpler, clearer, less complicated, easier to understand
- Provide explanatory guidelines and explanations for procedures
- Review cumbersome procedures *eg* travel to see how they can be made less complicated or invoicing to encourage speedier payment

- For online information, have examples of the forms online and have easy, clear access for it
- Agresso needs to be more user friendly, with clearer reports of progress of payment

### ***Resources***

- Increase resources where needed, to reduce delays and inaccuracies

### ***Service***

- Management to be more approachable, to “walk the walk”
- Information to be kept consistent, accurate, up to date and available
- Staff need to understand customers’ needs and work of other services
- Service needs to be speedier with queries including costings
- All staff to receive customer service training, including managers

### ***Staff***

- Need to be friendly, welcoming, responsive and polite
- Need more flexibility and customer focus
- Staff in the service need to work as a team with a common approach

### ***Web site / intranet***

- Stronger web presence needed
- Need to clarify forms and processes on intranet to improve access and navigation
- Helpdesk to record, track, monitor and close issues speedily and accurately
- Need to add help sections where relevant with FAQs
- Information to be accurate and up to date.

## **4.3.2 Suggestions by campus**

### ***Craighouse***

#### General

There is one general suggestion from a respondent in the service: “Commercial income needs to be seen as a higher priority by Department Heads and Senior Managers beyond a level of veiled commitment”.

#### Service

There is one suggestion from a respondent in the service about how to improve the service offered: “In my experience, general staff are confused with what we do and the services we offer. I think this could be addressed with regular information sessions and a stronger web presence”.

#### Processes and procedures

There are three suggestions from respondents in the service for improving processes and procedures. The first response is quite brief. The respondent writes “Processes need to be developed and rolled out”.

The other two respondents give suggestions about which processes should be improved and why. One respondent writes “There is currently a sub delegation list for signing contracts. Whilst this is ideal on paper, it tends to fail when there is absence especially the higher in rank *ie* is it acceptable that if the Principal is out of the office nothing can be signed? This causes excessive delays for customers and compromises important business”.

The other respondent has a suggestion about standardisation of processes: “Each Institute should adopt the same “commercial process” with regards to external business engagement. This would strengthen our offering and help alleviate the issues that staff experience with not knowing who to go to, what to do and how to do it”.

## Web site / intranet

There is one suggestion from a respondent in the service about how to improve the web site: "Improve the intranet area. Needs to include current information".

## Craiglockhart

There are ten suggestions for improvement from respondents writing that they are based on Craiglockhart campus.

## Service

There are two specific improvement suggestions. One is about the need for the attitude of staff to be slightly modified to have "More understanding on their part of what happens in different areas of the University. More appreciation of the needs of their customers".

The other suggestion is that the Department should have more transparent information about what they offer: "Better information from this area *ie* promote themselves to other areas so they know what services are available to them".

There is one general suggestion on how to improve the service: "The service needs to develop much better and closer relationships with the departments they serve. While accepting that roles are carried out to professional standards there is little or no understanding displayed of Finance needing to work alongside departments to the benefit of the University".

## Staff

There are two suggestions about the staff. One is about the perception of staff in this area: "Also feel that staff in Finance have too little flexibility and everything needs to be done in a particular way. Overall, I think there is not enough evidence of customer focus".

The other suggestion is about standardisation of best practice: "Team effort similar to that provided by NUVL team should be replicated throughout".

## Processes and procedures

There are two suggestions, though one is quite general. That is that there should be "Clearer processes set-out online somewhere".

The other suggestion is about payments and is more detailed. The suggestion is that there should be "Labelling of payments made direct to bank account would be useful. I often get a BACS transfer and have to work out what piece of work it relates to. Also, the time lag from invoicing and being paid is long. I know this relates to cut off times which are published but it can be more than a month to receive payment if you narrowly miss a deadline".

## Web site / intranet

There are two suggestions, one of which is about navigation: "I find it very hard to find Edinburgh Napier's Vision Statement - and I would have expected to find it in the 'Planning' part of this microsite? But... while it is acknowledged on the 'blurb' for Planning and Intelligence link - the document isn't held in this section, nor is there a link to it. I had to Google it to find it - the search on the staff intranet didn't seem to take me to the file!"

The other suggestion is that there might be "Possibly a help section with a 'frequently asked questions'".

## Communication

There is one brief suggestion: "Better communication".

## Neutral responses

There is one very brief comment here: "None".

## ***Merchiston***

There are eighteen suggestions for improvement from respondents who write they are based on Merchiston campus.

### Service

There are two specific suggestions for improvement. The first is about closer working between different sets of staff: "I think we could work more closely together, it would help to make sense of what we are asked to do if we understand what happens with the process at the Finance end".

The second suggestion is about improving the clarity of the available information: "It is not obvious from job titles who to contact to discuss what. *eg* in finance who to contact to discuss setting up a budget or sorting out a payroll issue. Perhaps a list of who to contact for what in each section".

There are three general suggestions for improvement for this service. One suggestion is an overview one: "Finance needs to improve further by responding to user needs and eliminating the work that they feel is easy to do and to disseminate. Planning needs to spend some time working in a real university to understand the higher education sector and the core business of that sector - *ie* that it is academically, rather than admin driven. Commercial services needs to be dissolved, the good staff redeployed to other organisational units such as the institutes and several more senior staff made redundant. The resources saved should then be redeployed to areas where it can be better utilised - *eg* the Institutes".

The second suggestion is about a possible change of culture: "Significant work required to exploit the synergies that exist across the whole department. The culture in Finance appears to dominate the department. It would benefit from being more outward looking, more customer focussed and with stronger links internally".

The third suggestion is very brief: "Get real with commercialisation - this needs complete re-thinking".

### Staff

There are two suggestions about staff which request a slight change of attitude. One is that there should be "A review of their approach to supporting students" and, as part of a longer suggestion, the other mentions "mutually intra-contradictory administrators".

### Processes and procedures

There are seven suggestions for improvement for this section. One respondent hopes for improvement and especially improved clarity with processes and procedures: "I would hope there is an opportunity for both process and systems enhancements in the team. I also think it would be useful for the budget and planning processes to become clearer, so that colleagues can both understand and contribute fully to the process".

Two respondents mention that there are lots of forms to fill in. One respondent writes "Wholesale restructuring with streamlining for the multitude of different forms, processes" and the other has a suggestion about saving forms: "It would be more helpful if you could save forms to your own PC if needed. With forms such as the new supplier details form once you have added the details you want to send an electronic version along with the Agresso order so it seems strange that you can't save it".

The processes and procedures in the Finance section appear to be quite complicated for people to use when they are not used to them. One brief suggestion for improvement is "Streamline your procedures", though the respondent also adds "trust budget holders". The other suggestion is "I have recently tried to understand the finance procedures used within the university and have found them to be rather complicated and confusing. Clearer guidelines to understand the processes would improve the service for clients".

There is a suggestion from another respondent that people are more likely to use the processes and procedures correctly if they understand why they have been set up, so it would be helpful if the staff

were: "Providing a rationale for procedures so it is clearer to staff why they must follow the rules and not just see a mountain of bureaucracy. For example, there is great resentment of having to use the single supplier of Key Travel for travel bookings when CHEAPER options can be obtained elsewhere by shopping around on the Internet, but since duty-of-employer-care explanations were given recently, the more expensive travel is slightly more palatable".

One suggestion for improvement is to decrease the time between order and payment, as this respondent writes: "As the Acquisitions Manager for the library service I deal with a large number of external suppliers and publishers. Many of the resources we pay for are for electronic services (ebooks, journals & databases) and can in theory be 'switched off' if not paid in time. It doesn't happen very much but I'd like perhaps to see a 'fast track ' for invoices that I could perhaps authorise to ensure speedy payment".

### Communication

There are two suggestions for improving communication. One respondent writes that there should be "Better communication; sometimes it is very difficult to know who does what and who to speak to. Perhaps some sort of exchange / visits from staff in School areas to specific areas in finance to give a better understanding of what we both do and how we rely on each other".

The other respondent makes a similar suggestion "Put their own systems and language aside when writing or talking to internal customers, in order to communicate their messages more clearly to non-specialist staff".

### Web site / intranet

There are three suggestions for improvement about the web site, which relate to adding more information. One respondent suggests "There is very little available online for staff or students around the whole student fees issue, and dates for withdrawing without "losing" fees / funding".

Another respondent suggests that there should be "An FAQ site for commonly asked questions" and there is also a suggestion that the department should "set up a helpdesk site to record issues properly".

### Meta comments

There are two suggestions made, but they seem to refer more to the survey and structure of survey than to this particular service. One is "Add an "NA" option" and the other is "Answers relate to Finance, rather than Planning. Would be better if this survey was tailored towards each of the service units with the ability to skip parts of the survey if we don't have contact with the service units".

### Sighthill

There are twenty four suggestions for improvement from respondents who write they are based on Sighthill campus.

### Service

The first of the three suggestions about improving the service is quite brief: "I think the research office could be more proactive in engaging staff and facilitating research".

There is a more detailed response about budget matters: "Why should heads and sometimes other people need to sign off finance forms on external folios? I need to produce end of year accounts for funders and I take the rap for mistakes yet am not trusted to spend the money. Why do we have to operate strict end of financial year financial suicide? It is so frustrating to have no money for months and then to try to spend it in a desperate and usually inefficient rush. What happens to all the money that magically 'disappears' from budgets at the end of financial years?"

The third response is "Use of recruitment modelling should take into account views and expertise of staff in the schools who are more in touch with current trends. Reliance on historical data can be damaging in periods of change".

There is one response from an FPC staff member at Sighthill: "Clear definition of report definitions - eg on students start with total and reconcile the groups not included in a report".

Three respondents suggest that the service can be improved by improving the response time to staff queries. The first response is that there should be "Quicker responses when dealing with queries. But they maybe just don't have the time - under-staffed possibly?" Another suggestion is for "Responding more promptly to requests for research costings". The third response in this section is that staff should be "Taking the time to respond to queries when further clarification is needed. Consistency in policy!"

Another suggestion is to "Ensure that levels of customer service are consistent across the department".

There is a suggestion about customer service, which is that "All staff in internal service departments need to renew their training on concepts of the internal customer". One respondent thinks that if people answer the telephone, they should be adequately trained: "I think the admin staff who answer the phones should be better trained so that they can explain things better".

### Staff

There is just one suggestion for improvement for staff: "I feel the invoicing team requires more staff or the current ones require further training".

### Processes and procedures

The suggestions for this section suggest that processes and procedures are a bit complicated. One respondent writes "I think the financial processes are sometimes quite onerous and the forms on the intranet don't always explain things in the easiest way. Sometimes I have filled in a form for one thing and then found out I should have filled in another form, which just seems quite similar to me". One suggestion for improvement is to "provide examples of what the forms are used for provide a quick link to the forms and name them differently".

A respondent gives the example of the Travel Claims process of one which needs improvement: "The travel claims process I know is planned to be modernised and would certainly benefit from it. It is cumbersome and very time consuming to claim offsite travel expenses - the spreadsheet is extremely complex and should be simplified. Also needs to be reviewed from a procurement perspective. I had a train journey to Glasgow and the "saving" on the ticket could have been obtained if I had booked personally, and the administration charge added up to more than the 'saving'".

There is therefore one improvement suggestion to "Simplify processes and paperwork", though another respondent suggests that it would be a good idea to "Issue a calendar of key dates for submission of individual budgetary input in advance along with templates so that work on this can begin earlier and resources can be planned around this".

The last suggestion for improvement for this service is to have "More publicity and visibility around what they do- this is why I scored them lower at information".

### Communication

One of the suggestions for improvement is that there should be "Greater proactive communication with staff, proactive rather than reactive".

Other suggestions are to improve the time taken to respond to queries or problems. Respondents write "Staff in this area (Finance) could answer / reply to email in a timely manner, having a "customer" wait for 2 weeks is very unprofessional" and "It sometimes takes a bit longer to receive a response to e-mails sent to Accounts Payable but I think this is due to the fact the team are extremely busy and fairly small in size".

It is also suggested that "appropriate communication of budget closure, charges etc should be made to the owner".

One respondent makes the suggestion that, though it is “Not a department I work much with however I've heard from colleagues that both potential and current students find it difficult to find out about course / module fees online” and this is a potential improvement.

Another respondent also suggests that an improvement could be to “Review communication strategies and standard letter templates”.

The final response in this section is “Address above”, which refers to the comment “Feedback and updates are often lacking.”

#### Web site / intranet

There are two suggestions for improvement: that the service could “Clarify their forms and processes on the intranet” and that “Also the web pages could be far better designed”.

#### Comments which do not suggest improvements

There is one response, suggesting that the service has already plans to address suggestions for improvement: “The VP(A), the Dir of Finance and the Dir of Res Strategy will be meeting presently to try to resolve ongoing challenges”.

Another respondent writes “Please do not use the word 'customer' to refer to our students. They are students - they do not purchase their degrees, but have to work for them” – but this is possibly a suggestion for improvement with future versions of the survey, not for improvements to the service.

#### Other

There are five suggestions for improvement from respondents who identify their campus as “other”.

#### Service

There are two general suggestions about improvement for this service. One is “The purchasing system needs to be more flexible to allow for joint project bids and framework agreements with individual companies” and the other is “Commercial Services needs an overhaul and may be best served by being subcontracted to a legal / IP expert company”.

There is one specific suggestion: “Keeping the staff directory up to date in terms of people's areas of responsibility would be a great help”.

#### Staff

There is one suggestion about how to improve the staff situation: “Additional staff would also no doubt improve the speed and efficiency of the service provided”.

#### Processes and procedures

There is one suggestion about improving processes and procedures: “When something changes *ie* accepting Purchase Orders for foreign currency it would be good if procedures were supplied with this info”.

#### Communication

There are two suggestions about how to improve communication. One is quite general. The respondent writes “Communication has improved greatly over the last couple of years but there are still areas for improvement”. The other respondent suggests “improved communication with internal staff. I'm never very sure what costs I'm entitled to claim for, if any, and it can be hard to find this out via the intranet at present”.

#### Web site / intranet

There is one suggestion about the web site – that the service should be: “Improving access to information on the intranet pages”.

## ***No campus***

There are seven suggestions for improvement from respondents who did not select a campus.

### Service

There are two suggestions on how the service can be improved. One is about the remit of the service: "Their remit should include an enhanced greater quality control and ensure a more effective level of compliance and help deliver greater value for money". The other is that the "Director should be more approachable and visit staff working areas".

### Staff

There are three suggestions about how to improve the staff. The first is a recommendation that they should "Be polite, welcoming and friendly".

The second suggestion is that the staff should "Understand more fully the needs of their customers and assist them in achieving their strategic objectives" and the third suggestion is that the staff should "Be more flexible, responsive and aware of what the organisation actually delivers".

### Processes and procedures

There are two suggestions on how processes and procedures can be improved. The other two suggestions are quite detailed. The first is to "Configure areas of their finance system that support managers in managing their budgets rather than it only operating as an internally focused system" and the other suggestion is to have "Better / more exact data entry would improve things, as sometimes information isn't entered accurately".

There is one quite detailed suggestion about Agresso: "In relation to the above, it would be useful on Agresso to be able to see when the invoice is due to be paid, or what stage of the process it is at. I don't know what could be done to speed up the payment, but it would be good to avoid discussions about delay of payments with customers. Payment should be slick and hassle free. At the moment the process is fraught and difficult".

### Resources

There are two suggestions about resources, though one is more of a feeling than a suggestion: "It feels like the service is understaffed, which can lead to delays and inaccuracies". The other suggestion is that "I would like to see increased resources added to the Procurement Section which always appear to be stretched".

## 5 Human resources

This service is based at Sighthill. The Director is Margaret Cook. Details of the full numbers of staff are available from an organisational chart on the web page (not available for external viewers), however thirty three different members of staff are listed on the web page in the following teams:

- Customer area HR contacts
- Payroll Team
- Corporate Learning and Development Team
- Equality and Diversity
- Human Resources Systems
- Health & Safety Team
- Academic Professional Development.

The service is "committed to providing a stimulating, rewarding and supportive work environment so that we remain a successful University and an employer of choice".

### 5.1 Responses to structured questions

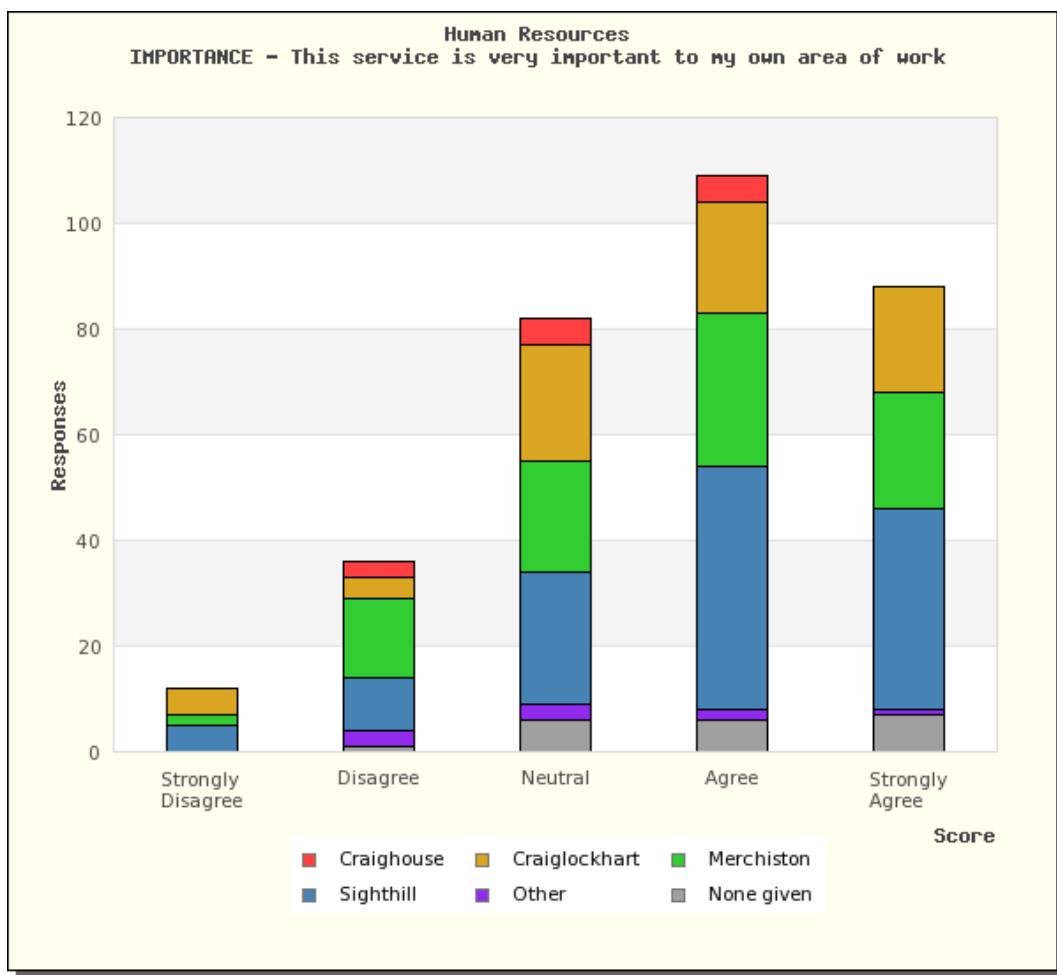
#### 5.1.1 Respondent breakdown

There were, on average, 317 responses to the questions in this section. Of these, 15 were members of Human resources.

Campus	Role	count
Sighthill	Professional / support staff	14
Sighthill	Senior managers forum	1
	Total	15

No anonymous respondents identified as members of this service.

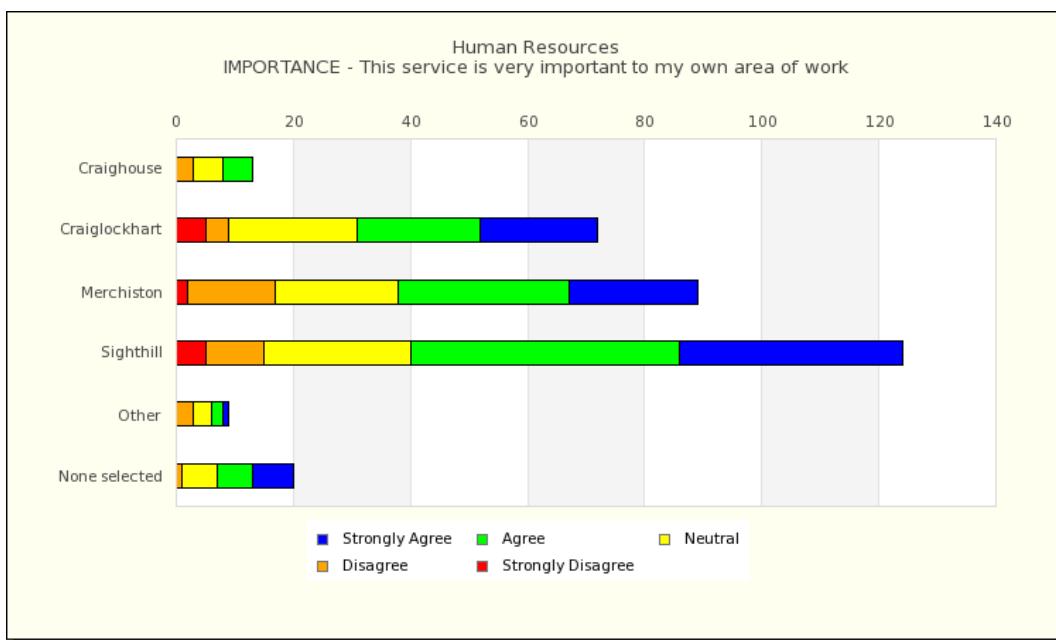
### 5.1.2 This service is very important to my own area of work



Clearly, this service is important to a majority of respondents across the University.

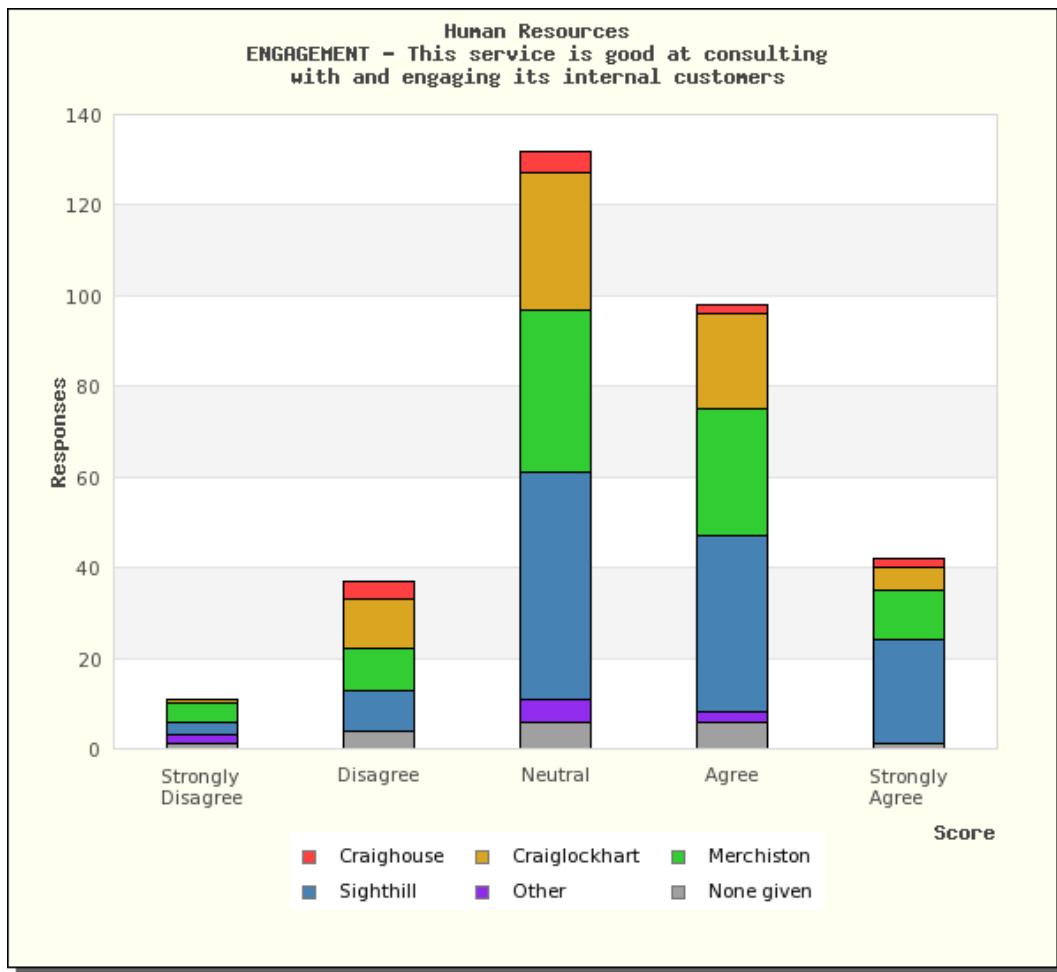
Statistic	Human Resources This service is very important to my own area of work						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	72	89	124	9	20	327
Minimum	2	1	1	1	2	2	1
Maximum	4	5	5	5	5	5	5
Mean	3.15	3.65	3.61	3.82	3.11	3.95	3.69
Median	3	4	4	4	3	4	4
Mode	4	3	4	4	2	5	4
Range	2	4	4	4	3	3	4
Standard Deviation	0.80	1.15	1.10	1.08	1.05	0.94	1.09
Variance	0.64	1.33	1.22	1.17	1.11	0.89	1.20
Standard Error of the Mean	0.22	0.14	0.12	0.10	0.35	0.21	0.06

Human Resources						
	This service is very important to my own area of work					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.10	-0.13	<b>0.10</b>	-0.71	<b>0.14</b>	0.00
Craiglockhart		-0.46	-0.31	-0.16	-0.29	-0.41
Merchiston			-0.25	-0.19	-0.23	-0.34
Sighthill				<b>0.04</b>	-0.43	-0.26
Other Campus					<b>0.09</b>	-0.06
No Campus Selected						-0.26



Returns by Campus						
Human Resources						
	This service is very important to my own area of work					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	3	5	5	0	13
Craiglockhart	5	4	22	21	20	72
Merchiston	2	15	21	29	22	89
Sighthill	5	10	25	46	38	124
Other	0	3	3	2	1	9
None selected	0	1	6	6	7	20

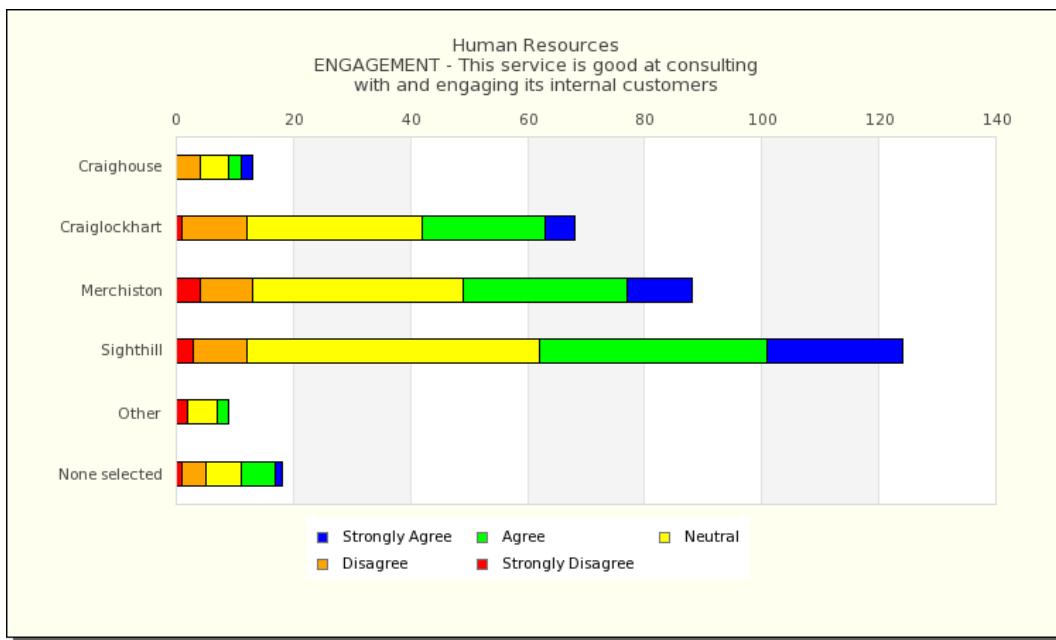
### 5.1.3 This service is good at consulting with and engaging its internal customers



Overall, mostly positive for all campuses, but rather less so for those at “other” campus.

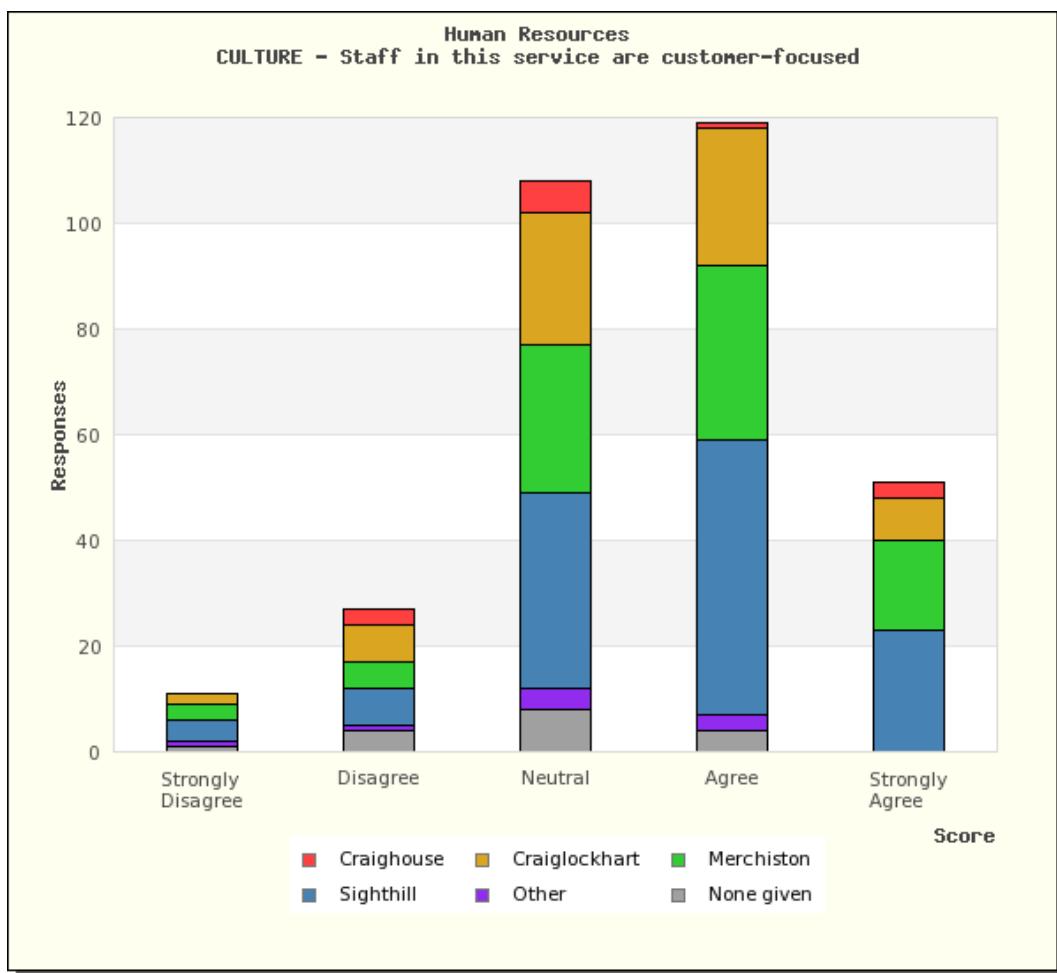
Statistic	Human Resources						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	68	88	124	9	18	320
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.15	3.26	3.38	3.56	2.78	3.11	3.38
Median	3	3	3	3.5	3	3	3
Mode	3	3	3	3	3	4	3
Range	3	4	4	4	3	4	4
Standard Deviation	1.07	0.87	0.99	0.96	1.09	1.02	0.97
Variance	1.14	0.76	0.97	0.91	1.19	1.05	0.94
Standard Error of the Mean	0.30	0.11	0.11	0.09	0.36	0.24	0.05

Human Resources						
	This service is good at consulting with and engaging its internal customers					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.52	-0.41	-0.21	-0.44	-0.69	-0.36
Craiglockhart		-0.35	-0.14	-0.20	-0.44	-0.28
Merchiston			-0.25	-0.09	-0.32	-0.39
Sighthill				<b>0.12</b>	-0.12	-0.19
Other Campus					-0.44	-0.04
No Campus Selected						-0.27



Returns by Campus						
Human Resources						
	This service is good at consulting with and engaging its internal customers					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	4	5	2	2	13
Craiglockhart	1	11	30	21	5	68
Merchiston	4	9	36	28	11	88
Sighthill	3	9	50	39	23	124
Other	2	0	5	2	0	9
None selected	1	4	6	6	1	18

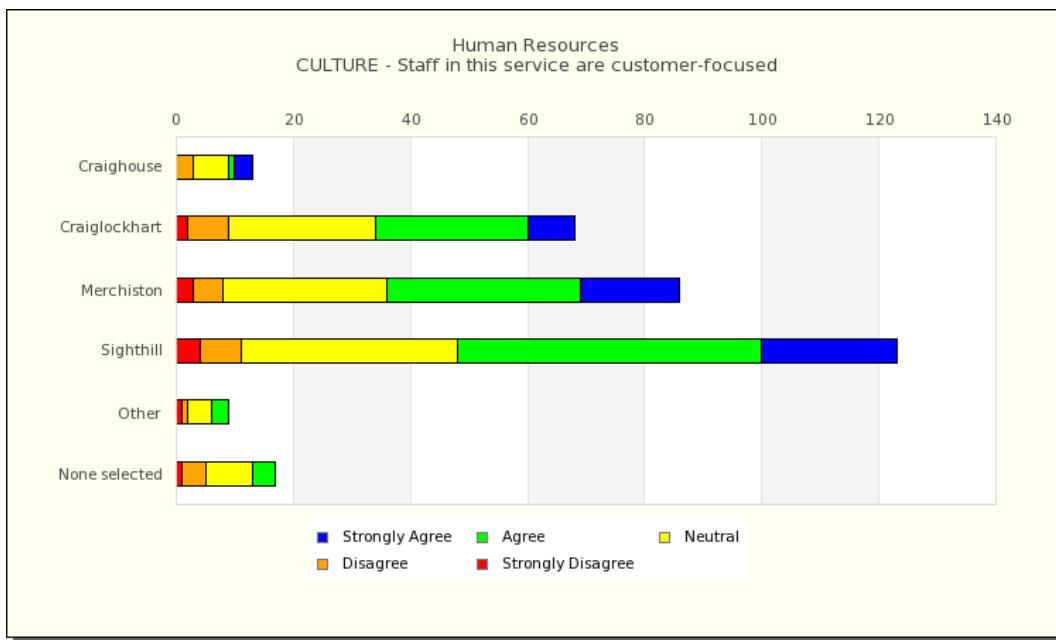
#### 5.1.4 Staff in this service are customer-focussed



A generally positive score across most campuses, although respondents with no campus selected are slightly more likely to be dissatisfied.

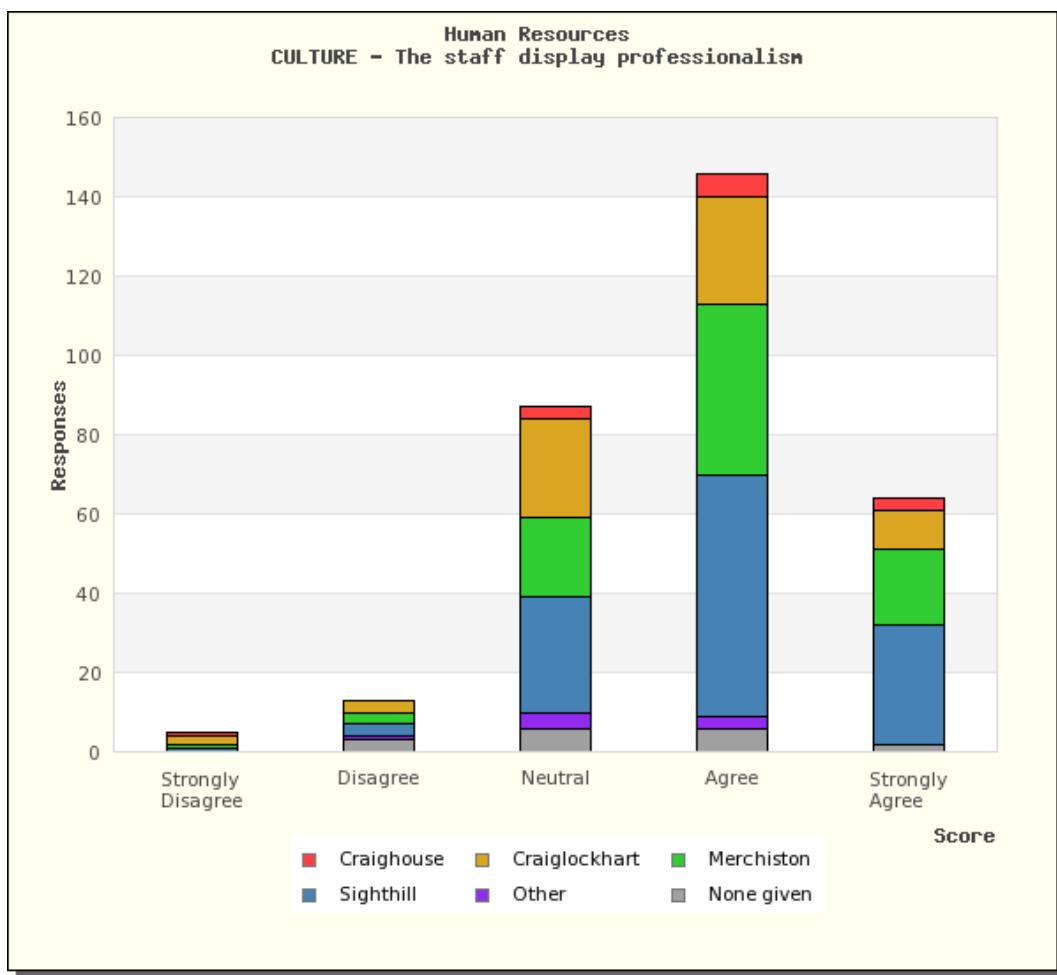
Statistic	Human Resources Staff in this service are customer-focussed						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	68	86	123	9	17	316
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	4	4	5
Mean	3.31	3.46	3.65	3.67	3.00	2.88	3.54
Median	3	3.5	4	4	3	3	4
Mode	3	4	4	4	3	3	4
Range	3	4	4	4	3	3	4
Standard Deviation	1.11	0.94	0.98	0.95	1.00	0.86	0.98
Variance	1.23	0.88	0.96	0.91	1.00	0.74	0.95
Standard Error of the Mean	0.31	0.11	0.11	0.09	0.33	0.21	0.05

Human Resources Staff in this service are customer-focussed						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.50	-0.30	-0.26	-0.49	-0.29	-0.37
Craiglockhart		-0.27	-0.23	-0.21	<b>0.01</b>	-0.32
Merchiston			-0.41	-0.01	<b>0.21</b>	-0.29
Sighthill				<b>0.03</b>	<b>0.25</b>	-0.24
Other Campus					-0.62	-0.08
No Campus Selected						<b>0.15</b>



Returns by Campus Human Resources Staff in this service are customer-focussed						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	3	6	1	3	13
Craiglockhart	2	7	25	26	8	68
Merchiston	3	5	28	33	17	86
Sighthill	4	7	37	52	23	123
Other	1	1	4	3	0	9
None selected	1	4	8	4	0	17

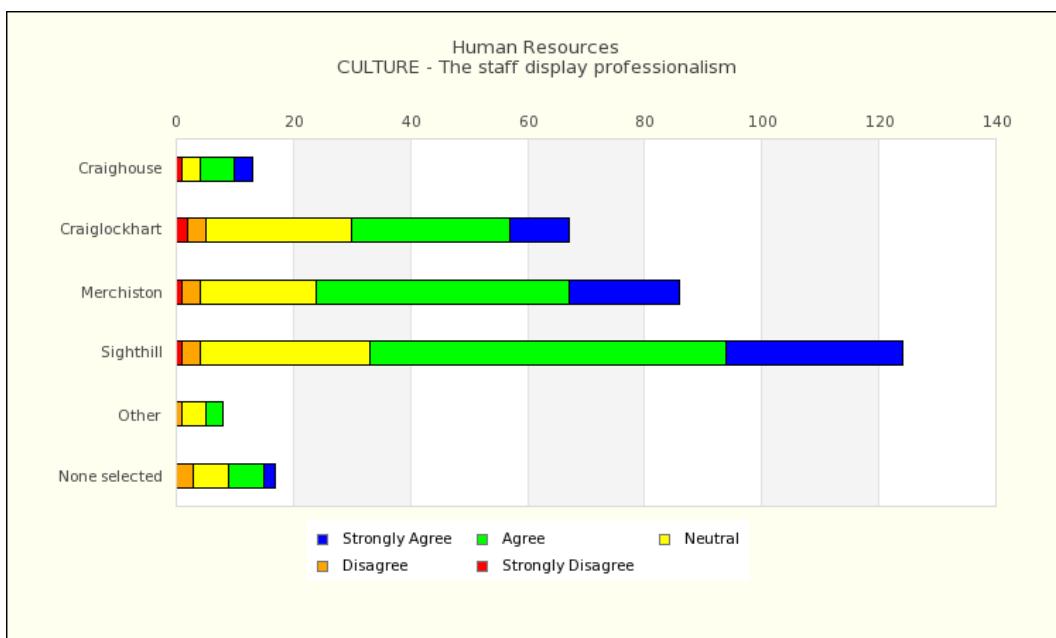
### 5.1.5 The staff display professionalism



The majority of respondents across all campuses agree with the statement.

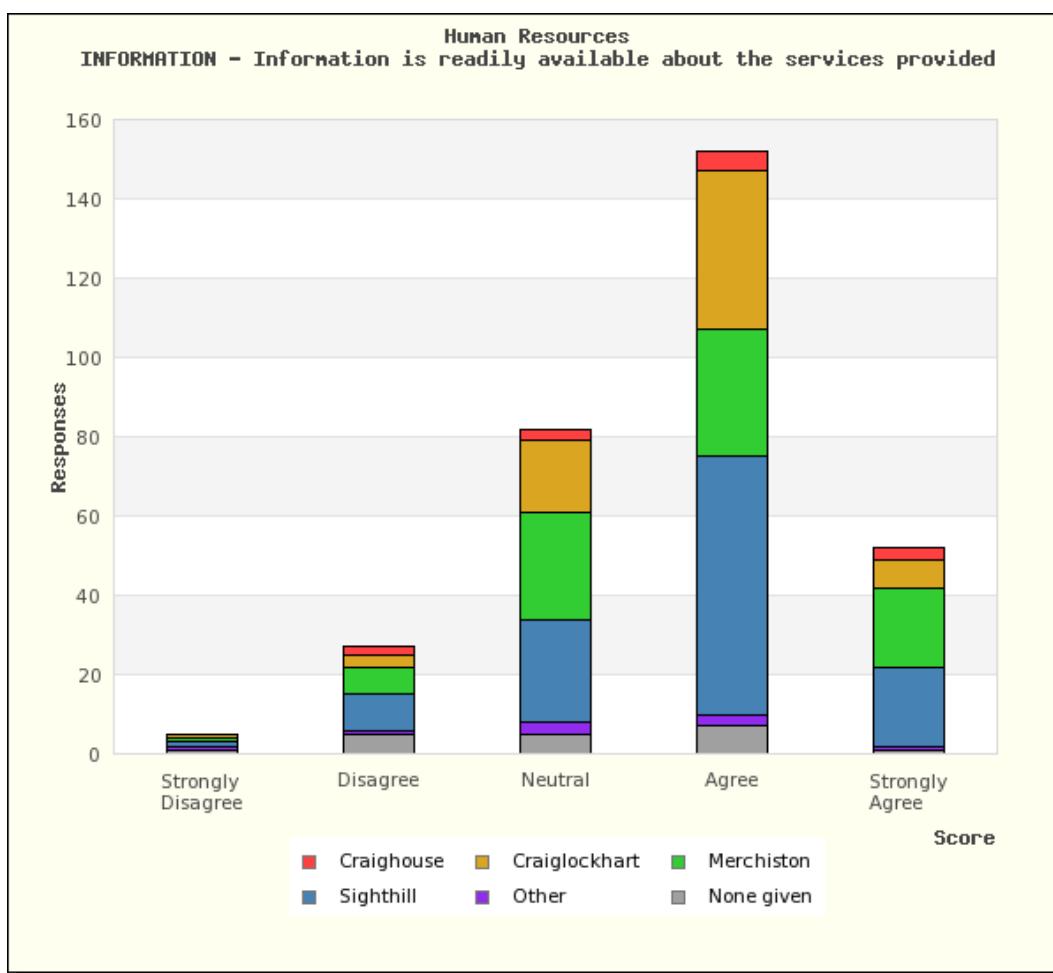
Statistic	Human Resources The staff display professionalism						All respondents
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	
Count	13	67	86	124	8	17	315
Minimum	1	1	1	1	2	2	1
Maximum	5	5	5	5	4	5	5
Mean	3.77	3.60	3.88	3.94	3.25	3.41	3.80
Median	4	4	4	4	3	4	4
Mode	4	4	4	4	3	4	4
Range	4	4	4	4	2	3	4
Standard Deviation	1.09	0.91	0.83	0.80	0.71	0.94	0.87
Variance	1.19	0.82	0.69	0.65	0.50	0.88	0.75
Standard Error of the Mean	0.30	0.11	0.09	0.07	0.25	0.23	0.05

Human Resources The staff display professionalism						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.47	-0.51	-0.45	-0.22	-0.37	-0.57
Craiglockhart		-0.16	-0.09	-0.25	-0.40	-0.20
Merchiston			-0.35	<b>0.05</b>	-0.09	-0.29
Sighthill				<b>0.12</b>	-0.02	-0.21
Other Campus					-0.53	0.00
No Campus Selected						-0.14



Returns by Campus Human Resources The staff display professionalism						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	0	3	6	3	13
Craiglockhart	2	3	25	27	10	67
Merchiston	1	3	20	43	19	86
Sighthill	1	3	29	61	30	124
Other	0	1	4	3	0	8
None selected	0	3	6	6	2	17

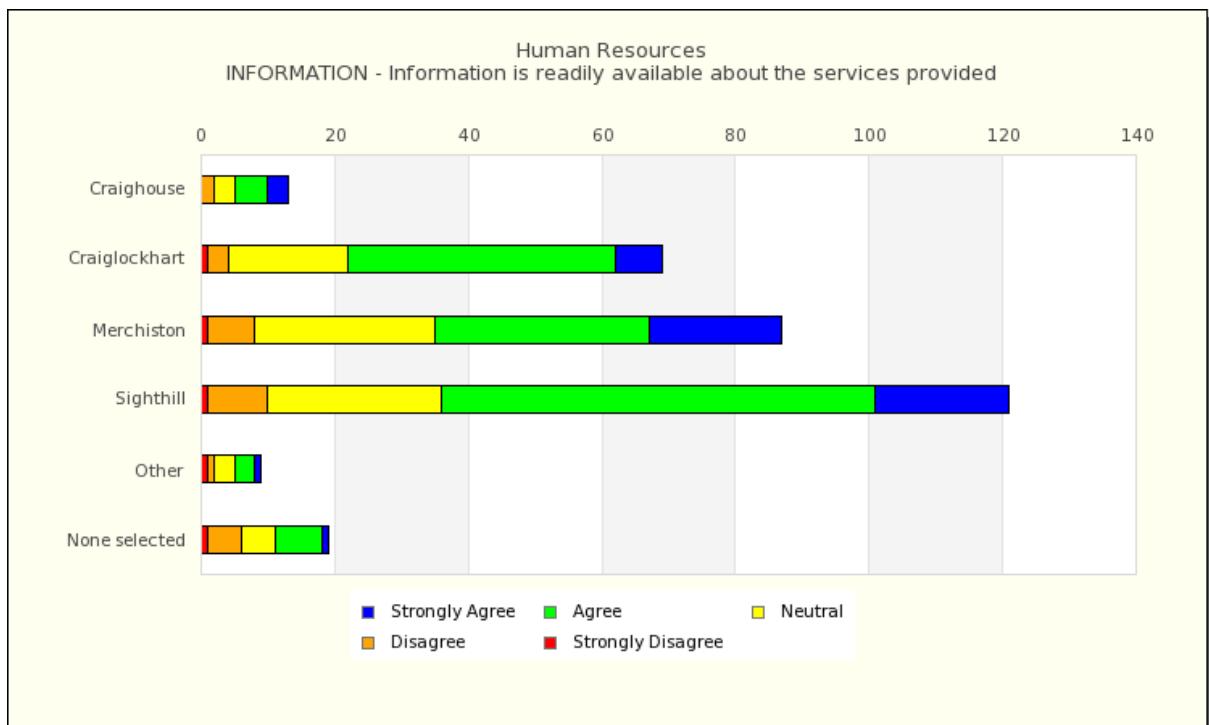
### 5.1.6 Information is readily available about the services provided



This statement scores well from respondents based at the “actual” campuses – but the scores for “other” and “no campus” are still positive over all, albeit with comments raised about difficulties in getting information.

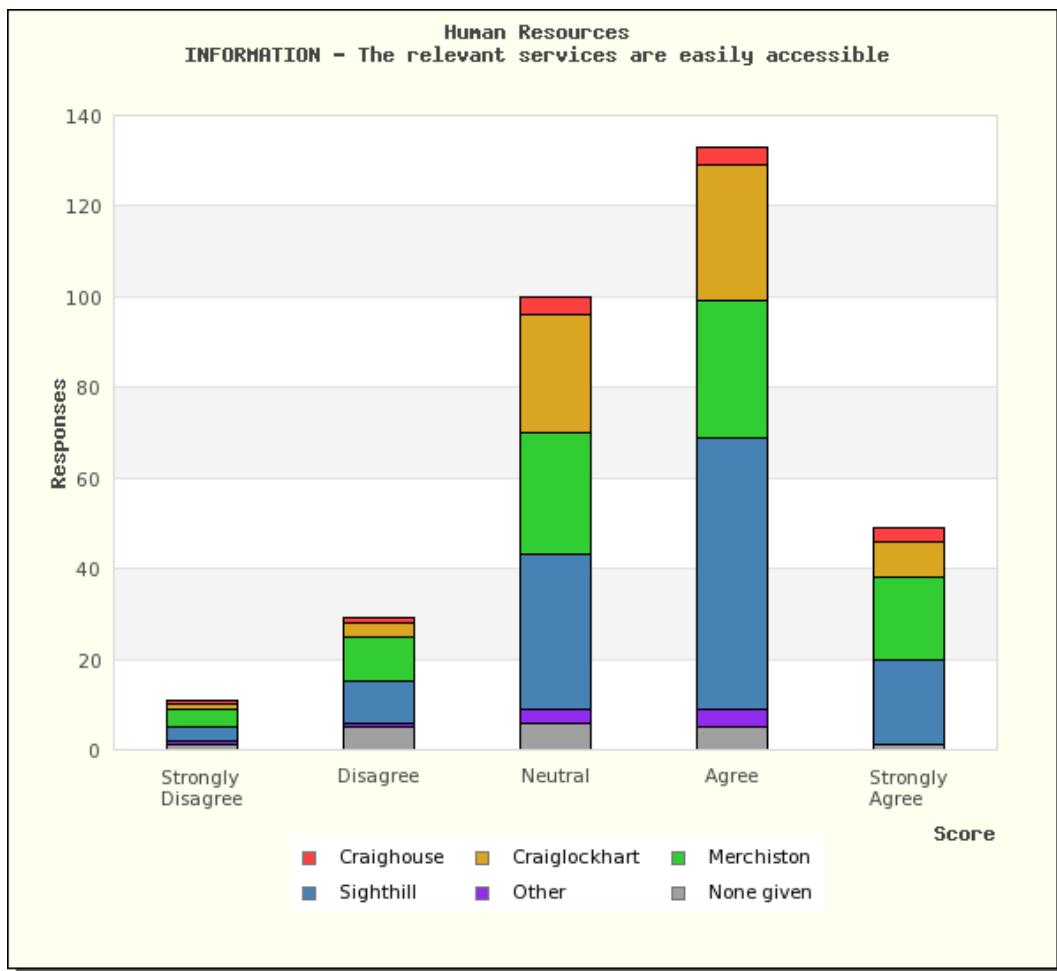
Statistic	Human Resources Information is readily available about the services provided						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	69	87	121	9	19	318
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5
Mean	3.69	3.71	3.72	3.78	3.22	3.11	3.69
Median	4	4	4	4	4	3	4
Mode	4	4	4	4	4	4	4
Range	3	4	4	4	4	4	4
Standard Deviation	1.03	0.77	0.95	0.84	1.20	1.05	0.90
Variance	1.06	0.59	0.90	0.71	1.44	1.10	0.81
Standard Error of the Mean	0.29	0.09	0.10	0.08	0.40	0.24	0.05

Human Resources						
	Information is readily available about the services provided					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.60	-0.59	-0.52	-0.36	-0.14	-0.58
Craiglockhart		-0.43	-0.34	-0.21	<b>0.03</b>	-0.36
Merchiston			-0.37	-0.21	<b>0.03</b>	-0.35
Sighthill				-0.14	0.11	-0.27
Other Campus					-0.68	-0.21
No Campus Selected						<b>0.04</b>



Returns by Campus						
Human Resources						
	Information is readily available about the services provided					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	2	3	5	3	13
Craiglockhart	1	3	18	40	7	69
Merchiston	1	7	27	32	20	87
Sighthill	1	9	26	65	20	121
Other	1	1	3	3	1	9
None selected	1	5	5	7	1	19

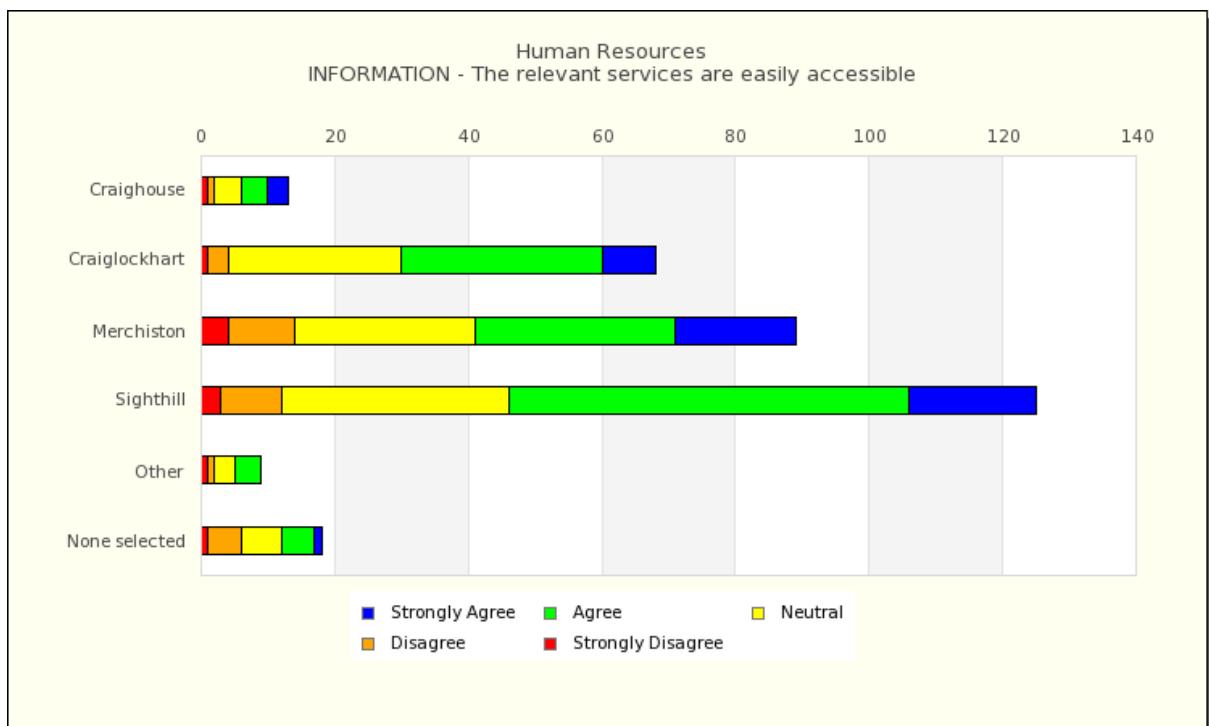
### 5.1.7 The relevant services are easily accessible



Again, the responses are mostly positive across the four main campuses, but neutral for “other” and “no campus”. Some of the respondents who disagreed have comments later in the chapter.

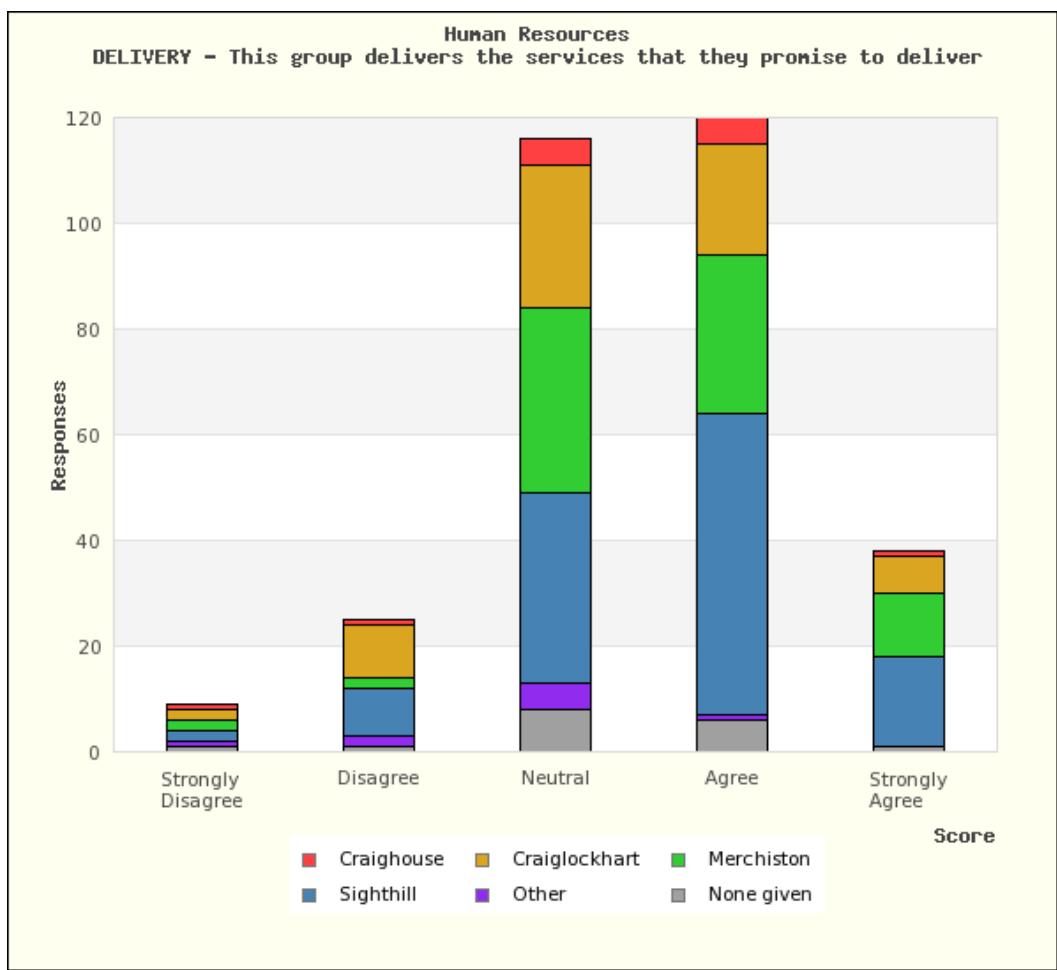
Human Resources The relevant services are easily accessible							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	68	89	125	9	18	322
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.54	3.60	3.54	3.66	3.11	3.00	3.56
Median	4	4	4	4	4	3	4
Mode	4	4	4	4	4	3	4
Range	4	4	4	4	3	4	4
Standard Deviation	1.20	0.81	1.08	0.91	1.05	1.03	0.97
Variance	1.44	0.66	1.16	0.82	1.11	1.06	0.94
Standard Error of the Mean	0.33	0.10	0.11	0.08	0.35	0.24	0.05

Human Resources						
	The relevant services are easily accessible					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.59	-0.67	-0.52	-0.40	-0.22	-0.60
Craiglockhart		-0.40	-0.36	-0.18	<b>0.02</b>	-0.35
Merchiston			-0.32	-0.25	-0.06	-0.39
Sighthill				-0.10	<b>0.10</b>	-0.26
Other Campus					-0.66	-0.19
No Campus Selected						<b>0.01</b>



Returns by Campus						
	Human Resources					
	The relevant services are easily accessible					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	1	4	4	3	13
Craiglockhart	1	3	26	30	8	68
Merchiston	4	10	27	30	18	89
Sighthill	3	9	34	60	19	125
Other	1	1	3	4	0	9
None selected	1	5	6	5	1	18

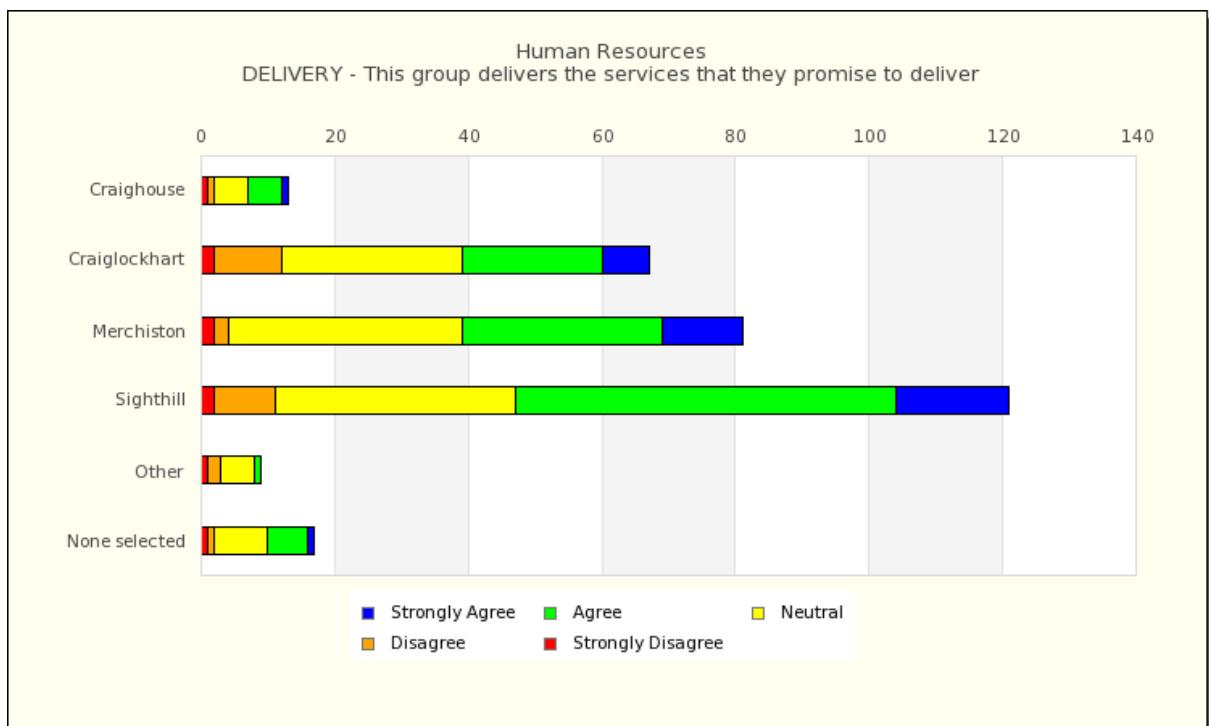
### 5.1.8 This group delivers the services that they promise to deliver



Another overall positive score, with highest ratings from the larger campuses and less agreement at “other” campus.

Statistic	Human Resources This group delivers the services that they promise to deliver						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	67	81	121	9	17	308
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.31	3.31	3.59	3.64	2.67	3.29	3.50
Median	4	3	4	4	3	3	4
Mode	4	3	3	4	3	3	4
Range	4	4	4	4	3	4	4
Standard Deviation	1.03	0.96	0.86	0.87	0.87	0.92	0.91
Variance	1.06	0.92	0.74	0.76	0.75	0.85	0.84
Standard Error of the Mean	0.29	0.12	0.10	0.08	0.29	0.22	0.05

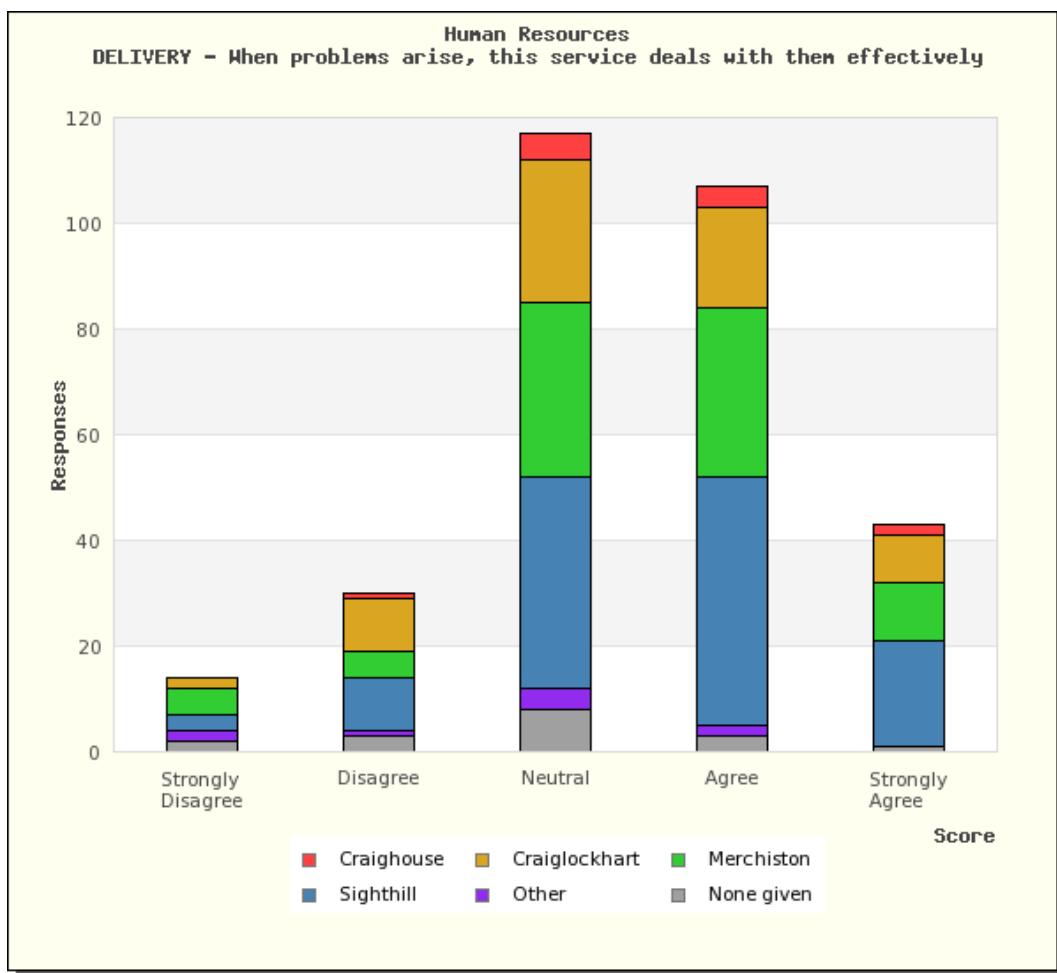
Human Resources						
	This group delivers the services that they promise to deliver					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.63	-0.33	-0.27	-0.12	-0.70	-0.39
Craiglockhart		-0.18	-0.11	<b>0.01</b>	-0.56	-0.23
Merchiston			-0.37	<b>0.31</b>	-0.27	-0.29
Sighthill				<b>0.37</b>	-0.20	-0.21
Other Campus					-0.09	<b>0.25</b>
No Campus Selected						-0.32



Respondents at Sighthill would appear to be most satisfied with service delivery. Given that HR staff make up only about an eighth of the respondents, this is unlikely to be due to them scoring their own service more highly, but may instead be due to staff based at Sighthill having better access to HR.

Returns by Campus						
Human Resources						
	This group delivers the services that they promise to deliver					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	1	5	5	1	13
Craiglockhart	2	10	27	21	7	67
Merchiston	2	2	35	30	12	81
Sighthill	2	9	36	57	17	121
Other	1	2	5	1	0	9
None selected	1	1	8	6	1	17

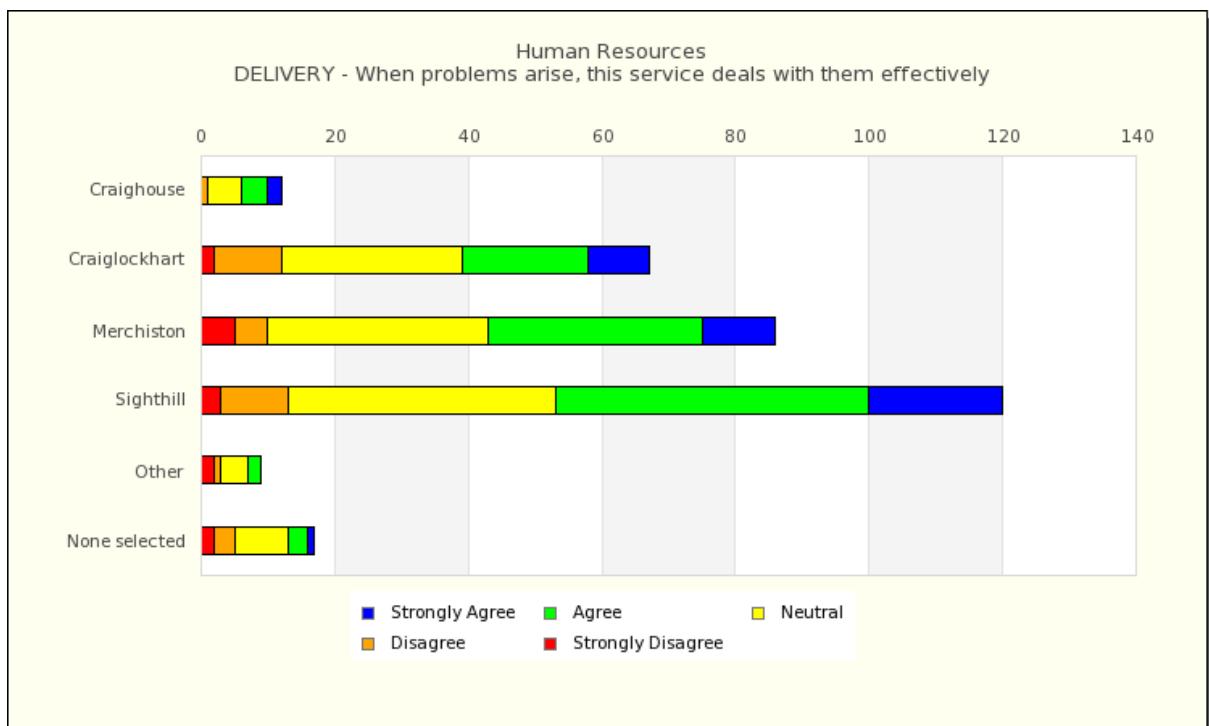
### 5.1.9 When problems arise, this service deals with them effectively



Again, respondents at the main campuses seem to have a more positive experience with this service.

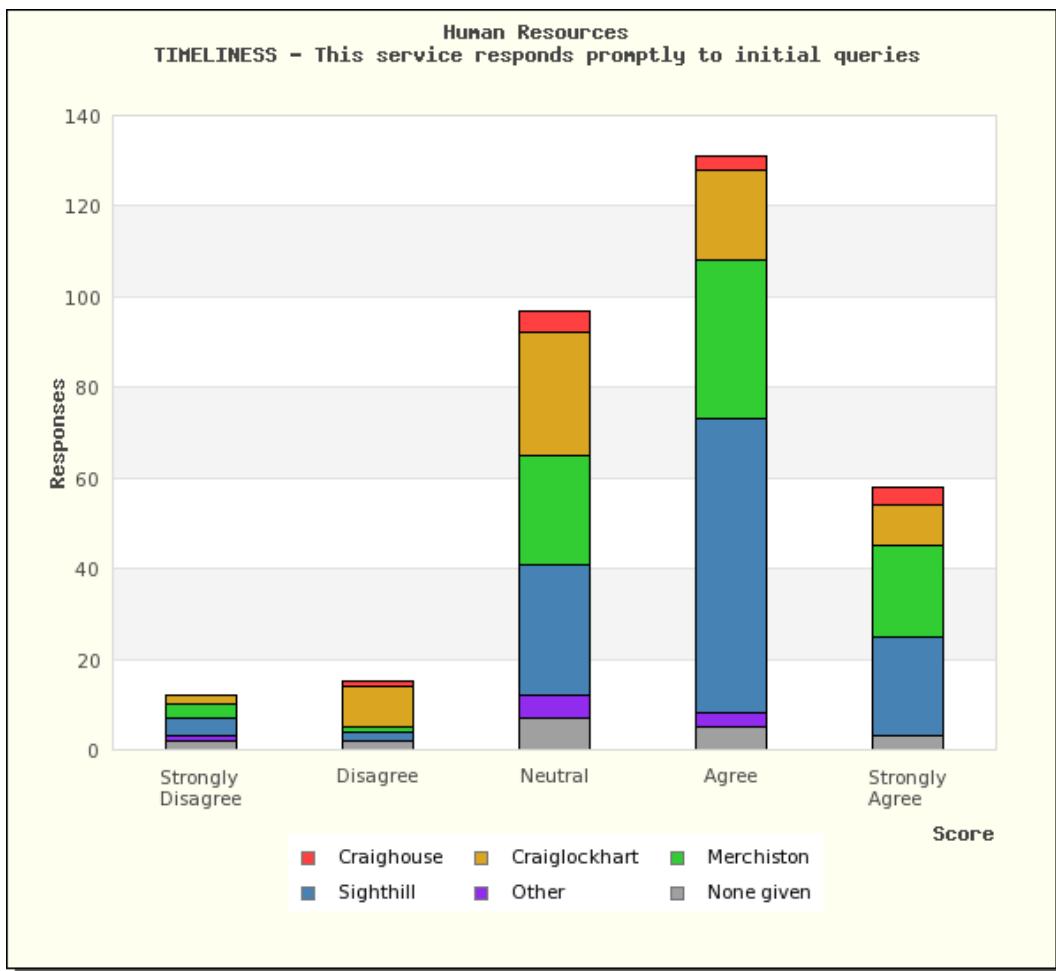
Statistic	Human Resources						All respondents
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	
Count	12	67	86	120	9	17	311
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.58	3.34	3.45	3.59	2.67	2.88	3.43
Median	3.5	3	3.5	4	3	3	3
Mode	3	3	3	4	3	3	3
Range	3	4	4	4	3	4	4
Standard Deviation	0.90	0.99	0.99	0.95	1.12	1.05	0.99
Variance	0.81	0.99	0.98	0.90	1.25	1.11	0.99
Standard Error of the Mean	0.26	0.12	0.11	0.09	0.37	0.26	0.06

Human Resources						
	When problems arise, this service deals with them effectively					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.38	-0.48	-0.58	<b>0.12</b>	-0.02	-0.41
Craiglockhart		-0.37	-0.21	-0.03	-0.15	-0.33
Merchiston			-0.30	<b>0.09</b>	-0.03	-0.38
Sighthill				<b>0.25</b>	<b>0.12</b>	-0.22
Other Campus					-0.58	<b>0.11</b>
No Campus Selected						-0.01



Returns by Campus						
Human Resources						
	When problems arise, this service deals with them effectively					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	4	2	12
Craiglockhart	2	10	27	19	9	67
Merchiston	5	5	33	32	11	86
Sighthill	3	10	40	47	20	120
Other	2	1	4	2	0	9
None selected	2	3	8	3	1	17

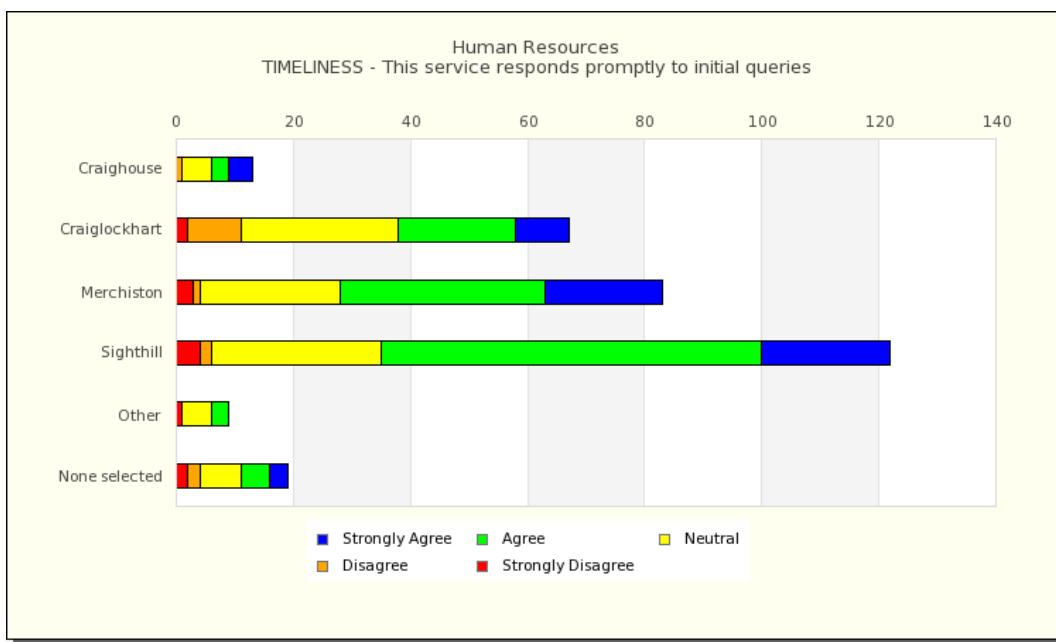
### 5.1.10 This service responds promptly to initial queries



Once again, high scores for the main campuses, although there may be a few problems at Craiglockhart (see comments later in the chapter).

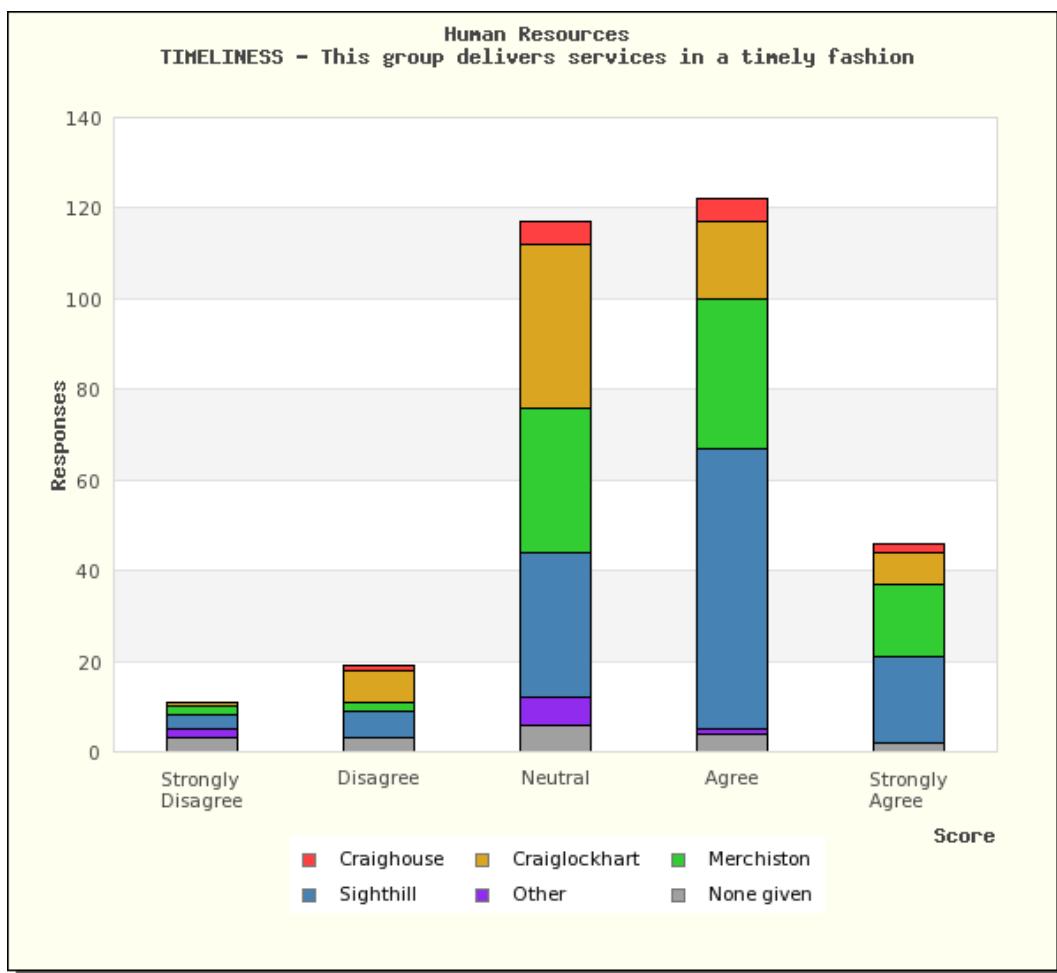
Statistic	Human Resources This service responds promptly to initial queries						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	67	83	122	9	19	313
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.77	3.37	3.82	3.81	3.11	3.26	3.66
Median	4	3	4	4	3	3	4
Mode	3	3	4	4	3	3	4
Range	3	4	4	4	3	4	4
Standard Deviation	1.01	0.98	0.94	0.87	0.93	1.19	0.96
Variance	1.03	0.96	0.88	0.75	0.86	1.43	0.92
Standard Error of the Mean	0.28	0.12	0.10	0.08	0.31	0.27	0.05

Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.24	-0.57	-0.56	-0.11	-0.24	-0.47
Craiglockhart		-0.03	-0.01	-0.39	-0.52	-0.13
Merchiston			-0.42	<b>0.07</b>	-0.06	-0.24
Sighthill				<b>0.08</b>	-0.05	-0.22
Other Campus					-0.61	-0.05
No Campus Selected						-0.17



Campus	Returns by Campus					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	3	4	13
Craiglockhart	2	9	27	20	9	67
Merchiston	3	1	24	35	20	83
Sighthill	4	2	29	65	22	122
Other	1	0	5	3	0	9
None selected	2	2	7	5	3	19

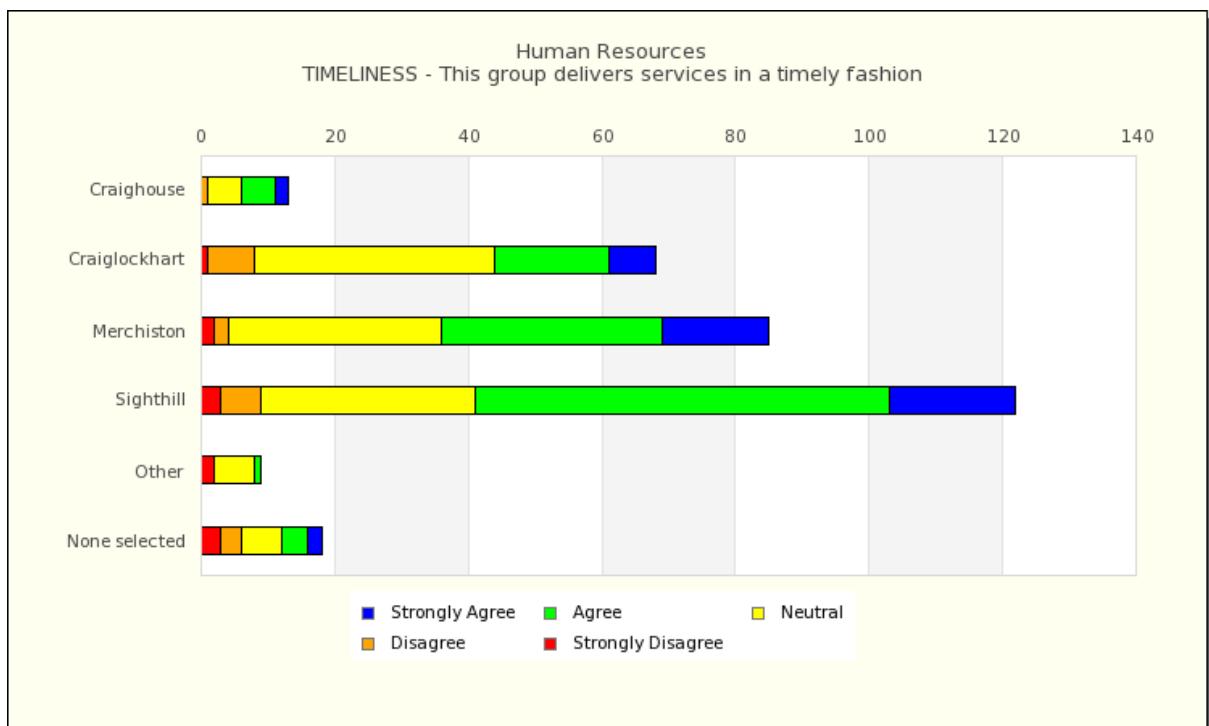
### 5.1.11 This group delivers services in a timely fashion



This statement isn't scored quite as highly as the previous one, and it would appear that the same respondents from Craiglockhart have expressed disagreement here, too.

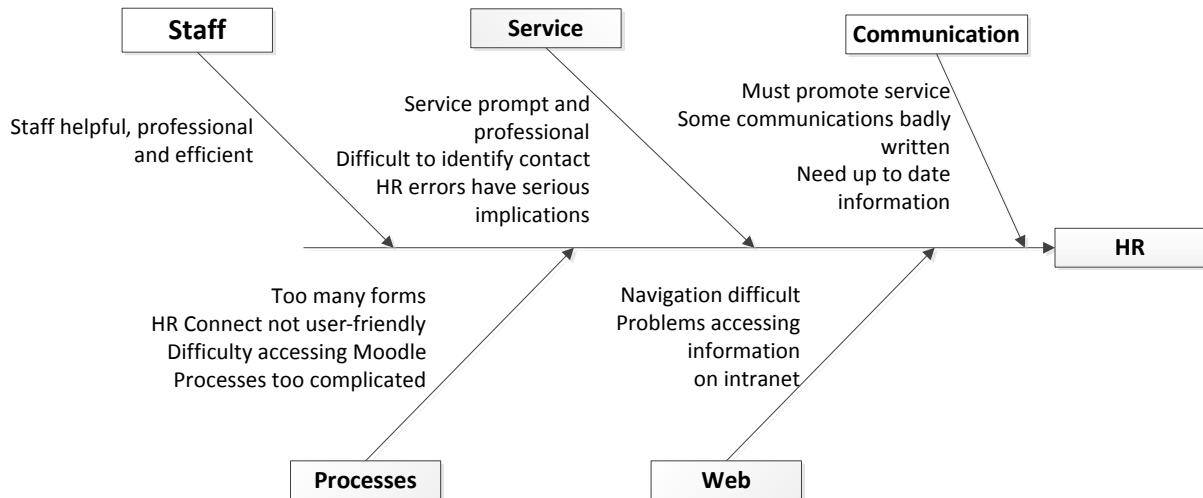
Statistic	Human Resources This group delivers services in a timely fashion						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	68	85	122	9	18	315
Minimum	2	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.62	3.32	3.69	3.72	2.67	2.94	3.55
Median	4	3	4	4	3	3	4
Mode	4	3	4	4	3	3	4
Range	3	4	4	4	3	4	4
Standard Deviation	0.87	0.85	0.89	0.87	1.00	1.26	0.93
Variance	0.76	0.73	0.79	0.76	1.00	1.58	0.87
Standard Error of the Mean	0.24	0.10	0.10	0.08	0.33	0.30	0.05

Human Resources						
	This group delivers services in a timely fashion					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.30	-0.50	-0.46	<b>0.19</b>	-0.06	-0.48
Craiglockhart		-0.08	-0.03	-0.00	-0.25	-0.17
Merchiston			-0.39	<b>0.37</b>	<b>0.12</b>	-0.24
Sighthill				<b>0.41</b>	<b>0.16</b>	-0.19
Other Campus					-0.52	<b>0.26</b>
No Campus Selected						<b>0.01</b>



Returns by Campus						
Human Resources						
	This group delivers services in a timely fashion					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	5	2	13
Craiglockhart	1	7	36	17	7	68
Merchiston	2	2	32	33	16	85
Sighthill	3	6	32	62	19	122
Other	2	0	6	1	0	9
None selected	3	3	6	4	2	18

## 5.2 Additional comments



### 5.2.1 Summary of points raised

#### *Communication*

- Need to promote what service can offer to internal customers

#### *Customer Service*

- Very good customer service
- Mistakes made by HR may have long reaching effects on staff concerned

#### *Information*

- Information easily accessible and up to date
- Information not always consistent

#### *Processes*

- Difficulty coping with non-standard work practices
- Too many forms, too complicated to fill in, too time-consuming
- HR Connect is slow, not user-friendly, does not always provide correct information
- Difficulty accessing Moodle for international students

#### *Response*

- Some communications from HR “badly written”

#### *Service*

- Service prompt and professional
- Difficult to identify correct contact
- HR needs to be aware that it is an ancillary service, not a core one

#### *Staff*

Staff helpful, professional and efficient

## *Web site / intranet*

- Difficulty accessing information on the intranet.

### **5.2.2 Responses by campus**

#### *Craighouse*

There were five responses in this section.

##### Service

There is just one response about service: "I am very impressed with the prompt and professional service I experience every time I work with our HR Team - great job!"

##### Staff

There is also one response about staff: "Always very helpful".

##### Processes and procedures

There are two relevant responses. The first response is that "In my professional opinion this department concentrates on HR processes rather than engaging with staff in a personal and helpful way".

The second response is about the attitude towards new members of staff: "Offered no induction to the university as an employer Contract not offered until 7 weeks into employment - although not directly HR's 'fault' - they shouldn't allow managers to be so tardy".

##### Response

There is just one comment about response: "Discovered my work allocation was wrong on HR Connect. When I notified this, it took several weeks to correct after I was promised a fix within one working week. Disappointing".

##### Neutral response

There is just one response in this section. It is "I've not had a great deal of interaction with HR during my time at the University, therefore it is difficult to rate the service they provide".

#### *Craiglockhart*

There are twenty one responses in this section from respondents on the Craiglockhart campus.

##### Service

There are three comments about the level of service. The first is that "The HR department at Napier seem much less 'visible' than in private sector organisations. Maybe it's because I am on a different campus - but they very rarely seem to be a factor in my role".

The second response is "Overall HR Services provide a good service but I think this varies depending on who the HR Client Partner is".

One respondent notes that "HR advice has certainly improved in recent months with a "harder line" being taken which supports managers to manage situations".

##### Staff

There are four responses about the staff.

One respondent names specific staff members to praise: "Star HR people are Jo Clayton, Lee Conlon and Tara Mulhall! Go way above the call of duty for internal clients!" There are other responses, though, praising staff, like "Our contacts for the Business School are great! If we have questions, no

matter how trivial, they are always willing to talk through the answer or explain procedure. Emails are always answered promptly”.

Another respondent writes “The Client-partner relationship works well and I feel we are in a “partnership” with HR offering their best to work for and with us. Advice is readily available and is very helpful. Time is taken by HR to understand the aims (and difficulties) of the department they are working with. This helps enormously” and the general attitude towards the HR staff is summed up by this respondent writing “Generally speaking working relationships are good and staff willing to help with queries as and when they arise”.

### Processes and procedures

There are four responses about HR Connect, which were extremely negative. The first response is “Introduction of HR Connect - new system not fully thought out. Seems unable to cope with time in lieu. Not much perceived improvement on the old leave cards”.

One difficulty with HR Connect seems to be dealing with part-time staff, as one respondent notes: “There are members on my staff team who have not had a leave allowance allocated via HR Connect since the service began. The problem is part time staff with more than one contract. Despite numerous requests from myself and my line manager this has not been resolved. This leaves my staff feeling that they are not valued and causes a lot of bad feeling”.

As the previous response mentions, members of staff who have two contracts have a lot of difficulty with HR Connect. Another respondent writes “I have had an ongoing problem with holiday leave using HR Connect. This system does not cope with staff members who have 2 contracts. Despite alerting HR staff on numerous occasions to this problem they have failed to resolve this issue, and for the current academic year I am still without any holiday entitlement. I have advised the Assistant Director of IS of this ongoing problem who is arranging for the annual leave to be calculated and administered manually”. This is echoed by a further respondent writing “I do not appear on HR connect as I have two different contracts, with which the system is unable to cope. I therefore had to email directly to the dept to find my holiday allowance and eventually got the information I had to request. Second year in and the situation remains the same. An explanation would be nice”.

There are two comments about HR processes not being consistent, for example “Internal processes such as new starters, leavers etc could be improved on by being more consistent and timely” and “Although there are now a great many policies available from HR sometimes the advice on how to interpret them is not always consistent and I sometime think they have not been developed from the perspective of the working manager - they often seem very complex”.

Another response here mentions the multiplicity of forms: “Less forms more help. Too many tasks delegated to frontline academic staff. Multiple forms covering the same action. Lack of total confidence that HR back management”.

The final response is about Moodle Access: “It is taking far too long for HR to create logins for local tutors in Hong Kong for Moodle Access. Tutorials have already started in Hong Kong and the local tutors still cannot access the materials on Moodle”.

### Communication

There are five comments in this section.

One respondent appreciates the HR updates, writing “The HR updates that appear from time to time are very helpful”.

Other respondents about communication, though, are not so positive. One respondent writes “I went for a HERA regrade and HR were made aware of it last year as I missed the deadline. I was not successful and have been told after the fact that I should have been in touch with my HR faculty partner to go through the process. I was not made aware that this was a suggestion, and I'm surprised that if it was such a strong suggestion, I was not contacted as I felt it was made fairly clear I

would be going for this". Another respondent writes that there is "No clear information on what exactly HR provides to internal customers (me), or \*how\* it should be provided".

One respondent considers that there is scope for HR to improve communication for people, like herself, who return from time off (maternity leave in her case): "I don't feel that communication is as good as it could be. Changes to the leave system happened while I was on maternity leave, and I had no communication about this at all, which had an impact when I returned. In addition, I think that too much is devolved, where the HR-trained professionals should take more of a role".

The final comment is from an annoyed respondent who mentioned financial difficulties: "Problems have come up, like everyone not being paid due to a problem with processing pay claims, and these have not been effectively communicated or resolved. Staff were informed only a few days before pay day that they would not get paid and then they had to fight themselves to get paid".

### Neutral response

There are three comments which indicate little or no contact with HR. One respondent simply writes "None". Another writes "Again, I know this area exists however I have had very little, if anything to do with them in my day to day". The third response is "Many of these questions are outside my experience. I have not had problems or needed to communicate with these staff so I can't comment on professionalism, customer focus or dealing with problems / queries".

### Merchiston

There are twenty four responses in this section from respondents on the Merchiston campus.

#### General

Three respondents make general comments. The first one is "HR sees itself as a core activity of the university rather than an ancillary service that should be there to support core business. It is a service that represents merely a cost and earns no revenue, unlike teaching research and consultancy. As such, its prime objective should be to make life as simple as possible for the core services of the university so that they can make progress and to earn revenue and enhance the reputation of the university as a whole. Unfortunately, the attitude of many in HR is that academics are there to serve them rather than *vice versa*. Systems and processes are, therefore, designed (not only quite badly) but with the intention of saving HR personnel time rather than that of the academic staff. It is simple economics that it is better that a clerk in HR paid £10 an hour spends 10 hours doing something, rather than passing that work to an academic of greater ability spending 2 hours at a cost of £75 per hour. HR and other service departments need to be provided with staff development training on the subject of opportunity cost!"

The second response is a little briefer: "My view is HR are very capable when it comes to the general processing issues in relation to staff - payroll, staff changes, recruitment etc. However I am not clear if there is a broader view from the team about how we develop staff for the future and what we are trying to achieve through our people. I am not convinced this is embedded in our business strategies".

The third response is "Also (and this is as a manager who is dealing with staff performance issues) there is a perception that HR in higher education in general is a little toothless - perhaps the priority is to ensure the university doesn't get sued (of course very important) rather than dealing more quickly and effectively with poor performance".

#### Service

Two respondents mention positive aspects of the HR service, such as "HR provide customer focussed services" and "prompt service and clear contact information".

One respondent, though, mentions a less positive experience with HR: "I have recently experienced some bad service regarding an HR mistake over my new and old contract, which then resulted in me not receiving the correct pay. My manager tried to sort this out for me, but was unsuccessful, so it

had to be escalated to higher management. I was told it would be resolved on a specific date and it wasn't. Eventually it was resolved, but it resulted in me having bank charges. A couple of HR mistakes has meant that working for Napier has now cost me money and embarrassment this month".

### Staff

All comments in this section are positive about the staff in HR. For example, respondents write "Staff in HR are always helpful" and "I work most closely with Corporate Learning and Development - and have a very high opinion of them".

One respondent was especially pleased with HR support when needed and writes "Everyone in HR outdid themselves and went the extra mile when I needed support whilst my son was very ill. A huge thank you to all of them".

Another respondent names specific staff who were helpful: "As a line-manager I have had excellent support and advice from my HR Client Advisors (Anna Leslie & Ruth Curran - and before that Hazel Cameron, and before that Jo Clayton). All have provided timely support and advice through some pretty difficult staffing issues, and I have found the staff development programme helpful".

There are two responses about the Client Partner roles. The first response is "The HR Client Partner role is very effective with good support from the HR Assistants. The recent HR and development publication represented good practice" and the second comment is "Client partner very helpful in advising role".

### Processes and procedures

Two respondents praise the processes in this service. One writes "The introduction of HR Connect and the support surrounding that has been excellent. I have nothing but praise for the HR Advisers who are always available to help" while another writes "Much improved HR compared to previous years and client support is good, and HR connect is very useful and provides clear information".

There are, however, other responses which are more negative about HR Connect. Typical responses are "The HR connect does not work well", "HR Connect is challenging to engage with. Sometimes knowing which forms and processes is challenging", "Again I have little interaction with this department - however it is a little frustrating that HR Connect cannot deal with my annualised hours" and "I do not find the Vacancy Management system to be customer friendly at all and feel there is vast room for improvement with this. HR Connect is good as a customer but as a PA with access to it on my manager's behalf I do not find it easy to negotiate at all".

One other response about HR Connect is "The main service that most of us use from HR is via HR connect to book leave, etc. Yet this is under the "Your Workplace" link, which doesn't make clear that that is where you book leave. I would prefer a staff portal more like the student portal, where "client-facing" services are more easily accessible".

Various respondents have negative comments about some of the HR processes and procedures. One respondent, for example, writes "I'm not convinced all the HR policies provide a helpful structure for the management of staff. It is still difficult to manage underperforming staff and after 14 months of my being in post, I still have one member of staff who has been on paid gardening leave during the whole time - leaving the team undermanned and overworked".

There are a couple of negative responses about forms. One response is "However, there are too many forms to complete and appointment procedures can be cumbersome" and another is "the A to Z of documents only makes sense once one has seen a form before and understood its name. Grouping by categories, especially for Recruitment, would be much more useful for times of high time-pressure and immediate requests for help by academics".

A respondent writes "Generally I have had good support here. The rules and regulations are something of a nightmare sometimes and you do feel you have to jump through hoops at times, but support is good".

There is also a negative response about Moodle Access: "The move of data to moodle for staff induction has been very problematic - we have had difficulty in accessing the service and have had to liaise with HR in order to get staff the relevant access. My concern would be that in some areas of the university staff may simple skip the induction process because it is now not readily available on the web and instead needs moodle access".

### Communication

There are two negative comments about communication in HR. The first is "Delay / difficulty in getting feedback from promoted post interviews". The other respondent complains "Almost 6 months ago I contacted HR with regard to a month's sickness absence on my record which I did not have, I have been fobbed off and told it is irrelevant. I have been passed around so many people and as far as HR and payroll are concerned this will stay on my record as there is no evidence to support that I was here even though I was not off sick, very annoying and frustrating".

### Web site / intranet

There is one comment about the web site: that there is "really excellent online information".

### Neutral response

There are two comments from respondents who do not have a great deal of interaction with this service, so feel they cannot give any informed comments. One response is "do not engage with this department so cannot comment" and the other is "No strong opinions either way. I don't have a lot of interaction but will do in future when I take on line management".

### Sighthill

There are thirty three responses from respondents who write that they are based at Sighthill campus, including two general ones from respondents in the service who write "This is my own area of work" and "My area so I have not completed any responses".

### General

There are three general comments. The first is "The service will most often recommend the safest options which contribute to issues not being addressed over time. I believe the boundaries need to be pushed more often".

The second comment is "HR should not be biased in favour of senior university management - they seem to exist for no other reason than to toe the management line, rather than support and advise the majority of the staff in the university. HR does not respond to real concerns about human resources (such as workload allocation), but rather acts as management's mouthpiece for a very managerial, non-collegial institution".

The final general comment is "I would argue that much of a line manager's job is HR and would be better carried out by people trained in HR (absence management, holidays etc)".

### Service

There are three responses which mention satisfaction with the service – such as "Good communication and support re training opportunities and very responsive to queries about leave etc. Helpful support with planned staff engagement activities here in SNMSC". Another response is "Good service as far as" – this comment is left unfinished. The third comment is "It is not directly relevant to my area of work and [I] have not had to use them for any personal related business so unable to comment on several of these questions. Of those people I have contact with a professional service is received".

One further response, however, is that the "information easily accessible and up to date".

There are also two positive responses about the training offered: "Good interview training" and "Experiences of training has been pertinent and helpful".

Two responses are positive, but conditional. The first comment is “Some excellent service, but perhaps a bit inconsistent. Always good at tidying up after the fact, but some things take too long” and the other response is “However, on the other hand I have found the support from other areas to be more than satisfactory. I would not use one bad experience to cloud my judgement”.

There are two negative comments, the first of which is “Very impersonal service. No physical contact”. Another respondent points out “HR support for people in a line management role is casual and there is not a clear idea of who is responsible for what”.

One respondent has had an unhappy experience with HR and reports the difficulty of “Being put on the incorrect pay grade. Not providing the appropriate amount of notice to termination of contract”.

The final comment is somewhat ambiguous: “This service, especially Health and Safety are very efficient. When they can't deliver what they promise it is usually [due to] factors outside their control such as problems originating from the finance department”.

### Staff

The seven comments are all positive about the HR staff. Three respondents mention how helpful the staff are, with comments like “However, in general, staff in this area are helpful with queries when approached” or that the staff have “Always been helpful and friendly with any request / queries I have had”. One respondent praises a named member of staff: “Anna is always helpful”.

Further positive responses reiterate the helpfulness of staff – for example “Staff from HR have always been very helpful and supportive when I have contacted them regarding a whole range of issues. Well Done!”

One respondent praises a session attended: “I had a very enjoyable and professionally presented session on Cultural Awareness”.

There are two responses about the Client Partner system: “Client partnerships work well” and “HR Client Partner (Tara) is always very quick to respond to queries, which is great”.

The final response introduces a completely new subject “Some of the HR team are less professional in appearance than others - although we do not have a dress code policy, it nevertheless should be expected that staff who have interaction with others are appropriately attired”.

### Processes and procedures

There is one response which is not about HR Connect: “I didn't realise that HRs (particularly Client Partners) are only there to explain policies, not to advise staff on individual HR related issues, until I needed them and was told this isn't the function of the department”.

All the other responses, though, are about HR Connect – some positive and some negative. The positive responses are “HR Connect online is very good and efficient at providing readily accessible info regarding pay, holidays, sickness leave etc” and “HR connect has made it relatively easy to keep track of eg annual leave”.

Against that, however, there are negative comments about HR Connect, such as “HR Connect is the most opaque and un-user friendly system I think I have ever encountered. Because of it, staff tend to keep shadow hard copy of their leave arrangements and I can understand why. Why is HR Connect so slow, so clunky and so impenetrable?!” Another respondent writes “HR Connect is not user friendly”.

Finally, one respondent comments “HR Connect is not always available The Inter-Campus travel claim forms haven't been available for several months!”

### Communication

For this section, there are more responses which are negative than are positive. There is actually only one positive response: “Learning and development regularly update on courses / training available”.

One negative response is about a possibly mistaken assumption on the sort of service offered by HR: "However recently I enquired about why I have never received a statement regarding my pension. The pension agency said it was the employers' responsibility to send this out annually and our HR said it was the responsibility of the pension agency and I still have nothing".

Another respondent suggests that there is an improvement opportunity in how HR deal with new staff and also implies that this is a situation which has been happening for some time: "Sometimes HR aren't very good at making new staff feel welcome in having everything a new member of staff may need such as swipe cards ready for them when they start and contracts of employment. I had to chase HR when I started and since then most people in my office who are newer than me have had to chase HR for the same things".

Two respondents suggest that feedback to queries is not timely or prompt: "My average score does not reflect on the department as a whole as the questions are too vague. I have experienced lack of communication on certain matters, despite trying to get clarification several times" and "Again, this doesn't apply to everyone I deal with in HR. It depends on who your HR Adviser is. I do find it very frustrating when I have to chase numerous times for answers".

The previous comment, mentioning that it depends on who the HR Adviser is, suggests that there is some variation or inconsistency in the service offered by different members of staff. This is reiterated by another respondent, who writes "Information you get can differ from person to person, leaves you with the impression that the left hand doesn't always know what the right hand is doing within the service".

### Neutral response

Two respondents have had no experience with this service, therefore cannot give meaningful comments: "I have not had any problems with department therefore not able to assess how they deal with problems" and "Again, I have no experience with HR as 'a group' nor do I know how they perform in certain areas".

One respondent questions the survey terminology: "I've not been very helpful here because I'm not sure who 'professional services' are or what they do. Perhaps that is partly the title - surely we are all professionals? And I am not a client but rather a colleague".

### Other

There are three responses in this section from respondents who gave "other" as their campus, implying that they were not based in Craighouse, Craigockhart, Merchiston or Sighthill campuses.

One response is very positive: "HR support to our staff has been excellent".

The second response is not quite so positive: the respondent mentioned that there is "Continuing difficulty in getting HR to properly address responsibilities for staff working outside the UK for extended periods".

The third response is more detailed and contained several comments. The respondent writes "I had difficulty finding out about the renewal of my contract both last year and this year. I didn't feel information was forthcoming from HR as regards the end of my contract or the negotiations for renewal. I have also been working from home for approx. 5 years now, at the agreement of my line manager. I have only recently learnt (anecdotally) that an official home working policy is now in place. I don't know how long this has been the case but it concerns me that, all this time, I could have been claiming for assistance with my travel costs for my fortnightly meetings on campus. I should add that it's possible HR did circulate this information to all staff and that I've overlooked it but, if it wasn't widely announced, how was I to learn about it?"

### No campus

There are six responses in this section from respondents who did not state which campus they belonged to.

## Service

There are two responses about the service provided by Human Resources. The first response is quite general and states “This Department always a pleasure to work with. Always efficient and effective”.

The second response is not so positive: “HR Connect doesn't seem as efficient as it could be, with information not being updated from year end, public holidays confusing holiday entitlement - Sometimes the information given to a query is vague and incorrect”.

## Staff

There were two responses in this section.

In one response, some staff members are named: “The Liaison officer I specifically deal with is simply fantastic (Anna Leslie take a bow) - as was her predecessor (Lee Conlan). Always professional and punctual. Dealing with staff face to face has made it easier to glean information or seek advice”.

The other response is a more general one about all staff: “The client partner relationship worked particularly well and over time has supported my department navigate complicated situations with authority and professionalism”.

## Communication

There is just one response in this section: “Often not easy to know WHO can answers queries”.

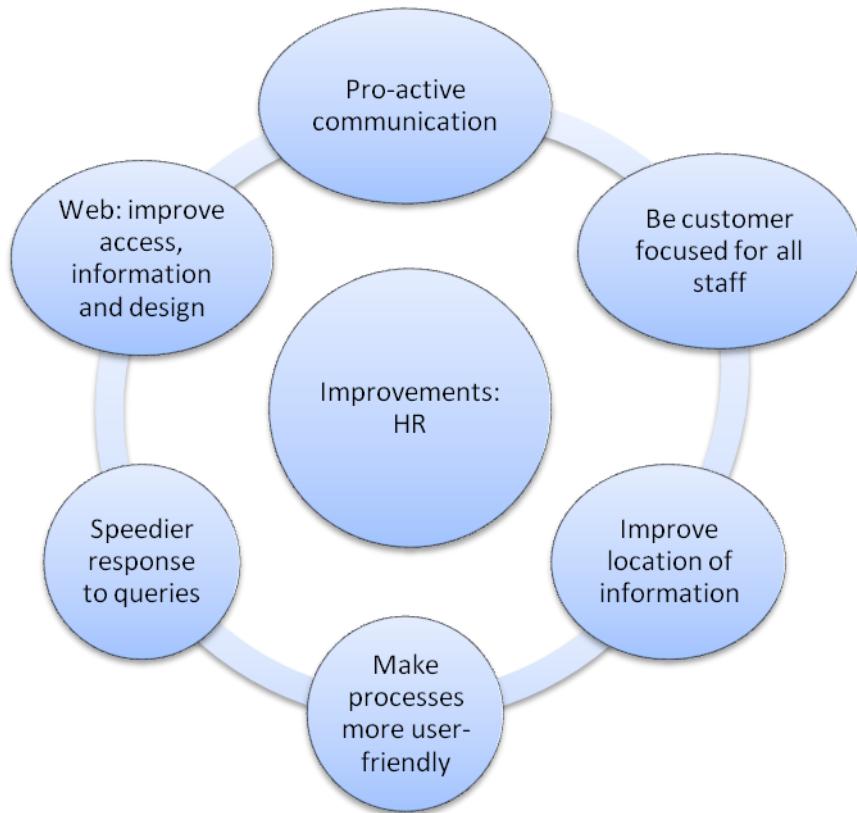
## Response

There is just one response in this section: “dealing with bad performance takes far too long in terms of investigations etc.”

## Web site / intranet

There is just one response in this section: “Sometimes difficult to find relevant information on the Intranet: could be easier to navigate”.

## 5.3 Suggestions for improvement



### 5.3.1 Summary of suggestions made

#### *Communication*

- Increase communication and identify and communicate problems at earliest stage
- Communicate proactively *eg* about annual leave
- Rectify mistakes speedily to the satisfaction of end customers
- Keep staff informed of information and progress of queries

#### *General*

- Staff need to be customer-focussed
- This service needs better integration with other work areas
- All staff need to provide consistent approach, perhaps more stringent performance management

#### *Information*

- Improve naming and location of relevant information, especially on the intranet

#### *Processes and procedures*

- HERA / HR Connect / iTrent all need improvements to make them more efficient and user friendly
- Processes need review and update to make more relevant *eg* for staff working off site

- Policies and procedures need to be more user friendly and easy to find *eg* on intranet
- Procedures, especially for pay and leave, need to be streamlined to reduce unnecessary paperwork

### ***Service***

- Need to track, monitor and respond to queries speedily
- Staff need to be more customer-focussed
- HR roles *eg* HR rep need to be clarified to provide best possible service
- Need to improve provision of requested information *eg* via HR Connect

### ***Web site / intranet***

- Need to improve access to intranet for staff with non-standard working patterns
- Need to clarify HR forms and information on intranet and improve navigation for ease of access
- Need to improve design of web site, so navigation is easy for all and key information location is easily accessible

#### **5.3.2 Responses by campus**

##### ***Craighouse***

There are three suggestions for improvement from respondents who write that they are based at Craighouse.

The first suggestion comes under processes and procedures: “Better notification of leave approvals”.

The other two suggestions are about improvements to the web site. The first suggestion is about access to the intranet, which is incorrectly assumed to be automatic for all staff members: “Constant reference to the Intranet is not helpful when staff phone with a query, it should also be noted that many staff cannot access the intranet if they spend most of their time with clients or home working”.

The last suggestion is to “Change the way HR forms are displayed on the Intranet, difficult to find a particular form from the list”.

##### ***Craiglockhart***

There are twelve suggestions for improvement from respondents based at Craiglockhart campus.

##### **Service**

There are two responses in this section. The respondent writes “Still waiting for access to all ENBS staff records via HR Connect promised some time ago. This would avoid the many phone calls asking for employee number and cost centre data”. The other is more general: “On occasion I've felt that views can be a little too “black & white” where flexibility might have helped but this is probably down to the need for consistency of approach”.

##### **Staff**

There is one response in this section. The respondent writes “Regarding the situation above, please contact the staff who are affected by this and let them know personally how the situation will be resolved. Letters were promised many months ago but never sent out”. Looking back at the respondent’s other answers in the survey, it seems that this refers to members on the respondent’s team who have not had a leave allowance allocated via HR Connect since the service began.

## Processes and procedures

There are two improvement suggestions. One is about HERA and its involvement with HR: "Make it clear that HERA is a process that should be worked on with HR. Apologies if this was obvious, I could have overlooked it, but HERA can be overwhelming. I do feel that HR is working closely with me now to help minimise the negative impacts, but feel incredibly frustrated that a re-grade has been pushed back by a year. I don't think it would have been had HR been involved from the beginning".

The other improvement suggestion is that there should be "More consistency in approach and policies that are more user friendly (*ie* by using flowcharts or summaries)".

## Communication

There are two suggestions for improvement which suggest that there should be communication as soon as possible in a situation. The first is "Better communication. More involvement at an early stage in cases where there are more complicated issues" and the second suggestion is that the survey could be "Identifying and communicating problems sooner".

One respondent suggests that HR could do more to let other services know what it can do and writes "Similarly, information about HR services is available, however some self-promotion may not be a bad idea. What can HR do for me, for example".

There is also a suggestion about leave: "I would suggest HR could improve communications and allocate the annual leave manually at the beginning of September".

The final suggestion in this section is a request for increased communication from HR: "It would be nice to hear from someone in HR regarding my leave without having to chase it down myself, I presume they must be aware of the problems".

Finally, in what looks like a misplaced additional comment, one respondent writes "Your name can go on a job application as contact without you knowing".

## Neutral response

One respondent writes "None".

## **Merchiston**

There are twelve suggestions for improvement from respondents who write that they are based at Merchiston campus.

## Service

There are six general suggestions for improvement in this section. The first response gives an overview of HR's strengths and weaknesses: "HR is very effective at core HR, learning development, health and safety, policy and practice. It appears to have less impact on corporate organisational development / employee engagement".

The second suggestion for improvement is about the attitude of staff, how and why it needs to be changed: "A complete change of attitude is required which is not founded on arrogance and superiority. This will enable systems to be designed with the appropriate objectives to the fore - *ie* to make academics life easier, rather than administrators".

The third suggestion for improvement is much briefer: "Bring in more stringent performance management".

Fourthly, the service should "Ensure it is more flexible, can cope with time-in lieu, is more user friendly - do some UI testing!"

The next is about response time: "They could respond in a timely manner and actually deal with problems that arise".

The last respondent recommends that HR considers the relevant policies: "Also, take some responsibility for following policies. So many times we are told it's 'up to the line manager' when it would be better to have a firm steer from HR on issues".

### Processes and procedures

There are six suggestions for improvement, three of which are about HR Connect. One of the suggestions is "Issue a comprehensive Staff Handbook. I'm always told it's 'in progress'".

Another suggestion is to "Reduce paperwork, forms; streamline procedures".

Another suggestion for improvement is about information and support. It also covers a suggestion about HR Connect – there are more suggestions about this service below: "There is something to work on with processes, there appears to be duplication in information requested - particularly through SAF and then online. Further development of HR Connect would be useful but it needs more power for the managers section. It can be very slow. Further work to really support services on management of staff - beyond the housekeeping level. So talent management, succession planning, skills gaps and development, realising what future skill sets are and how these are developed, evolution of job descriptions and so on".

The three suggestions for improvement to HR Connect emphasise that this is a procedure which should require improvement. One respondent writes that the HR service really should "Improve HR Connect. It is so slow and unwieldy and I wish it would keep my leave in days not hours!"

There are two other suggestions which include requests about identifying and tracking leave. The first suggestion is "HR Connect is the most convoluted system and does not record previous annual leave, roll A / L from one year to the next, flex or time-in-lieu so you still have to have your paper A / L card, which seems somewhat redundant!?"

The second suggestion is that it is a "Major problem not being able to access HR connect from outwith the university, eg checking leave entitlement from home. Of course there are security and access considerations, but if I can access my bank account from home, then surely I should be able to see how many leave days I have left!"

### Communication

There is one suggestion for improvement, where a mistake was made by HR, but action and closure were delayed: "I understand this was a genuine mistake, but in order to get it resolved I had to get the assistant director of the department to deal with it as I was palmed off with a feeble excuse and inadequate solution. I have never been told why the second mistake occurred. I think a greater deal of communication was needed in this case. I did receive an email of apology, but again, this was after higher management got involved!"

### Information

One respondent writes "See above". On checking, this refers to one of the additional comments about the A-Z of documents and general grouping of categories: "the A to Z of documents only makes sense once one has seen a form before and understood its name. Grouping by categories, especially for Recruitment, would be much more useful for times of high time-pressure and immediate requests for help by academics".

### Sighthill

There are seventeen suggestions for improvement from respondents who write that they are based on the Sighthill campus.

### Service

There are three responses, but the first one does not give a suggestion for improvement: "Excellent service, always on hand to offer support and advice". The second suggestion for improvement, however, is a more negative one. The respondent writes that the staff need to "Respond to e-mails in

a timely fashion with the correct information". The third is that there should be "Better integration between different departments, although since it is often a matter of distribution of funds this may not help".

### Staff

There are two responses, but one does not give a suggestion for improvement: "HR Staff are great".

The other response is more detailed, though does not give a firm suggestion for improvement: "It is always useful in my view, to see to what extent HR is under- or overstaffed. I often feel that systems that are running well, are 'improved' simply because the HR rep needs something to do".

### Processes and procedures

Respondents single out various processes for criticism, with the implication that they should be improved. One response is "HR Connect is terrible!"

Another respondent mentions more processes to be improved: "HERA system is not relevant for professional services but it is misused for this re-grading of all staff. SAF process needs improvement".

One more process singled out for improvement is the Vacancy Management System. A respondent writes "The Vacancy Management System is not easy to use and it would be worth consulting those who do the staff recruitment within departments as to how this could be improved".

One suggestion for improvement is that there should be more standardisation with processes. The respondent writes "Leave less room for ambiguity in policies as these are still interpreted differently across the University despite efforts to make these consistent".

There is a suggestion for improvement from a respondent who confirms that the Finance and HR services can be inter-dependent and this should be improved: "Finance do not have access to HR system or relevant HR data (starters and leavers)".

This connection between Finance and HR is further confirmed by another respondent, who writes "The process of actioning the retrospective payroll adjustments through the system to be actioned on the finance system needs to be sped up so forms submitted are actioned and reported in the departments Management reports more timely. This wasn't a problem with the previous payroll system but with the new iTrent system causes problems with controlling project finances".

### Communication

There are three suggestions about communication, the first being that the HR representative should increase communication with their client departments, so that everyone is aware who they are and what they can do. The respondent writes "Department Line Managers probably know who the Client Partner is for their department, but staff do not (I don't). I think it would be worthwhile a Client Partner dropping an introductory e-mail to all staff within the department they are allocated to "look after" to introduce themselves. Staff many not always be happy going to a Line Manager in the first instance".

One respondent suggests the type of information which should be more openly available: that there should be "Clearer info re recruitment of casual hours / zero hours staff".

The third response is from a respondent in the service who writes "We could publicise what we do more effectively".

### Web site / intranet

There are five suggestions for improvement. The responses are quite negative about website navigation. The first one is "The intranet page is terrible, especially the list of HR documents which is incredibly difficult to read. A lot of forms aren't easy to find and several bits of guidance which I would expect to be available are not readily available eg workplace conditions".

Another suggestion for improvement confirms the need for easier, more intuitive navigation. The respondent writes “Again, the forms on the intranet aren't intuitively named or filed. So rather than having a form about 'expenses' and it being stored under 'e' there are forms such as inter-campus travel stored under 'i'”.

Other respondents suggest that there is more information which should be added to the intranet. One respondent writes “It is not clear from the intranet when the Dependant days start / end. Is it the same as the holiday calendar or is it the annual calendar?” and another respondent writes about “Website improvements eg locating HR connect more easily and what services are offered. A named person per campus to approach?”

The fifth response is from a respondent who is in the service, who writes “information is provided but just isn't easy to find. The development intranet sites are hidden away and documents aren't always named so that they can be found easily”.

#### Miscellaneous suggestions

There is one response in this section, written by a respondent who has been in contact with the service, but who has no improvement suggestion to make about it: “I have experience of it”.

#### Other

There are two suggestions for from respondents who are not based at Craighouse, Craiglockhart, Merchiston or Sighthill campuses. Both consider aspects of communication processes.

The first is that there should be “improved communications - possibly informing line managers of important policy changes (such as the launch of official home working policy)”.

The other is that there is a “Need to develop a procedure for university staff working internationally”.

#### No Campus

There are five responses from respondents who declined to give a campus name.

#### Service

There is one suggestion here. The respondent writes that the staff “Appear to be self-serving and need to be more customer-focussed rather than being over-concerned and protective of the organisational needs. A support service should support all stakeholders”.

#### Processes and procedures

There are two suggestions for improvements. The first is “There are some concerns over continually improving systems. The HR system is a step forward but requires further enhancements”. The second suggestion is “Need a much quicker process for disciplinary matters”.

#### Web site / intranet

There are two suggestions for improvement. The first one is about web site re-design: “I would like the HR Intranet pages to be re-designed to make them more "outward looking". It feels that they have been designed by HR staff for HR staff (forgetting that they also viewable by external people. I would love to get my hands on them and design something (there's a hint there Margaret!)”.

The second suggestion gives ideas of the ways in which the web site can be updated: to “Make it easier to find out WHO can help WITH WHAT, ie names + responsibilities more easily available. Ditto for documents, policies etc: probably a question of Intranet navigation design?”

## 6 Information services

Information Services has two parts: Information Technology and the Library. Chris Pinder, the Director of the service, writes "It is our role to deliver high quality library and IT resources and services that you can readily access and exploit to achieve your learning, teaching, research or business-related objectives".

Staff names and contact details are not listed on the web page. However, face to face support is available at Merchiston, Sighthill and Craiglockhart (details in the Student Portal) and help and support is available via email or telephone communication. The IT part of the service is currently piloting telephone and email support to staff and students 24 hours a day, 365 days a year.

### 6.1 Responses to structured questions

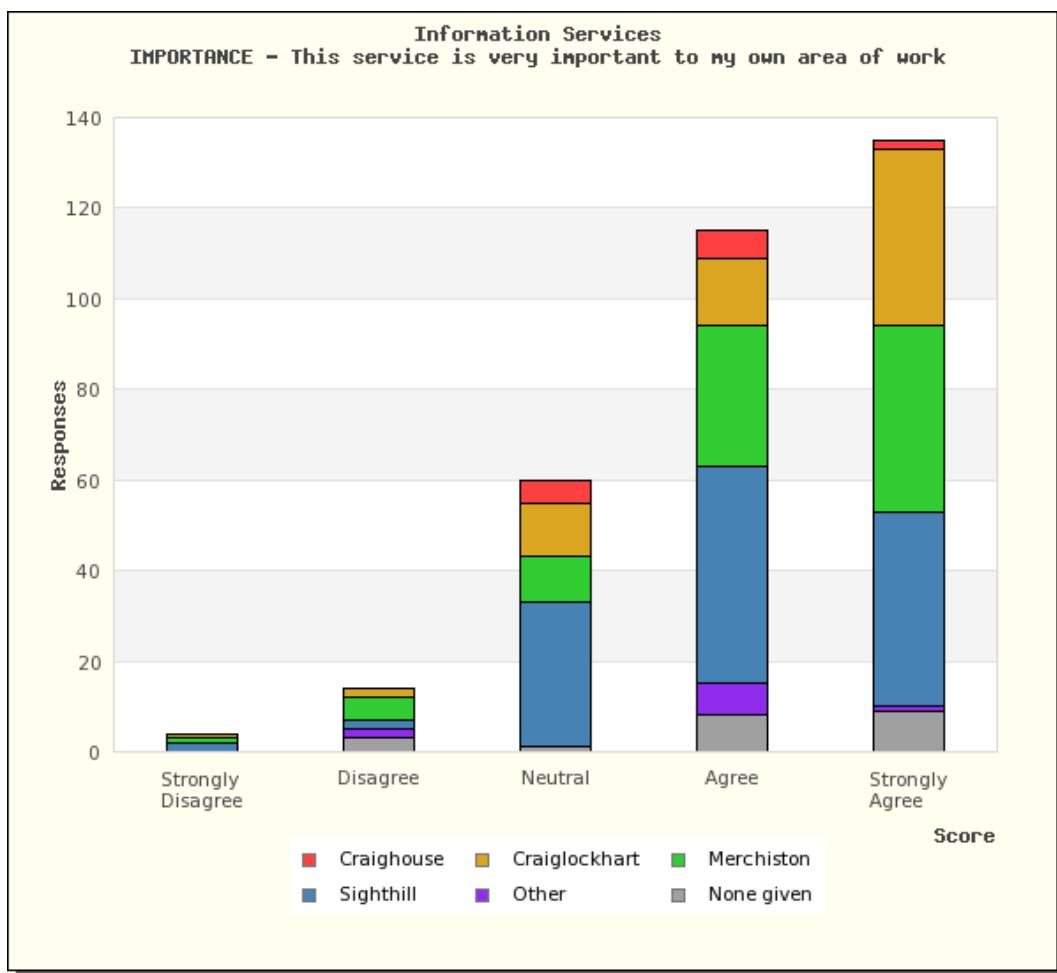
#### 6.1.1 Service member breakdown

There were, on average, 321 responses to the questions in this section. Of these, 41 were members of Information services.

Campus	Role	count
Craiglockhart	Professional / support staff	25
Craiglockhart	Senior managers forum	2
Merchiston	Professional / support staff	9
Sighthill	Professional / support staff	5
	Total	41

There were three anonymous responses: a senior manager and two professional / support staff – all based at Craiglockhart.

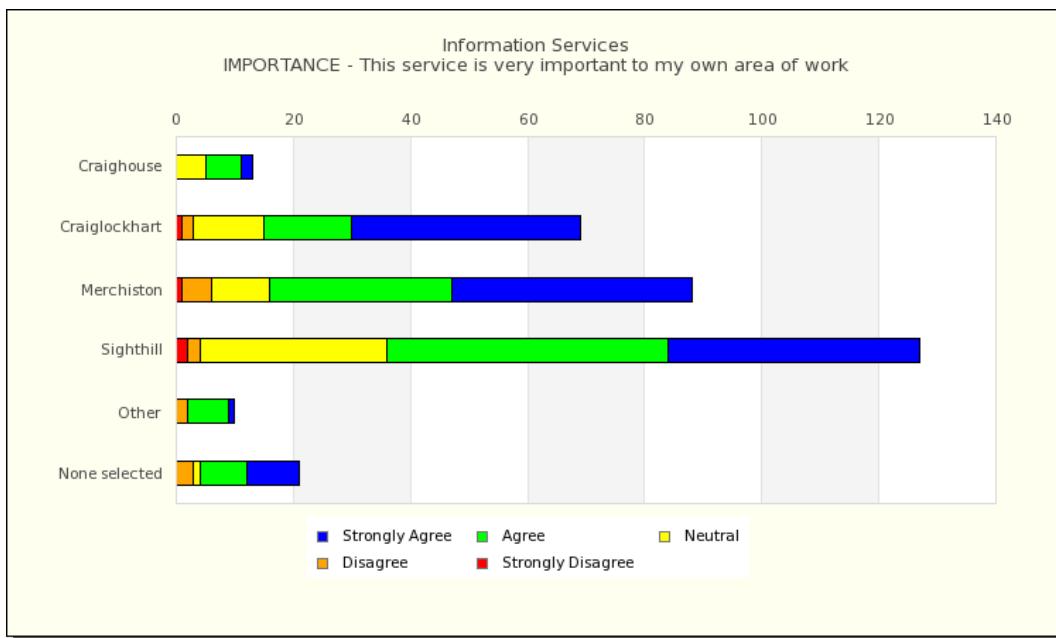
### 6.1.2 This service is very important to my own area of work



Information Services							
This service is very important to my own area of work							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	69	88	127	10	21	328
Minimum	3	1	1	1	2	2	1
Maximum	5	5	5	5	5	5	5
Mean	3.77	4.29	4.20	4.01	3.70	4.10	4.11
Median	4	5	4	4	4	4	4
Mode	4	5	5	4	4	5	5
Range	2	4	4	4	3	3	4
Standard Deviation	0.73	0.96	0.94	0.90	0.95	1.04	0.93
Variance	0.53	0.91	0.88	0.80	0.90	1.09	0.87
Standard Error of the Mean	0.20	0.12	0.10	0.08	0.30	0.23	0.05

This service scores consistently highly for importance in all campuses (slightly higher at Craiglockhart, where many of the service members are based, and slightly lower for the smaller groups of respondents at Craighouse and Other campus).

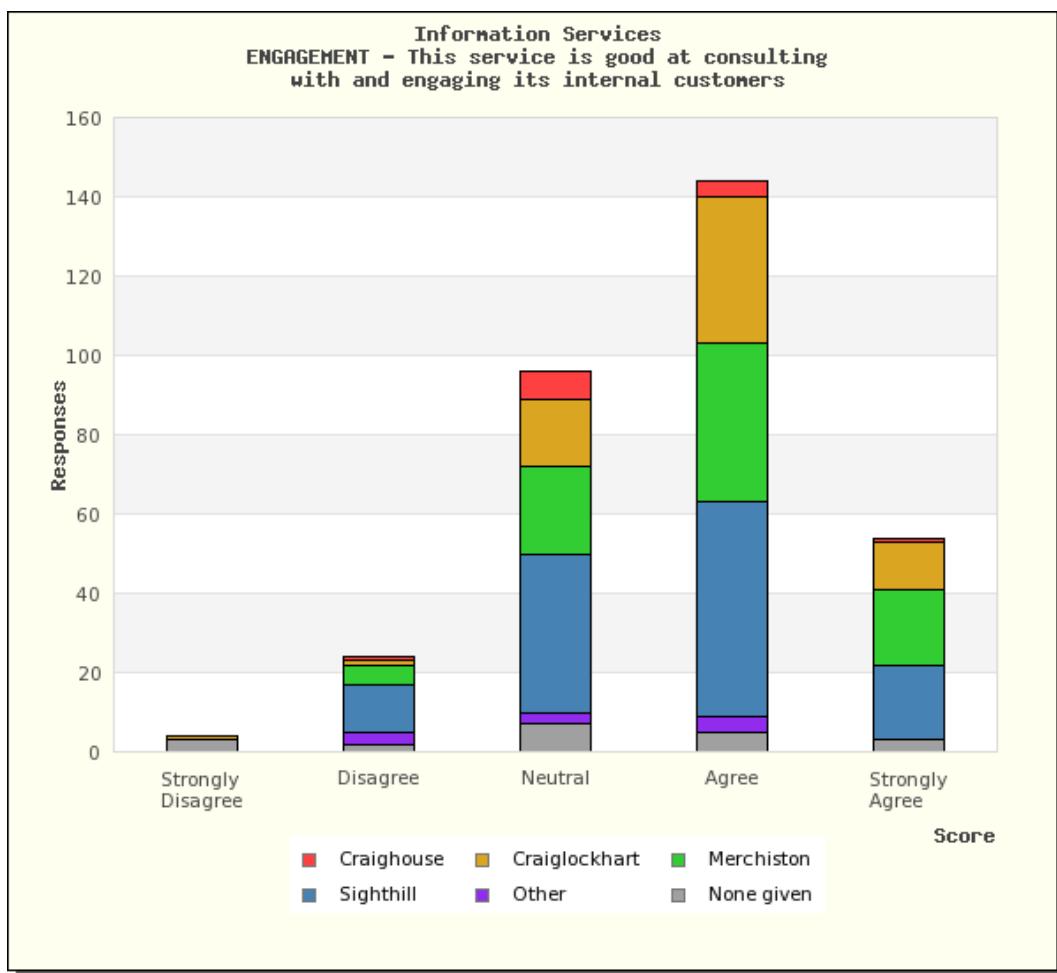
Information Services						
	This service is very important to my own area of work					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.04	-0.11	-0.29	-0.64	-0.33	-0.16
Craiglockhart		-0.38	-0.16	-0.05	-0.39	-0.22
Merchiston			-0.23	-0.13	-0.46	-0.29
Sighthill				-0.31	-0.47	-0.26
Other Campus					-0.33	-0.19
No Campus Selected						-0.52



Returns by Campus						
	Information Services					
	This service is very important to my own area of work					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	5	6	2	13
Craiglockhart	1	2	12	15	39	69
Merchiston	1	5	10	31	41	88
Sighthill	2	2	32	48	43	127
Other	0	2	0	7	1	10
None selected	0	3	1	8	9	21

It is noteworthy that of the eighteen respondents who disagreed with the statement, two made positive comments and only one (working in a non-standard environment) made a negative one.

### 6.1.3 This service is good at consulting with and engaging its internal customers

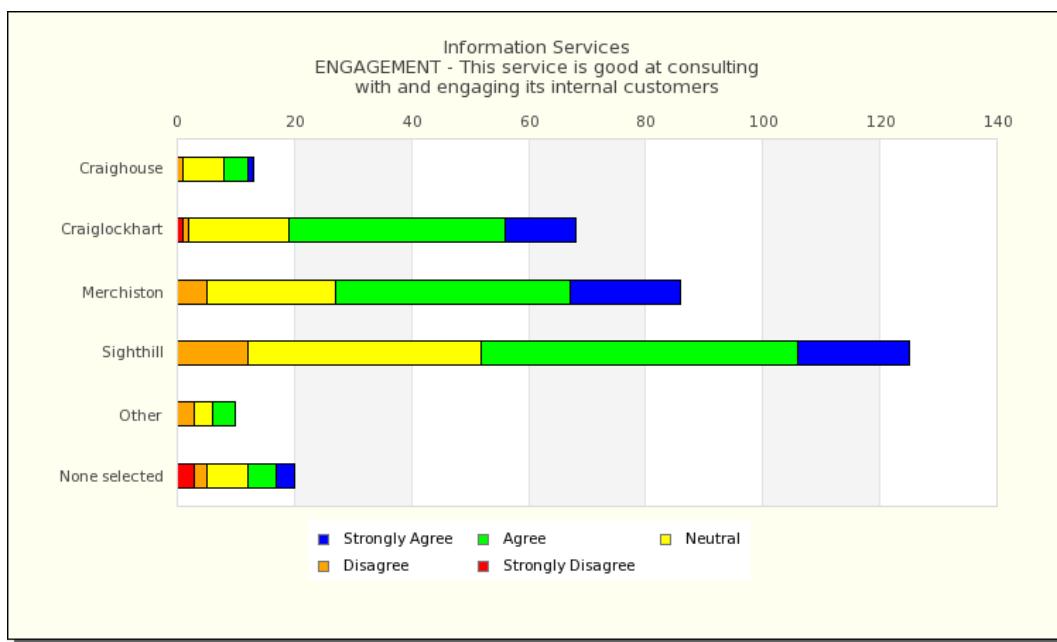


IS scores highly for engagement for staff based at a campus, but significantly less well for staff with no campus selected.

Statistic	Information Services This service is good at consulting with and engaging its internal customers						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	68	86	125	10	20	322
Minimum	2	1	2	2	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.38	3.85	3.85	3.64	3.10	3.15	3.68
Median	3	4	4	4	3	3	4
Mode	3	4	4	4	4	3	4
Range	3	4	3	3	2	4	4
Standard Deviation	0.77	0.78	0.83	0.86	0.88	1.27	0.88
Variance	0.59	0.60	0.69	0.73	0.77	1.61	0.78
Standard Error of the Mean	0.21	0.09	0.09	0.08	0.28	0.28	0.05

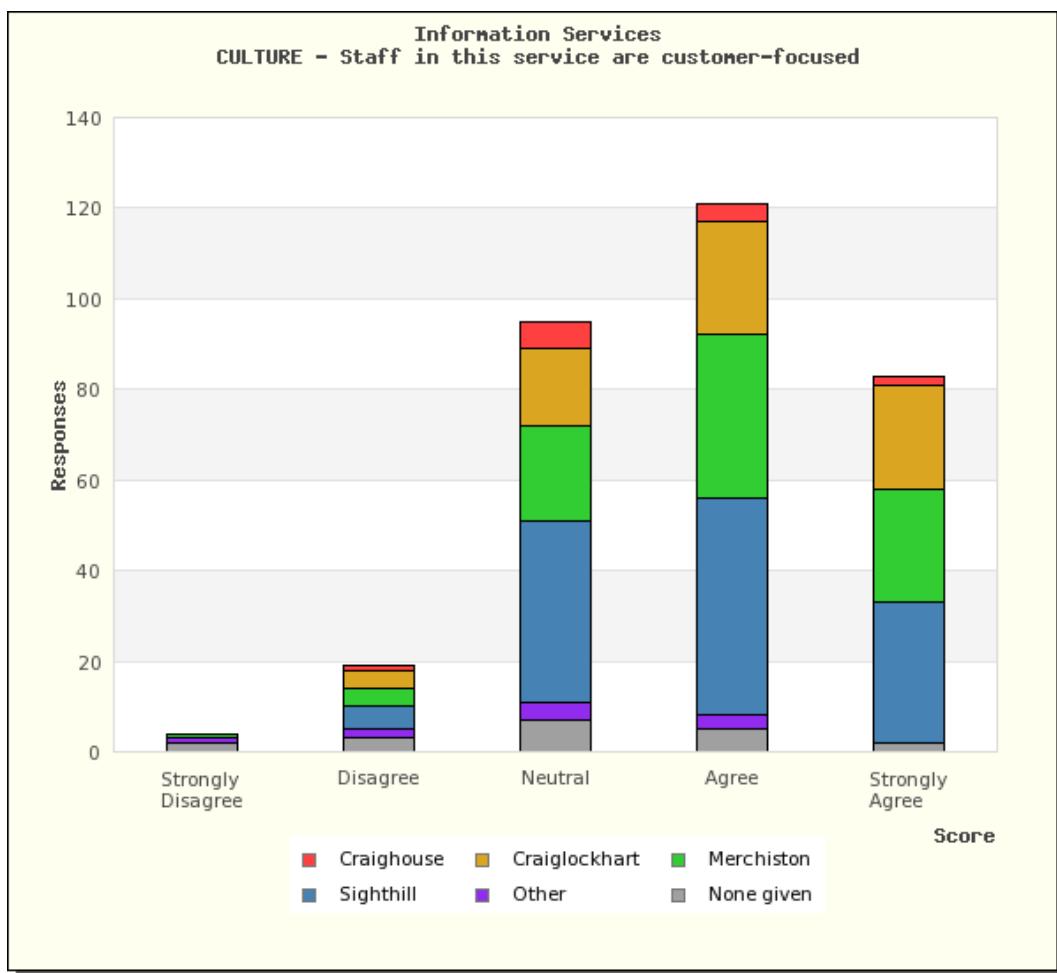
Significantly different if positive	Information Services					
	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.09	-0.09	-0.28	-0.42	-0.47	-0.21
Craiglockhart		-0.43	-0.20	0.14	<b>0.09</b>	-0.21
Merchiston			-0.20	0.14	<b>0.09</b>	-0.21
Sighthill				-0.05	-0.11	-0.31
Other Campus					-0.70	<b>0.01</b>
No Campus Selected						-0.04

As indicated above, there is a significant difference between respondents with no campus on the one hand and those at Craiglockhart or Merchiston on the other.



Campus	Returns by Campus					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	7	4	1	13
Craiglockhart	1	1	17	37	12	68
Merchiston	0	5	22	40	19	86
Sighthill	0	12	40	54	19	125
Other	0	3	3	4	0	10
None selected	3	2	7	5	3	20

#### 6.1.4 Staff in this service are customer-focussed

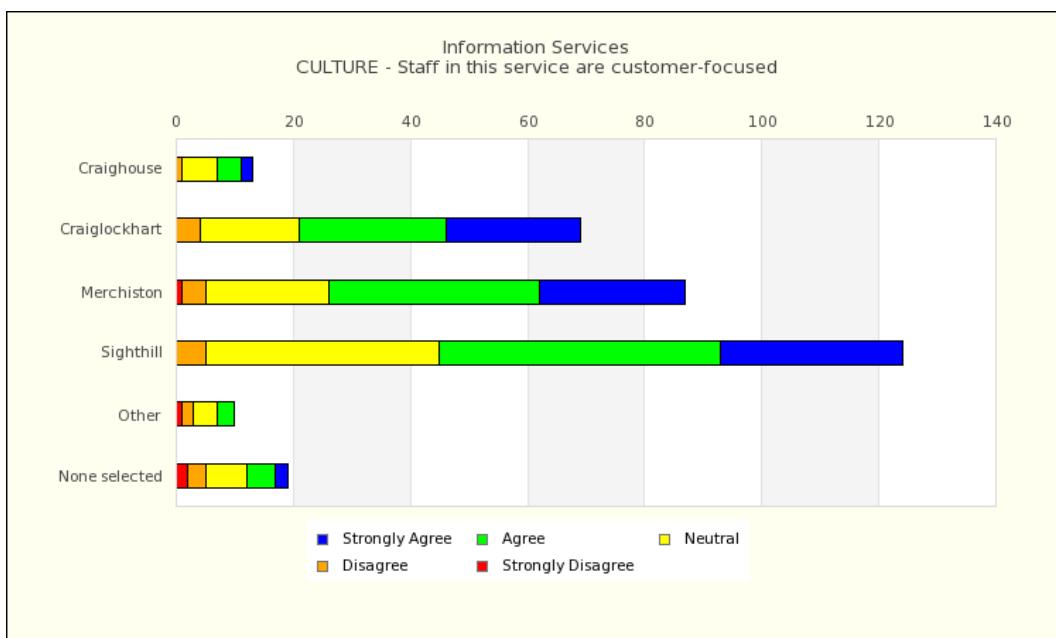


There is widespread agreement across the main campuses that IS are customer focussed, with less than ten percent of all respondents disagreeing.

Statistic	Information Services						All respondents
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	
Count	13	69	87	124	10	19	322
Minimum	2	2	1	2	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.54	3.97	3.92	3.85	2.90	3.11	3.81
Median	4	4	4	4	3	3	4
Mode	3	4	4	4	3	3	4
Range	3	3	4	3	3	4	4
Standard Deviation	0.88	0.91	0.91	0.85	0.99	1.15	0.93
Variance	0.77	0.82	0.82	0.72	0.99	1.32	0.87
Standard Error of the Mean	0.24	0.11	0.10	0.08	0.31	0.26	0.05

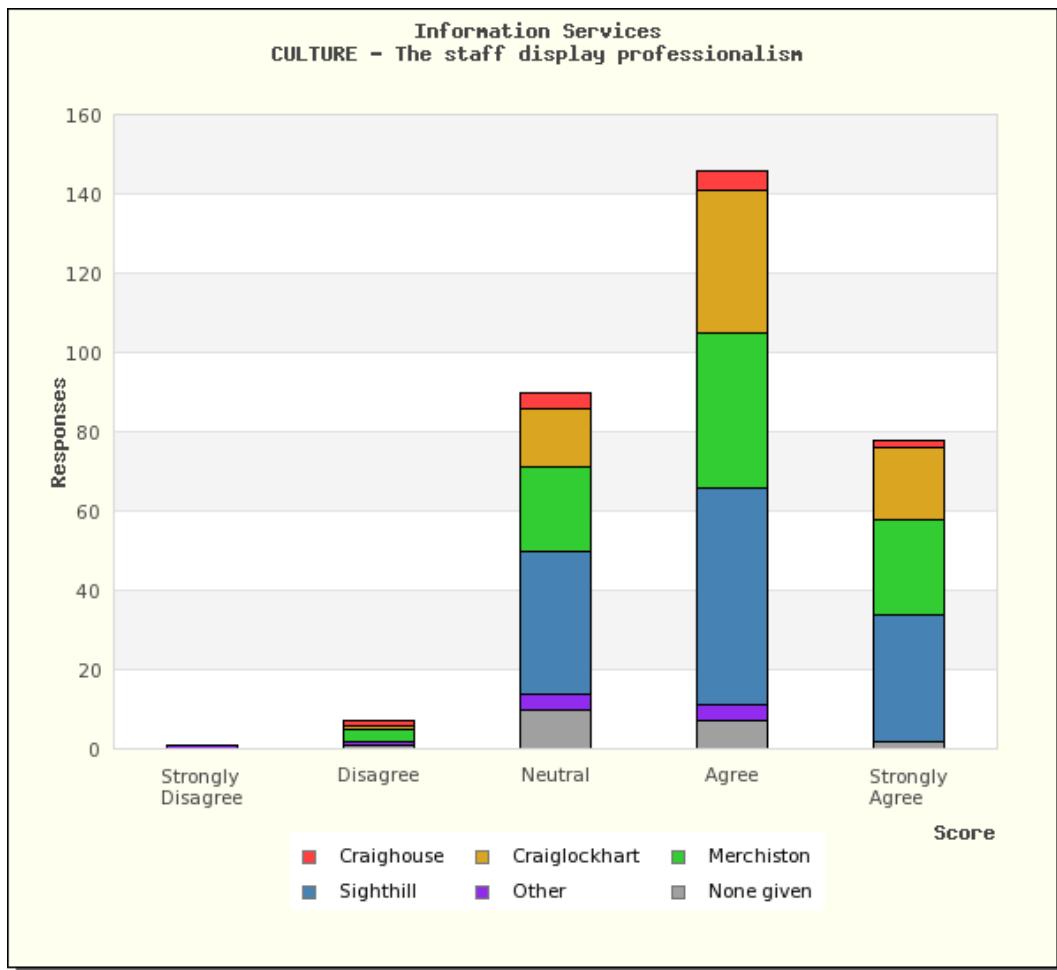
Information Services Staff in this service are customer-focussed						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.16	-0.20	-0.26	-0.11	-0.28	-0.27
Craiglockhart		-0.40	-0.31	<b>0.42</b>	<b>0.26</b>	-0.24
Merchiston			-0.34	<b>0.38</b>	<b>0.21</b>	-0.27
Sighthill				<b>0.32</b>	<b>0.16</b>	-0.32
Other Campus					-0.56	<b>0.30</b>
No Campus Selected						<b>0.14</b>

There are noticeable differences between the opinion of staff at “Other” or “No” campus and those at the main four, but these are not statistically significant.



Returns by Campus Information Services Staff in this service are customer-focussed						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	6	4	2	13
Craiglockhart	0	4	17	25	23	69
Merchiston	1	4	21	36	25	87
Sighthill	0	5	40	48	31	124
Other	1	2	4	3	0	10
None selected	2	3	7	5	2	19

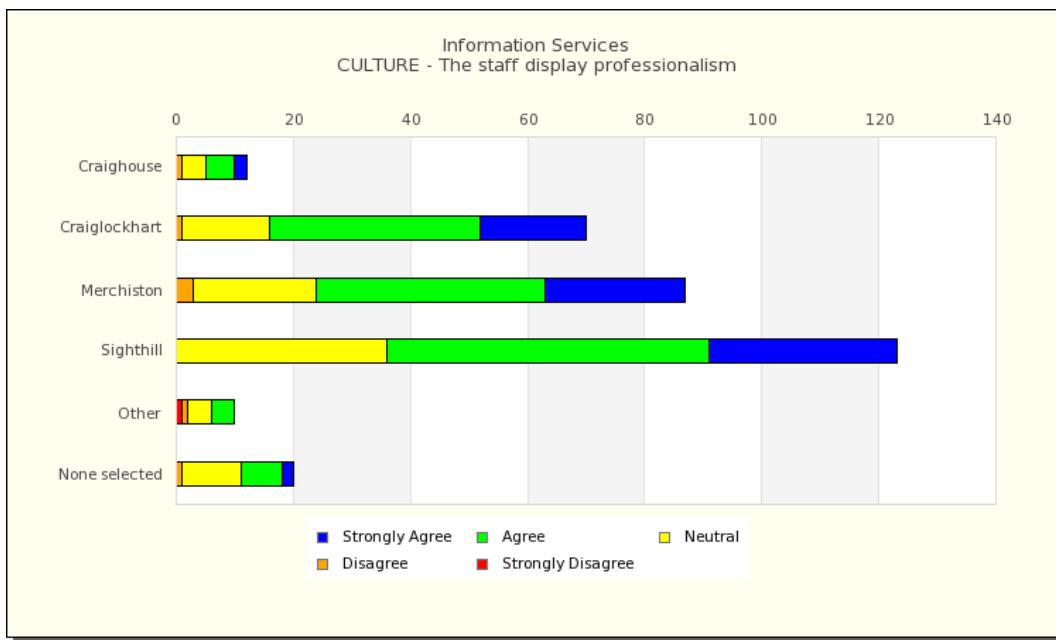
### 6.1.5 The staff display professionalism



IS scores very highly for professionalism, with barely 2% of respondents disagreeing (and only one respondent strongly disagreeing).

Statistic	Information Services The staff display professionalism						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	12	70	87	123	10	20	322
Minimum	2	2	2	3	1	2	1
Maximum	5	5	5	5	4	5	5
Mean	3.67	4.01	3.97	3.97	3.10	3.50	3.91
Median	4	4	4	4	3	3	4
Mode	4	4	4	4	4	3	4
Range	3	3	3	2	3	3	4
Standard Deviation	0.89	0.73	0.81	0.75	0.99	0.76	0.79
Variance	0.79	0.54	0.66	0.56	0.99	0.58	0.63
Standard Error of the Mean	0.26	0.09	0.09	0.07	0.31	0.17	0.04

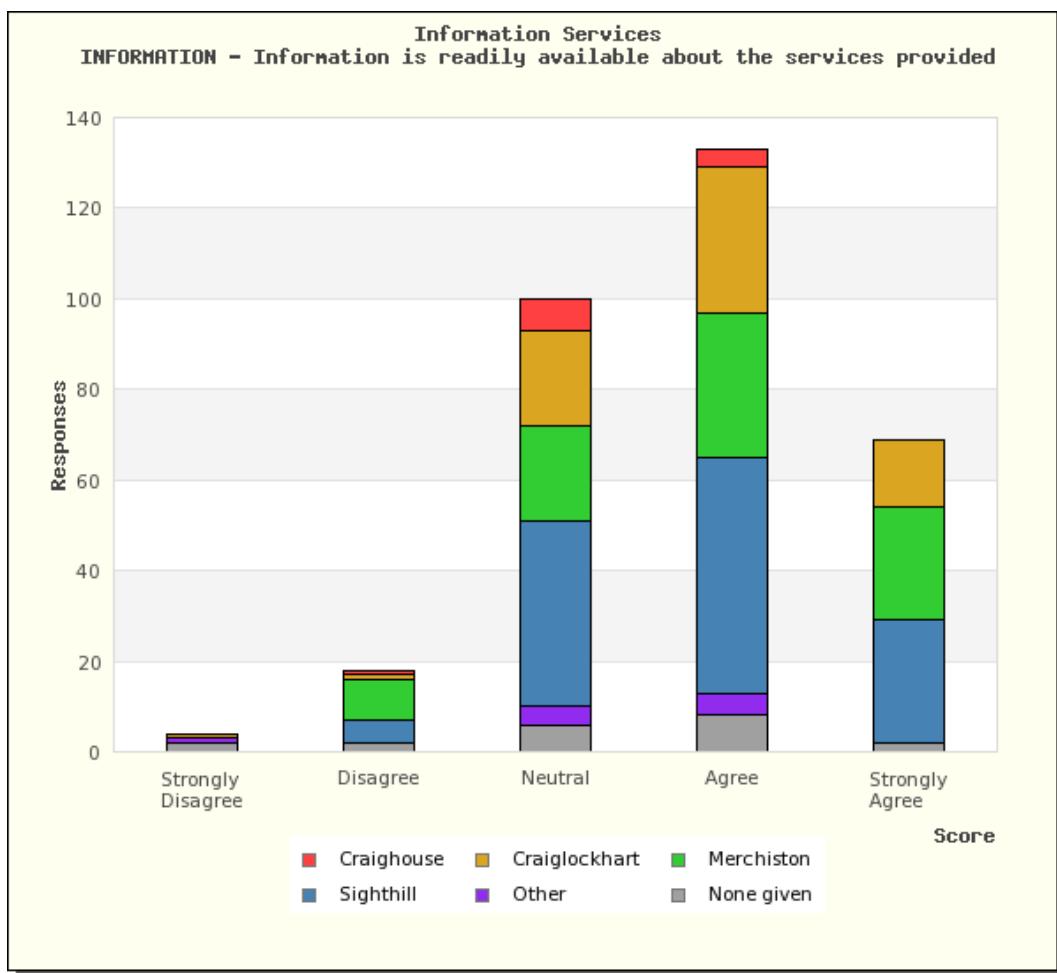
Information Services The staff display professionalism						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.24	-0.29	-0.27	-0.19	-0.49	-0.30
Craiglockhart		-0.37	-0.35	<b>0.28</b>	<b>0.01</b>	-0.26
Merchiston			-0.39	<b>0.23</b>	-0.04	-0.31
Sighthill				<b>0.25</b>	-0.02	-0.28
Other Campus					-0.30	<b>0.21</b>
No Campus Selected						-0.05



Respondents from "Other" campus do tend to have a slightly lower level of agreement.

Returns by Campus Information Services The staff display professionalism						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	4	5	2	12
Craiglockhart	0	1	15	36	18	70
Merchiston	0	3	21	39	24	87
Sighthill	0	0	36	55	32	123
Other	1	1	4	4	0	10
None selected	0	1	10	7	2	20

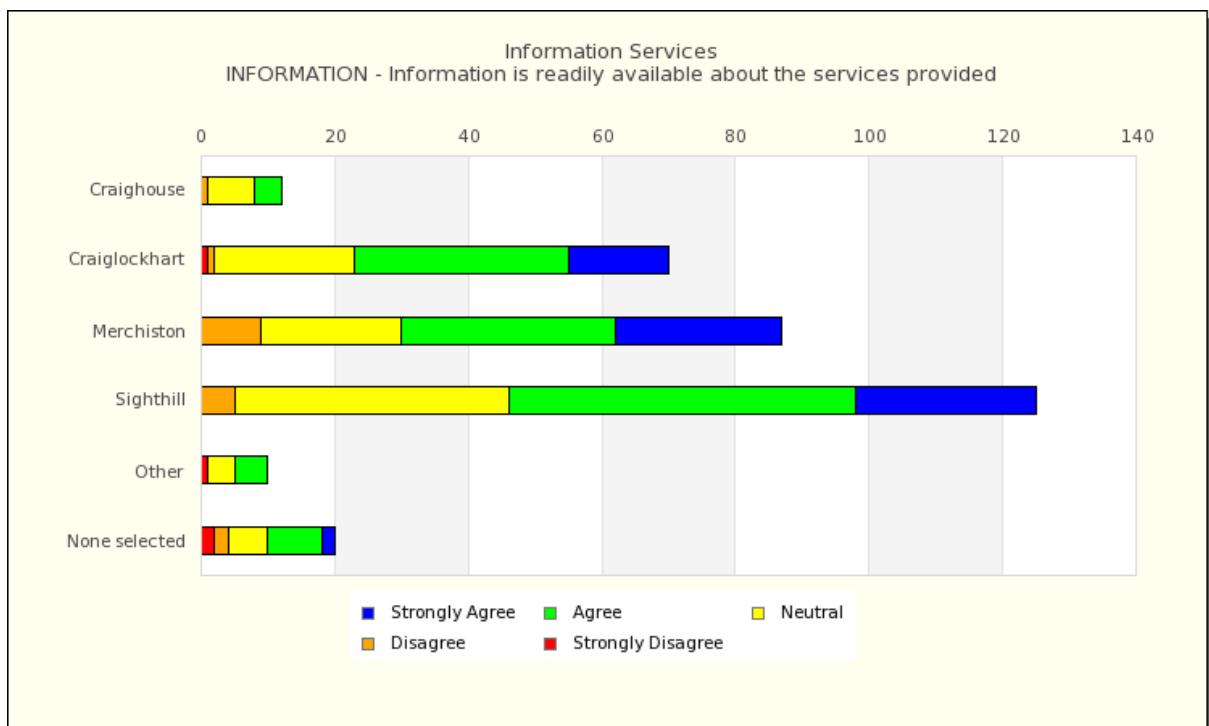
### 6.1.6 Information is readily available about the services provided



This service continues the pattern of high scores for the three larger campuses, and lower (but still slightly positive) for Craighouse, Other and No campus.

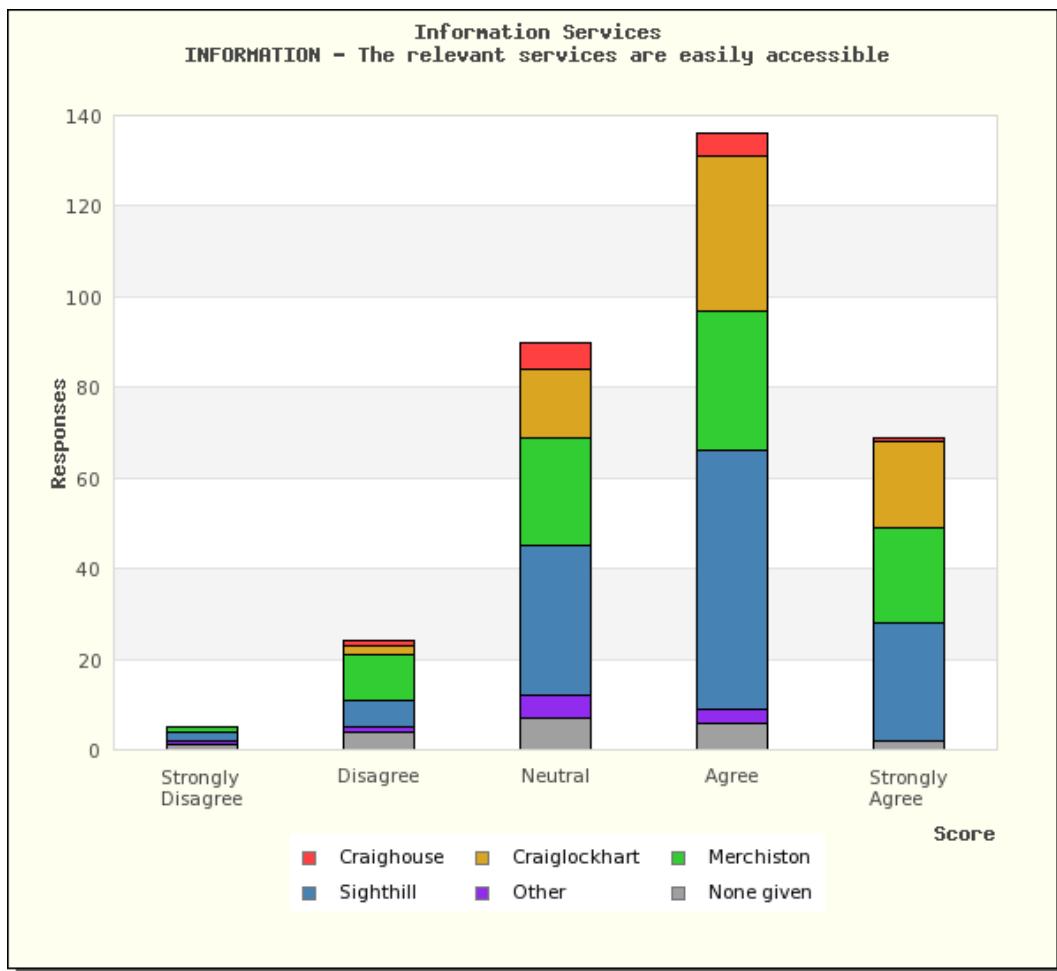
Statistic	Information Services Information is readily available about the services provided						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	12	70	87	125	10	20	324
Minimum	2	1	2	2	1	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.25	3.84	3.84	3.81	3.30	3.30	3.76
Median	3	4	4	4	3.5	3.5	4
Mode	3	4	4	4	4	4	4
Range	2	4	3	3	3	4	4
Standard Deviation	0.62	0.83	0.96	0.82	0.95	1.13	0.89
Variance	0.39	0.69	0.93	0.67	0.90	1.27	0.80
Standard Error of the Mean	0.18	0.10	0.10	0.07	0.30	0.25	0.05

Significantly different if positive	Information Services					
	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	0.07	0.06	0.06	-0.64	-0.61	0.03
Craiglockhart		-0.45	-0.38	-0.09	-0.05	-0.30
Merchiston			-0.39	-0.10	-0.06	-0.31
Sighthill				-0.10	-0.06	-0.30
Other Campus					-0.74	-0.14
No Campus Selected						-0.09



Campus	Returns by Campus					
	Information Services					
Information is readily available about the services provided						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	7	4	0	12
Craiglockhart	1	1	21	32	15	70
Merchiston	0	9	21	32	25	87
Sighthill	0	5	41	52	27	125
Other	1	0	4	5	0	10
None selected	2	2	6	8	2	20

### 6.1.7 The relevant services are easily accessible

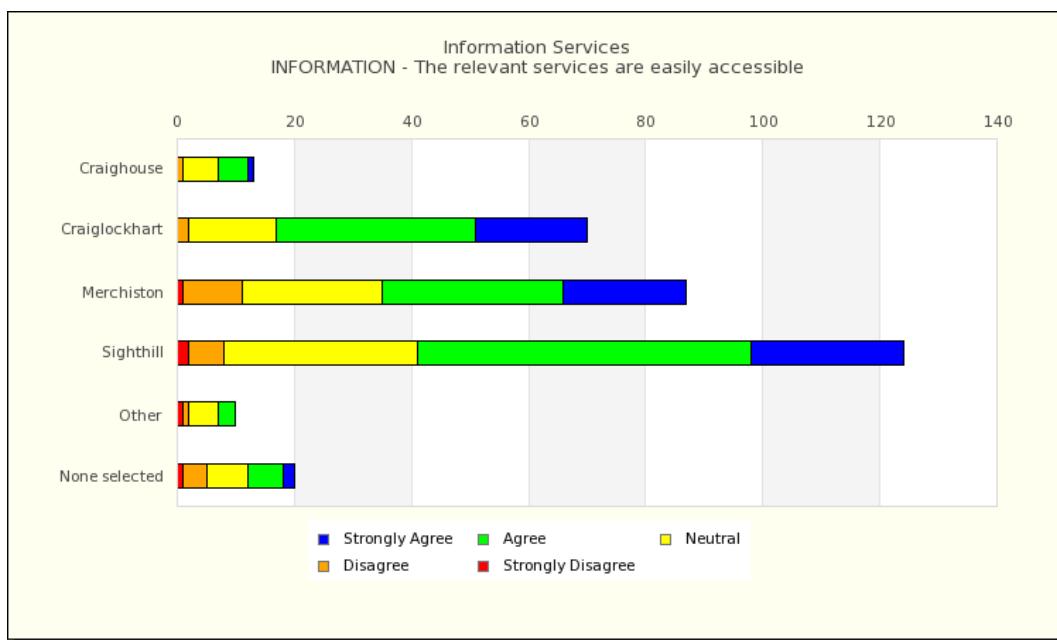


Yet again, the majority of the staff at the larger campuses agree with the statement, while staff without a campus are more likely to disagree.

Statistic	Information Services The relevant services are easily accessible						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	70	87	124	10	20	324
Minimum	2	2	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.46	4.00	3.70	3.80	3.00	3.20	3.74
Median	4	4	4	4	3	3	4
Mode	3	4	4	4	3	3	4
Range	3	3	4	4	3	4	4
Standard Deviation	0.78	0.78	1.00	0.88	0.94	1.06	0.93
Variance	0.60	0.61	1.00	0.78	0.89	1.12	0.86
Standard Error of the Mean	0.22	0.09	0.11	0.08	0.30	0.24	0.05

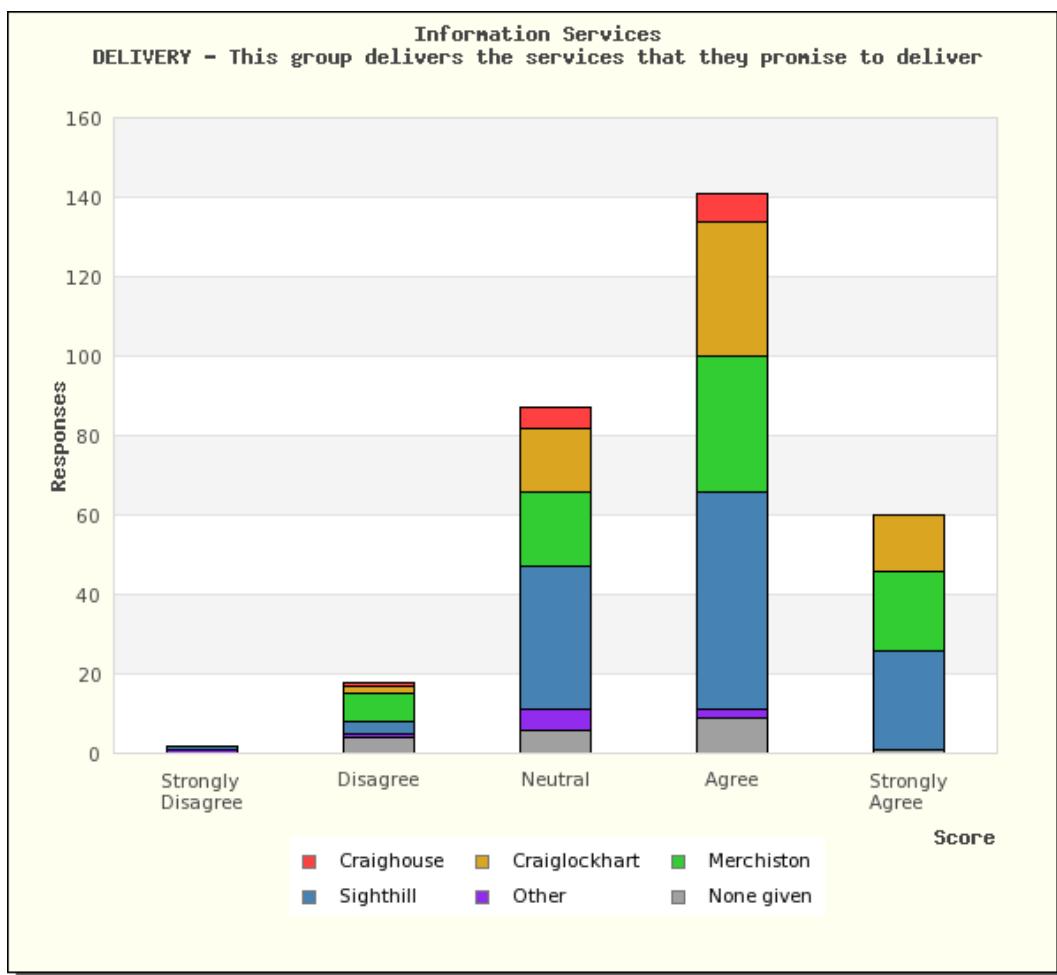
Information Services						
	The relevant services are easily accessible					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.02	-0.33	-0.21	-0.26	-0.41	-0.24
Craiglockhart		-0.15	-0.21	<b>0.37</b>	<b>0.23</b>	-0.12
Merchiston			-0.33	<b>0.06</b>	-0.08	-0.36
Sighthill				<b>0.18</b>	<b>0.04</b>	-0.30
Other Campus					-0.53	<b>0.15</b>
No Campus Selected						0.00

There are also differences between the three larger campuses and “Other”, but with half the numbers of “No campus”, the difference, while measurable, is not statistically significant.



Returns by Campus						
Information Services						
	The relevant services are easily accessible					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	6	5	1	13
Craiglockhart	0	2	15	34	19	70
Merchiston	1	10	24	31	21	87
Sighthill	2	6	33	57	26	124
Other	1	1	5	3	0	10
None selected	1	4	7	6	2	20

### 6.1.8 This group delivers the services that they promise to deliver

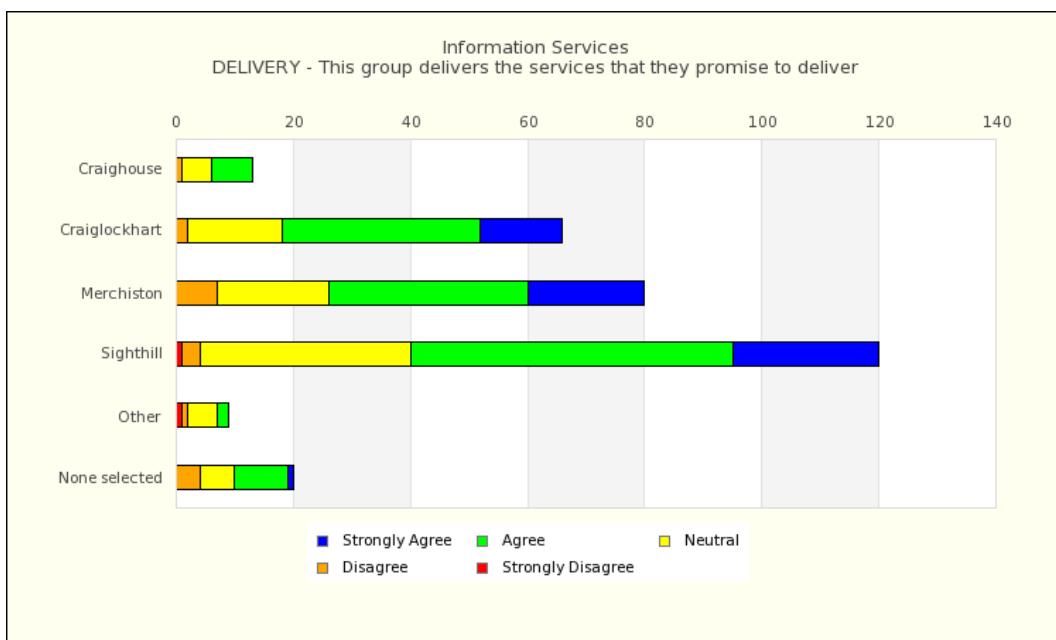


The response to this statement continues the trend of high scores for the main campuses and lower scores for Other (with intermediate, but still good, scores for Craighouse and No campus).

O camp	Information Services						
	This group delivers the services that they promise to deliver						All respondents
Count	13	66	80	120	9	20	308
Minimum	2	2	2	1	1	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.46	3.91	3.84	3.83	2.89	3.35	3.78
Median	4	4	4	4	3	3.5	4
Mode	4	4	4	4	3	4	4
Range	2	3	3	4	3	3	4
Standard Deviation	0.66	0.76	0.91	0.81	0.93	0.88	0.85
Variance	0.44	0.58	0.82	0.66	0.86	0.77	0.72
Standard Error of the Mean	0.18	0.09	0.10	0.07	0.31	0.20	0.05

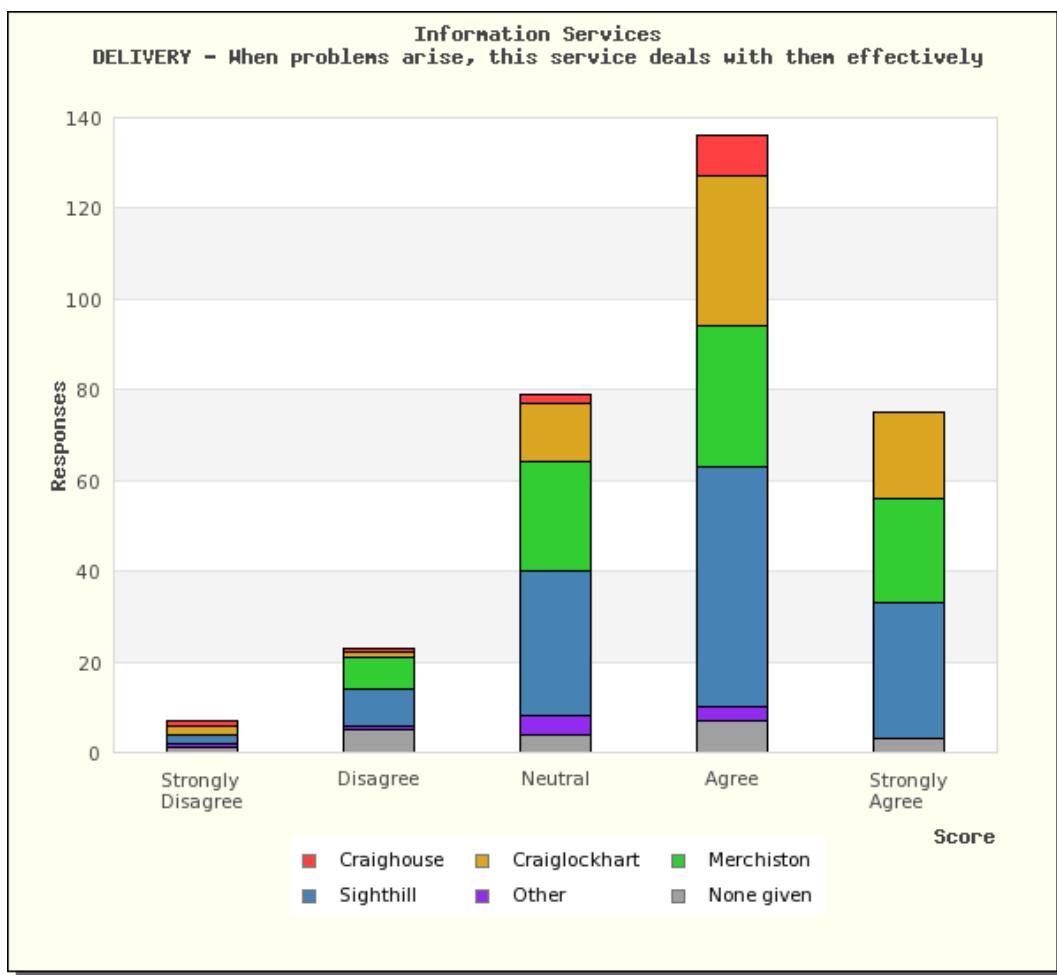
Information Services						
	This group delivers the services that they promise to deliver					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.08	-0.16	-0.14	-0.13	-0.50	-0.17
Craiglockhart		-0.37	-0.33	<b>0.39</b>	<b>0.02</b>	-0.24
Merchiston			-0.41	<b>0.31</b>	-0.06	-0.33
Sighthill				<b>0.33</b>	-0.04	-0.29
Other Campus					-0.25	<b>0.29</b>
No Campus Selected						-0.07

In fact, there is a significant difference between Craiglockhart and No campus.



Returns by Campus						
Information Services						
	This group delivers the services that they promise to deliver					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	7	0	13
Craiglockhart	0	2	16	34	14	66
Merchiston	0	7	19	34	20	80
Sighthill	1	3	36	55	25	120
Other	1	1	5	2	0	9
None selected	0	4	6	9	1	20

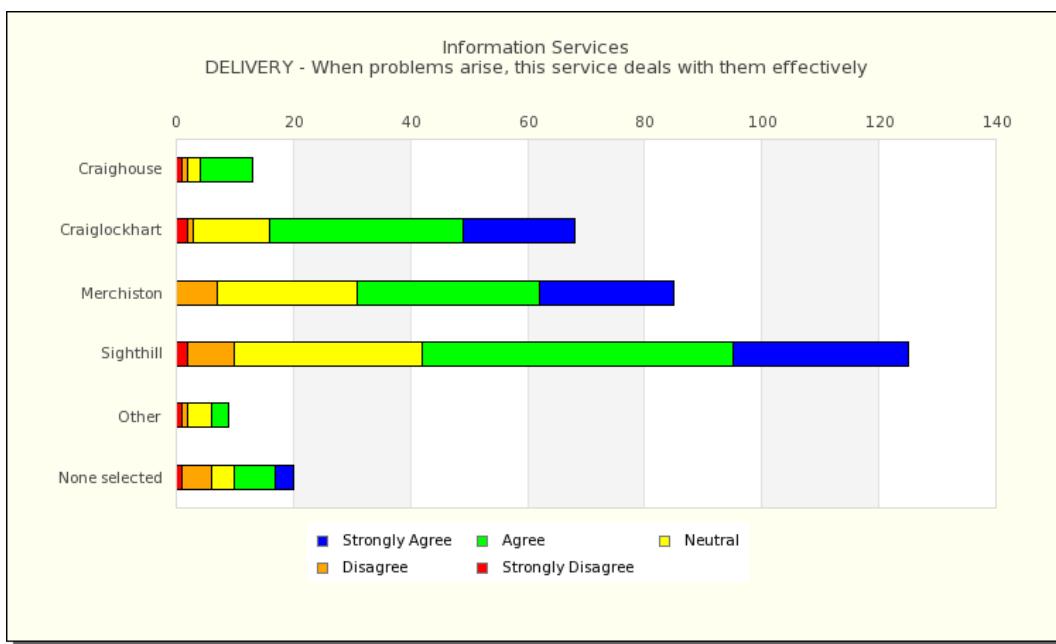
### 6.1.9 When problems arise, this service deals with them effectively



Again, there is general agreement across the larger campuses, but rather less so with “No campus” and “Other” (which remains neutral).

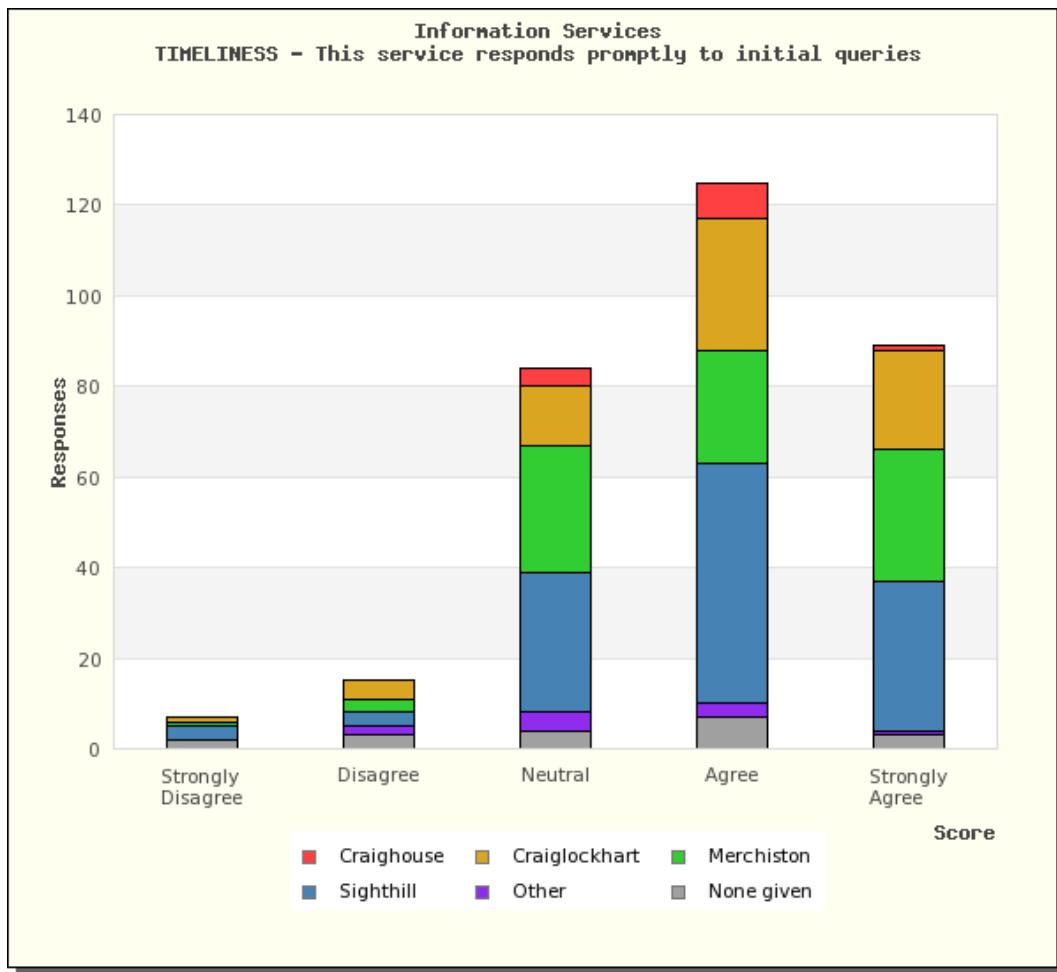
Statistic	Information Services When problems arise, this service deals with them effectively						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	68	85	125	9	20	320
Minimum	1	1	2	1	1	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.46	3.97	3.82	3.81	3.00	3.30	3.78
Median	4	4	4	4	3	3.5	4
Mode	4	4	4	4	3	4	4
Range	3	4	3	4	3	4	4
Standard Deviation	0.97	0.90	0.93	0.93	1.00	1.17	0.96
Variance	0.94	0.81	0.86	0.87	1.00	1.38	0.92
Standard Error of the Mean	0.27	0.11	0.10	0.08	0.33	0.26	0.05

Information Services						
	When problems arise, this service deals with them effectively					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.11	-0.25	-0.25	-0.31	-0.57	-0.25
Craiglockhart		-0.31	-0.28	<b>0.31</b>	0.06	-0.21
Merchiston			-0.41	<b>0.16</b>	-0.08	-0.35
Sighthill				<b>0.16</b>	-0.08	-0.34
Other Campus					-0.47	<b>0.16</b>
No Campus Selected						-0.08



Returns by Campus						
Information Services						
	When problems arise, this service deals with them effectively					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	1	2	9	0	13
Craiglockhart	2	1	13	33	19	68
Merchiston	0	7	24	31	23	85
Sighthill	2	8	32	53	30	125
Other	1	1	4	3	0	9
None selected	1	5	4	7	3	20

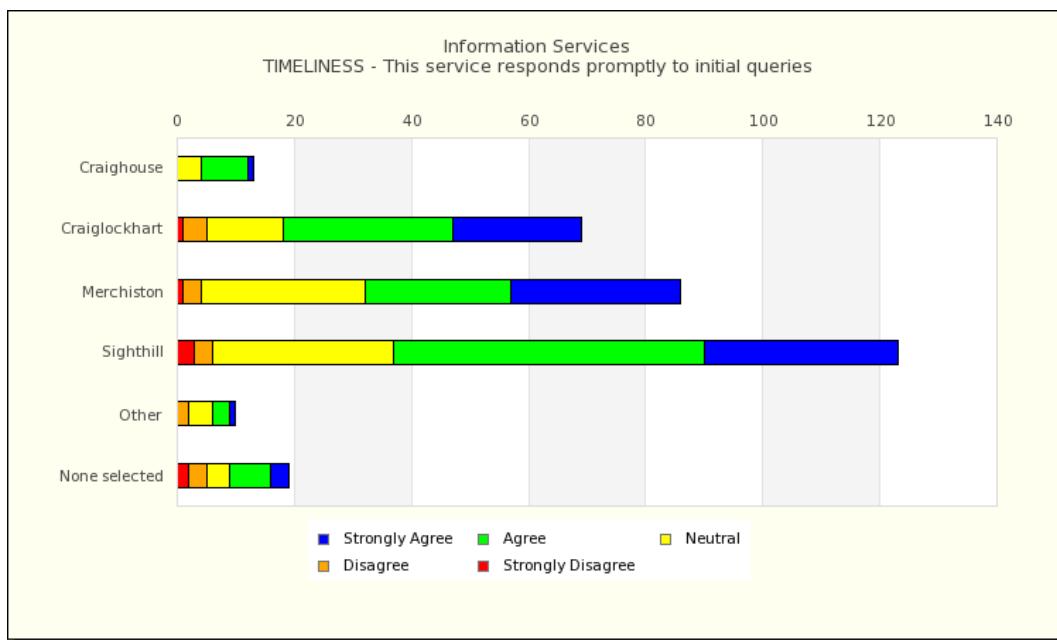
### 6.1.10 This service responds promptly to initial queries



The majority of respondents across the University agree that IS respond promptly to initial queries.

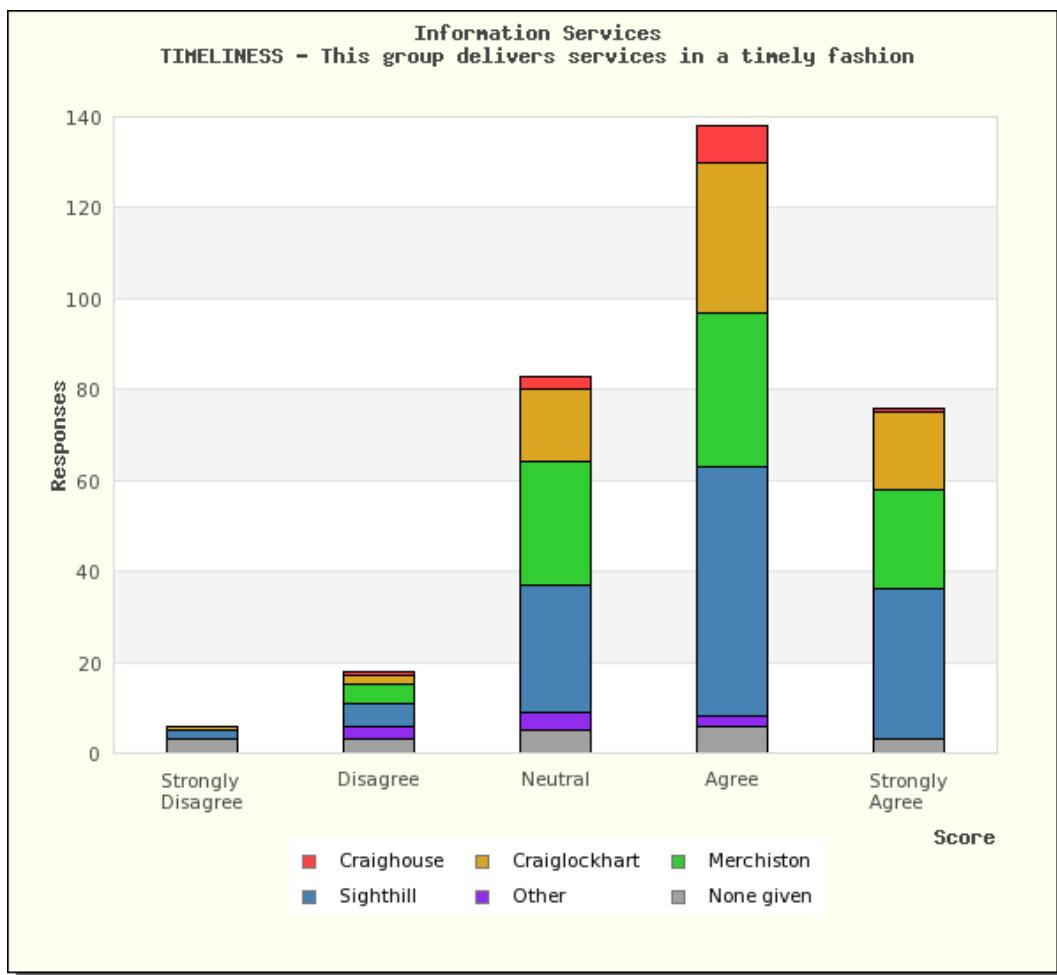
Information Services This service responds promptly to initial queries							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	69	86	123	10	19	320
Minimum	3	1	1	1	2	1	1
Maximum	5	5	5	5	5	5	5
Mean	3.77	3.97	3.91	3.89	3.30	3.32	3.86
Median	4	4	4	4	3	4	4
Mode	4	4	5	4	3	4	4
Range	2	4	4	4	3	4	4
Standard Deviation	0.60	0.94	0.95	0.91	0.95	1.25	0.95
Variance	0.36	0.88	0.91	0.83	0.90	1.56	0.91
Standard Error of the Mean	0.17	0.11	0.10	0.08	0.30	0.29	0.05

Information Services						
	This service responds promptly to initial queries					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.33	-0.38	-0.37	-0.21	-0.22	-0.38
Craiglockhart		-0.40	-0.37	<b>0.03</b>	<b>0.02</b>	-0.29
Merchiston			-0.42	-0.03	-0.03	-0.34
Sighthill				-0.02	-0.03	-0.33
Other Campus					-0.75	-0.04
No Campus Selected						-0.04



Returns by Campus						
	Information Services					
	This service responds promptly to initial queries					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	4	8	1	13
Craiglockhart	1	4	13	29	22	69
Merchiston	1	3	28	25	29	86
Sighthill	3	3	31	53	33	123
Other	0	2	4	3	1	10
None selected	2	3	4	7	3	19

### 6.1.11 This group delivers services in a timely fashion

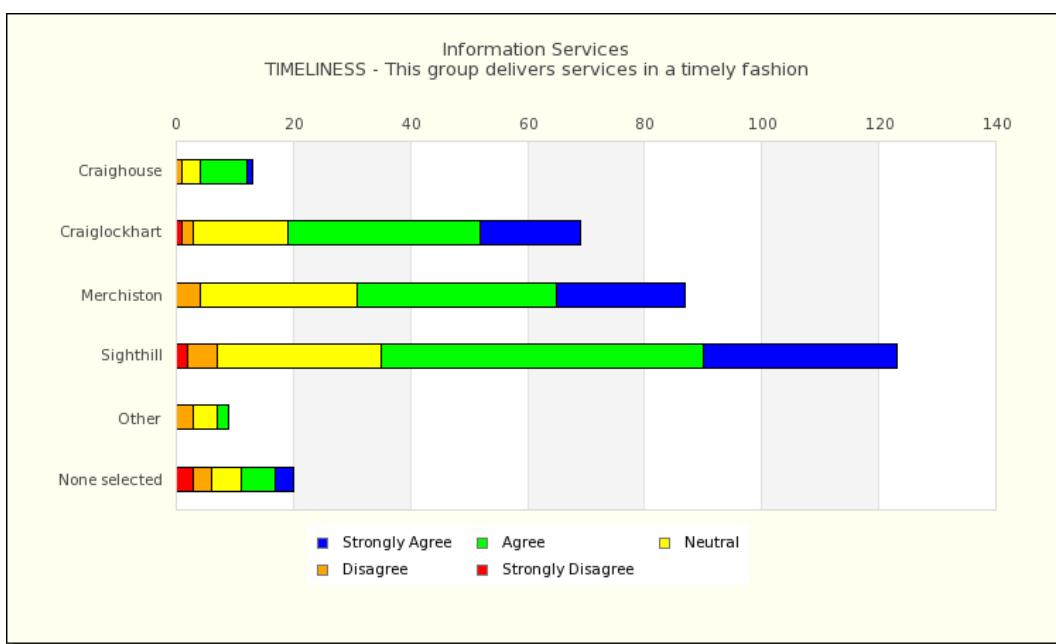


Again, this service scores highly with staff members from all the main campuses, but less well with the remaining staff members.

Information Services							
This group delivers services in a timely fashion							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	69	87	123	9	20	321
Minimum	2	1	2	1	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.69	3.91	3.85	3.91	2.89	3.15	3.81
Median	4	4	4	4	3	3	4
Mode	4	4	4	4	3	4	4
Range	3	4	3	4	2	4	4
Standard Deviation	0.75	0.85	0.86	0.90	0.78	1.31	0.92
Variance	0.56	0.73	0.73	0.80	0.61	1.71	0.85
Standard Error of the Mean	0.21	0.10	0.09	0.08	0.26	0.29	0.05

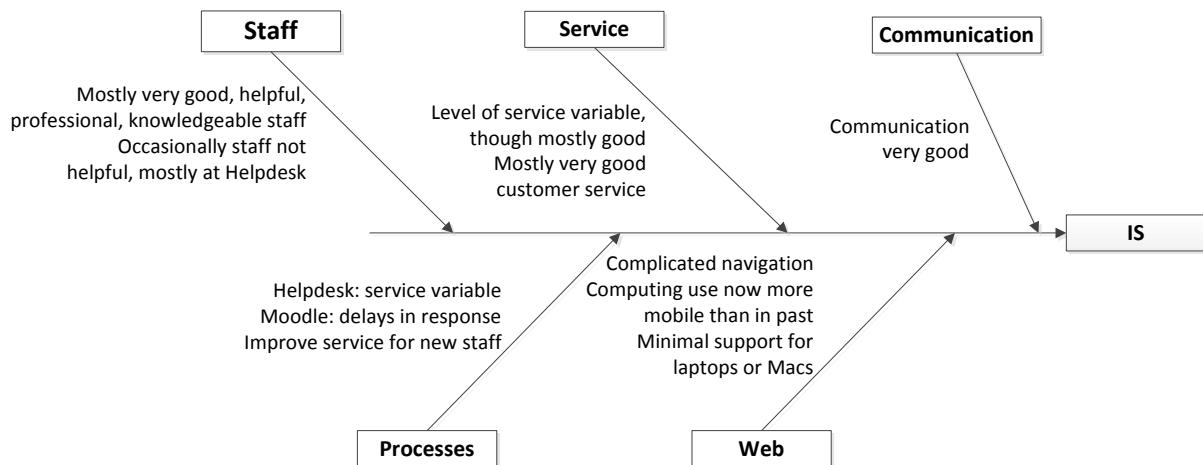
Information Services This group delivers services in a timely fashion						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.34	-0.39	-0.32	<b>0.12</b>	-0.17	-0.39
Craiglockhart		-0.38	-0.43	<b>0.42</b>	<b>0.13</b>	-0.29
Merchiston			-0.36	<b>0.37</b>	<b>0.08</b>	-0.34
Sighthill				<b>0.44</b>	<b>0.15</b>	-0.26
Other Campus					-0.48	<b>0.36</b>
No Campus Selected						<b>0.07</b>

Staff members away from the main campuses do seem to have a significantly poorer experience of IS timeliness.



Returns by Campus Information Services This group delivers services in a timely fashion						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	3	8	1	13
Craiglockhart	1	2	16	33	17	69
Merchiston	0	4	27	34	22	87
Sighthill	2	5	28	55	33	123
Other	0	3	4	2	0	9
None selected	3	3	5	6	3	20

## 6.2 Additional comments



### 6.2.1 Summary of points raised

#### Communication

- Communication very good

#### Processes and procedures

- Processes for new staff, especially if they have not yet been allocated a PC, not adequate
- Moodle: response to queries too long
- Helpdesk: Service variable, especially to non-computer literate enquirers

#### Response

- Difficult for non-standard users *eg* if work off-campus or use Macs
- IT response is variable – reported problems at external events quite often
- Library very innovative with feedback

#### Service

- Level of service variable, though mostly good
- Mostly very good customer service

#### Staff

- Mostly very good, helpful, professional, knowledgeable staff
- Occasionally staff not helpful, mostly at Helpdesk

#### Web site / intranet

- Navigation too complicated for most users
- Service not yet accepting that computing use is much more mobile than in the past
- Support for web-based applications, also for lap tops either not available or minimal

## 6.2.2 Responses by campus

### *Craighouse*

There are two responses from respondents based at Craighouse campus. Both relate to customer service, but are contradictory. One response is positive: "Always friendly and willing to help", while the other is quite negative: "No service at Craighouse for the past year. Have been treated very poorly".

### *Craiglockhart*

There are three responses from respondents who work in IS at Craiglockhart, but they do not offer any substantive points. The responses are "None", "As I work from information Services, I will leave this section to others" and "As I work for IS it's probably remiss of me to eulogise!"

In addition, there are eleven other responses from respondents who are based at Craiglockhart campus.

### General

There are three responses about the service in general. Two of them are very positive. One respondent writes "Always receive a high quality level of service from both the library and C&IT staff" while another writes "There is good interaction and information provided about the services offered, and it is easy to track down information that can help in my role".

There is, however, one less positive response. The respondent writes "Not sure who organises the paper, but the non-white stuff is awful".

### Staff

Five respondents commented favourably on IS staff. Two mention staff members who they recommend by name. The first of these two responses is "There are a few very good people in this area who I always try and deal with like Billy Dickson, Jon Morris and James Blair and David Telford. Help desk is hit or miss where customer service is concerned!" and the second is "Working with James Blair's team in the development of online learning processes and systems I have found them to be very professional, helpful and supportive".

There are also another two responses praising the staff in general: "I can't speak for other campuses, but it seems to me that we are very fortunate to have such approachable and dedicated staff in this area. Such at least is my experience" and "I've always found the library staff to be excellent. IT staff are always helpful. I find the IT facilities to be excellent".

The fifth response is mostly positive, but with a *caveat*: "The staff are very helpful when they come, but often there is a bit of a wait for them to come in the first place".

### Processes and Procedures

There are two responses on the IT Helpdesk. The first is "Not very good to have a helpline that asks you to leave a message!" and the second is "This summer I had a problem with Moodle. It took several days for C&IT support desk to get back to me. The problem was resolved in that the Moodle feedback that I had no students enrolled was inaccurate, but if it had been correct, it would have been a huge problem. At no time did any of the personnel in C&IT exhibit any understanding of or care about my problem and have not apologised for the appalling customer service I received".

### Response

One comment expresses discontent with response time: "Has taken a long time to resolve the support issue for 2 / 54 now over a year and still waiting for effective training to be made available to staff in ENBS".

## ***Merchiston***

There are twenty one responses from respondents who are based at Merchiston.

### Service

There are ten responses that relate to the service provided by IS. One positive response is "My experiences of working with IS (on both sides) are almost always positive. I think they do a really good job and are really customer focussed with both staff and students". Another positive response is "Generally C&IT provide a good service, ability to respond when there is an IT crisis and to offer guidance when requested".

However, there are a few responses with a mixed message. There are two brief responses, one of which suggests a certain variation in the standard of service: "Very different levels of service provided depending who you speak to". The other brief response is "Generally a good service, although please get the wifi sorted out".

While one respondent writes "This service is reasonable, probably because they want more or less the same from info support as academics do. A major shortcoming is a failure to recognise that computing use is now much more mobile than in the past. Support for web-based applications and laptops is not in the same league as for campus-based desktops. This needs to change", another writes "I have focussed here on the C&IT part of information services as I do not have contact with the Library staff in my role. I would say generally service has improved but it remains inconsistent. I have had some really helpful and 'team like' interactions - and some much less so. I think there is still some way to go in creating a service / we are on the same side culture across the whole area. But things are definitely better than they used to be and some individuals are excellent".

There are three responses which mention the Helpdesk. One respondent writes that they have a "Mixed experience of customer service when calling the Helpdesk on 3000. Some are friendly and customer focussed, others sound totally miserable and do not go out of their way to help at all". Another respondent gives a different view of the Helpdesk: "I have far more dealings with IT side of the service. I think the service delivered through the service desk at times is poor. My view is technicians generally do a good job but think that there could be some thinking around how they support colleagues in getting the most out of the systems. At a higher level, I think we are lacking a bit of a vision for our systems in general and what we are trying to achieve and perhaps we a guilty of working on developments when some of the basics don't work very well - student portal and mobile apps would be an example".

The third respondent writes "The IT helpdesk system is exemplar and the staff very helpful".

Most of the responses about the service have mentioned the Information Technology side of the service. There are, however, two responses which mention the Library service: "The Library appears to be very innovative in its response to customer feedback. Other departments could learn from this" and "Excellent library and IT support here in SEBE at Merchiston - well done!"

Finally, one respondent simply says "Quite happy with this service".

### Staff

There are five responses about staff, mostly about the IT, rather than the Library, staff, though two responses don't identify either: "Depends on what your enquiry is and who responds to it, some staff are more helpful than others" and "Information services staff are very professional and prompt in their delivery of solutions".

Of the responses about IT, one names member of staff who have been especially helpful: "My contact is with C&IT rather than Library. I think the staff I deal with in C&IT are generally very helpful and quick to respond to help me solve problems - in particular the staff on the helpdesk and the technicians who come out to sort things (Dan, Alan, Duncan and Malcolm at Merchiston) and also Jo at Craiglockhart who often sets up IT in classrooms for me have all been extremely helpful".

One respondent is a little more cautious in response and writes “If we mean C&IT and the library then I do not have much in the way of dealings with the latter but have with C&IT as a member of staff. Usually responses to computing problems are dealt with timously but perhaps they were a bit stretched recently with the moves at Merchiston”.

There is only one response about the Library staff. The respondent writes “The library staff are really student-focussed and to be commended”.

#### Web site / intranet

One respondent praises the information available on the web site: “Through training on leadership, which included feedback to / from customers, I had to search for examples of good practice: the library services were the only one that could be found easily on Intranet, and was displayed in a reader-friendly manner”.

Another respondent, however, gives suggestions on how the web site can be improved, writing “Running an up-to-date and professional IT service is very difficult, and yet Napier could do better, esp the website which is all over the place and hard to navigate to the page(s) you want. Staff are very helpful and respond quickly to queries, but the website should contain everything needed by students and staff”.

The other two responses mention topics which can be improved. One respondent suggests that “It is impossible to deal with libraries and C&IT in one go. Lack of agility to deal with specific issues is C&IT problem and things like wifi coverage / logon, web site design, etc. But we know that IT at this level is very difficult to get right.” The other respondent writes “I took 2 years to get a simple page and access set up on the university web site. Emails were not answered for weeks at a time. To be honest, if I need to access info on the University I used Goggle rather than try and navigate the myriad of menus”.

#### Sighthill

There are twenty seven responses from respondents based at Sighthill campus.

#### Service

The response from a respondent who works in IS at Sighthill is “The CSE accreditation has been excellent for library staff as a means of ensuring we / they strive to continually deliver good service. Integration with IT at higher levels so far seems to be working well”.

In addition, there are ten comments about the service in general. Three of these responses are about the IT Helpdesk and opinions about it are mixed. For example, two respondents write “The C&IT Helpdesk always deal with my calls / e-mails quickly and the Sighthill IT team always fix my problem” and “The Information Services [IT] support desk is very helpful”. Against that, however, one respondent writes “The initial contact with helpdesk is occasionally less than satisfactory”.

Most respondents praise the service received with responses such as “always very quick to respond to queries which is very important to peoples work”, “C&IT generally delivers a timely and reliable service in a professional and friendly manner” and “Good service and very responsive. Take time to explain clearly in understandable language. Good written support as well”. Another respondent writes “Very happy with remote access” and one mentions a specific member of staff: “Both library and IT services are excellent. Sheena is an academics best friend”.

There is a response, though, suggesting that the level of service is not consistent: “The level of service can vary. Depending on what you are wanting to do or who you are liaising with depends on the level of customer service received, turnaround time for initial query to completion etc”.

One respondent makes the point that support needs to be available outwith standard working hours: “If you experience problems with your pc before 8.45am, there is no one available to help. When you do have problems, you are encouraged to sort it out yourself (with guidance), it can be very difficult to get a technician to actually come and help you”.

One response is about shortage of equipment: "We have ongoing issues with radio microphones in the large lecture theatres in Sighthill. This has not been dealt with and is frustrating".

### Staff

There are eight comments on staff members. Some are singled out for praise with one response: "Mairi Anderson is wonderful! Sometimes the C&IT support service takes a long time to respond to issues, but generally the staff are very helpful (Dave Kane and Mark Rainford especially)".

Two of the other responses express satisfaction: "The staff are flexible and helpful, involved in all aspects of induction and throughout modules. Very keen to make the inputs student-centred. Students comment how helpful and prompt the staff are with queries" and "IT staff are good at troubleshooting problems".

Another response commends the library staff: "I have always found the library staff to be very helpful and respond quickly to enquiries". This is confirmed by another respondent writing "LIS always provided excellent customer service, but C&IT are now matching them and have excellent response times".

Three respondents praise the members of staff in general, but are less positive about their feelings for the IT Helpdesk staff. For example, one respondent writes "There are certain members of the team who are extremely helpful and we tend to go to them direct. The 'Helpdesk' can be a bit "unhelpful" at times" and this view is echoed by another respondent who writes "The staff at Sighthill are extremely helpful. I find the staff on the help desk less so".

There is some slight dissatisfaction expressed by a respondent who writes "Not all members of staff appear up to speed with latest technology and problem solving relating to this. Help desk not always available - goes to answer phone".

However, another respondent suggests that the difficulties experienced may not be under the service's control and writes "The IT helpdesk team and members of staff who come to resolve work station / day to day issues are helpful and tend to get things resolved quite quickly. The issues we've had as a department have tended to be around development / maintenance of systems that we use - there is very little support for requirements that fall outwith the main university systems, even though they may be business critical to us".

### Communication

There are three comments about communication. Two are very positive. These respondents write "all contact has been good" and "Terrific communication from this service".

The third respondent writes "When dealing with the team for updating the website there were initial difficulties in responses to emails and calls, communications were poor in what was going on (web editing rights removed and I wasn't informed). Things seem to be a bit better now however. IT helpdesk very helpful though".

### Processes and Procedures

There is one comment about processes and procedures. The respondent writes "When I started with Napier, it took a while before my PC / Internet etc. was set up. A lot of queries had to go through forms, which is very annoying. Especially if it is about setting up a PC, because you cannot send forms from a PC you haven't got. Once the system was installed, it worked fine and queries are responded to timely".

### Web site / intranet

There is one response about the web site / intranet. The respondent writes "Generally great - there are still some library links that could be made easier to use, and the repository is pretty horrible".

### Neutral responses

There are two responses where the respondents have not made any suggestions for change or improvement. The responses are: "haven't had much contact with them" and "My only experience of this area relates to staff C&IT support".

### *Other*

There are three comments from respondents based at a campus other than Craighouse, Craiglockhart, Merchiston and Sighthill.

One concerns customer service: and response "As in other service areas, individual members of staff have often proved extremely helpful and diligent in dealing with problems or queries. Conversely, there have been many occasions when good customer care has been impossible to obtain: requests for help in dealing with slightly unusual setups, events or groups have too often been met with unhelpful responses". Another respondent notes that the service provides "Good support all round. Timous in the responses and updates they provide".

The third respondent notes, though, that Mac users are less well catered for: "I work from home, using a Mac, and find many IT documents on the intranet relate only to PCs. I've queried this with C&IT only to be told "we don't support Macs" - but I thought there were student Mac labs on campus...? I was also told that no office software was available to Mac users".

### *No campus*

There are five comments in this section from respondents who did not state which campus they belonged to. Two of these are positive: "Very clear communication, students and lecturers know who to speak to, rapid responses from C&IT in emergencies: a model for how other 'services' could treat their 'clients'!" and "Department that has improved dramatically with its approach to Customer Service. Even the most simple thing is not a problem for them. Department is excellent at keeping the rest of the University informed."

The last three are slightly more negative. One is related to external events: "IT problems for external events have happened a lot, and although sometimes they are dealt with, other times they are not, it is usually with a general lethargy, or an implication that we don't know what we're doing. - Some problems have gone unfixed, despite strong lead-in times, which affects our reputation as a venue / event organiser". Another suggests that the staff should be more customer-focussed: "There is a very small minority in this area who are very definitely not customer focussed and will not use their discretion to improve the service for customers. This refers mainly to (sorry!) the Helpdesk.

Responses are sometimes short and unhelpful. For people like myself who are IT illiterate, a more user friendly approach would be well received! However, in general I think this team is very customer focussed and most will use their discretion to make the customers experience a positive one!"

The final comment expresses the respondent's perception of the service: "Whilst I am usually happy with the level of service from the Library, I do feel that C and IT services are lacking a little, and sometimes slow at dealing with problems. This may be down to level of staffing".

## 6.3 Suggestions for improvement



### 6.3.1 Summary of suggestions made

#### *Communication*

- More communication with other staff, with the aim of fine tuning services to students' needs
- More proactive staff including one person to take ownership of problems to closure
- Provide clear and consistent information
- All staff to provide customer friendly and consistent service

#### *General*

- IT systems need improvement, especially Helpdesk
- Give clear and standardised vision of how business systems can deliver to customers
- Keep up to date with the use of social and digital media
- Provide support for non-standard applications eg Macs

#### *Processes and procedures*

- Provide Service Level Agreements
- Give clear guidance on complicated systems

#### *Service*

- Have face to face contact for technical support if possible, definitely one technician on each campus
- Improve Helpdesk service
- Provide more equipment and access to services for staff

- Staff need to be more friendly, customer-focussed and able to communicate in non-technical language
- Promote services available *ie* show that there is more to IS than fixing staff computers

### ***Staff***

- Improve response time
- Provide suitable training to be able to deal with problems

### ***Web site / intranet***

- Improve the web site and search function
- Provide clearer and easier navigation of web site to facilitate information retrieval
- Instigate more research into use of web site and how it can be improved

### **6.3.2 Responses by campus**

#### ***Craighouse***

There are two suggestions for improvement from respondents who write that they are based at Craighouse.

One concerns the actual name of the service: "Information Services is such a wildly generic name - could it not be called something more specific?" The other is from a respondent who feels abandoned: "Should have left at least one technician on this site. Remote technician does not work".

#### ***Craiglockhart***

There are eight suggestions for improvement from respondents based at Craiglockhart campus.

Three are from IS staff members. One is that there should be "More involvement with and input from the academic staff would help us to fine tune our stock and services to the needs of the students", the second is "More resource to allow first line support staff to resolve more complex queries at first point of contact", and the third is "Continued promotion of services to the various customer segments. While IS can be seen as a generic service, I think we should target those different customer segments thus enhancing (or at least advertising) what we can do for individuals and their specific needs".

The remaining five suggestions are from non-members of the service. Four of these are fairly specific but disparate suggestions for improvement. One respondent writes "The quality of service has nosedived since the previous head of C&IT Support died" and gives an explanation of service which could be improved: "Recently I had an email probably carrying a virus from another uni. I passed it on to them - they replied that I could send it to Microsoft. Why didn't they send it to the Uni concerned?" The respondent considers that this displays "Appalling disinterest in the C&IT function" and suggests "Customer friendliness, ability to understand a non-tech customer's plight - all these need to be taught".

Another respondent mentions that there should be "More scanners readily available to staff (and working) would help. I have to ask our dept. assistant to scan documents for me every time. The photocopier scanner worked for a while and then frustratingly stopped working".

There is a suggestion that there should be: "Clearer guidance on copyright rules and regulations, particularly in relation to overseas delivery, would be very helpful". The respondent adds "If there could be a page that deals with this that academic staff could be directed to, that would be very helpful".

Finally, one suggestion (referring back to a previous comment "effective training to be made available to staff in ENBS") is to "Provide the training promised as per above".

## Neutral response

One respondent writes “None” for this section.

## ***Merchiston***

There are twelve suggestions from respondents at Merchiston campus.

### General

There are three general suggestions for improvement. The first respondent writes “This probably goes beyond IT and it may not be their responsibility, but I think that the University (perhaps through ISDC or CISSG) needs to develop a clearer vision of what we want our business systems to deliver for customers - internal and external. This would go across the main business systems. At the moment I don't think we have been able to pull this together and as such are developing these systems independently”.

The second respondent suggests an improvement with electronic media: “As an institution we are really far behind in our use of social and digital media. As an institution, we need to address this asap”.

The third respondent writes about improving relationships within the service, that there is “Further work required to bring together C&IT and Library to exploit synergies”.

### Service

There are six suggestions for improvements to customer service. One respondent makes the point that “Again with any dept, there are very good and not so good levels of service” with the implication that it would be helpful to just have “very good” levels of service for all incidents.

Some of the suggestions for improvement are about the need for more equipment. One respondent writes that the service should “Allow academic staff members to have a printer and scanner at their own desks”. The respondent continues “we have admin. staff in an office with six printers” and concludes “and yet I traipse a corridor to collect confidential output, exams, staff information, etc”.

Other suggestions for improvement are concerned with the service providing more support to users, though one respondent makes the point that the service should bear in mind that not all members of staff are as familiar with equipment as members of the service by writing that the service should “Design the taxonomy based of the information users' perspective rather than the provider's”.

The support levels which could be improved are specified by one respondent as being “More laptop support and for other mobile devices”. The respondent adds that “Currently, no system for automatic upgrade to windows 7 or any later OSs for laptops while there is for campus-based desktops”.

Another improvement suggestion is to “Improve wi-fi”. This respondent also asks for the service to “be more Mac friendly”.

There is also one response which does not actually request an improvement, except by implication. The response is “Not sure - just a quick response when something goes wrong with your computer and you can't do your job until it is fixed / solved”. The implication is that this respondent is not aware that IS has any further services besides mending computers.

### Communication

There are two suggestions for improvement, the first of which is about being clear with information provided to respondents making queries: “all staff should provide clear information in response to queries to help desk etc - the response can vary”.

The second suggestion for improvement is about arranging a suitable time for technicians to visit: “It would be better if the C&IT support technicians could liaise with staff they are supporting to agree a mutually convenient time to resolve IT issues, at present they frequently come at an inconvenient

time and don't give an indication of how long something may take to resolve. When your work is largely PC based and working to deadlines, this can be very problematic".

### Web site / intranet

There are two suggestions for improvement with the web site. The first is "Website design and functionality is very weak, especially from the perspective of external use of staff and external stakeholders".

The second suggestion is that there should be "More R&D into how website is used, and what it should contain, more input from users is needed. Plus a major design makeover is needed, with improved search functionality. If I need to find something at Napier website, I use Google rather than the website search box. It currently appears bolted together in an awkward way when it should be redesigned and streamlined. It serves as a bad advertisement for Napier's own School of Computing".

### Sighthill

There are ten suggestions for improvement from respondents based at Sighthill campus.

#### General

There are two suggestions for improvement, which covers several points. The respondent writes "The IT systems are an ongoing disaster. The students constantly complain about things not working as do we. There are a number of things you can't access from home particularly if you have a Mac. Facilities in the lecture theatres don't always function properly. Trying to make sense of half of the systems takes up far too much of my time when I'm not employed to do that".

There is also a suggestion for improvement from a respondent who works in the service: "IT integration at Sighthill Helpdesk still needs some work".

#### Service

There are five suggestions for improvement. Four of these suggestions are related to technical support.

To start, one respondent suggests how the process of raising and monitoring a problem could be improved. The respondent writes "When an IT issue is raised either by email or through other means, it would be useful to have an email response to say that it is being dealt with. Previous organisations I have worked in have sent a simple automated email saying who has been designated to the request and when they expect it to be resolved. The first we know of something being resolved here is when the person turns up, which may not always be a convenient time".

Other respondents make the suggestion that face to face help, guidance and support is more effective than less direct help, for example, via the web site. One respondent writes "I personally would prefer if someone could visit and talk me through what I require to do rather than undertaking this myself with website assistance. That is probably because I am not overly confident in this area but being guided through a process is much easier". Another respondent, who also asks for "less forms" adds that they need "more actual physical help. If someone would have come up and talk me through the set-up and all I needed to know, it would have saved me a lot of time".

There is a further suggestion for improvement about provision of technical support: "You need people who understand Macs as well as PCs (and systems that are integrated) and you need a small, dedicated team who can actually provide us with technical support eg if I need to record a lecture (and that includes visually as well as verbally) I should be able to contact someone who will fix it all for me, not have to waste my time trying to work out how to do it and who to ask for guidance only to find out that software is incompatible with something".

There is also a suggestion for improvement relating the available hours for contact for the IT Helpdesk, mentioning that not all members of staff work social 9am-5pm hours. The respondent

writes “Having the helpdesk open from 0845-1700 hrs is not good. Staggered starts / finishes would be a lot better and provide a better service”.

### Staff

There is one suggestion for improvement in this section: “IT need far more trained staff to deal on the spot with individual problems. Running half-day sessions is simply not appropriate to help with the simple day-to-day problems that arise and are immensely time-consuming”.

### Processes and Procedures

There is one suggestion for improvement: that there should be “service level agreements and KPI's would help as it would be clearer about what service level you could / should expect”.

### Communication

There are two suggestions here. The first is that staff should “Work together across the department, instead of referring people round in a loop (person who takes initial contact could take ownership of the problem)” and the second is “Equipment / technical support Contact” – presumably meaning that details should be available.

### Web site / intranet

There is one suggestion for improvement. The respondent writes “Sometimes when I contact C&IT for advice I am referred to websites for further information. Although the information is probably there sifting through it can be time consuming”.

### Other

There is one response from a respondent who gives “other” as home campus.

The suggestion is that the service should “Consider that some home workers do not use PCs”.

### No campus given

There is one response from a respondent who writes “none” for their campus – that is, that they declined to give a campus name.

The one response suggesting improvement is that staff in this service “Tend to be process driven and again need to be more customer-focussed and flexible”.

## 7 International development and external affairs

International Development and External Affairs comprises Development, Marketing, Brand and Communications, and International Recruitment. Five members of staff are listed as Directorate contacts, including the Director, Karen Cairney. The role of each member of staff is given on the web page, apart from the role of Peter Brady, who is Associate Dean, International.

The Fundraising and Alumni team aims “To raise philanthropic funds from charitable trusts and foundations, individuals and companies towards scholarships and current university projects and infrastructure which support the University’s strategic aims” and also “To enhance the University’s relationships with its alumni and friends worldwide”.

The Development Office also “manages a range of corporate gifts for purchase by academic and support staff for special guests or for gifting during visits by University staff to other institutions”.

### 7.1 Responses to structured questions

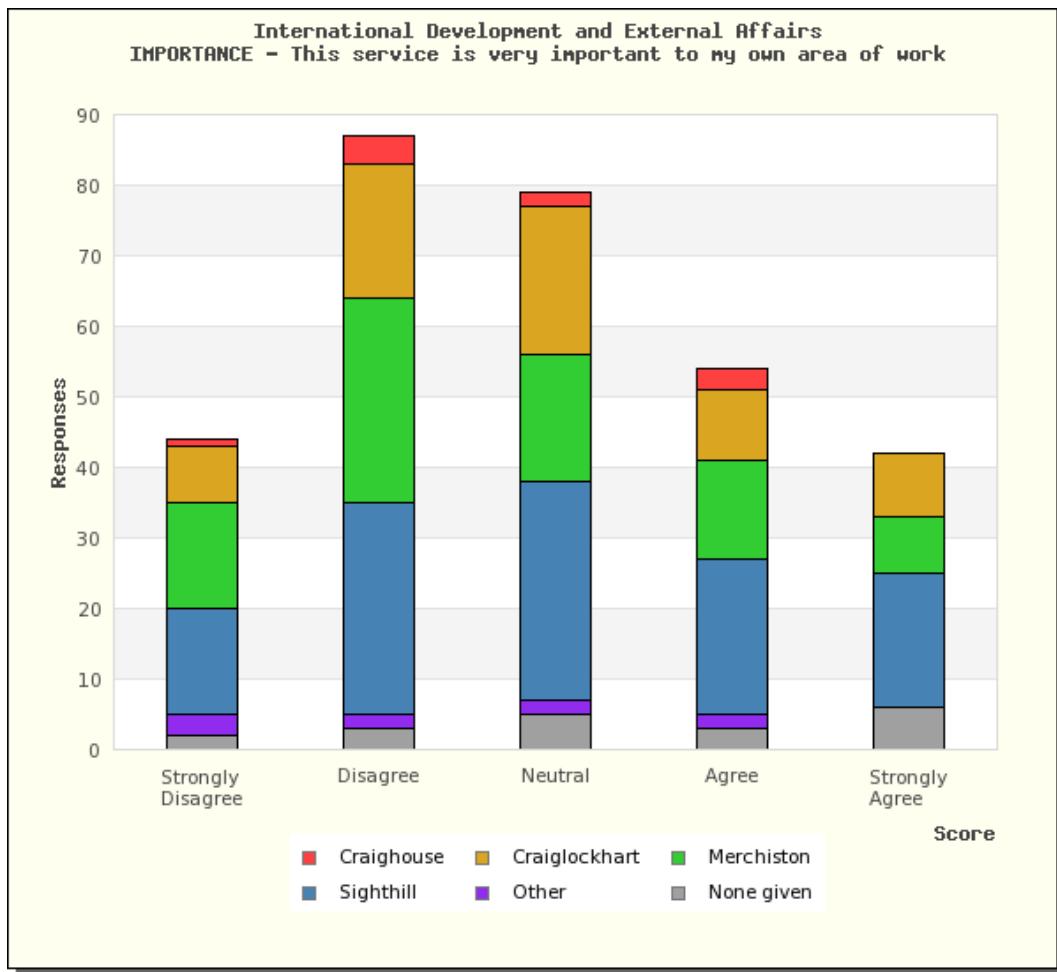
#### 7.1.1 Respondent breakdown

There were, on average, 270 responses to the questions in this section. Of these, 15 were members of International development and external affairs.

Campus	Role	count
Sighthill	Other	1
Sighthill	Professional / support staff	12
Sighthill	Senior managers forum	2
	Total	15

No anonymous respondents identified as members of this service.

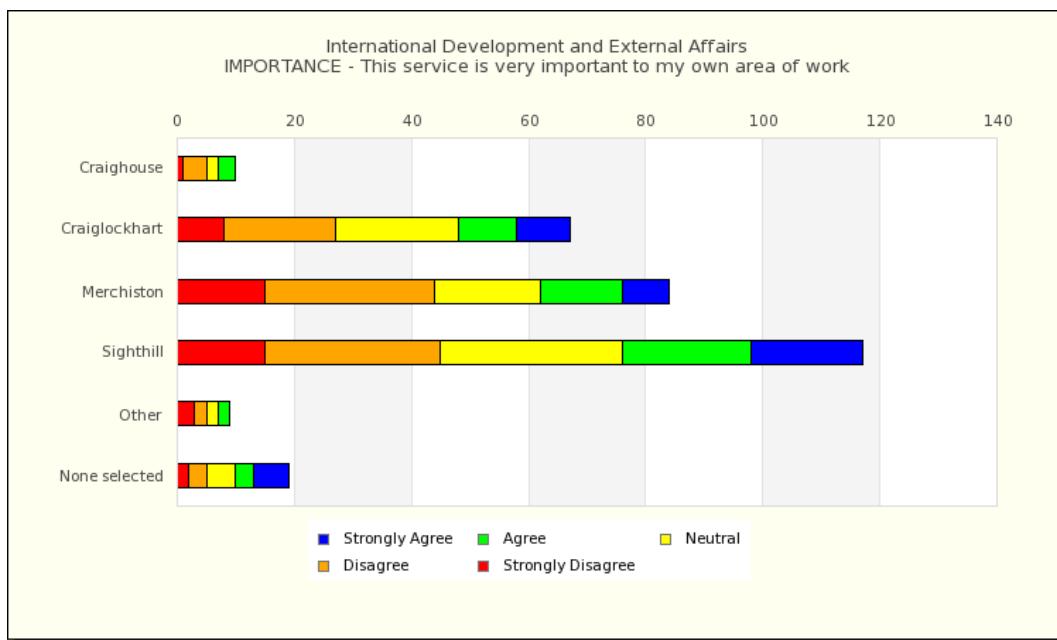
### 7.1.2 This service is very important to my own area of work



International Development and External Affairs This service is very important to my own area of work							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	67	84	117	9	19	306
Minimum	1	1	1	1	1	1	1
Maximum	4	5	5	5	4	5	5
Mean	2.70	2.90	2.65	3.00	2.33	3.42	2.88
Median	2.5	3	2	3	3	4	3
Mode	2	3	2	3	1	5	2
Range	3	4	4	4	3	4	4
Standard Deviation	1.06	1.21	1.23	1.27	1.22	1.39	1.26
Variance	1.12	1.46	1.51	1.62	1.50	1.92	1.58
Standard Error of the Mean	0.33	0.15	0.13	0.12	0.41	0.32	0.07

Unsurprisingly for a small and somewhat specialised service, many respondents do not agree that this service is important to them.

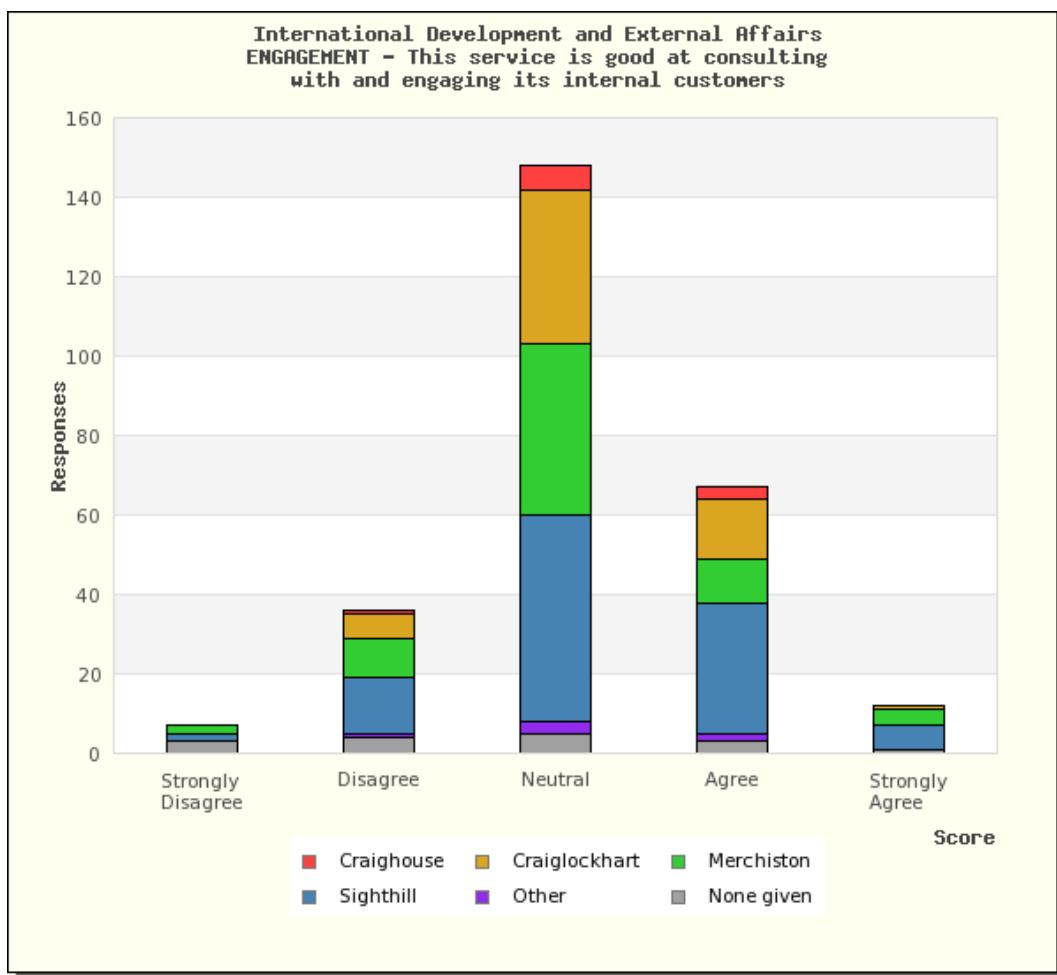
International Development and External Affairs						
This service is very important to my own area of work						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.50	-0.64	-0.37	-0.50	-0.09	-0.46
Craiglockhart		-0.29	-0.41	-0.18	-0.16	-0.45
Merchiston			-0.16	-0.41	<b>0.09</b>	-0.23
Sighthill				-0.06	-0.24	-0.31
Other Campus					<b>0.24</b>	-0.15
No Campus Selected						-0.08



It is interesting to note that about a third of the respondents with no campus strongly agree with the statement.

Returns by Campus						
International Development and External Affairs						
This service is very important to my own area of work						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	4	2	3	0	10
Craiglockhart	8	19	21	10	9	67
Merchiston	15	29	18	14	8	84
Sighthill	15	30	31	22	19	117
Other	3	2	2	2	0	9
None selected	2	3	5	3	6	19

### 7.1.3 This service is good at consulting with and engaging its internal customers

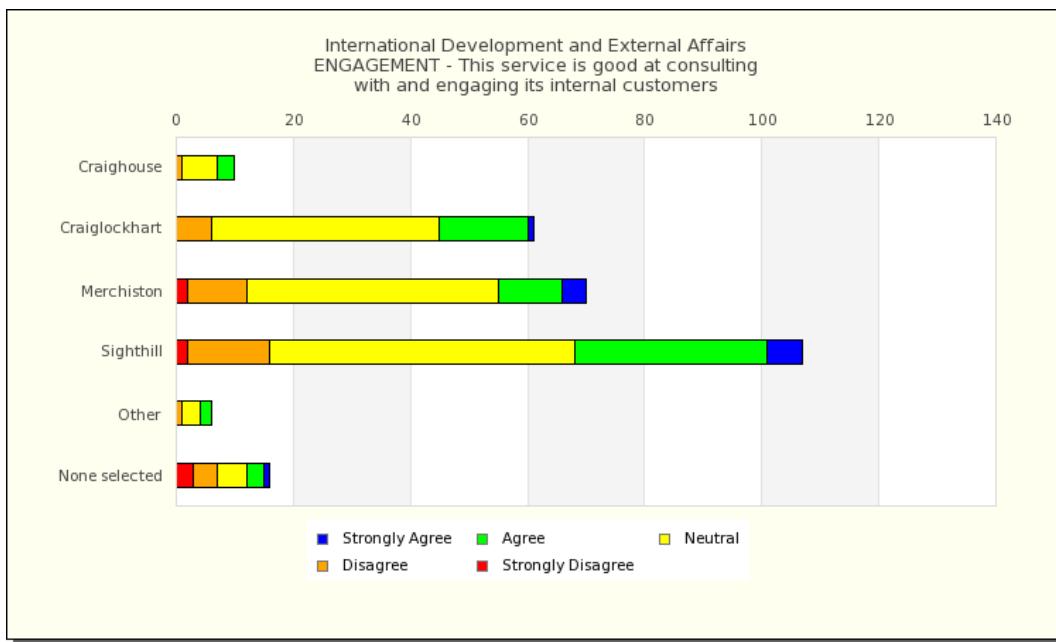


Although IDEA was not considered as important as the other services by many respondents, it still scores positively for engagement across all campuses, leaving only “No campus” with a (slight) negative score.

International Development and External Affairs This service is good at consulting with and engaging its internal customers							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	61	70	107	6	16	270
Minimum	2	2	1	1	2	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.20	3.18	3.07	3.25	3.17	2.69	3.15
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	2	3	4	4	2	4	4
Standard Deviation	0.63	0.62	0.80	0.83	0.75	1.20	0.80
Variance	0.40	0.38	0.65	0.68	0.57	1.43	0.64
Standard Error of the Mean	0.20	0.08	0.10	0.08	0.31	0.30	0.05

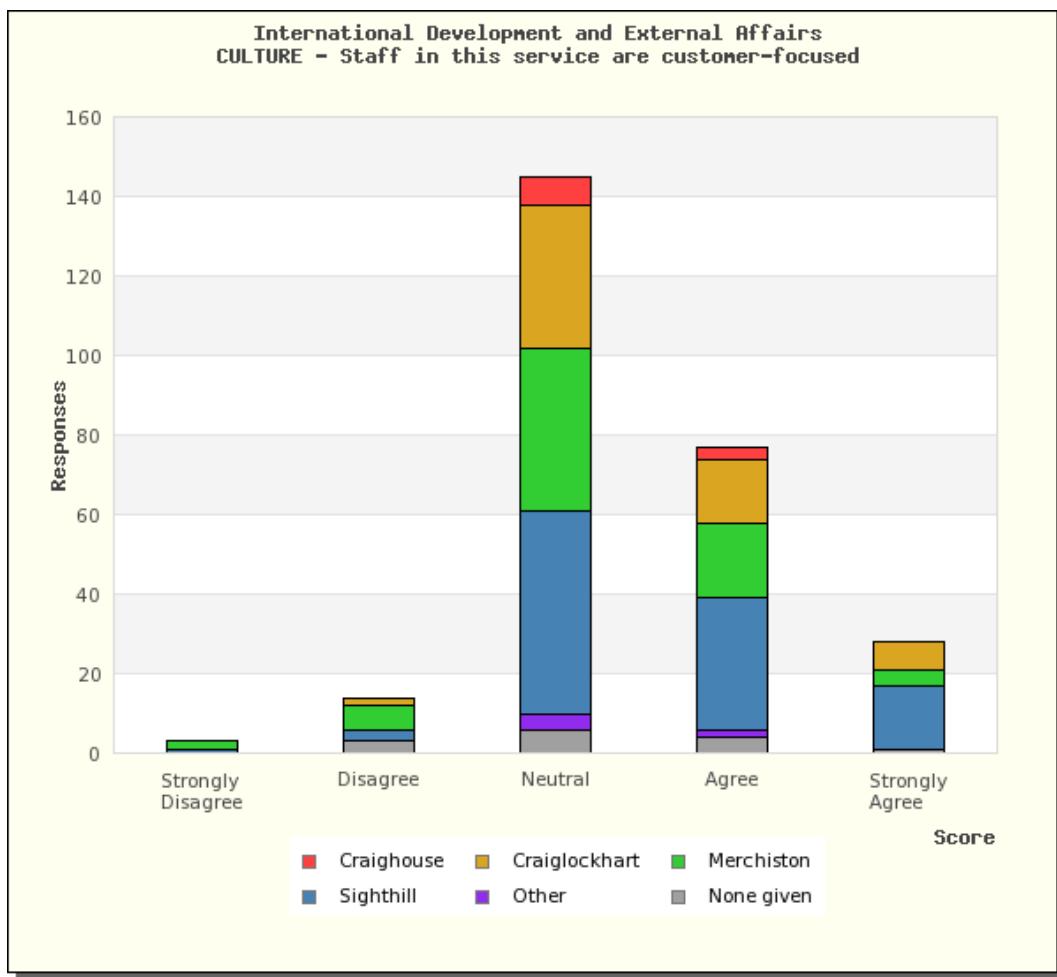
International Development and External Affairs						
This service is good at consulting with and engaging its internal customers						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.51	-0.42	-0.48	-0.68	-0.19	-0.45
Craiglockhart		-0.31	-0.33	-0.61	-0.12	-0.33
Merchiston			-0.24	-0.54	-0.24	-0.30
Sighthill				-0.54	-0.05	-0.26
Other Campus					-0.30	-0.58
No Campus Selected						-0.13

The difference in scores between “No campus” and the rest is not, however, significant.



Returns by Campus						
International Development and External Affairs						
This service is good at consulting with and engaging its internal customers						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	6	3	0	10
Craiglockhart	0	6	39	15	1	61
Merchiston	2	10	43	11	4	70
Sighthill	2	14	52	33	6	107
Other	0	1	3	2	0	6
None selected	3	4	5	3	1	16

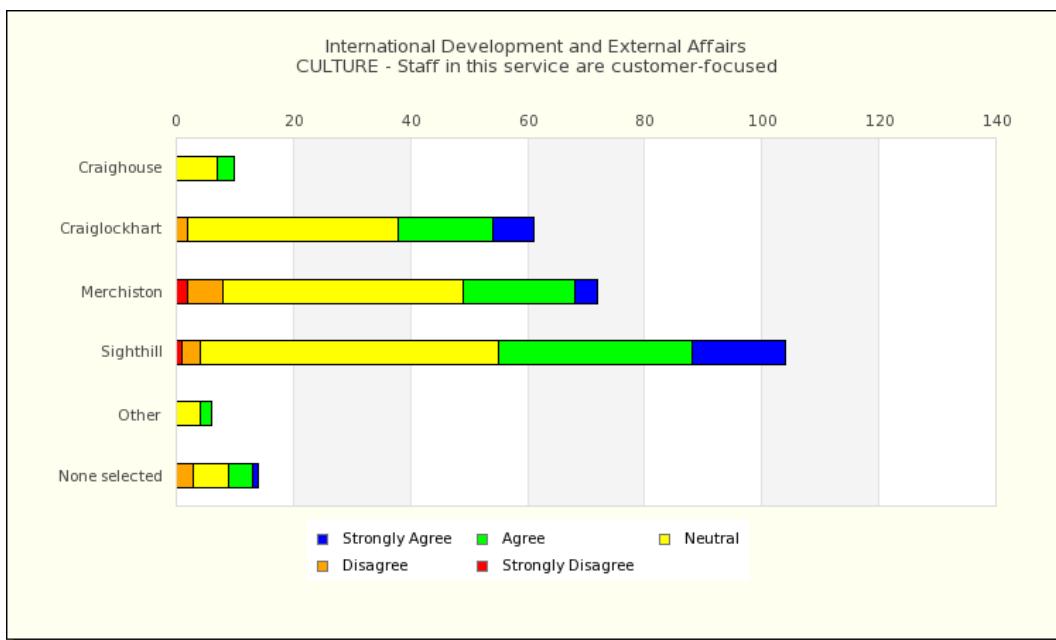
#### 7.1.4 Staff in this service are customer-focussed



Again, overall good scores for this across all campuses.

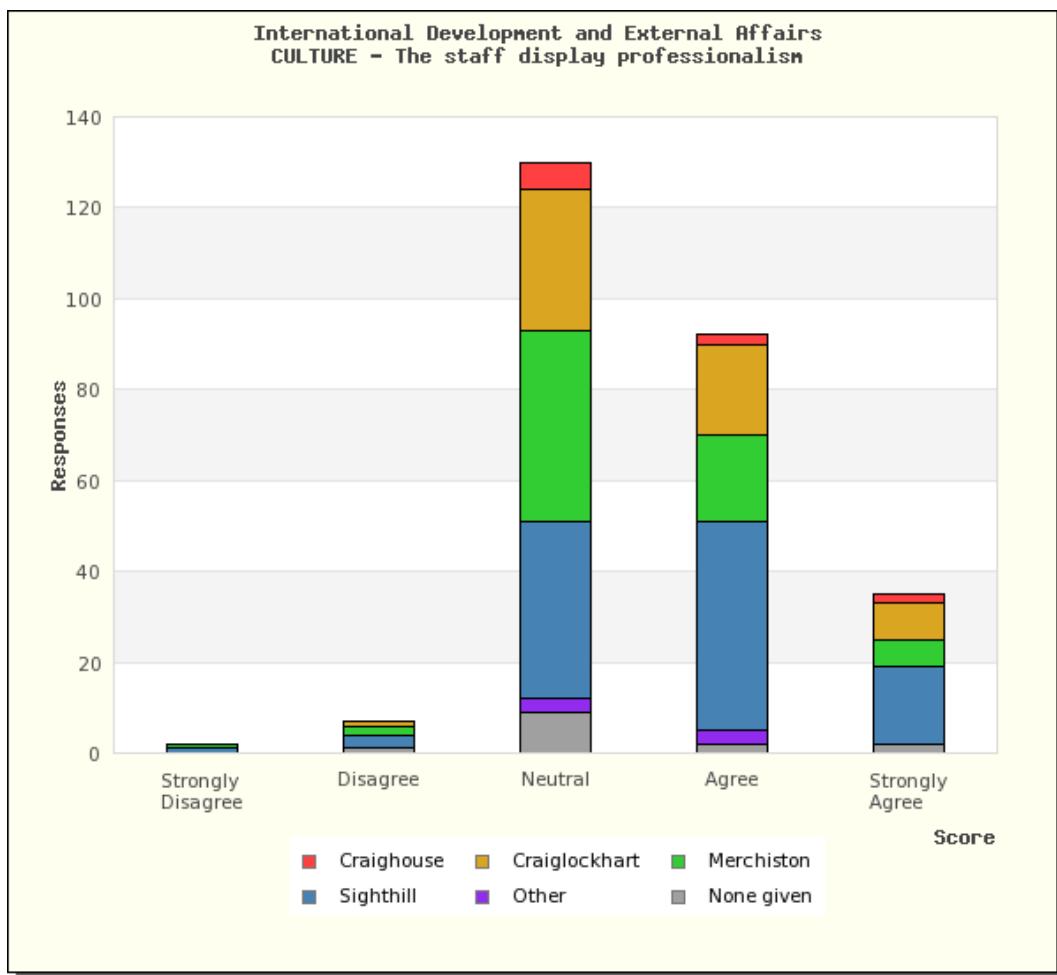
International Development and External Affairs Staff in this service are customer-focussed							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	61	72	104	6	14	267
Minimum	3	2	1	1	3	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.30	3.46	3.24	3.58	3.33	3.21	3.42
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	1	3	4	4	1	3	4
Standard Deviation	0.48	0.74	0.80	0.82	0.52	0.89	0.79
Variance	0.23	0.55	0.63	0.67	0.27	0.80	0.63
Standard Error of the Mean	0.15	0.10	0.09	0.08	0.21	0.24	0.05

International Development and External Affairs Staff in this service are customer-focussed						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.34	-0.43	-0.21	-0.57	-0.54	-0.33
Craiglockhart		-0.21	-0.30	-0.43	-0.33	-0.34
Merchiston			-0.08	-0.45	-0.55	-0.19
Sighthill				-0.30	-0.20	-0.21
Other Campus					-0.55	-0.42
No Campus Selected						-0.33



Returns by Campus						
International Development and External Affairs Staff in this service are customer-focussed						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	7	3	0	10
Craiglockhart	0	2	36	16	7	61
Merchiston	2	6	41	19	4	72
Sighthill	1	3	51	33	16	104
Other	0	0	4	2	0	6
None selected	0	3	6	4	1	14

### 7.1.5 The staff display professionalism

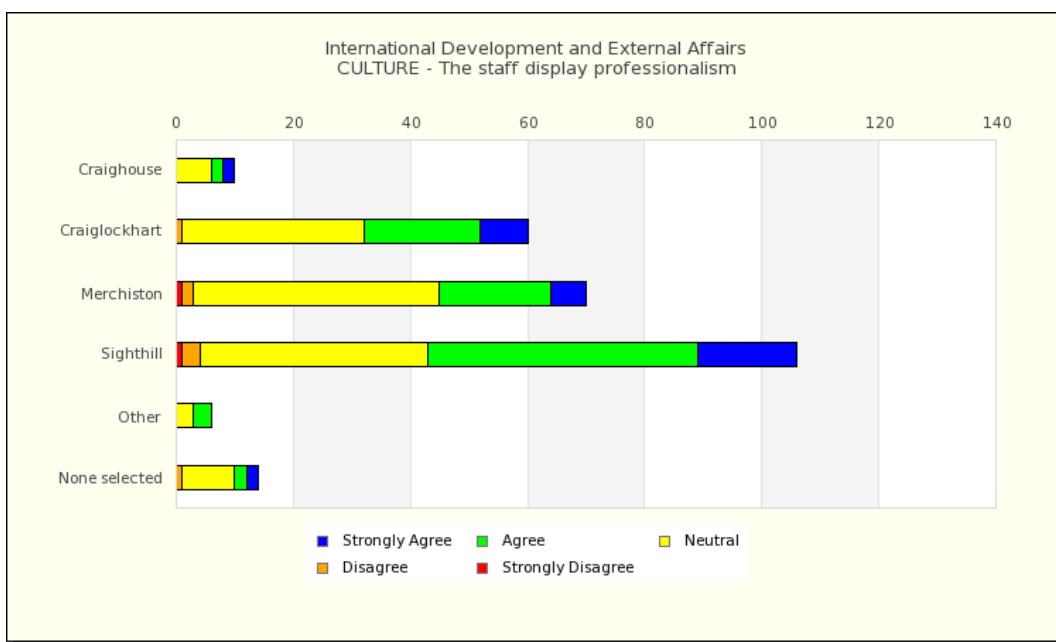


Once again, this service scores well for all campuses, but highest at Sighthill (this is unlikely to be due to service members based there, as there are only fifteen out of more than a hundred respondents).

International Development and External Affairs The staff display professionalism							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	60	70	106	6	14	266
Minimum	3	2	1	1	3	2	1
Maximum	5	5	5	5	4	5	5
Mean	3.60	3.58	3.39	3.71	3.50	3.36	3.57
Median	3	3	3	4	3.5	3	3
Mode	3	3	3	4	4	3	3
Range	2	3	4	4	1	3	4
Standard Deviation	0.84	0.74	0.75	0.80	0.55	0.84	0.78
Variance	0.71	0.55	0.56	0.65	0.30	0.71	0.61
Standard Error of the Mean	0.27	0.10	0.09	0.08	0.22	0.23	0.05

International Development and External Affairs The staff display professionalism						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.59	-0.38	-0.48	-0.60	-0.46	-0.53
Craiglockhart		-0.23	-0.29	-0.48	-0.34	-0.36
Merchiston			-0.09	-0.45	-0.53	-0.19
Sighthill				-0.34	-0.20	-0.22
Other Campus					-0.53	-0.45
No Campus Selected						-0.31

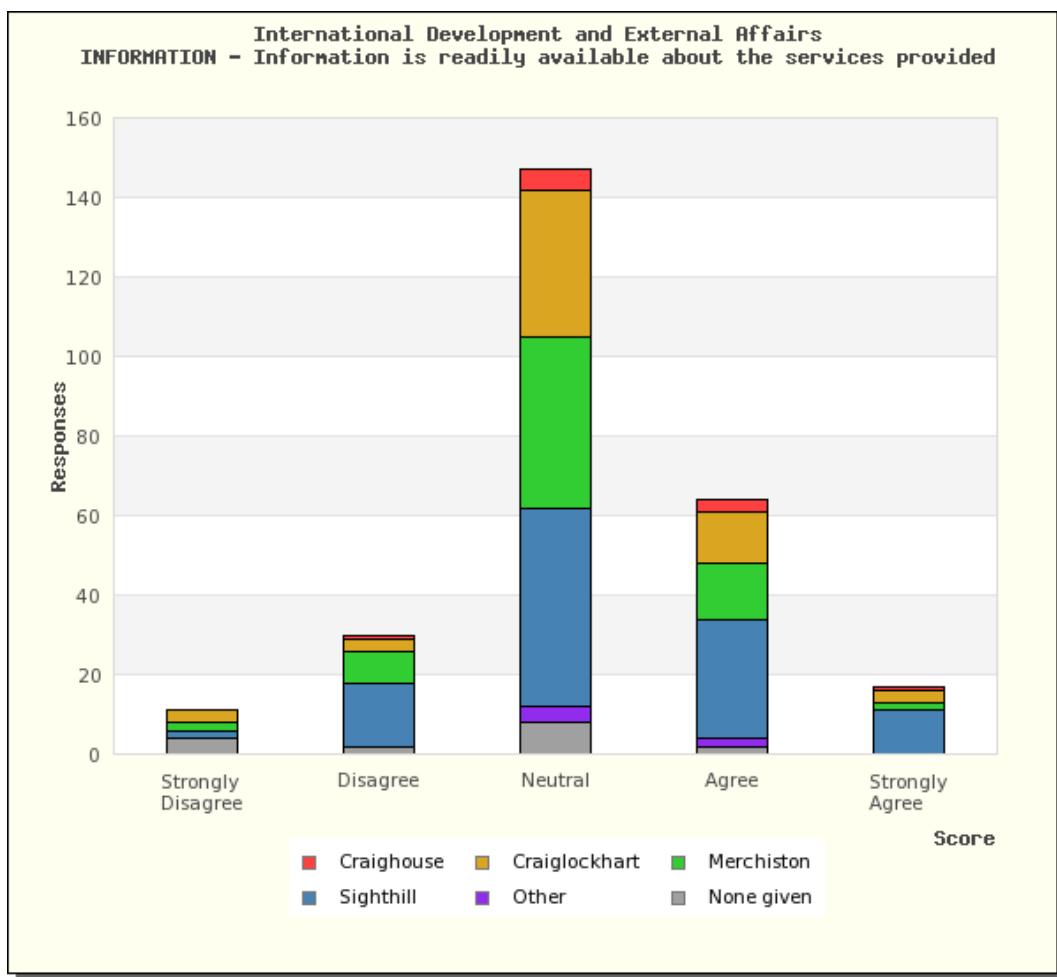
The t-test values also indicate that there is no real difference between the scores for each campus.



On checking, it appears that one of the respondents who scored this service as “strongly disagree” throughout had missed the instruction to leave no score if they didn’t use the service.

Returns by Campus International Development and External Affairs The staff display professionalism						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	6	2	2	10
Craiglockhart	0	1	31	20	8	60
Merchiston	1	2	42	19	6	70
Sighthill	1	3	39	46	17	106
Other	0	0	3	3	0	6
None selected	0	1	9	2	2	14

### 7.1.6 Information is readily available about the services provided

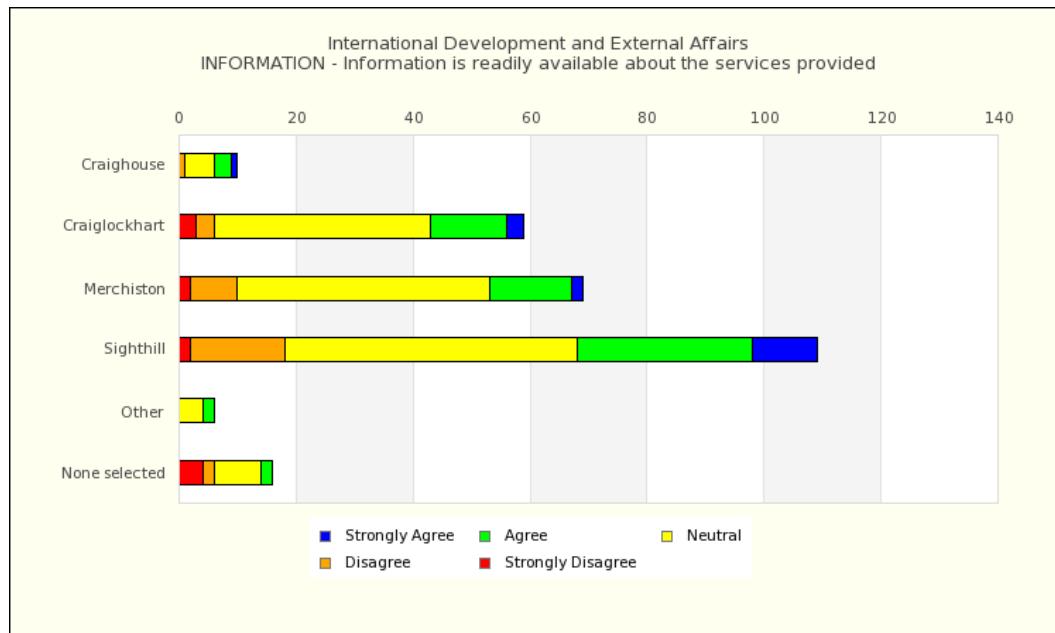


The scores here are only slightly weighted towards the positive, and lack of knowledge of this service is, to an extent, borne out by some of the comments later in the chapter. Once again, though, it appears that respondents with “No campus” are less likely to consider they have information about a service.

International Development and External Affairs Information is readily available about the services provided							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	59	69	109	6	16	269
Minimum	2	1	1	1	3	1	1
Maximum	5	5	5	5	4	4	5
Mean	3.40	3.17	3.09	3.29	3.33	2.50	3.17
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	3	4	4	4	1	3	4
Standard Deviation	0.84	0.81	0.74	0.91	0.52	1.03	0.86
Variance	0.71	0.66	0.55	0.82	0.27	1.07	0.74
Standard Error of the Mean	0.27	0.11	0.09	0.09	0.21	0.26	0.05

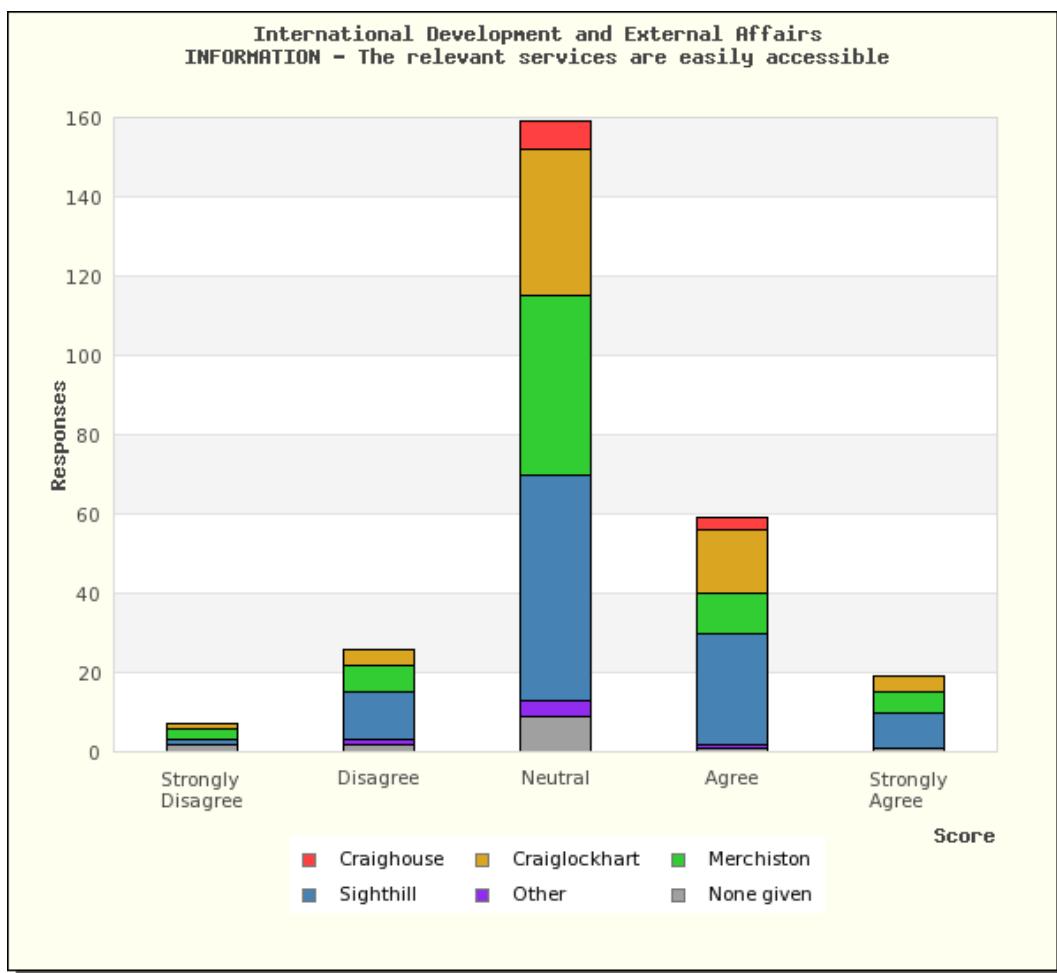
Looking at the t-test values, there is a measurable distinction between the values for respondents with a particular campus and those with none.

Significantly different if positive	International Development and External Affairs Information is readily available about the services provided					
	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.38	-0.28	-0.49	-0.62	<b>0.18</b>	-0.34
Craiglockhart		-0.36	-0.31	-0.40	<b>0.07</b>	-0.40
Merchiston			-0.21	-0.30	-0.00	-0.29
Sighthill				-0.51	<b>0.21</b>	-0.25
Other Campus					<b>0.15</b>	-0.35
No Campus Selected						<b>0.11</b>



Campus	Returns by Campus					Total
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Craighouse	0	1	5	3	1	10
Craiglockhart	3	3	37	13	3	59
Merchiston	2	8	43	14	2	69
Sighthill	2	16	50	30	11	109
Other	0	0	4	2	0	6
None selected	4	2	8	2	0	16

### 7.1.7 The relevant services are easily accessible

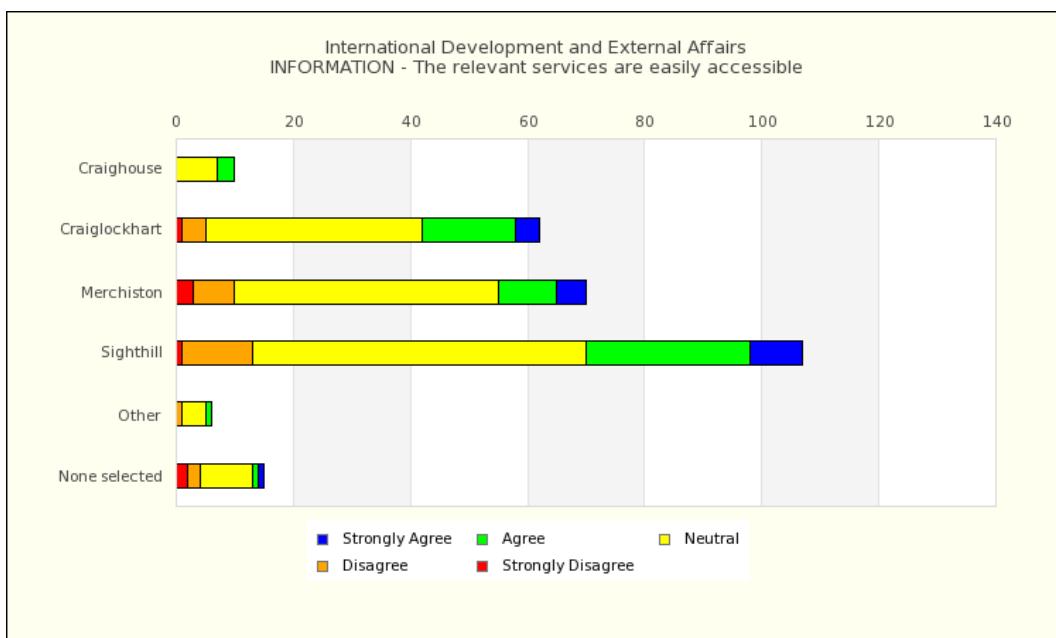


The scores here are still only slightly positive. This time, though, respondents who selected no campus are fractionally more likely to agree with the statement.

Statistic	International Development and External Affairs The relevant services are easily accessible						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	62	70	107	6	15	270
Minimum	3	1	1	1	2	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.30	3.29	3.10	3.30	3.00	2.80	3.21
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	1	4	4	4	2	4	4
Standard Deviation	0.48	0.76	0.84	0.82	0.63	1.01	0.81
Variance	0.23	0.57	0.70	0.66	0.40	1.03	0.66
Standard Error of the Mean	0.15	0.10	0.10	0.08	0.26	0.26	0.05

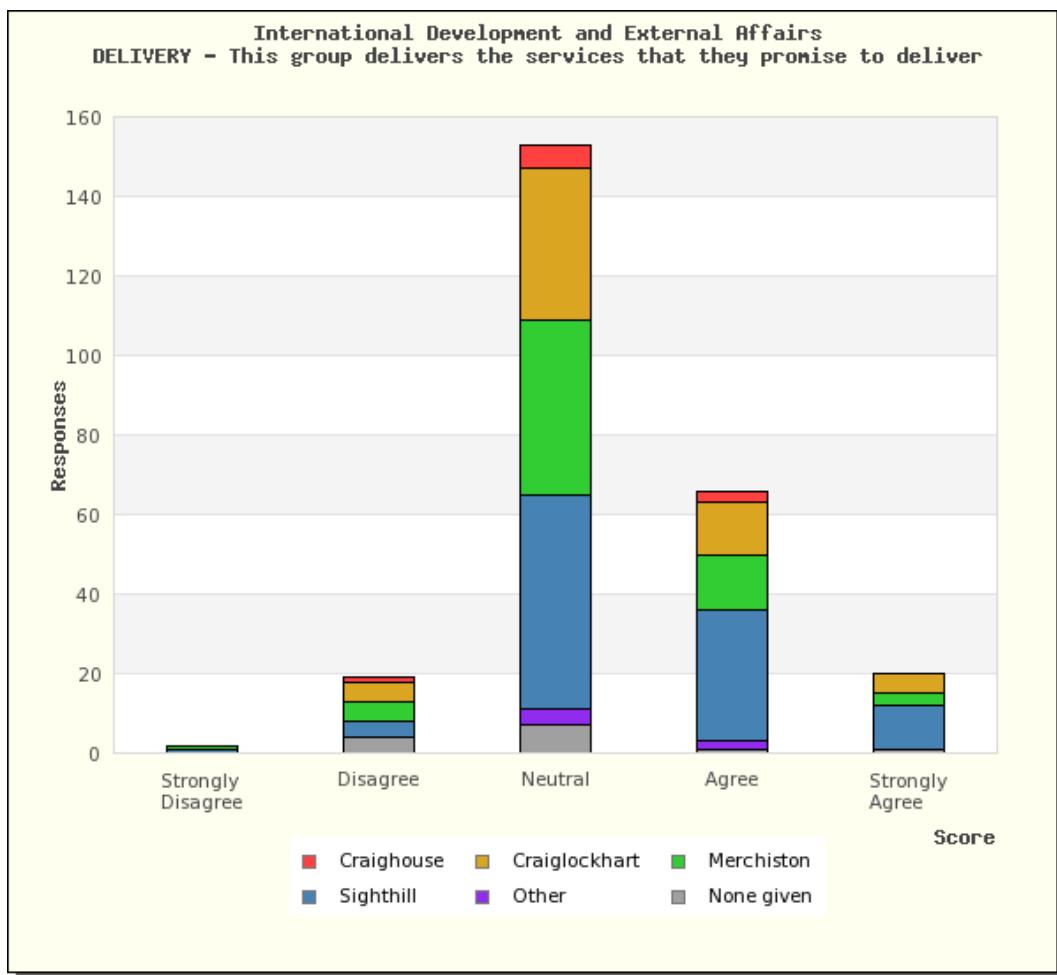
International Development and External Affairs The relevant services are easily accessible						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.49	-0.30	-0.48	-0.34	-0.14	-0.36
Craiglockhart		-0.25	-0.41	-0.30	-0.11	-0.30
Merchiston			-0.22	-0.50	-0.30	-0.28
Sighthill				-0.28	-0.08	-0.27
Other Campus					-0.52	-0.34
No Campus Selected						-0.15

Again, there is no real difference between the campuses.



Returns by Campus						
International Development and External Affairs						
The relevant services are easily accessible						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	7	3	0	10
Craiglockhart	1	4	37	16	4	62
Merchiston	3	7	45	10	5	70
Sighthill	1	12	57	28	9	107
Other	0	1	4	1	0	6
None selected	2	2	9	1	1	15

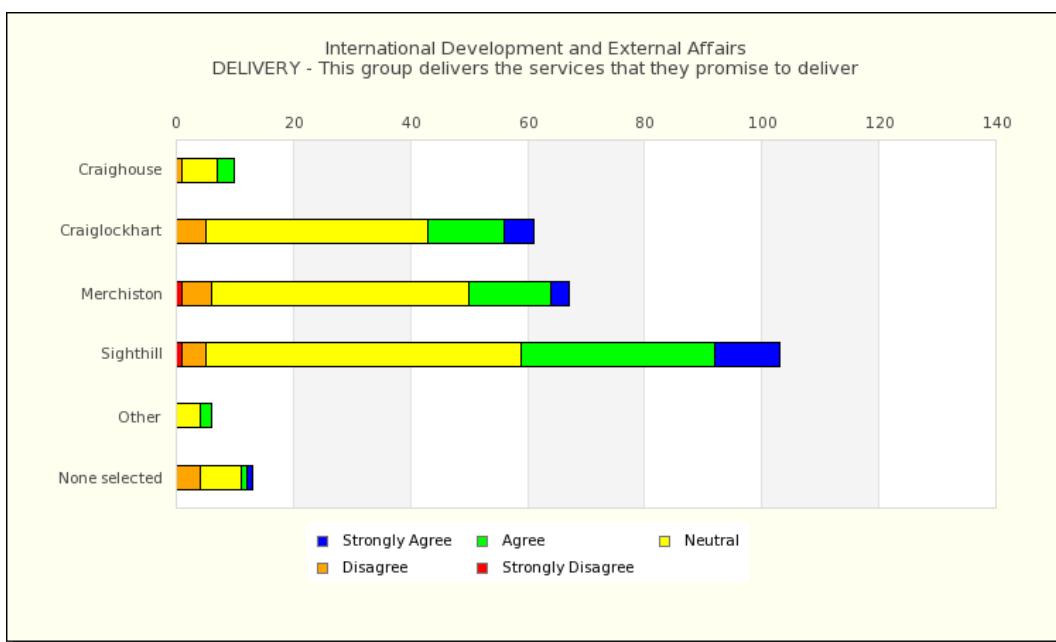
### 7.1.8 This group delivers the services that they promise to deliver



The scores here are low, but on the positive side. This could be because only a small percentage of the respondents use the service.

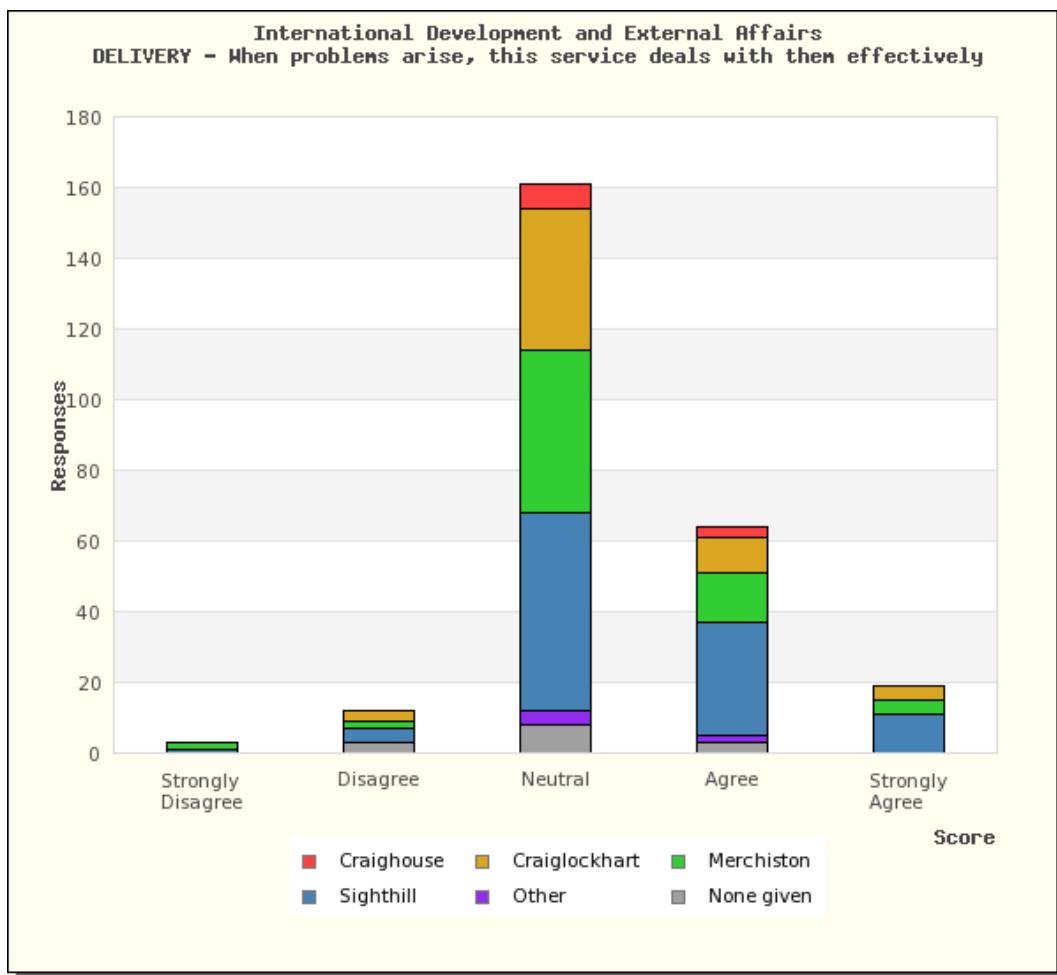
International Development and External Affairs This group delivers the services that they promise to deliver							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	61	67	103	6	13	260
Minimum	2	2	1	1	3	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.20	3.30	3.19	3.48	3.33	2.92	3.32
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	2	3	4	4	1	3	4
Standard Deviation	0.63	0.74	0.70	0.78	0.52	0.86	0.75
Variance	0.40	0.54	0.49	0.60	0.27	0.74	0.57
Standard Error of the Mean	0.20	0.09	0.09	0.08	0.21	0.24	0.05

International Development and External Affairs						
	This group delivers the services that they promise to deliver					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.45	-0.53	-0.25	-0.51	-0.39	-0.38
Craiglockhart		-0.32	-0.23	-0.51	-0.21	-0.35
Merchiston			-0.12	-0.41	-0.30	-0.24
Sighthill				-0.39	-0.01	-0.19
Other Campus					-0.26	-0.49
No Campus Selected						-0.14



Returns by Campus						
International Development and External Affairs						
	This group delivers the services that they promise to deliver					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	6	3	0	10
Craiglockhart	0	5	38	13	5	61
Merchiston	1	5	44	14	3	67
Sighthill	1	4	54	33	11	103
Other	0	0	4	2	0	6
None selected	0	4	7	1	1	13

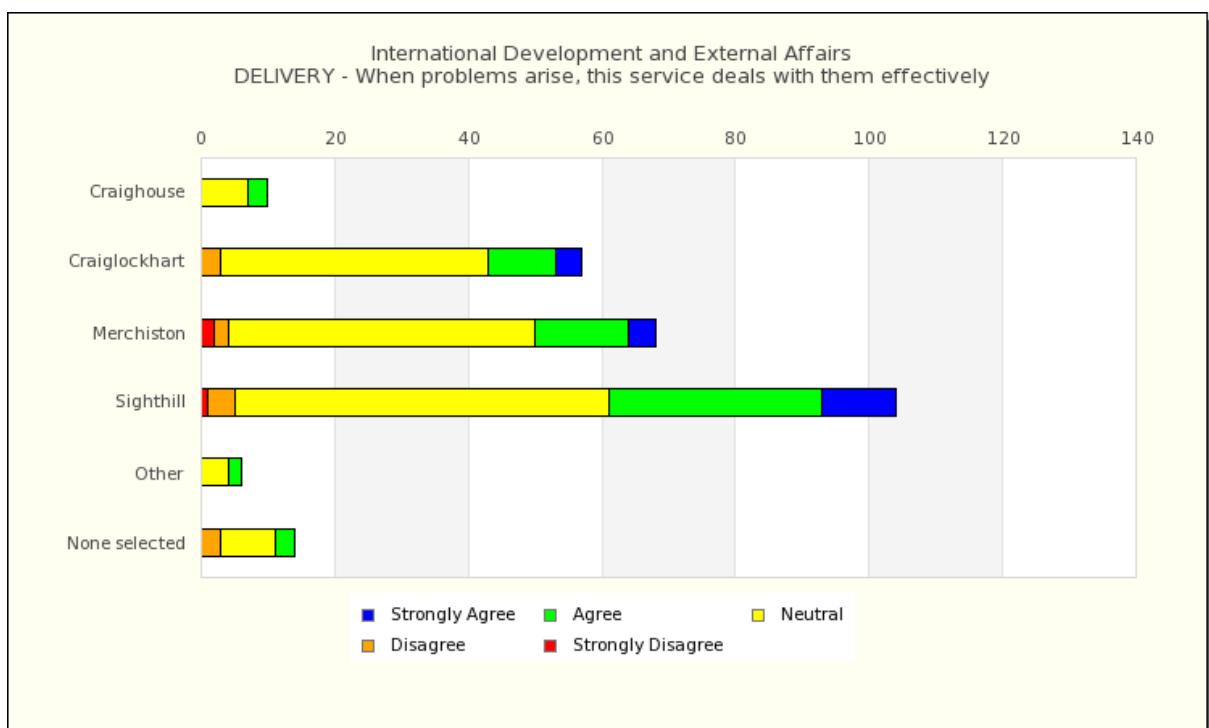
### 7.1.9 When problems arise, this service deals with them effectively



Another slightly positive set of scores. It may have been better, perhaps, to provide a more obvious opt-out so that respondents did not feel obliged to score services they don't use.

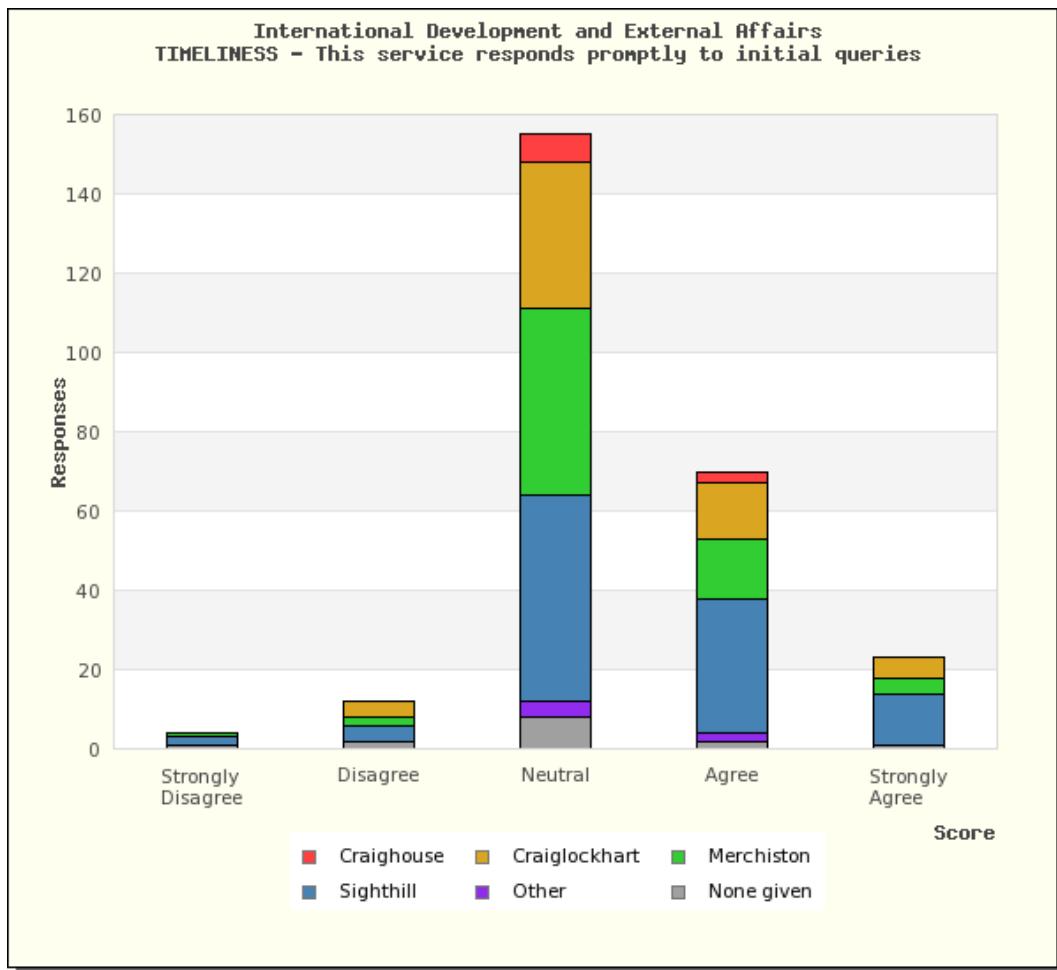
Statistic	International Development and External Affairs When problems arise, this service deals with them effectively						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	57	68	104	6	14	259
Minimum	3	2	1	1	3	2	1
Maximum	4	5	5	5	4	4	5
Mean	3.30	3.26	3.24	3.46	3.33	3.00	3.32
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	1	3	4	4	1	2	4
Standard Deviation	0.48	0.67	0.74	0.77	0.52	0.68	0.73
Variance	0.23	0.45	0.54	0.60	0.27	0.46	0.53
Standard Error of the Mean	0.15	0.09	0.09	0.08	0.21	0.18	0.05

International Development and External Affairs When problems arise, this service deals with them effectively						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.45	-0.43	-0.32	-0.57	-0.28	-0.42
Craiglockhart		-0.39	-0.21	-0.48	-0.26	-0.30
Merchiston			-0.18	-0.45	-0.29	-0.28
Sighthill				-0.41	-0.05	-0.21
Other Campus					-0.29	-0.50
No Campus Selected						-0.15



Returns by Campus International Development and External Affairs When problems arise, this service deals with them effectively						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	7	3	0	10
Craiglockhart	0	3	40	10	4	57
Merchiston	2	2	46	14	4	68
Sighthill	1	4	56	32	11	104
Other	0	0	4	2	0	6
None selected	0	3	8	3	0	14

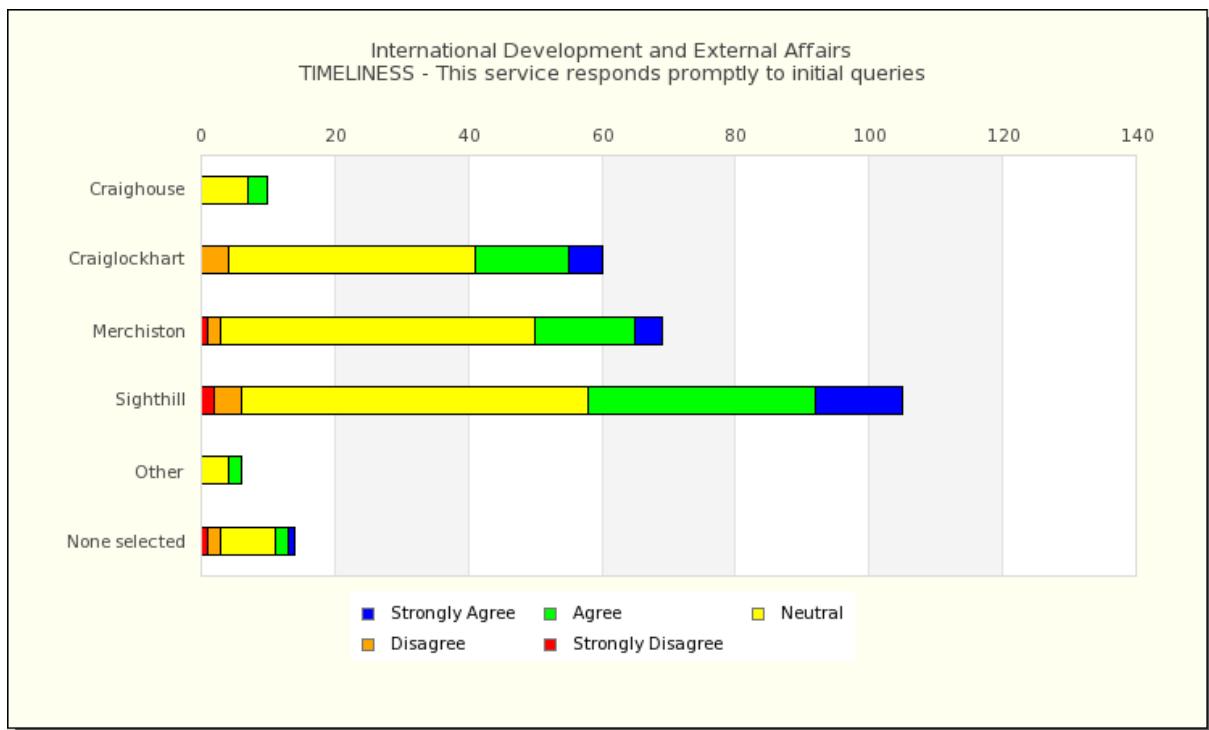
### 7.1.10 This service responds promptly to initial queries



As before, we have a set of scores that would appear more positive without the large number of neutral responses.

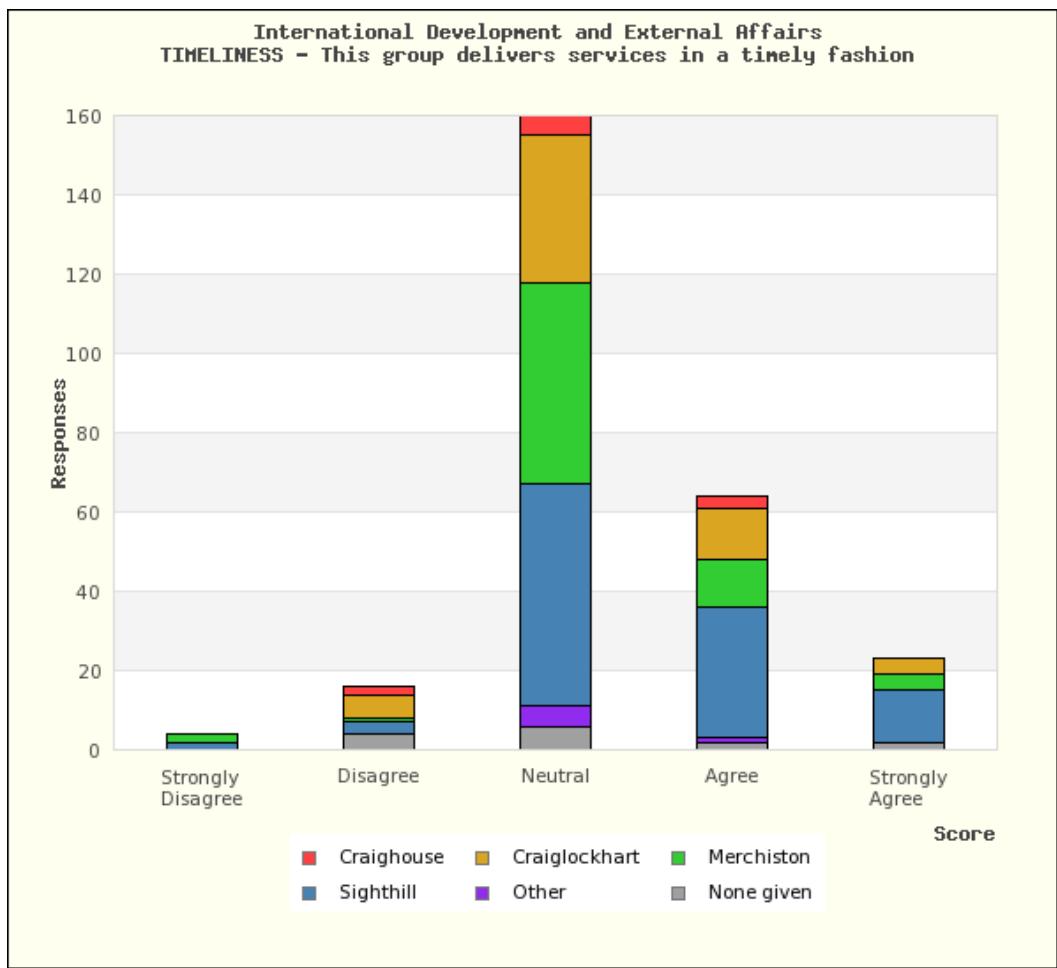
International Development and External Affairs This service responds promptly to initial queries							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	60	69	105	6	14	264
Minimum	3	2	1	1	3	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.30	3.33	3.28	3.50	3.33	3.00	3.36
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	1	3	4	4	1	4	4
Standard Deviation	0.48	0.73	0.68	0.83	0.52	0.96	0.77
Variance	0.23	0.53	0.47	0.69	0.27	0.92	0.59
Standard Error of the Mean	0.15	0.09	0.08	0.08	0.21	0.26	0.05

International Development and External Affairs This service responds promptly to initial queries						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.46	-0.46	-0.29	-0.57	-0.34	-0.38
Craiglockhart		-0.36	-0.26	-0.55	-0.26	-0.35
Merchiston			-0.18	-0.48	-0.31	-0.27
Sighthill				-0.38	-0.09	-0.23
Other Campus					-0.35	-0.48
No Campus Selected						-0.19



Returns by Campus						
International Development and External Affairs						
This service responds promptly to initial queries						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	7	3	0	10
Craiglockhart	0	4	37	14	5	60
Merchiston	1	2	47	15	4	69
Sighthill	2	4	52	34	13	105
Other	0	0	4	2	0	6
None selected	1	2	8	2	1	14

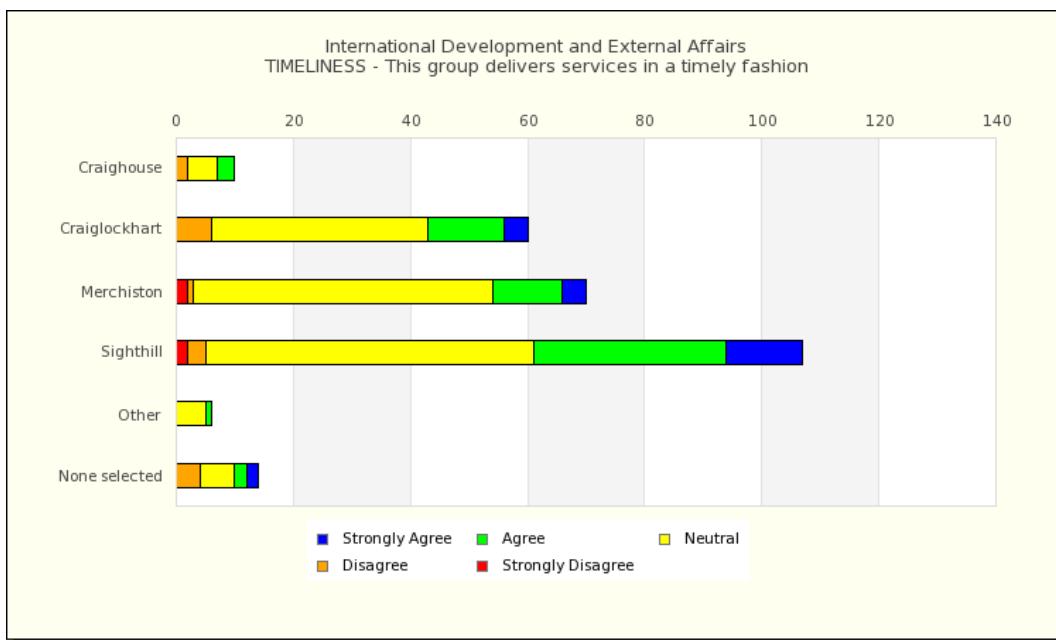
### 7.1.11 This group delivers services in a timely fashion



The result here would seem to indicate that a small number of respondents think highly of IDEA's timely service delivery, but many of the others have no strong opinion either way.

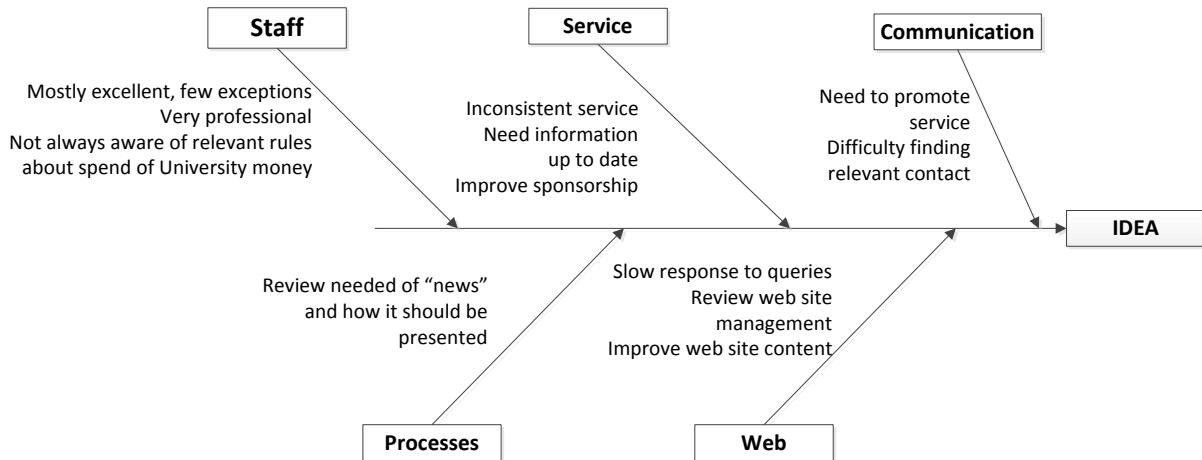
International Development and External Affairs This group delivers services in a timely fashion							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	60	70	107	6	14	267
Minimum	2	2	1	1	3	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.10	3.25	3.21	3.49	3.17	3.14	3.32
Median	3	3	3	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	2	3	4	4	1	3	4
Standard Deviation	0.74	0.73	0.70	0.82	0.41	1.03	0.78
Variance	0.54	0.53	0.49	0.67	0.17	1.05	0.60
Standard Error of the Mean	0.23	0.09	0.08	0.08	0.17	0.27	0.05

International Development and External Affairs This group delivers services in a timely fashion						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.42	-0.45	-0.17	-0.57	-0.67	-0.31
Craiglockhart		-0.39	-0.18	-0.43	-0.50	-0.30
Merchiston			-0.13	-0.45	-0.53	-0.25
Sighthill				-0.18	-0.25	-0.19
Other Campus					-0.64	-0.31
No Campus Selected						-0.39



Returns by Campus						
International Development and External Affairs						
This group delivers services in a timely fashion						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	2	5	3	0	10
Craiglockhart	0	6	37	13	4	60
Merchiston	2	1	51	12	4	70
Sighthill	2	3	56	33	13	107
Other	0	0	5	1	0	6
None selected	0	4	6	2	2	14

## 7.2 Additional comments



### 7.2.1 Summary of points raised

#### General

- International Development needs improvement
- Review needed of "news" and how it should be presented
- Decline of numbers of international students on campus

#### Communication

- Awareness of service offered very low
- Can be difficult to find relevant contact, so clarification of staff and roles would be helpful

#### Response

- Response variable according to staff and department

#### Service

- Difference in service levels between teams
- Service mostly positive, but can be difficult to keep up with relevant contacts
- Need to improve sponsorship

#### Staff

- Staff mostly excellent, though a very small minority may appear impolite
- Staff do not seem to be always aware of the relevant rules regarding spend of University money
- Staff very professional

#### Web site / intranet

- Response to requests or queries can be slow
- Lack of customer focus in dealing with web site content
- Review needed of web site management

## 7.2.2 Responses by campus

### *Craighouse*

There are seven comments from Craighouse. Two are about the service's staff: the first names a specific person. "Claire in the International office has done wonders for us!" The second is more general: "Response times and effectiveness vary between staff - some are excellent so difficult to score".

The remaining comments are from people who have little or no experience of this service. Three respondents write that they have no contact of this service and the responses are "Not a service I use or come into contact with", "Don't know anything about them" and "I don't engage with this service so difficult to comment". Two respondents admit to a minimal amount of contact with this service, but not enough to make a meaningful comment. The responses are "not much contact with this department" and "Not really much contact with this department".

### *Craiglockhart*

There are eighteen responses in this section from respondents based at Craiglockhart.

#### Staff

There are two responses in this section about the staff, both of which praise the particular members of staff. The first response is "The ladies in the international office at Craiglockhart (Marian, Margaret and Nicola in particular) are excellent, cheerful, helpful and always approachable". The second response is "I have had limited experience of dealing with people from this area, but I would single out Patrick McFall for always being on the ball and Xiao Jun Cui as being particularly kind and thoughtful in dealing with foreign students - acting way beyond the call of duty to help them".

#### Service

There are four responses about the service provided by staff in this department, and they are all positive. The first response is "I work with IDEA on matters involving the War Poets Collection and have always had great support and friendly advice. Thanks".

One respondent observes: "The department still feels like an amalgam of rather different areas brought together with no obvious common purpose. I recognise this isn't the fault of those in the department".

Two respondents have only had limited experience with this department. One writes "I have only had one dealing with IDEA but that experience was very positive". The other writes "I have had little contact with staff in IDEA other than requesting corporate gifts and handling development funds available to ENBS. On these occasions staff had acted promptly".

#### Visibility

Two respondents write that they have no idea or very little idea of the role and scope of this service. The responses are: "It is unclear exactly what services this group deliver" and "I don't really know what they do or how they impact on my area of work".

Five respondents write that they have very little interaction with the department. The responses are "This covers Marketing, Brand & Communications and I have responded in relation to my dealings with that group - I know very little about how the 'Development' side of things work and it has little to do with my role", "Don't have much to do with this dept" and "I have not had much dealings with this department so cannot really make much comment on how they respond to enquiries etc. I am sure they are as efficient as most of the departments at Napier". The other responses are "Again, not sure how much I have dealt with this area in my day to day" and "I don't have much to do with this area, so don't have much to comment on".

## Neutral response

There are five responses from people who write that they have nothing to do with this department: "None", "I have no idea what this department does", "I don't really deal with this department, so I am unable to give a proper response", "neither agree nor disagree as have not come into contact with this dept." and "I don't work with this team".

## Merchiston

There are twenty four responses in this section from respondents who are based at Merchiston.

### Service

There are four general responses. The first response is "International development is less than what can be offered within academic units (e.g. institutes). Much of what is offered in this respect is ill-informed, naive and culturally embarrassing. News doesn't count as news unless there is a £ sign associated with it".

The second response is "I think it is unclear how we are responding to the decline in international students studying on campus and it is unclear where this lies on the priority list now".

The third response is "However, sponsorship has been disappointing. We know times are hard, but we got nothing for the degree show this year, having lost the ARUP sponsorship, at the same time even individual programmes at ECA managed to get their own sponsorship. My wife works in fundraising, and is astonished that we don't get more for external events, especially the degree show".

Another slightly mixed response, which combines a neutral and positive attitude, is "It's a new department, so difficult to say. The various bits I have dealt with have been very good on the whole, but I am neutral on exactly what services it really should provide".

There are six more specific responses.

Respondents who give positive answers have mostly given examples of the team or section which provides good service for them. One respondent writes "Generally really great service. We enjoy good support. ... Alumni office is good; international office is very helpful", while another writes: "Again, this was difficult to score because of differences in service levels between the various teams. I get really excellent service from the Development team and from Alumni / Events".

A third response states "My experience relates to the Brand / Marketing and the International Recruitment elements. I have always had a positive working relationship with these teams and worked well with individuals on various projects and support for our activities".

The fourth response is slightly mixed, but does express satisfaction with one particular section: "Depends on which department working with. I found the marketing and design department very helpful".

There are, however, two negative responses about this service. The first is "Portions of this service should have some impact on my work as I manage European Commission computing projects, promoting Napier's expertise internationally, but no contact with them. The only interaction was the massive delays caused by the "business card police" when we wanted to include an additional EC and project logo on a business card, resulting in printing not ready on time and a lost opportunity for promotion at an international event".

The second negative response is "However, service levels from the Digital team are generally poor and this really impacts on our ability to provide good service to our students".

### Staff

There are two comments about staff in this service. One is particularly positive and identifies specific staff members for praise: "Comms team (Leanne and Patrick) are excellent at supporting my area".

The other response is less positive and is “International have been reconstituting themselves over the last few months and it has been difficult to know who deals with what”.

#### Web site / intranet

There are three responses about the web site, which are not entirely positive. The first is “Recently we have been given permission to manage aspects of the portal and the external website, and this has made a big difference, but anytime, we have to work with the digital team, it inevitably leads to delays and frustration”.

The second response is “However, the management of the Internet and the ability to get the correct messages displayed is a constant battle and one where unfortunately there has been a lack of customer focus (internal and external)”.

The last response is about (lack of) communication: “the web team difficult to get any response from due to not enough staff”.

#### Neutral response

Seventeen respondents indicated that they had little or no contact or interaction with this service.

One respondent has only had experience of one particular part of this service: “The only area with which I have significant contact is the Digital & Web Team”.

Of the rest, five had no contact with the service: “have no experience with this department”, “I have had no contact with this function”, “I have no involvement with this service and so am unable to comment” and “I have had no contact with these departments, so I'm unsure”. One respondent simply answers that the questions are “Not Applicable”.

Eleven respondents had minimal contact: “Have had little contact with staff in this area and not aware of specifics of what they do so unfortunately unable to provide definitive feedback”, “Not really had dealings with this service dept, so difficult to answer”, “I don't think I've ever had occasion to deal with them, so my responses are rather neutral”, “I do not have interactions with this Dept”, “I have never had the need to look at his page so cannot answer”, “I rarely deal with this service directly”, “I am not overly familiar with the services offered by this department”, “I don't work with them very often so I don't feel qualified to respond to the questions”, “None really as I don't have much interaction with this area”, “I don't feel able to comment on many aspects of this service” and “I have had almost no dealings with this service in the past year, so cannot comment on most aspects”.

#### Sighthill

There are thirty two responses in this section from respondents who are based at the Sighthill campus.

#### General

Four respondents commented on the survey itself. Three missed the option to leave questions unanswered. One response was “Perhaps for most of these Likert scale questions there should have been a 'don't use' or 'not applicable' because if you don't use the service it is difficult to give it a score”. The second response was “Again I have clicked 3 because there was no 'NA' option (rather poor survey design!) On the whole I don't know what this service does. I am involved quite heavily in 'international development' through my research but I don't think you mean the usual interpretation of this term?” Similarly, another respondent: “I have chosen strongly disagree as I did not have the choice of DON'T KNOW which would be more accurate. I have no idea what this service does other than the clue in their name. I would not know how to locate information. Invisible?”

The last response was “Some questions are very general (throughout survey): Would you like to know how they engage with me or with 'internal customers' in general? These are two different things”.

## Service

There are eight responses about the service on offer from this department, of which two are overwhelmingly positive and which identify particular parts of the service with which the respondents are best pleased.

The first response is "This is an example of a department that is run efficiently and effectively, especially in the area of event management". The second response is that there is "Some excellent provision, particularly Marketing, Brand and Communications, but not always clear what other bits offer - though individual staff are professional and approachable" and the third comment is "Courses offered are well advertised and interesting, and great it is all available".

On the other hand, though, one respondent writes "I don't think the wider University are aware of all the areas this department covers".

Two respondents have had little interaction with the department, but are generally happy with their experience. They write "I don't interact much with this service but any dealings I have had have been satisfactory" and "I have very little to do with this service, but I have found that they perform satisfactorily when I have had to deal with them".

The last response has financial implications: "Need to review profit from overseas activities against the additional costs of running IDEA at current level".

## Staff

There are three responses which praise the professionalism of the staff, such as "I have been impressed by the professionalism of many of these staff". The other two responses are "impressed by the knowledge and professionalism of staff during recent involvement" and "positive experiences with a wide range of staff from this service. Very professional and focused providing good support and helpful information".

One response is not as positive as the others. The respondent writes "I do not deal with this service as a customer hence the generally neutral replies. Some staff are prone to doing things without checking the rules they have to follow when spending university money".

## Communication

The main messages from the respondents are that while they are satisfied with the staff, they have difficulty identifying the correct member of staff to answer their queries. This is summed up by the response "Extremely helpful when you work with them but you are not always sure if you are contacting the right person or what they do that can help you as an internal client".

One respondent acknowledges the importance of this department, but also considers that it's paramount that the information is kept accurate and up to date: "I haven't had to deal directly with this service, but there have been so many changes in roles and names of services that it is difficult to keep up with "who does what". With increasing activities overseas this service is very important, so perhaps a clearer idea of specific roles would help users know where to go for help".

One respondent is not entirely sure whether they deal with the department or not: "To be honest I'm not entirely sure what this department does. If they are the people who deal with student exchanges and visas, then I do interact with them, but some clarification of who they are and what their roles are would be welcome".

The last three responses reiterate the confusion about the scope of the department. Respondents write "There is a range of service standards within this area - lots of professional people but would suggest that it could be made clearer to the wider university what they do and who does what", "I am still relatively new but some areas seem unclear as to what we can ask and get support in for this area such as what we can get support for translation etc" and "It is not fully clear what IDEA does, or could do, for my School. I feel that it could do much more, but there is very little dialogue".

### Web site / intranet

There is one comment about the intranet: "Issues with staff intranet are often gone unanswered and a great deal of my time is spent chasing up".

### Neutral response

There are seven responses from respondents who have had no contact with the department at all, like "My work does not liaise with the IDEA team, so cannot comment on their service", "don't use this service" and "I have never actually required this service, so was not really sure what to put down".

The remaining responses are "I never have dealings with this department so can't really comment", "I don't directly deal with this department so can't really provide much useful feedback, sorry!" and "Don't really deal with this service so not informed to comment".

There are four responses from people who have had very little interaction with the service, specifically "I have little dealings with this department so cannot comment further. I am however not really aware of what they do", "This is not a service I have occasion to use very often so cannot really comment", "Have little contact with this service" and "haven't had much contact with them".

There is one response in this section from a respondent at Sighthill who works in this service and writes "Declined to answer - my own area".

### Other

There are three responses in this section from respondents who indicated they are not based at Craighouse, Craiglockhart, Merchiston or Sighthill campuses.

One respondent writes that it is "Not relevant". The second respondent also gave a neutral response.

However, the third response was a bit more detailed: "Marketing, PR and external press issues this dept is very good. As for internationalisation not so good and appears to be lack of alumni link ups with ongoing University projects".

### No campus given

There are five responses in this section from respondents who did not state which campus they belonged to.

### Staff

The responses for this section are largely positive – for example, one response is "I primarily deal with colleagues in Corporate Comms (all of whom provide an excellent service). Colleagues in Alumni and the Administration also deserve thanks for always being helpful and approachable". However, there is another response which starts by being positive, but does not end that way: "Generally, the staff here are very efficient and largely helpful. There is again, a very small minority (Marketing-sorry!) who verge on being impolite (sorry!). I was sent a template of something by one of the team last year which contained a glaring error. When I pointed this out to said individual the draft came back with changes, but with no apology for the error or inconvenience. This is a minor issue, but is easily resolved! And it clearly had an impact, as I still remember a year on!"

There is a further response about staff, which may or may not be significant: "I am aware of little interaction between international recruitment officers and the people who will be teaching the students they recruit".

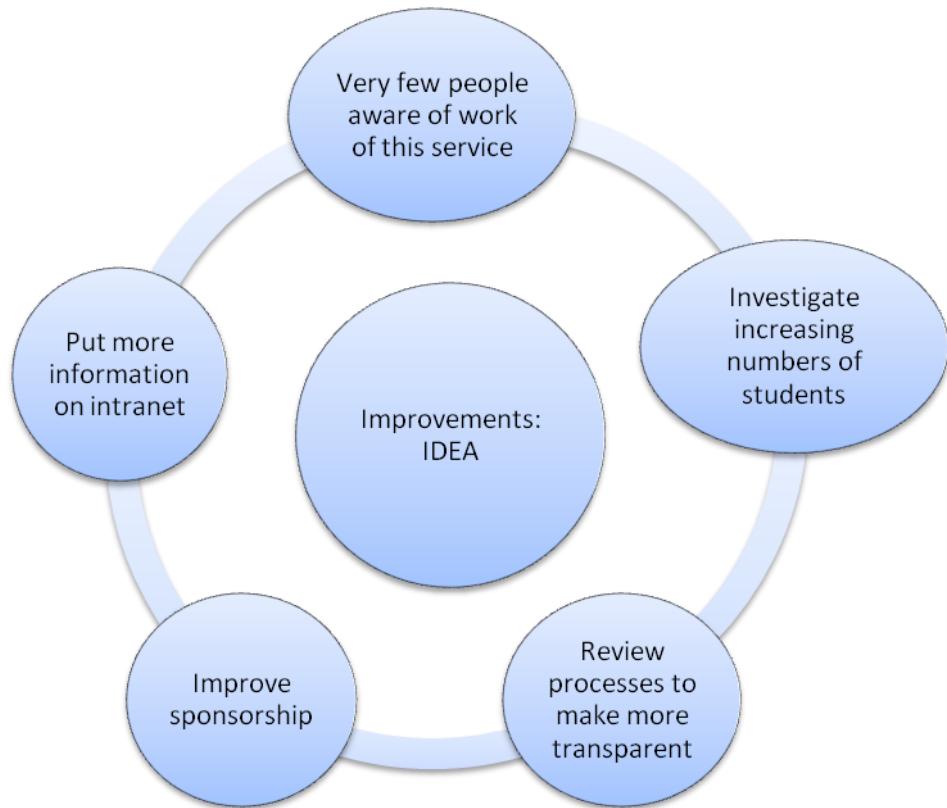
### Web site / intranet

There is one comment about the web site: that there "can be a slow response for amendments to intra / internet".

### Neutral response

There is one comment from a respondent with a limited experience of the service: "I've only personally worked with this department on one project, so my answers reflect my views specific to this, rather than an on-going relationship".

## 7.3 Suggestions for improvement



### 7.3.1 Summary of suggestions made

#### *Communication*

- Low profile of work done in service, little awareness of work done in this area
- Improve co-operation with staff in other services
- Pay attention to suggestions and improvement suggestions from other staff

#### *General*

- Promote high profile University research
- Review focus and strategy for student recruitment to increase student numbers
- Review strategic approach for service

#### *Processes and procedures:*

- Make processes transparent and supportive

#### *Service*

- Improve sponsorship and fund raising
- Provide more information about service activities

#### *Web site / intranet*

- Need more information on intranet *eg* contact details
- Web text needs to be clear and easy to understand

- Need to develop and improve relevant processes for internet management

### **7.3.2 Responses by campus**

#### ***Craighouse***

There are no suggestions for improvement from respondents based at Craighouse.

#### ***Craiglockhart***

There are four suggestions for improvement from respondents who are based at Craiglockhart. Two are from respondents unsure of the scope of this service. The suggestions they make are that there should, perhaps, be a “Road show on what services this ‘new’ department offers could be staff many of whom are unclear as to the functions of IDEA” and that “While acknowledging that resources are tight I feel that the fundraising and alumni team and the international team have less of a profile than the marketing team. With the exception of specific initiatives I’m not particularly aware of the work staff in these areas undertake. Perhaps they need to market themselves more”.

The other two responses had nothing to add. Both consisted of the word “None”.

#### ***Merchiston***

There are seven suggestions for improvement from respondents who write that they are based at Merchiston campus.

#### **Service**

There are four suggestions for improvement for this service, of which the first is “I also think we need to review the focus and strategy in relation to on campus international student recruitment. Both undergraduate and postgraduate numbers are declining and although there are sectorial issues, it is not clear what our strategy is to minimise the impact at Edinburgh Napier”.

Another suggestion for improvement singles out part of the service: “Marketing could promote the high-profile and cutting edge research that the university is involved in, locally and nationally, to help boost positive research perceptions of Napier”.

Another respondent writes that there is “More of an academic approach to what constitutes news - not just business or money-making! Internationalisation budgets to be allocated to institutes, rather than centralised”.

Also on the subject of money, the last respondent suggests: “Improve sponsorship and fundraising”.

#### **Communication**

There are three suggestions for improvement in communication, two of which recommend that there is more awareness of the work done by the different parts of the service. The first response is “While acknowledging that resources are tight I feel that the fundraising and alumni team and the international team have less of a profile than the marketing team. With the exception of specific initiatives I’m not particularly aware of the work staff in ...” (This comment is left unfinished).

The second response is that there should be “Greater awareness of the staff in internal PR, Communications and the Web teams. Further work required to improve understanding of Fundraising, Alumni and International teams”.

The third response is a negative comment. The respondent writes “I have a particular gripe at the mail sent out twice a year requesting details on students who have overcome adversity, or who are twins or similar, as it sounds as if the marketing hyenas would love it if a three-headed blind dwarf with blades were studying at Napier!”

### Web site / intranet

There are two suggestions for improvement. One is that the text should be changed: “The marketing speak on their web pages is a turn off, it turns an accessible university into what appears as a FTSE 100 company. It is easy for people to embrace the specialist language of their profession, not realising that everyday speech is more accessible for all, and that much of what they are saying is actually quite meaningless”.

The other suggestion for improvement is that “Something needs to be done to mend relationship and develop more appropriate processes for the management of the Internet”.

### Neutral responses

The last two responses are not suggestions for improvement, as they are made by respondents who have had none or little contact or interaction with this service and therefore cannot make meaningful comments. The responses are “Can not comment on this as I do not have any direct contact with this department” and “I have little reason to interact with Fundraising or International students”.

### **Sighthill**

There are four suggestions for improvement from respondents based at Sighthill campus.

One is general: “I feel that the emphasis put on external affairs may be what has a detrimental effect on internal affairs in this university”.

Another covers service promotion: “promote the services they can offer internally and how; branding ideas marketing ideas comms ideas”.

The last two are about the intranet: “I think there is an overreliance on the intranet as a vehicle for staff communication and that the service needs to be more open about blended approaches eg use of emails in conjunction with intranet” and that there should be “more information and contacts and their role on the intranet would be useful (outside of the directorate)”.

### **Other**

There are no suggestions for improvement from respondents not based at Craighouse, Craiglockhart, Merchiston and Sighthill campuses.

### **No campus**

There are three responses from respondents who decline to give a campus name. Two are requests for more information: “Greater information surrounding the activities of the International side would be beneficial eg top markets, amounts spent delivering our strategies in those markets and what we have actually achieved / outcomes” and “Need to be more transparent and supportive”.

The last comment was “Needs much better / closer cooperation, and for lecturers to have concerns taken seriously by International Development”.

## 8 Property and facilities services

This service is based at Sighthill but operates across the University. There is a large number of staff and the departmental structure is shown on the main service web page.

The focus of this service is defined by the Director, Patrick Hughes, as being on “managing the University's key facilities, including: estates and buildings, energy and sustainability, security, cleaning, logistics, print room, sports centre, catering services, conference management and student accommodation”.

The Director oversees the following main teams: Campus Services, ENGAGE, Catering, Maintenance and Accommodation, Conference and Letting. Day to day operations are controlled by Alison Smith, the Depute Director and the Assistant Director, Grant Ferguson, is responsible for maintenance and Health and Safety.

### 8.1 Responses to structured questions

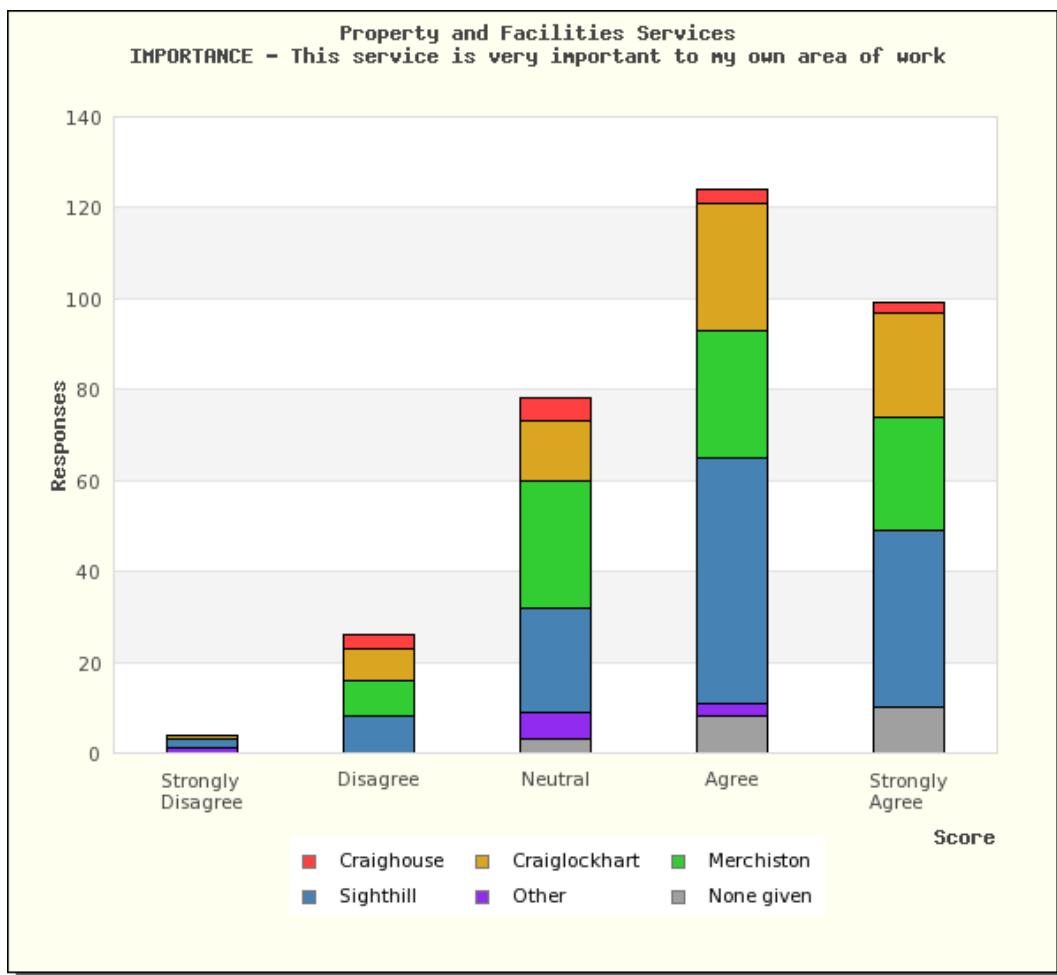
#### 8.1.1 Service member breakdown

There were, on average, 317 responses to the questions in this section. Of these, 15 were members of Property and facilities services.

Campus	Role	count
Craighouse	Professional / support staff	1
Craiglockhart	Professional / support staff	1
Merchiston	Professional / support staff	2
Sighthill	Professional / support staff	10
Sighthill	Senior managers forum	1
	Total	15

There was one anonymous respondent: a senior manager based at Sighthill.

### 8.1.2 This service is very important to my own area of work

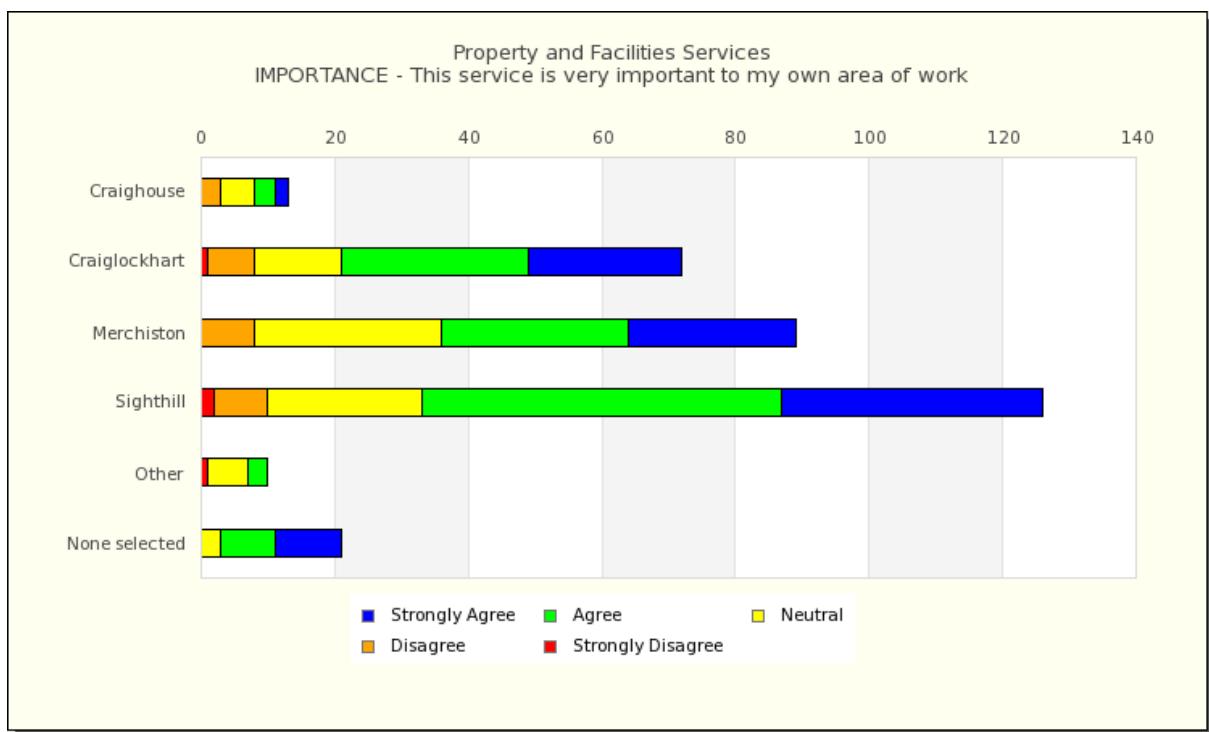


This service is considered important by most respondents. Unusually, for a campus-based service, it is considered most important by those respondents who did not select a campus.

Property and Facilities Services							
This service is very important to my own area of work							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	72	89	126	10	21	331
Minimum	2	1	2	1	1	3	1
Maximum	5	5	5	5	4	5	5
Mean	3.31	3.90	3.79	3.95	3.10	4.33	3.87
Median	3	4	4	4	3	5	4
Mode	3	4	4	4	3	5	4
Range	3	4	3	4	3	2	4
Standard Deviation	1.03	1.01	0.96	0.95	0.88	0.73	0.97
Variance	1.06	1.02	0.92	0.89	0.77	0.53	0.94
Standard Error of the Mean	0.29	0.12	0.10	0.08	0.28	0.16	0.05

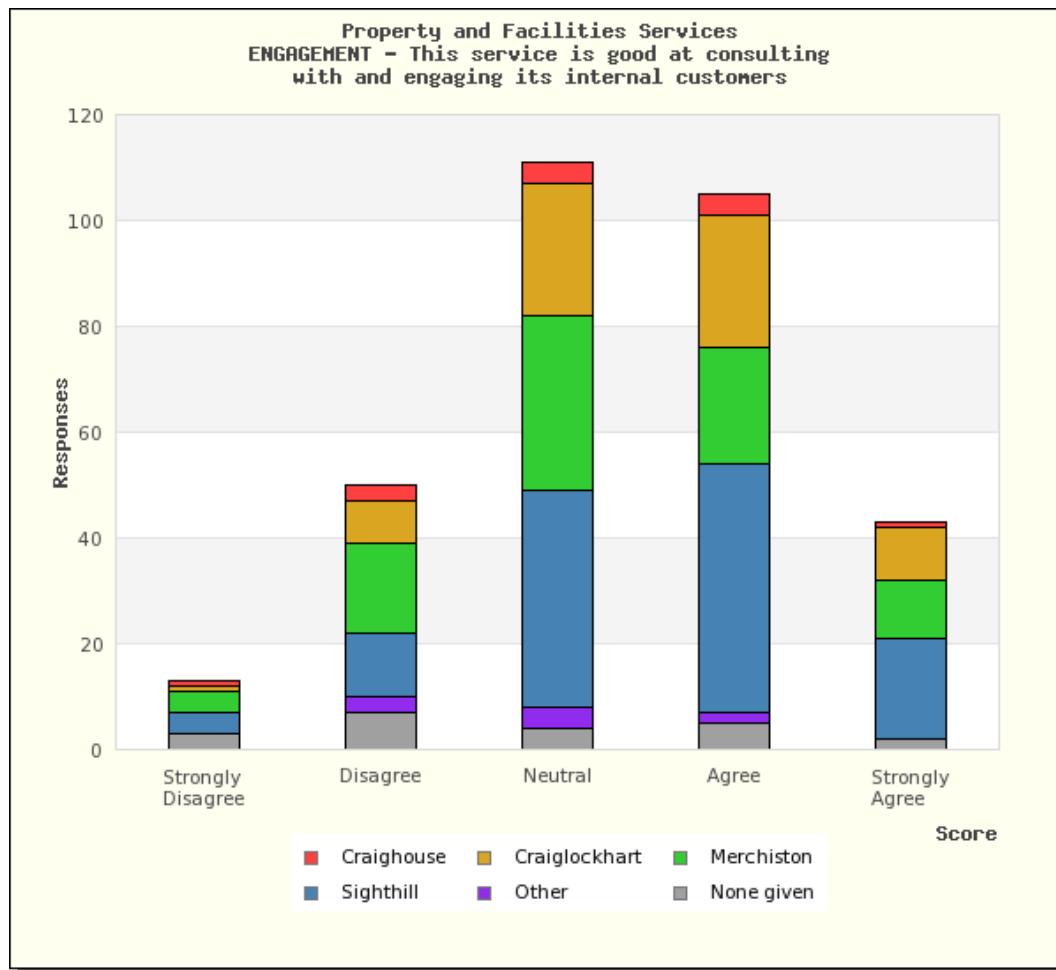
Property and Facilities Services						
This service is very important to my own area of work						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.04	-0.14	<b>0.04</b>	-0.54	<b>0.36</b>	-0.02
Craiglockhart		-0.35	-0.40	<b>0.17</b>	-0.10	-0.38
Merchiston			-0.27	<b>0.07</b>	<b>0.04</b>	-0.31
Sighthill				<b>0.25</b>	-0.11	-0.29
Other Campus					<b>0.57</b>	<b>0.20</b>
No Campus Selected						0.00

Looking at the t-test values and the chart below, it would appear that the difference between the scoring for "No campus" and the rest of the respondents is significant.



Returns by Campus						
Property and Facilities Services						
This service is very important to my own area of work						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	3	5	3	2	13
Craiglockhart	1	7	13	28	23	72
Merchiston	0	8	28	28	25	89
Sighthill	2	8	23	54	39	126
Other	1	0	6	3	0	10
None selected	0	0	3	8	10	21

### 8.1.3 This service is good at consulting with and engaging its internal customers

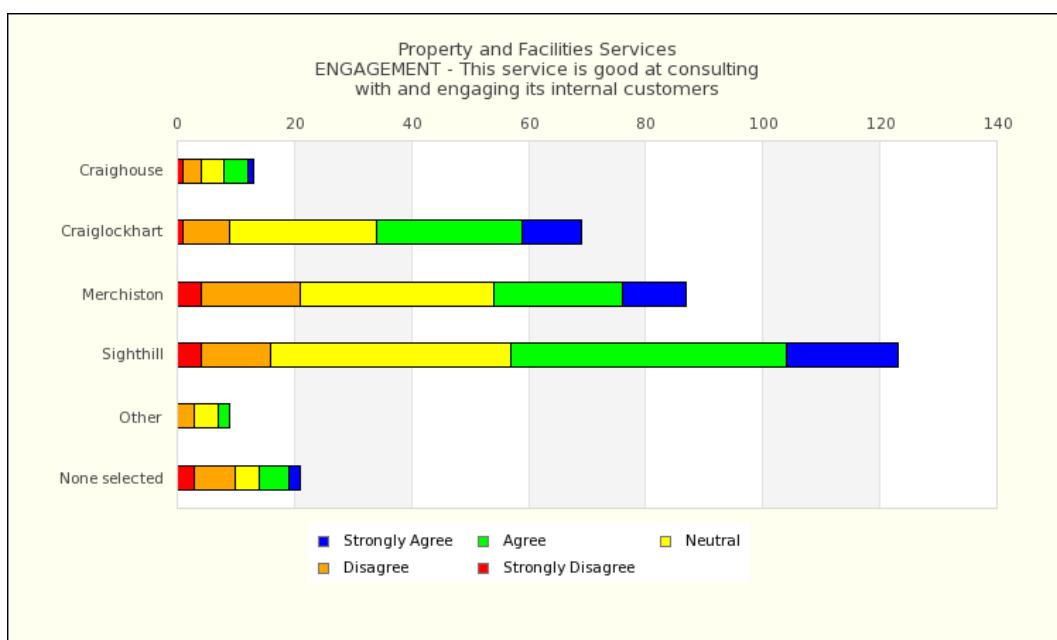


The overall response here is just positive, with respondents outwith the three main campuses taking a more negative view.

Property and Facilities Services							
This service is good at consulting with and engaging its internal customers							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	69	87	123	9	21	322
Minimum	1	1	1	1	2	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.08	3.51	3.22	3.53	2.89	2.81	3.36
Median	3	4	3	4	3	3	3
Mode	4	4	3	4	3	2	3
Range	4	4	4	4	2	4	4
Standard Deviation	1.12	0.93	1.05	0.98	0.78	1.25	1.03
Variance	1.24	0.87	1.10	0.96	0.61	1.56	1.05
Standard Error of the Mean	0.31	0.11	0.11	0.09	0.26	0.27	0.06

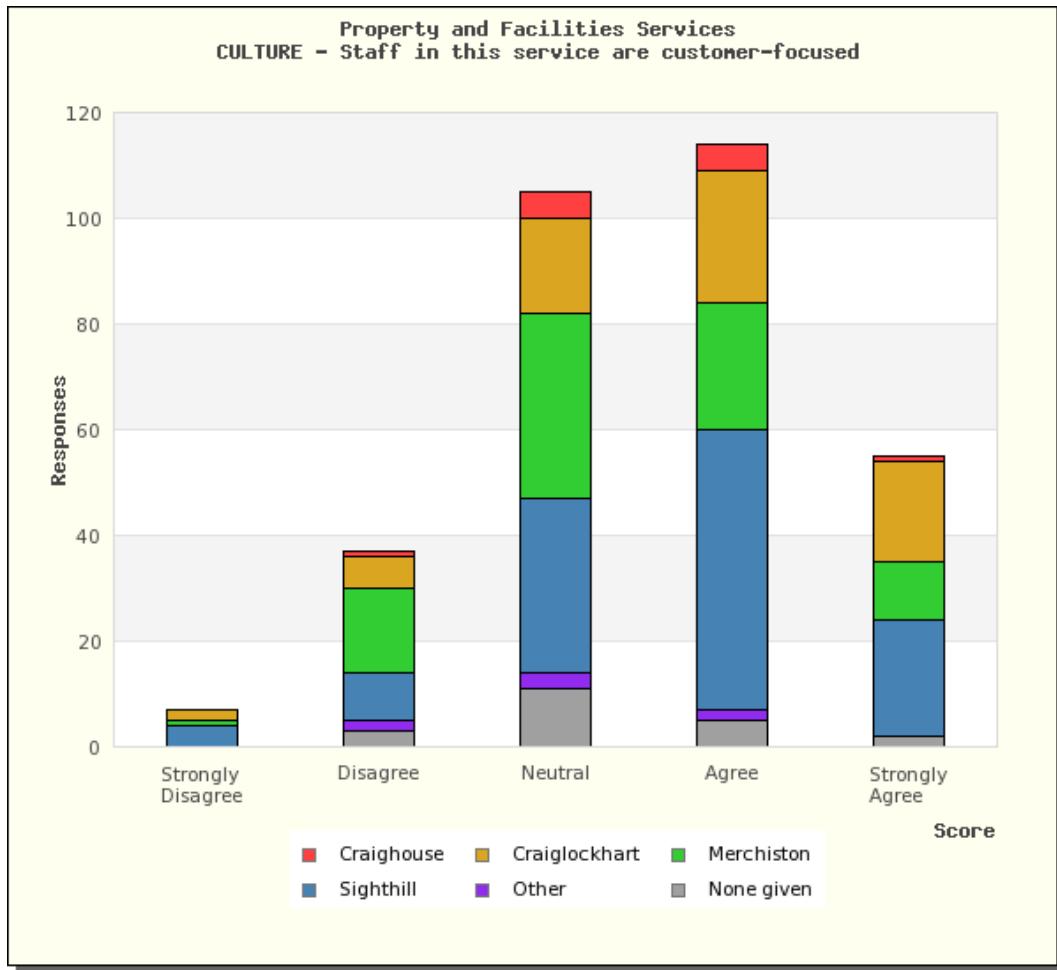
Property and Facilities Services						
	This service is good at consulting with and engaging its internal customers					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.22	-0.51	-0.18	-0.57	-0.50	-0.33
Craiglockhart		-0.19	-0.43	<b>0.01</b>	<b>0.08</b>	-0.26
Merchiston			-0.14	-0.28	-0.21	-0.27
Sighthill				<b>0.05</b>	<b>0.12</b>	-0.21
Other Campus					-0.65	-0.10
No Campus Selected						-0.03

Looking at the t-test results, the differences between Craiglockhart and Sighthill and No / Other campus are significant (Merchiston would be classed with the other two main campuses here, were it not for the broader range of scores given by respondents there). These differences are reflected in the comments later in the chapter.



Returns by Campus						
Property and Facilities Services						
	This service is good at consulting with and engaging its internal customers					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	3	4	4	1	13
Craiglockhart	1	8	25	25	10	69
Merchiston	4	17	33	22	11	87
Sighthill	4	12	41	47	19	123
Other	0	3	4	2	0	9
None selected	3	7	4	5	2	21

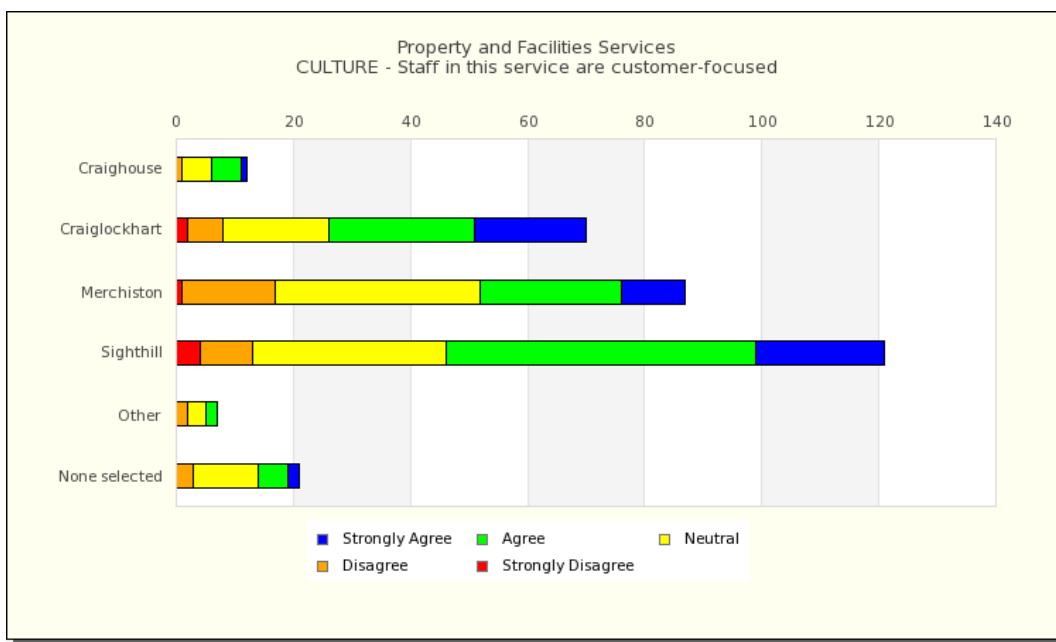
#### 8.1.4 Staff in this service are customer-focussed



This is a generally positive result except for the “No campus” respondents.

Statistic	Property and Facilities Services Staff in this service are customer-focussed						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	12	70	87	121	7	21	318
Minimum	2	1	1	1	2	2	1
Maximum	5	5	5	5	4	5	5
Mean	3.50	3.76	3.32	3.66	3.00	3.29	3.54
Median	3.5	4	3	4	3	3	4
Mode	4	4	3	4	3	3	4
Range	3	4	4	4	2	3	4
Standard Deviation	0.80	1.04	0.96	0.97	0.82	0.85	0.98
Variance	0.64	1.09	0.92	0.94	0.67	0.71	0.96
Standard Error of the Mean	0.23	0.12	0.10	0.09	0.31	0.18	0.05

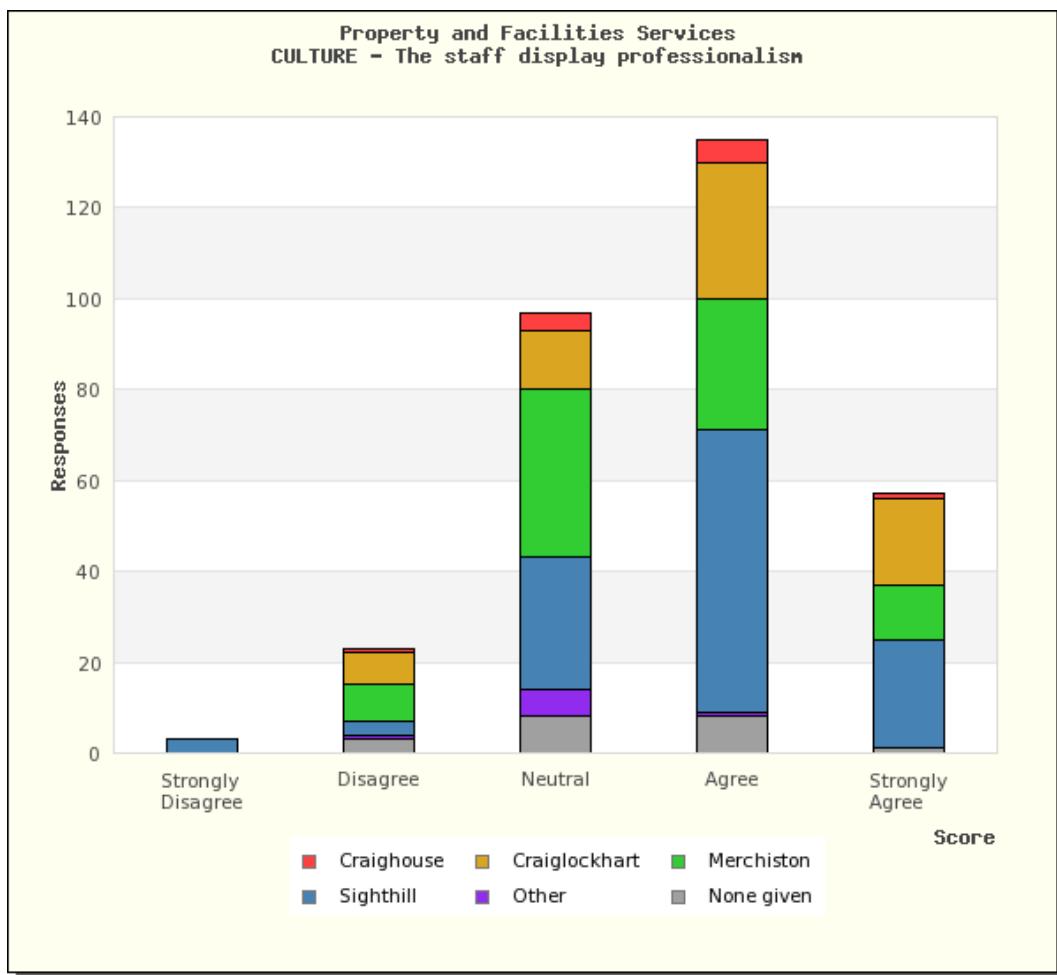
Property and Facilities Services Staff in this service are customer-focussed						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.34	-0.40	-0.40	-0.23	-0.43	-0.49
Craiglockhart		-0.04	-0.37	<b>0.10</b>	-0.08	-0.21
Merchiston			-0.10	-0.32	-0.50	-0.17
Sighthill				<b>0.03</b>	-0.15	-0.26
Other Campus					-0.42	-0.06
No Campus Selected						-0.23



The largest cluster of respondents who disagree with the statement is at Merchiston. Their comments are given later in the chapter.

Returns by Campus Property and Facilities Services Staff in this service are customer-focussed						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	5	1	12
Craiglockhart	2	6	18	25	19	70
Merchiston	1	16	35	24	11	87
Sighthill	4	9	33	53	22	121
Other	0	2	3	2	0	7
None selected	0	3	11	5	2	21

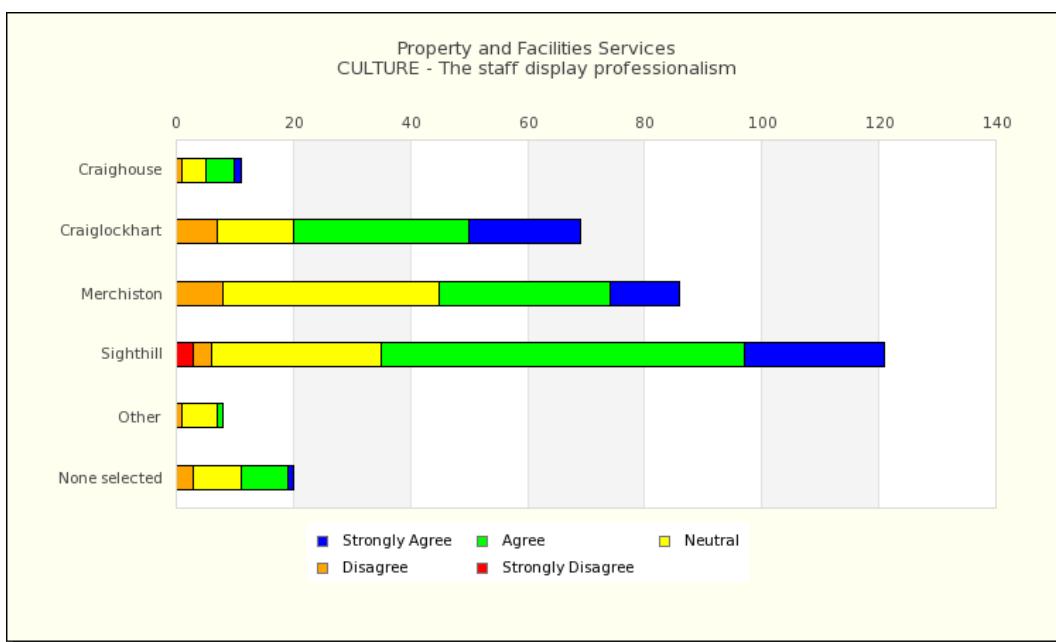
### 8.1.5 The staff display professionalism



Again, a fairly positive result, with the exception of respondents from “Other” campus, who remain mainly neutral.

Property and Facilities Services The staff display professionalism							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	69	86	121	8	20	315
Minimum	2	2	2	1	2	2	1
Maximum	5	5	5	5	4	5	5
Mean	3.55	3.88	3.52	3.83	3.00	3.35	3.70
Median	4	4	3	4	3	3	4
Mode	4	4	3	4	3	4	4
Range	3	3	3	4	2	3	4
Standard Deviation	0.82	0.93	0.85	0.86	0.53	0.81	0.88
Variance	0.67	0.87	0.72	0.74	0.29	0.66	0.78
Standard Error of the Mean	0.25	0.11	0.09	0.08	0.19	0.18	0.05

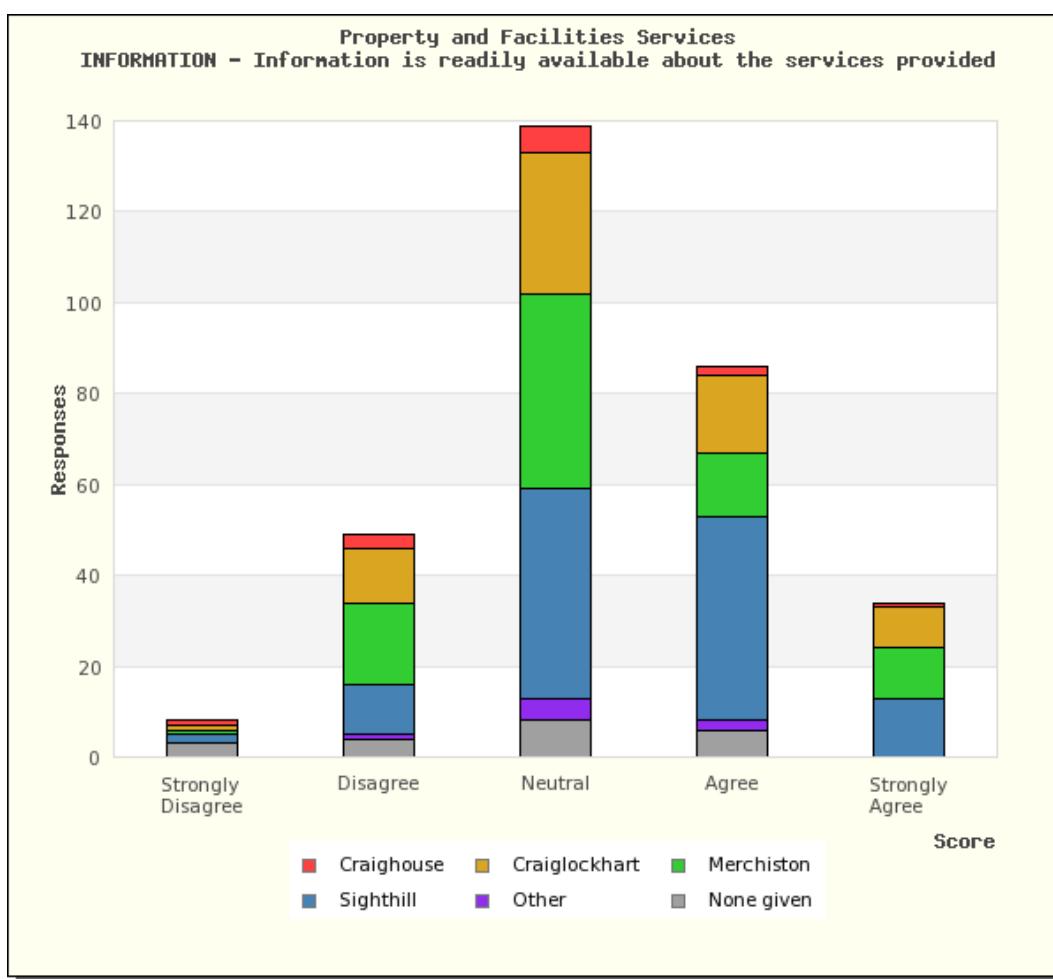
Property and Facilities Services The staff display professionalism						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.26	-0.56	-0.28	-0.12	-0.46	-0.39
Craiglockhart		-0.09	-0.39	<b>0.34</b>	-0.01	-0.22
Merchiston			-0.10	-0.01	-0.35	-0.20
Sighthill				<b>0.32</b>	-0.03	-0.22
Other Campus					-0.26	<b>0.21</b>
No Campus Selected						-0.13



Of the three respondents (all at Sighthill) who strongly disagree with this statement, only one has commented.

Returns by Campus Property and Facilities Services The staff display professionalism						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	4	5	1	11
Craiglockhart	0	7	13	30	19	69
Merchiston	0	8	37	29	12	86
Sighthill	3	3	29	62	24	121
Other	0	1	6	1	0	8
None selected	0	3	8	8	1	20

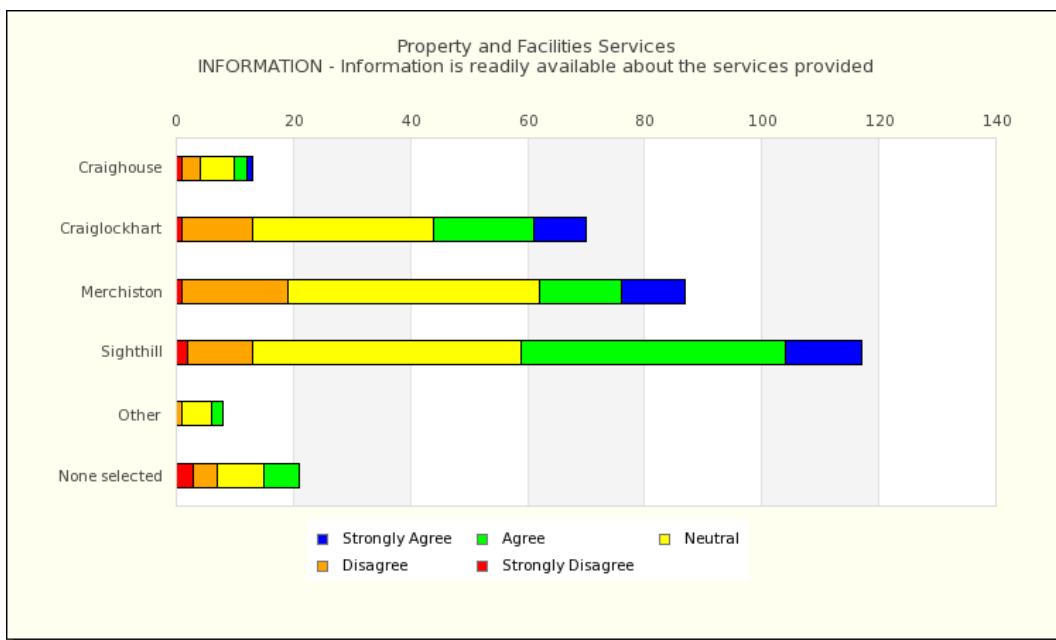
### 8.1.6 Information is readily available about the services provided



The overall responses here are still slightly positive, but Craighouse and No campus respondents appear to have less access to information about the service.

Statistic	Property and Facilities Services Information is readily available about the services provided						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	70	87	117	8	21	316
Minimum	1	1	1	1	2	1	1
Maximum	5	5	5	5	4	4	5
Mean	2.92	3.30	3.18	3.48	3.12	2.81	3.28
Median	3	3	3	4	3	3	3
Mode	3	3	3	3	3	3	3
Range	4	4	4	4	2	3	4
Standard Deviation	1.04	0.95	0.95	0.88	0.64	1.03	0.94
Variance	1.08	0.91	0.90	0.77	0.41	1.06	0.88
Standard Error of the Mean	0.29	0.11	0.10	0.08	0.23	0.22	0.05

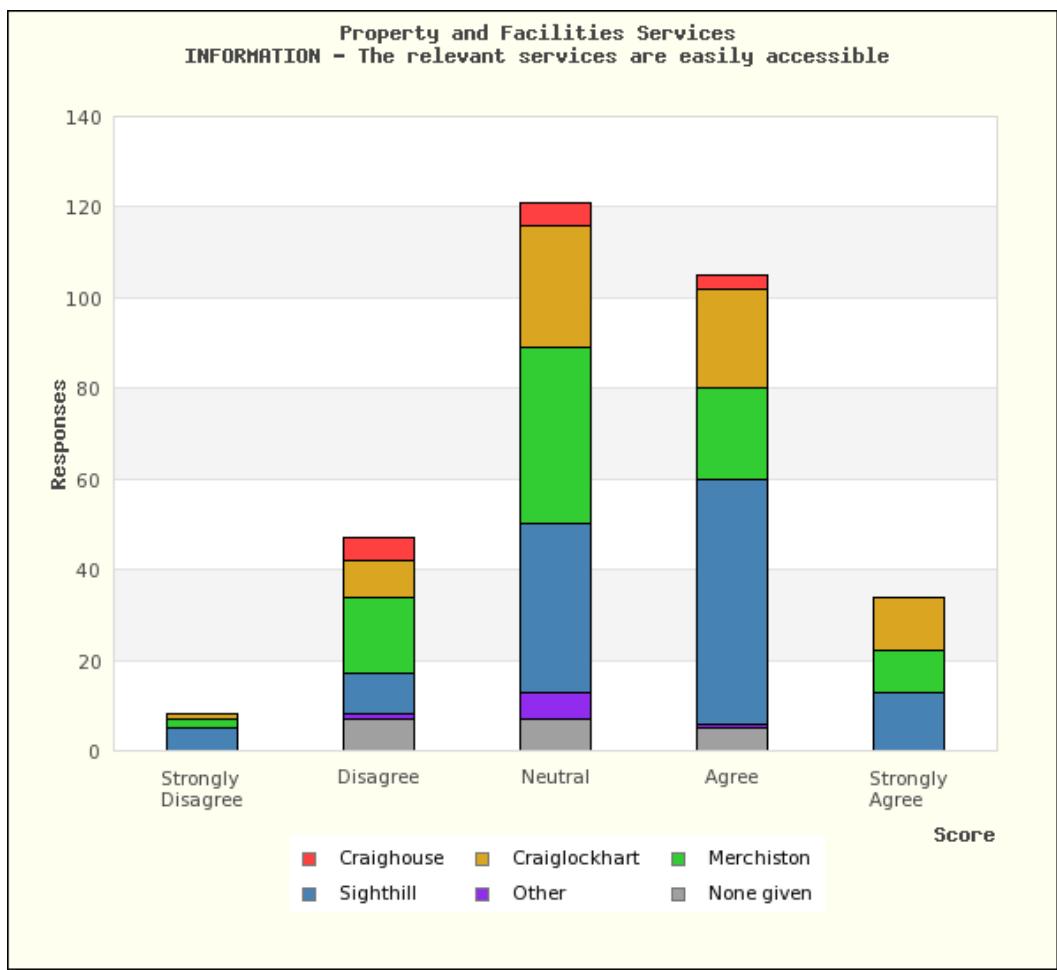
Property and Facilities Services						
Information is readily available about the services provided						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.26	-0.36	-0.05	-0.52	-0.60	-0.23
Craiglockhart		-0.35	-0.26	-0.41	-0.09	-0.39
Merchiston			-0.13	-0.51	-0.20	-0.30
Sighthill				-0.20	<b>0.12</b>	-0.17
Other Campus					-0.36	-0.37
No Campus Selected						-0.05



Of the 57 respondents who disagree with the statement, about a third left comments.

Returns by Campus						
Property and Facilities Services						
Information is readily available about the services provided						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	3	6	2	1	13
Craiglockhart	1	12	31	17	9	70
Merchiston	1	18	43	14	11	87
Sighthill	2	11	46	45	13	117
Other	0	1	5	2	0	8
None selected	3	4	8	6	0	21

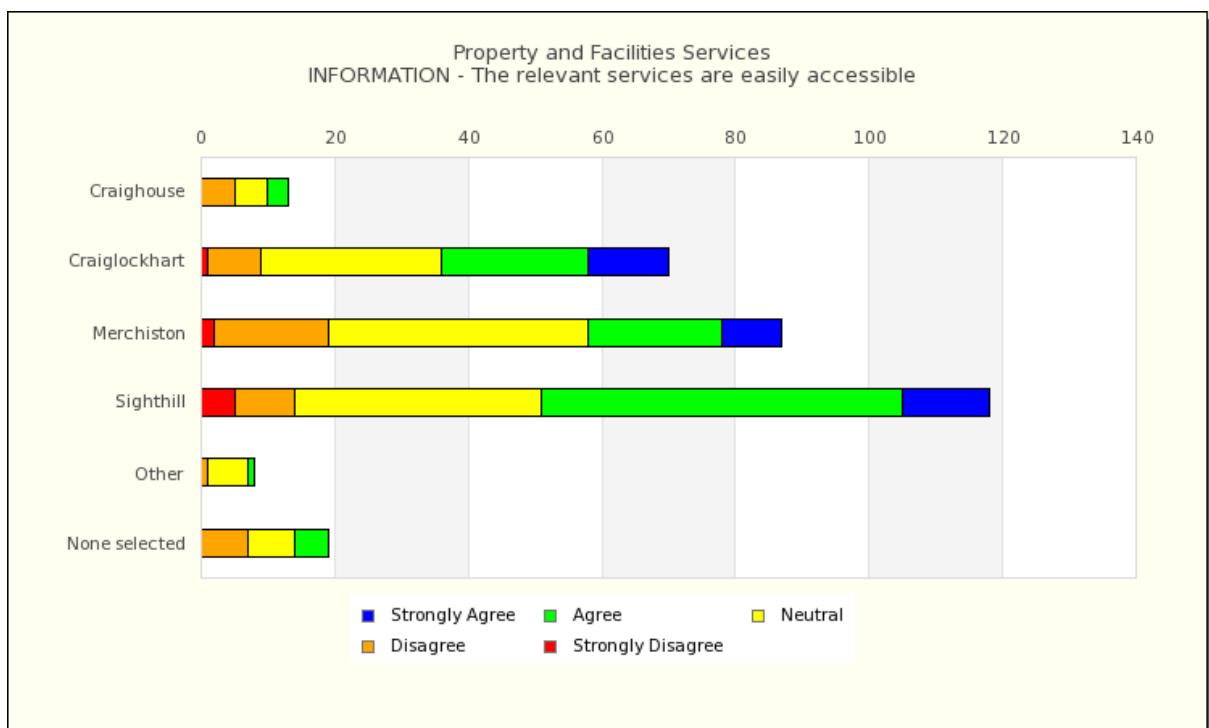
### 8.1.7 The relevant services are easily accessible



The response from the three main campuses is slightly positive, but the scores are negative to neutral for Craighouse, No campus and Other.

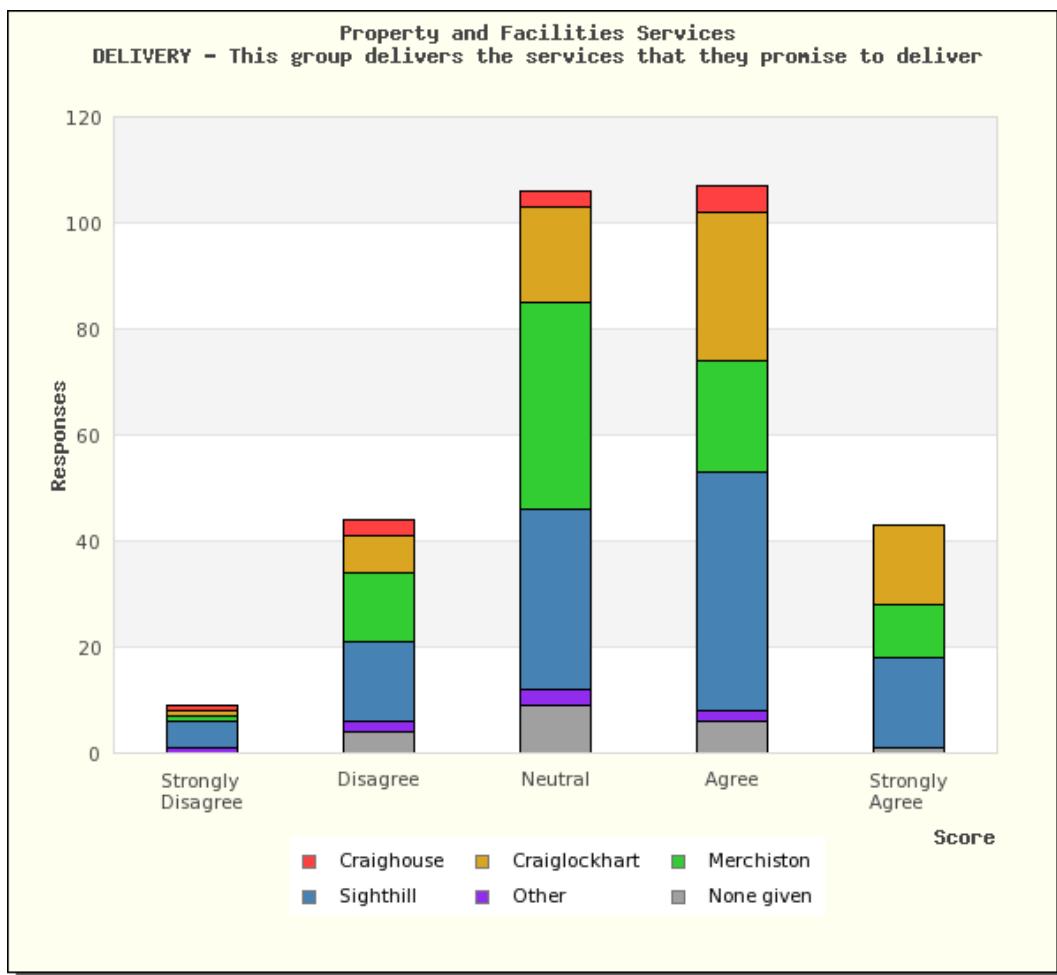
Property and Facilities Services The relevant services are easily accessible							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	13	70	87	118	8	19	315
Minimum	2	1	1	1	2	2	1
Maximum	4	5	5	5	4	4	5
Mean	2.85	3.51	3.20	3.52	3.00	2.89	3.35
Median	3	3	3	4	3	3	3
Mode	2	3	3	4	3	2	3
Range	2	4	4	4	2	2	4
Standard Deviation	0.80	0.96	0.95	0.94	0.53	0.81	0.95
Variance	0.64	0.92	0.90	0.88	0.29	0.65	0.90
Standard Error of the Mean	0.22	0.11	0.10	0.09	0.19	0.19	0.05

Property and Facilities Services The relevant services are easily accessible						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	<b>0.09</b>	-0.22	<b>0.12</b>	-0.49	-0.59	-0.02
Craiglockhart		-0.15	-0.45	-0.04	<b>0.07</b>	-0.24
Merchiston			-0.11	-0.34	-0.24	-0.24
Sighthill				-0.01	<b>0.10</b>	-0.21
Other Campus					-0.51	-0.14
No Campus Selected						-0.03



Returns by Campus						
Property and Facilities Services						
The relevant services are easily accessible						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	5	5	3	0	13
Craiglockhart	1	8	27	22	12	70
Merchiston	2	17	39	20	9	87
Sighthill	5	9	37	54	13	118
Other	0	1	6	1	0	8
None selected	0	7	7	5	0	19

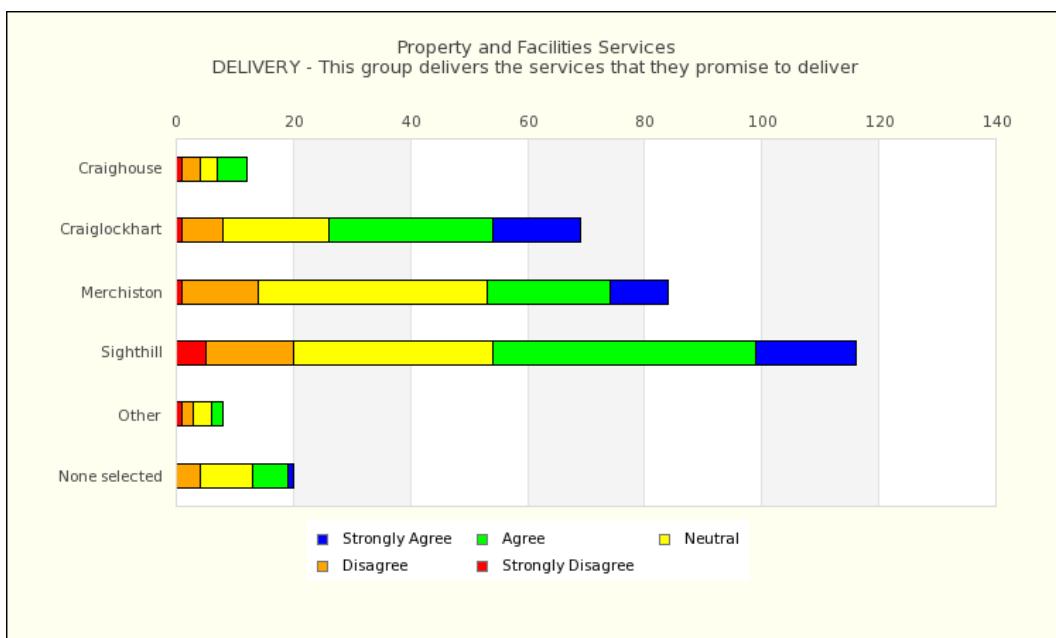
### 8.1.8 This group delivers the services that they promise to deliver



Once again, we see higher scoring for the main campuses.

Property and Facilities Services							
This group delivers the services that they promise to deliver							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	12	69	84	116	8	20	309
Minimum	1	1	1	1	1	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.00	3.71	3.31	3.47	2.75	3.20	3.42
Median	3	4	3	4	3	3	3
Mode	4	4	3	4	3	3	4
Range	3	4	4	4	3	3	4
Standard Deviation	1.04	0.97	0.92	1.03	1.04	0.83	0.99
Variance	1.09	0.94	0.84	1.07	1.07	0.69	0.99
Standard Error of the Mean	0.30	0.12	0.10	0.10	0.37	0.19	0.06

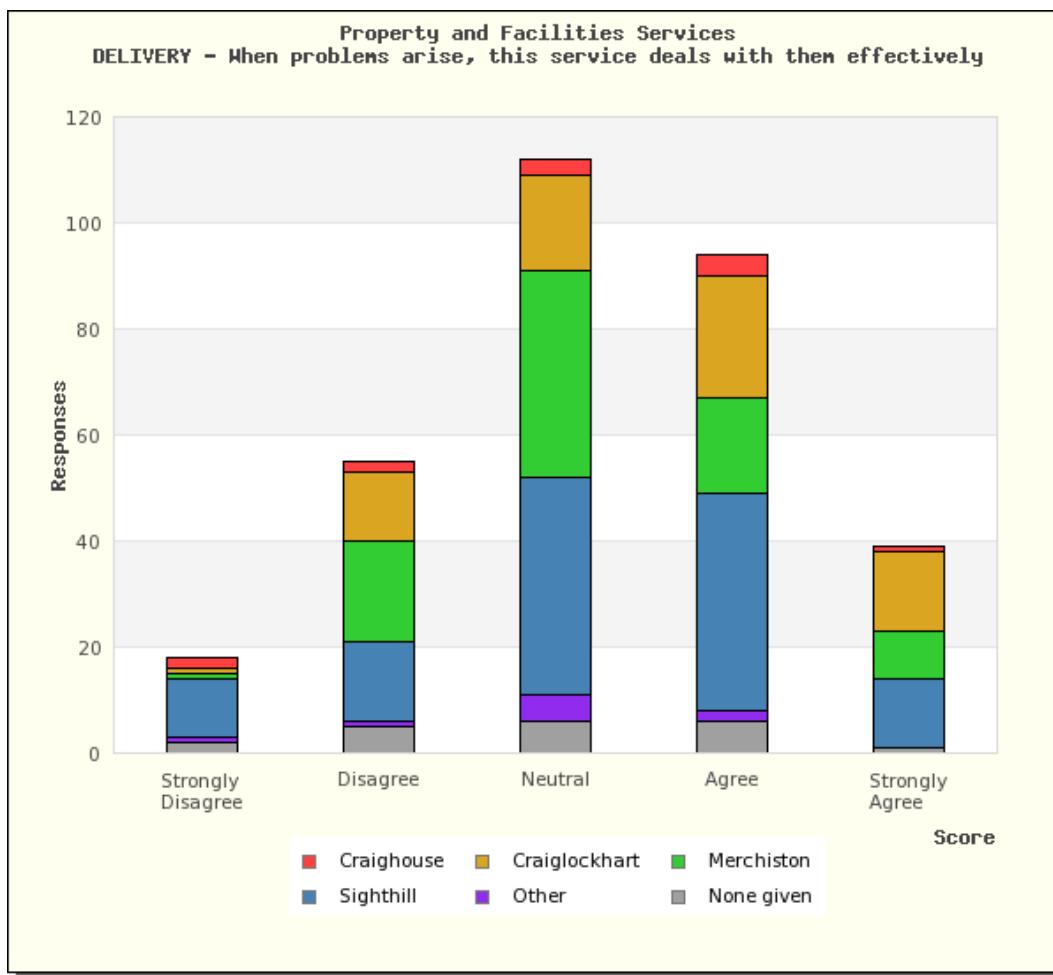
Property and Facilities Services						
This group delivers the services that they promise to deliver						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	<b>0.06</b>	-0.32	-0.16	-0.57	-0.50	-0.17
Craiglockhart		-0.07	-0.22	<b>0.27</b>	-0.04	-0.13
Merchiston			-0.29	-0.12	-0.43	-0.28
Sighthill				<b>0.04</b>	-0.27	-0.35
Other Campus					-0.29	<b>0.02</b>
No Campus Selected						-0.27



Of the fifty-odd respondents who disagreed with the statement, about half left comments.

Returns by Campus						
Property and Facilities Services						
This group delivers the services that they promise to deliver						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	3	3	5	0	12
Craiglockhart	1	7	18	28	15	69
Merchiston	1	13	39	21	10	84
Sighthill	5	15	34	45	17	116
Other	1	2	3	2	0	8
None selected	0	4	9	6	1	20

### 8.1.9 When problems arise, this service deals with them effectively



The results here are slightly positive for the three main campuses, but neutral to negative elsewhere.

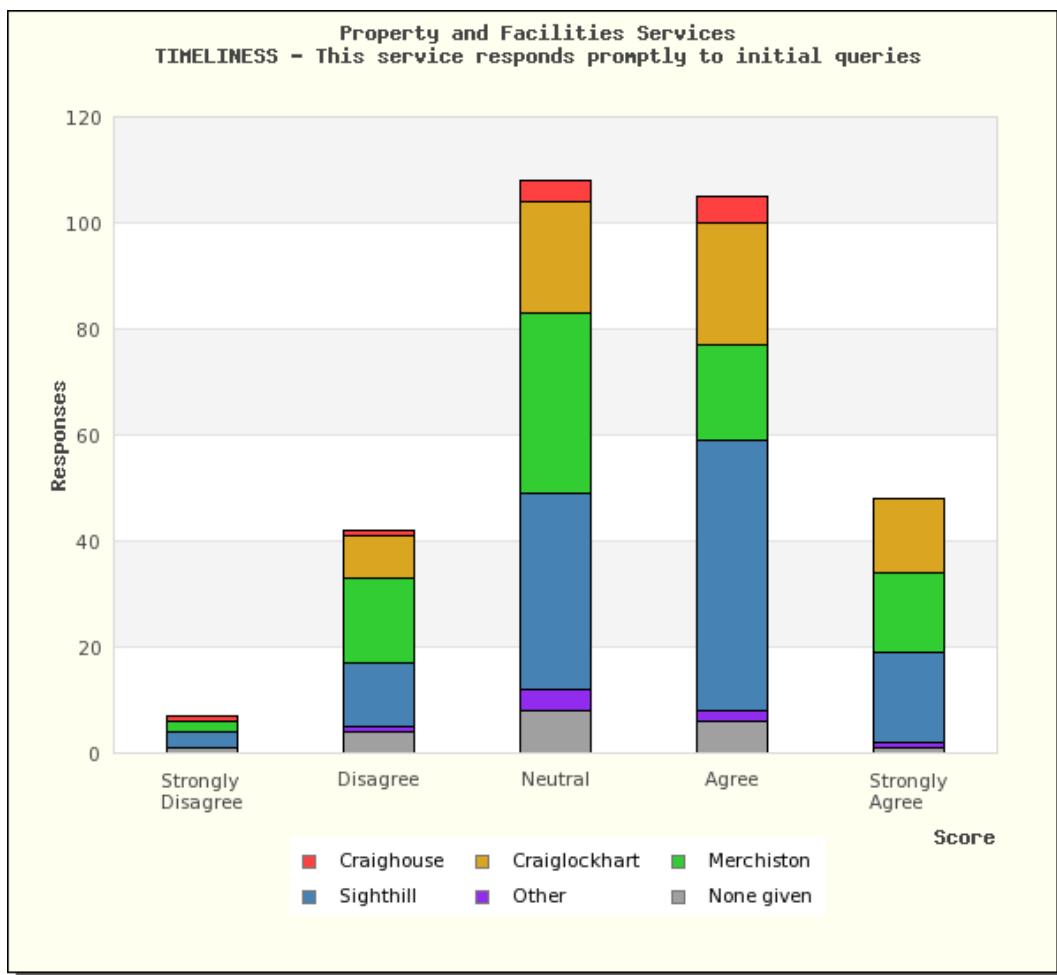
Property and Facilities Services When problems arise, this service deals with them effectively							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	12	70	86	121	9	20	318
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	4	5	5
Mean	3.00	3.54	3.17	3.25	2.89	2.95	3.25
Median	3	4	3	3	3	3	3
Mode	4	4	3	4	3	4	3
Range	4	4	4	4	3	4	4
Standard Deviation	1.28	1.07	0.94	1.10	0.93	1.10	1.06
Variance	1.64	1.15	0.88	1.20	0.86	1.21	1.12
Standard Error of the Mean	0.37	0.13	0.10	0.10	0.31	0.25	0.06

Property and Facilities Services						
	When problems arise, this service deals with them effectively					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.16	-0.51	-0.44	-0.71	-0.73	-0.40
Craiglockhart		-0.11	-0.18	-0.01	-0.02	-0.15
Merchiston			-0.37	-0.35	-0.36	-0.32
Sighthill				-0.28	-0.29	-0.39
Other Campus					-0.68	-0.24
No Campus Selected						-0.25



Returns by Campus						
Property and Facilities Services						
	When problems arise, this service deals with them effectively					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	2	2	3	4	1	12
Craiglockhart	1	13	18	23	15	70
Merchiston	1	19	39	18	9	86
Sighthill	11	15	41	41	13	121
Other	1	1	5	2	0	9
None selected	2	5	6	6	1	20

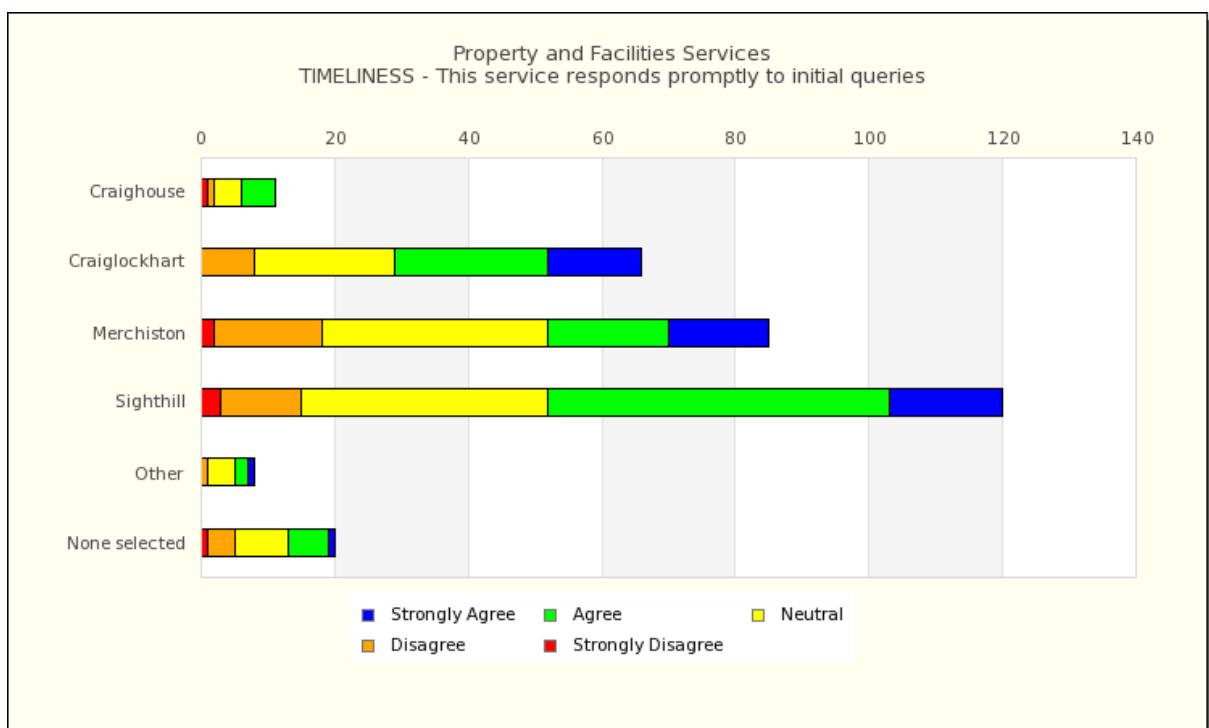
### 8.1.10 This service responds promptly to initial queries



This is a more positive result across all campuses, although the highest scoring is still from the three main campuses.

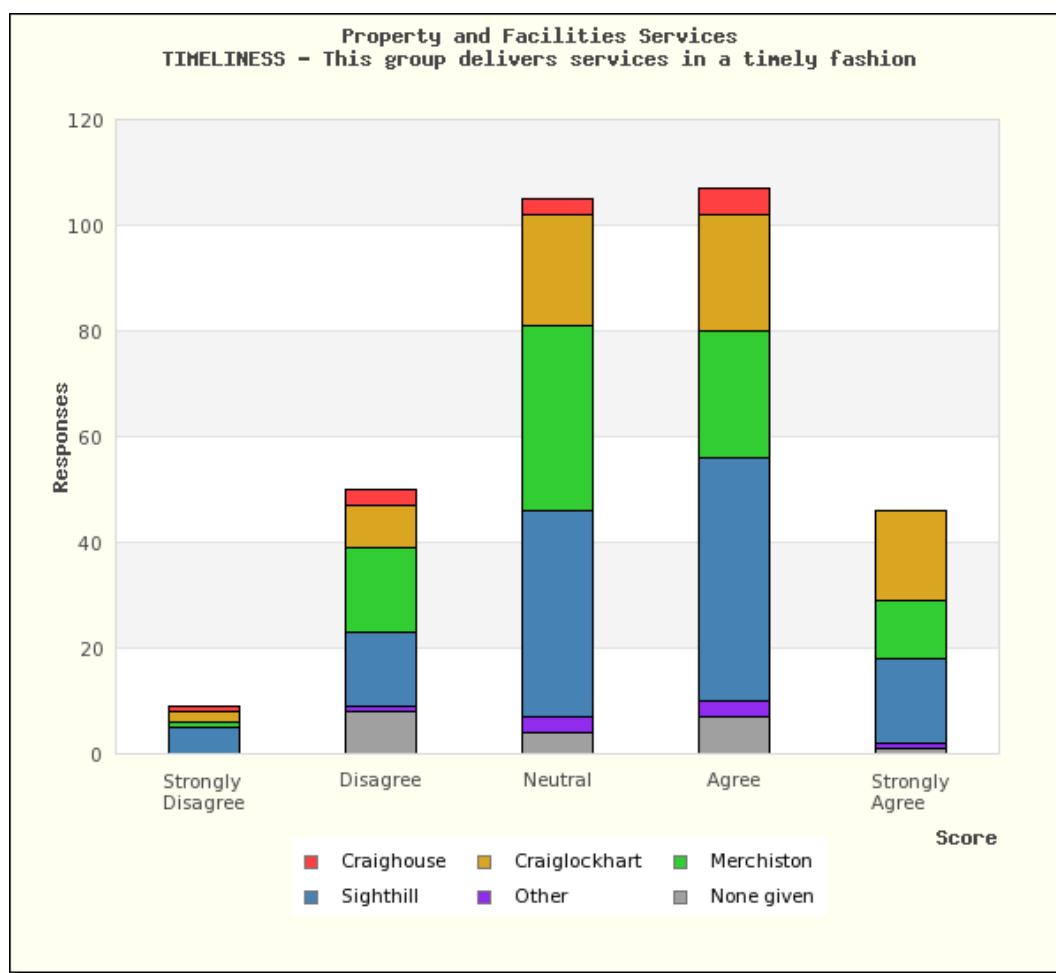
Property and Facilities Services This service responds promptly to initial queries							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	66	85	120	8	20	310
Minimum	1	2	1	1	2	1	1
Maximum	4	5	5	5	5	5	5
Mean	3.18	3.65	3.33	3.56	3.38	3.10	3.47
Median	4	4	3	4	3	3	3
Mode	4	4	3	4	3	3	3
Range	3	3	4	4	3	4	4
Standard Deviation	0.98	0.95	1.05	0.94	0.92	0.97	0.98
Variance	0.96	0.91	1.10	0.89	0.84	0.94	0.97
Standard Error of the Mean	0.30	0.12	0.11	0.09	0.32	0.22	0.06

Property and Facilities Services This service responds promptly to initial queries						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.17	-0.49	-0.24	-0.59	-0.63	-0.31
Craiglockhart		-0.16	-0.36	-0.39	-0.03	-0.23
Merchiston			-0.22	-0.62	-0.35	-0.27
Sighthill				-0.46	-0.09	-0.29
Other Campus					-0.46	-0.52
No Campus Selected						-0.15



Returns by Campus						
Property and Facilities Services						
This service responds promptly to initial queries						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	1	4	5	0	11
Craiglockhart	0	8	21	23	14	66
Merchiston	2	16	34	18	15	85
Sighthill	3	12	37	51	17	120
Other	0	1	4	2	1	8
None selected	1	4	8	6	1	20

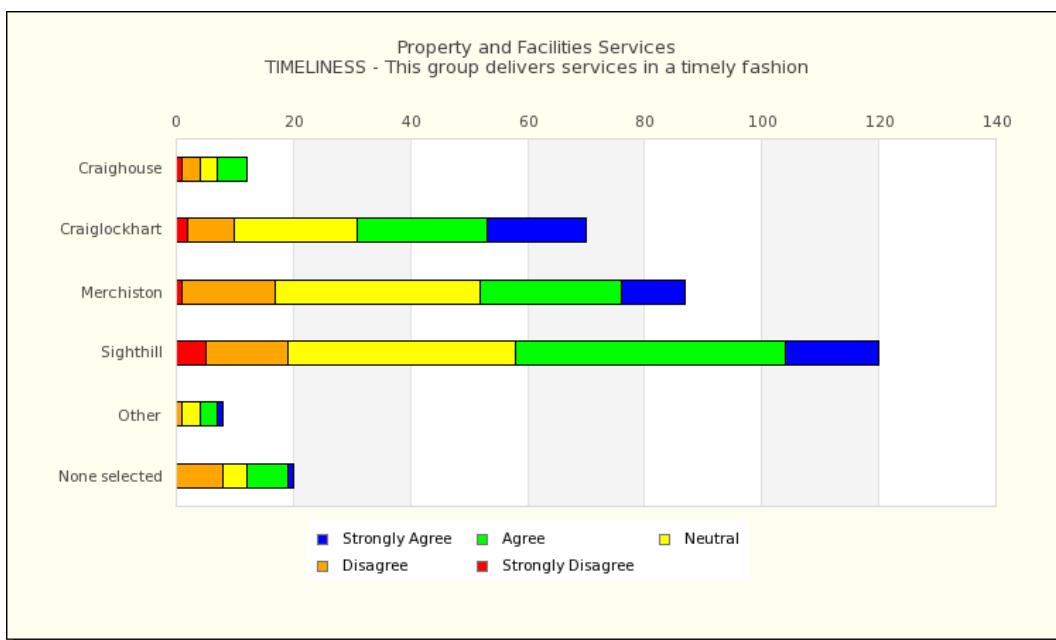
### 8.1.11 This group delivers services in a timely fashion



Fairly positive scores for the three main campuses and Other campus, but neutral for the other two.

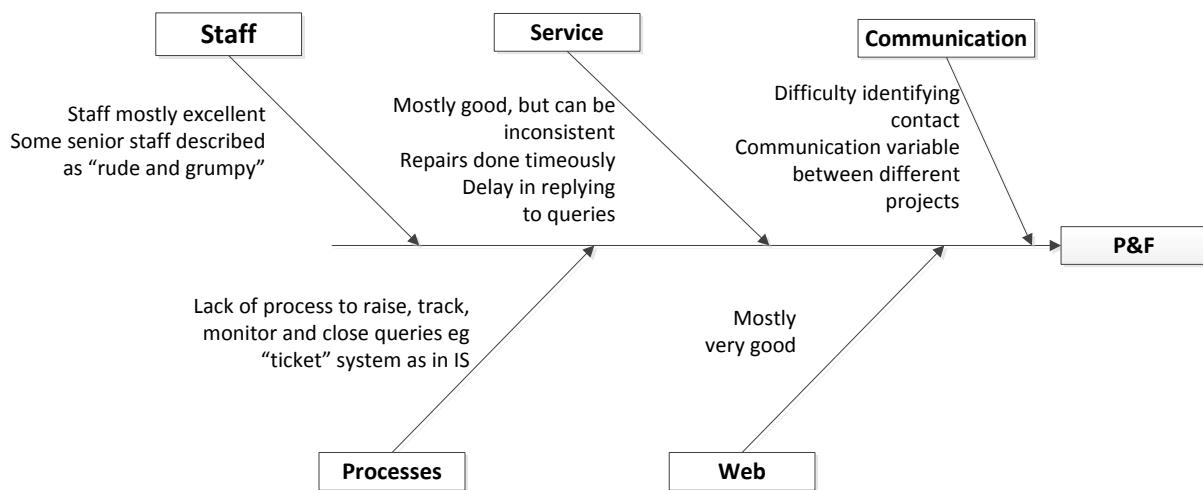
Property and Facilities Services This group delivers services in a timely fashion							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	12	70	87	120	8	20	317
Minimum	1	1	1	1	2	2	1
Maximum	4	5	5	5	5	5	5
Mean	3.00	3.63	3.32	3.45	3.50	3.05	3.41
Median	3	4	3	4	3.5	3	3
Mode	4	4	3	4	4	2	4
Range	3	4	4	4	3	3	4
Standard Deviation	1.04	1.07	0.96	1.00	0.93	1.00	1.01
Variance	1.09	1.14	0.92	1.01	0.86	1.00	1.02
Standard Error of the Mean	0.30	0.13	0.10	0.09	0.33	0.22	0.06

Property and Facilities Services This group delivers services in a timely fashion						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.03	-0.31	-0.18	-0.29	-0.67	-0.19
Craiglockhart		-0.17	-0.29	-0.55	-0.01	-0.21
Merchiston			-0.31	-0.48	-0.30	-0.31
Sighthill				-0.60	-0.16	-0.35
Other Campus					-0.29	-0.53
No Campus Selected						-0.17



Returns by Campus Property and Facilities Services This group delivers services in a timely fashion						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	3	3	5	0	12
Craiglockhart	2	8	21	22	17	70
Merchiston	1	16	35	24	11	87
Sighthill	5	14	39	46	16	120
Other	0	1	3	3	1	8
None selected	0	8	4	7	1	20

## 8.2 Additional comments



### 8.2.1 Summary of points raised

#### *Communication*

- Occasional problems with communication eg who is the relevant contact
- Communication variable between projects
- Inadequate consultation on building projects

#### *Processes and procedures*

- Lack of process to raise, track, monitor and close queries eg "ticket" system as in IS

#### *Response*

- Response variable
- Time taken to respond to queries too long
- Staff sometimes unable to contact the service ie no answer, answerphone

#### *Service*

- Service mostly very good, but can be inconsistent
- Repairs mostly done timeously, though refurbishment service is inconsistent
- Some lack of communication about progress of queries

#### *Staff*

- Staff mostly excellent
- Some senior staff reported as being "rude and grumpy"

#### *Web site / intranet*

- Mostly very good

There are also some campus-specific points:

### *Craighouse*

- Maintenance and renovation not being done

### *Craiglockhart*

- Problems with footpaths
- Need to increase support during external events eg open days
- Occasional problems with blocked toilets
- Some temperature problems out of normal working hours
- Problems with resolving priorities of booking rooms

### *Merchiston*

- Need more bicycle racks
- Cleaning service could be improved
- Staff can be unhelpful about inclusion matters
- Delays in moving office furniture

### *Sighthill*

- Delay in renovations and window repairs
- Canteen is too small, opening hours too restricted
- Shortage of roving microphones
- Temperature problems
- One noise incident reported - no obvious relevant procedure
- Changes to mail system not well communicated
- Problems with lighting
- Problem with inclusion - heavy fire doors

## **8.2.2 Responses by campus**

### *Craighouse*

There are four responses from respondents based at Craighouse.

Two respondents have not had contact or interaction with the department and write “No real contact with this department” and “Not had any issues with this service”.

There are, however, two negative responses. The first is “I've had a dead computer on my desk for nearly four years, waiting to be uplifted. FOUR YEARS. Is that timely?”

The second response is “Lifts not working, leaks in roof, heating and general maintenance has been overlooked because 'it's just Craighouse'”.

### *Craiglockhart*

There are twenty responses from respondents based at Craiglockhart.

### Service

The scope of this service is extremely large and so it is not easy for respondents to make comments about it.

There is one response about the service to external customers – that is, for open days. The respondent writes “When organising open days there is quite often not enough support from facilities. Toilets are quite often dirty although this has improved. There are not enough cleaners on hand to cope with the mess that is created by 500 teas and coffees being served to guests. It feels that there is not enough support for these events which are integral to attracting students”.

When considering the service in the University, the responses are mostly positive (for example one respondent describes this service as a “Very customer-focussed division within the University”), though there are some negative aspects. Several respondents mention that this is a very large service, with responses such as “This service is so diverse that it is difficult to answer the questions. I think they work hard in difficult circumstances. The buildings have improved and yet minor (but very important) issues such as heating, blocked toilets etc continue to be problems which have an enormous impact on staff and students and how they perceives the university. Consultation and responses with some areas has improved recently - I think they are trying really hard to improve but their services are very visible and probably difficult to improve without additional resource” or “This is such a big area that I only interact with certain parts of it. Despite its enormous span of responsibilities it seems to work well as a unit and has been steadily delivering improved services”.

Respondents mention the quick and efficient service offered by Property and Facilities. One respondent writes “We have had a lot of dealings with Property and Facilities services including room moves, induction weeks, repairs in the School etc and they have all been dealt with excellently. Everybody is pleasant to talk to over the phone or by email...I have no hesitations when I'm asked to organise something that will require the help of Property & Facilities” and another makes the point that “Whenever have needed any help, it has always been forthcoming quickly and efficiently”. One respondent mentions a section which Property & Facilities has given very good service to: “The Facilities team always provides a quick and efficient service to Craiglockhart Library. I am very happy with the response, thank you”.

However, there are some criticisms from respondents. Of the three negative responses, the first is “Experiences this year have been disappointing mainly due to timescales not being adhered to for moving staff to new locations to make way for the 'wedding suite'. However this is I think mainly due to staff illness and hopefully will improve in the future”.

Another respondent writes simply “It can sometimes take a long time for simple issues to be resolved” and the third response is that “The standard of cleaning in my office and on stairs near my office is very poor”.

### Specific services

There are three comments about different services offered to staff. One positive comment is “I am particularly keen on the shower and locker facilities which allow me to cycle to work - an important factor in my life. And I generally really enjoy using them”.

One respondent makes a comment about the heating: “Have always found this dept helpful on a daily basis, but have experienced problems in connection with the heating being lowered / switched off on Sundays, when staff and students are still working. The situation for this year remains to be seen, as it hasn't been too cold yet!”

The last specific response reflects the shortage of available rooms for different purposes: “Endless struggles between commercial bookings and the requirement for teaching rooms”.

### Staff

The responses about staff in this service are overwhelmingly positive. There is special praise for the porters, with three supportive responses: “The porters at CRL do a fantastic job and are always willing and able to help when requested” and “The porters on campus are always very helpful”. The third response also praises the porters, but singles out other members of staff: “Print services staff and porters have been very helpful. I was impressed with care of accommodation and security staff towards one of my students who was ill in February”.

One respondent notes that service from staff in this section has improved, and also praises catering staff by writing “There was a time when some of the maintenance people seemed very unresponsive to intimations of repairs needing to be made etc, but things have dramatically improved nowadays. As regards catering, as far as Craiglockhart is concerned, we are very fortunate in having such committed and kindly staff looking after the students and staff. You can tell that they genuinely care about putting nice and fairly-priced food in front of the students. And whenever there is a formal event on here, they go to a lot of trouble to make it all look nice”.

### Communication

There is one comment about communication. The respondent writes “The service responds to initial enquiries but sometimes I am left with the impression I am being a nuisance”.

### Neutral responses

There are two responses from respondents who have little or no contact with this service. The first respondent writes “Don't have much to do with this service, so haven't been able to comment much” and the second respondent simply writes “None”.

### *Merchiston*

There are thirty two responses from respondents based at Merchiston.

#### General

There are four comments here: “Property & Facilities is a very large department and it is very difficult to comment on the breadth of the department in this survey. Over recent months, internal coordination within the department has been challenged by the number of projects underway”.

Three further responses mention that Merchiston Co-Location Project. One of these responses begins “I admit that my responses here are coloured by the Merchiston Co-location project ...” and then includes various comments about staff and service. The other response, however, is a bit more detailed. The respondent writes “Given I am based at Merchiston, the view this year has been skewed by this project, which I appreciate has been difficult to manage. I think there have been some unnecessary boundaries between the project and business as usual which has made it very difficult for end users to engage and get things resolved. The time taken to fix snagging has been frustrating”. One respondent who had mentioned the Merchiston Co-Location Project writes that their answers were coloured by “variety in service levels between teams”.

#### Service

Responses about this service are varied, but tend more to the positive. For example, one respondent writes “Of all the areas being surveyed this is the one I depend on most for support in delivering my KPIs. Everything I ask facilities to do is undertaken in a very professional and 'can do' way. They often exceed my expectations”. Two other respondents write, more briefly, that they are “Happy with this service” and that they get “very good service”. Another respondent also points out that the staff are “Excellent at dealing with minor items as they arise, and they do so timeously” and a further comment was “In our experience, we get excellent service from catering, porters, security, room bookings and cleaning”.

Three respondents single out one or more particular parts of the department for praise of the service offered. The first response is that “Depends what your issue, I found the request for joinery work very prompt and professionally dealt with from both helpdesk and the joiner”. The two other responses are “Printing service is now very good. Routine electrical repairs are quick” and “We have a great relationship with porters supporting a number of our activities”.

Three respondents make the point that the service offered can vary – sometimes good, but sometimes not so good. Another respondent, though, gives more detail about the variations in service provided: “Depends what your issue, I found the request for joinery work very prompt and professionally dealt with from both helpdesk and the joiner. The portering requests though can be

hit and miss, sometimes portering requests are just not actioned, and sometimes not available until way after needed. Tend not to use this service as a result". The third response is similar in noting the variation in service: "Refurbishment work is random, one toilet (D50?) is overlooked whilst those above and below are refurbished!"

Two respondents make responses which were quite negative. The first writes "With the recent move I have found response from this area quite slow and although I appreciate that they are busy with all the works ongoing, service has not been 'normal' and it takes ages to get things sorted and / or find out who is responsible for completing jobs left unfinished as a result of the move".

The other negative response is "Main dealings with Facilities have been during the re-location. Still waiting on office furniture being delivered since end of July".

There is a further response from a respondent who works in the service "When a complaint is made to a member of the Management team about another member of staff we feel it doesn't get dealt with properly - it just gets 'shoved to one side & continually put on hold'".

#### Staff

There are two positive responses which single out one particular member of staff. The first response is "During the recent relocation project and moves at Merchiston, staff in this team have been fantastic, and frequently provided an excellent service; especially Bill Stuart and Peter Pryde" and the second response is "Some of the maintenance staff are always friendly and helpful (*ie* Peter Pride, Malcolm) - if a door needs fixing or a wall needs painting it's dealt with quickly".

There is also a generally positive response showing the positive attitude of this service: "I have had some excellent experiences over the last year in dealing with the Facilities teams across the campuses. Good helpful people who do not see requests as 'problems' but as a service they can and do provide well. There is a real sense of team and genuine interest in making my job easier. Thanks!"

Two respondents are very enthusiastic about the porters and praise them. One writes "Property and facilities are very important to my work - especially in Week 1, and porters setting up rooms for workshops during term time. They are FANTASTIC (although Craighouse doesn't have the same quality of service - maybe there are no staff there now?). They guys at Craiglockhart, Sighthill and Merchiston are great - efficient and helpful - and their work is incredibly appreciated by me (and by my back, which has suffered a lot of wear and tear in the past when I've had to set up rooms myself). In my opinion the portering service has improved out of recognition over the last couple of years" and the other respondent writes "The porters on all campuses are very professional".

There are three further comments praising members of staff from different sections: "Mailroom & cleaning staff are all very friendly and helpful and do an excellent job" and "Lovely staff on the Helpdesk!!" The third response is "The logistics / porter team were extremely helpful during the building works at Merchiston Library. The team were flexible and able to solve numerous problems. We expressed thanks at the time, but I think it's worth saying again".

Two respondents made comments which are positive, but conditional. The first one is "I cannot comment globally, as my comments would vary depending on which teams or individuals of the services were considered in relation to the questions above and qualities described. I certainly congratulate the porters and joiner at Merchiston for their pleasant manner and response to needs and queries, and the catering staff for the same, and their flexibility" and the second response is "The staff are very good and hardworking but we are still waiting for a large screen to be networked. It's wired up, but not yet live because the very hardworking staff are too busy with more important jobs".

One respondent acknowledges that the quality of staff in this service is generally good, but makes a few negative comments: "[There are still] rude and grumpy staff, patronising and unhelpful attitude from some more senior staff (thank goodness they're not fronting the Merchiston project!)

Finally, there is one response which is not totally positive, though it applies to some, not all, staff: "I find some, not all, property and facilities staff can be quite unhelpful with regards to the disability

and inclusion queries I have. There tends to be a reluctance for certain staff members to think in an inclusive manner”.

### Processes and Procedures

There are two responses in this section. The first response makes two points about processes and procedures: “There is no “ticket” system for logging and following up on calls requesting maintenance (unlike C&IT’s system). There is poor notification of disruptive maintenance and timescales given are regularly not adhered to”.

The second response is briefer. The respondent writes “The system of booking works well (mostly)”

### Communication

The responses from respondents tend to concentrate on the lack of communication from this department. For example, one writes “However, the routes to services are not clear and emails to the facilities helpdesk are generally met with complete silence, so it is impossible to know if your call is being acted on until someone turns up (or not). It is often not clear who you should contact for what issue”.

The difficulty about identifying the correct contact is echoed by another respondent, writing “I have sometimes found it really hard to get a hold of facilities and often get an answering machine to speak to”. A third respondent makes the same comment and also writes about some unhelpful emails received: “Not always clear who to contact about various matters. Have had several emails to the effect ‘we don’t deal with this, you’ll need to contact so and so’”.

One respondent makes a detailed response, covering both positive and negative comments on several aspects of the service. The part of this response about communication is “My views are very mixed. *Re:* the Merchiston project, communication has been excellent. We have been consulted regularly, and when there have been problems they have been dealt with quickly. Stuart Carberry has been extremely helpful in sorting out one problem in particular and he and his team are generally very helpful and considerate. It’s a pain, but the campus will look great when it’s done”.

The other two responses are so different that this underlines the huge scope of this service. One response is “Again, it is such a wide brief that it is difficult to say anything across the board. I don’t think consultation on building, etc. has been good, nor on selling the co-location project”. The other response is “However, prior to the Merchiston project I found things to be more frustrating - things have improved in the last few years, but there is still a lack of forewarning for noisy works and maintenance (eclipsed by Merch Project at moment)”.

### Web site / intranet

There is one response which is relevant to this section and refers to online communication: “Online services have improved greatly and make for easier communication”.

### Heating

There are two responses about heating. The first is “We have been complaining about heating for years but see little action until students threaten a walk out”. The second response is that the service has “No real effect on my area except when heating doesn’t work”.

### Cleaning

Again, there are two responses about cleaning, though one is more about the cleaning schedule: “It might be helpful to know the schedule for which rooms will be hoovered and have the trash emptied on which days”. The other response is that the “cleaning service [is] not great. Offices need vacuuming”.

### Canteen / catering

Three respondents write comments on different aspects of this area. The first is “I am a consumer of the canteen facilities and think much more could be done to bring this up to date”. Another respondent writes “catering service staff vary in good customer service delivery”. A third respondent makes a more positive point “However, on a different side of the service I think the customer service and products offered through catering has improved”.

### Re-location / furniture

There are two responses from people who have moved office, but found that there were delays in moving all the necessary possessions. One writes “Moved office 28th July....Still waiting for most of our office furniture!” and the other writes “Main dealings with Facilities have been during the re-location. Still waiting on office furniture being delivered since end of July”.

### Toilets

There is one comment about the toilets: “No real effect on my area except when the toilets are a disgrace”.

### Booking rooms

There is one comment about this service: “room bookings ... provide a very good prompt service”.

### Accommodation

There is one response about the accommodation service: “I think accommodation are becoming more customer-focussed”.

### Print room

There is one comment about this: “print room provide a very good prompt service”.

### Parking

There is one response about this: “Bicycle parking spaces at Merchiston have been halved and also being used for motorcycles”.

### Sighthill

There are forty responses from respondents based at Sighthill.

### General

There are two general comments. One respondent writes “I feel this dep is not overly helpful when it comes to solving issues. Everything outside the policy is not to be discussed. So I feel that staff needs are less important than following the rules. This concerns for example things like parking facilities, and room temperature”.

The other respondent, however, who works in the service, writes “As a front line service which affects all building users P&F do a good job. They deal well with the peaks and troughs of business requirements and react well in unexpected situations which often have a health and safety impact”.

### Service

One respondent, who works in the service, writes “Maintenance at Craiglockhart Campus not as efficient as other Campuses very slow at attending jobs. More prompt service from other teams such as Sighthill and Merchiston”.

Five respondents make positive comments about the service provided. One typical response is “This service works very well indeed in extremely difficult circumstances. They always respond cheerfully and helpfully”.

Other responses are “Print services have always been excellent”, “Very good in my experience - portering, cleaning, room booking, event management” and “Very good experiences with portering staff - couldn't be more helpful”.

An additional response is “Generally high levels of professionalism”.

Two respondents make “mixed” responses, which include both positive and negative comments: “Very helpful in relation to initial query but occasionally requests can slip through the net all staff very helpful and friendly”. Another respondent writes “Whilst many aspects of the move to Sighthill have been good (lab facilities), some aspects of teaching here are not good for students or staff. For example, access to roving microphones in Sighthill lecture theatres is so heavily regulated that we have to book in advance to use them. Access to services during open days (held on Saturdays) was non-existent at a time when all lecture theatres were in use”.

This feeling is summed up by another response stating “Performance is probably a bit variable across departments”.

There are eight responses about the Property & Facilities service which are negative. One respondent, for example, writes “However, I (and several colleagues) have had several issues when dealing with property services: reporting malfunctioning equipment or materials (broken radiators, howling windows, loose carpets, etc.) seems to be a complete waste of time - emails are never acknowledged, and there is no system to check progress on faults reported. It would also be nice if staff were treated with respect and given access to all areas of the campus they require, rather than being treated with constant suspicion, and not being allowed to access certain parts because they are not on a particular list - this is NOT customer focus, and is NOT a can-do attitude”.

Two other respondents also make the point of delays in problem solution: they write “time taken to respond to problems with various matters at Sighthill was far too long” and “Services delivered by P&F seem to be characterised by delays and sometimes nothing seems to happen at all eg provision of a waiting area for visitors within the OVP in Room 5.B.29 which has taken over a year. I have no idea what has gone wrong”.

There are two other responses relating to the University building: “The problems that arise on this campus are to do with the appalling construction of the building, which makes a complete nonsense of any awards it got” and “No evidence of planning - eg yet again week 1 and major work being undertaken on campus (Sighthill)”.

One respondent raises an accessibility issue: “Bad experience in relation to accessibility issues for less mobile colleague - the issue of heavy doors in Sighthill has been raised over a year ago but so far the situation has not been remedied. (I appreciate this is in relation to a third person, and that it may not be this service which is responsible)” .

The other two responses are quite general. One is about some members of staff: “the odd staff member who appear disgruntled and use foul language and spoil the impression of a good service” and the other response is about what was hopefully a one off occurrence: “I was very concerned about the noise and disruption in the ground floor / eating social area on day one of the trimester, 10th September 2012”.

### Staff

Most of the responses are positive. There are two responses about catering staff: “The catering staff are generally fantastic, working in very difficult conditions sometimes” and “Canteen staff are nice”.

One other response mentions the catering and portering staff: “The support I receive for my role from the Porters and catering staff is very good. The porters and catering staff are always very helpful and on occasions dealt with late requests, which is much appreciated”.

Two other responses single out the cleaning staff for praise: “Many of the cleaning staff work extremely hard and are pleasant and friendly, well done” and “Very good support from porters and cleaning staff. Some, particularly Lorraine Kelly should be praised for her work and that of her team.”

Two other respondents write positive responses about different parts of the service: "The porters and security staff are very helpful and respond promptly to any queries" and "I would like to mention the maintenance staff in particular have been exceptional in their dealing with problems in our area. Especially Alan Curtis Jim, John and Rab without them we would not have any working facilities. Thank you, guys".

Two other respondents write responses which praise the staff, but add a slightly less positive comment. The first is "Sometimes difficult to locate who has responsibility for what, but staff are nice and very helpful" and the second is "Individual staff are always willing and helpful but sometimes hide behind 'processes' and 'management decisions' as to the reasons why they cannot do something".

### Processes and Procedures

There are two responses which relate to the Helpdesk. The first is "Unfortunately when a call is logged with the helpdesk, there is no 'closing of the loop', so you have no idea if someone is coming to fix something, so have to chase it up. Also, find it very frustrating when you e-mail / telephone someone with a request (not the helpdesk) and no action or reply is forthcoming".

The second response is "Also, find it very frustrating when you e-mail / telephone someone with a request (not the helpdesk) and no action or reply is forthcoming".

### Communication

There are two comments about communication, which both relate to the mail service. The first one is "Recent changes to the mail service have not been well communicated and are somewhat deceptive in terms of the drop off boxes at reception. There is now only one mail collection per day" and the second is "Yet to be seen if recent changes to the postal service will cause any difficulties".

### Heating

There are eleven responses about heating. "Since arriving at Sighthill" writes one respondent "there have been problems with the heating system and some days offices can be extremely cold. Although calls are made to the helpdesk unless thermometers are registering under 16 degrees this does not appear to be considered a fault. I'm not sure if this is a problem with the heating system itself and staff are trying their best to resolve this but it's not really satisfactory that we are still in this position so many months after moving into the building and do not know from day to day whether office heating will be satisfactory". There is also a response from a respondent who works in the service and admits "Heating is often an issue for events out of hours".

Another respondent makes the point that it can be difficult to work in a cold environment: "The continuous issue of working in a cold office - despite assurances from the facilities helpdesk that as the thermometer on the wall states the temperature is adequate so it can't possibly be cold - is one of the most negative factors of staff dissatisfaction that I have experienced since working at Napier - a period of over 25 years. Having to resort to a plug-in heater and being told that this has therefore affected the rest of the heating system is one step beyond a joke. We only resort to a plug-in heater when the heating system has failed to provide sufficient warmth".

A further respondent also mentions that there have been complaints from external people about the heating: "heating is a major problem in Sighthill Campus. I hosted a national conference in the summer and the delegates' feedback that the temperature of the rooms was very cold. I contacted the Facilities helpdesk to be told that the rooms were at the minimum temperature and so nothing would be done. This is poor customer service, particularly as the conference delegates are unlikely to return. This is likely to have a negative impact on our future business. Similar situations, too numerous to describe, have occurred with students reporting that it's too cold".

Other responses about heating at Sighthill are "The issue of heating at Sighthill, in certain areas, has never been resolved by Property and Facilities despite many, many requests" and "We have had constant problems with temperature that has never been rectified since being in Sighthill campus".

The other two respondents make contradictory points about heating. One comments on the low temperature: "However the response to the ongoing problems with the heating system and cold, draughty working conditions at Sighthill seems to be taking far too long now that we have been here nearly 2 years and are approaching another winter" while the other considers the temperature is too high: "So many issues still not addressed in Sighthill - eg overheating of labs to a point that it is unreasonable to expect people to be able to work".

However, a more typical response about the heating is this one: "Also, major problem with heating (and has been since we moved into the building in November 2010). When we telephone to advise it is very cold, we are told "it reaches the official temperature". I find this so frustrating as different parts of the room vary so this comment means nothing. It's unbearably cold here on some days".

There are two final responses covering this topic, of which the first one is "We have complained endlessly about the poor heating in the lecture theatres and the classrooms. The students complain too and it makes concentration difficult. Those stupid vents in the classroom floors are unpleasant if you are wearing a skirt and have to stand over them because of the layout of the room".

The second response is "The laboratory lighting / heating and office heating has been a constant problem since we moved to Sighthill. Although most of the time, a few bodies are sent around to do some 'measurements' we still don't feel these situations have been resolved fully".

#### [Lighting and ventilation](#)

There are two responses covering lighting and ventilation: "There have also been endless complaints about lighting issues in the lecture theatres. Blinds need to be checked on a regular basis as rooms I used last trimester had broken blinds and the sun was blinding the students. The classrooms that have no windows (on the atrium side) are really unpleasant to work in - there is no decent ventilation and they get really smelly. Sometimes the only alternative is to leave the room door open which is not good when you are trying to create a calm, learning environment".

The second response in this area is "Internal problems have not been dealt with rapidly enough eg lighting / ventilation in class rooms".

#### [Windows](#)

There is one response about the windows at Sighthill: "My colleague sat next to a faulty window (not closing fully) for several months. Didn't feel as if it was considered priority / important. No communication of 'repair' - just came in to find desktop materials all moved around to allow access. Clearly an attempt to fix problem had been made but still not fully operational".

#### [Canteen](#)

There are four responses about the canteen and associated issues. The first is "The canteen is very heavily used, and closes at 3pm, which is not conducive to late working (it is the only place which serves hot food). A recent visit from external examiners was embarrassing in terms of availability of lunch (long queues) and somewhere to sit".

One of the other responses is "Catering - over-emphasis on profit-making and portion control. eg soup bowls have been withdrawn at Sighthill and replaced with disposable cartons which hold less and cost more. Also query how increasing disposable items contributes to our green credentials".

The other two responses are "Sighthill canteen area is far too small" and "Sighthill catering is frequently overcrowded".

#### [Campus grounds](#)

There is just one response, where the respondent writes "The area surrounding the Sighthill campus has not been well maintained".

## Miscellaneous

There are miscellaneous responses. The first is "I feel these questions are too broad and my answer would be scored differently for each department, therefore I cannot give an accurate answer".

Another respondent, who works in the service, admits this when writing "Slightly biased as this is my department and I am a bit more in the loop with policies and procedures".

There is one more response. It is "It's good to see that Facilities are listening to customers about lack of space in the atrium, need for outdoor space *etc* but feel that it's just "plugging a gap" and won't really solve the problems in the long run without a lot more work".

## Other

There are two responses from respondents not based at Craighouse, Craiglockhart, Merchiston or Sighthill campuses.

The first response is "General helpful and supportive. Only problems have been delays in getting information on surplus furniture *etc*."

The second response is "Very concerned at bicycle provision at Merchiston. There are nowhere near enough temporary racks during the re-development and notices to say don't park on the handrails are not helpful when the racks are full".

## No campus

There are six responses in this section from respondents who did not state which campus they belonged to.

### General

There is just one comment: "Continuous improvement by this Department".

### Service

There is just one response: "Inconsistent delivery of service: "It's not always straight forward to know who to approach - the Helpdesk is the best route at times. There is sometimes a problem with communication across this service and delivery on promises but some staff go the extra mile".

### Staff

There are three comments about the staff, all positive. One respondent praises specific staff and writes that there is "Great services from all the porters at Sighthill (can't praise them enough); and specific "thank yous" to Helen Crocker and her team; Chris Sneddon; Jamie Pearson and the catering staff. I also miss the gym Instructors and Technicians (those that are left) in Engage".

The other two responses are that "some staff are very helpful and customer-focussed" and "The team here are very efficient and react well to any emergencies".

### Communication

There is one response about communication: "Most of my dealings with this area have been good, though there is the feeling that a request or note of something needed is taken, but you have no idea if it's been actioned / remembered, or if it instead gets lost in the ether".

### Comment about campus / property

There is one response which concerns the campus property: "Some problems at CR campus urgently need addressing, but the appropriate forum is not acting on them - *eg* the crossing to the bus on Colinton Road, and the lack of a clear footpath to the intersection of Colinton Road with Glenlockhart Road. Reasons for not doing (and other issues) this could perhaps be made public, so we can understand why apparently simple things are not being addressed".

## 8.3 Suggestions for improvement



### 8.3.1 Summary of suggestions made

#### *Communication*

- Lack of communication and consultation between staff in all areas including managers
- Insufficient provision of information about services offered
- Some staff not customer-focussed
- Some staff do not provide clear, consistent and easily understood explanations
- Insufficient tracking of queries and requests

#### *General*

- Insufficient attitude of being customer-focussed and less prone to quoting "University policy"
- Staff do not seem to understand what is meant by an "inclusive" University

#### *Processes and procedures*

- Lack of ticketing system to track, monitor and close queries
- Insufficient consistency with Helpdesk needs to be consistent in service and provide closure actions
- Lack of consistency with answers to queries given by staff
- Insufficient communication kept open during query process

### *Service*

- Not enough recognition and promotion of good practice to improve the level of customer service
- Insufficient proactive communication for internal customers to identify problems or rapid resolution
- Insufficient customer focus of staff
- Lack of regular maintenance for staff and students

### *Staff*

- Lack of sufficient staff
- Staff unaware of information how other teams provide the same service

### *Web site / intranet*

- Need to tidy up email lists

### *Specific points*

- Building: Repairs not done speedily and inconvenience students
- Canteen: Facilities need to be improved and there needs to be better facilities, better quality food and improvement in staff service
- Cleaners: Facilities are not always acceptable for Open Days.
- Mail service: Possibly insufficient mail pick ups, especially the afternoon one, and dispatch mail on the day collected
- Noise: No procedure to deal with excessive noise
- Porters: Not enough porters and better process to arrange booking them
- Room booking: Insufficient number of rooms for meeting and no process to prioritise booking requirements
- Temperature: No process about consistent correct temperature range.

### **8.3.2 Suggestions by campus**

#### *Craighouse*

There are two suggestions of improvement from respondents who are based at the Craighouse campus.

The first response is a reminder that customer service is required no matter how large or small the campus is "If a site is still being used remember 'student satisfaction'. Staff and students have been left sorely let down. If senior management were still here this would have not happened!!!"

The second response is that "We need to have better information provided as to what areas / rooms P&F cover. I believe there should also be a price list available so we know how much things cost when "selling" to clients. There should be an equipment audit performed and price list available as this is a great "selling" tool we can advertise on line which would bring us in increased commercial income".

#### *Craiglockhart*

There are twelve suggestions for improvement from respondents based at Craiglockhart campus.

## Communication

There are two suggestions for improvement about communication. The first is quite neutral: "Better communication with all staff". The second is echoed for other services: "Again, as for all areas, more promotion of what it is they can do".

## Processes and Procedures

There is one suggestion for improvement about processes and procedures: "As projects overlap and increase in number and complexity make a case for additional resource to ensure that project timescales can be adhered to".

However, there is also one suggestion for improvement about the Helpdesk: "Although I infrequently use it the Helpdesk is very hit and miss in its responses. It would help if people who report issues could be told when they have been fixed. Need to close the loop on this one".

## Canteen

There is a generic suggestion for improvement: "Catering could be vastly improved!"

One respondent suggests a "loyalty" scheme for drinks: "A consistent approach to "loyalty" purchases for coffee would be welcome - why not at Starbucks too?"

The other respondent asks about an extension in range of drinks to include de-caffeinated drinks and requests "Decaf filter coffee at Merchiston. For health reasons, I cannot take caffeinated coffee".

## Cleaning and toilets

There are two responses in this section which recommend improvements in cleaning in general and particularly the female toilets. One respondent writes "The ladies' toilets in the teaching block at Craiglockhart are in need of an update. The double soap dispensers are confusing, the hand driers are ineffective, and it is a highly used area which is showing signs of wear. It would really benefit from a facelift. Perhaps working with student recruitment more closely would be an option to help close the service gap. Open Days are the perfect opportunity to show the campuses off. Facilities have a huge part in that".

The other response combines a suggestion for improvement with a more negative comment about the cleaning staff. The respondent starts by writing "A mirror above the plug socket in the ladies downstairs showers at Craiglockhart would be good for hair drying. Also, some hooks around the shower area, or in the shower cubicles themselves would help". The second part of the response, which is the more critical part, is "Lastly, the lady, who does a great job cleaning the downstairs showers, might not tell me off for using them (I was on my way out to a business dinner for the department at 5pm one night and was showering to get changed) - it was embarrassing. I was half dressed and got an ear wigging from this lady because 'she had her job to do too'. Not sure what the problem was with my being there but it was very annoying nevertheless. I am not alone in receiving this treatment from this lady!"

## Mail service

One respondent mentions that the afternoon mail service has been discontinued and suggests that it is reinstated: "No mail in the afternoon has a detrimental effect on customer service. And this was kept very quiet! In the past mail staff could not have been more helpful at busy times but how will this work in the future?"

## Temperature

There is one comment about this, which mentions both that the temperature can be cold and that the response to complaints about it needs to be improved: "More effective response to reports of very cold offices".

## Room bookings

There are two comments about this. The first respondent writes "It's very frustrating when you cannot get a room for a meeting. We just don't appear to have enough rooms".

The second response is about prioritisation in booking rooms: "Prioritise teaching requirements over commercial bookings!"

## Neutral response

There is one response, which does not give a suggestion for improvement. The respondent writes "None".

## ***Merchiston***

There are nineteen suggestions for improvement from respondents who write that they are based at the Merchiston campus.

### General

There are three general suggestions. The first one is "I think a bit more of an open mind, an understanding of what is meant by an inclusive university and better customer service skills would help".

The second suggestion is that the service should "get a customer focus; take a can-do / problem solving approach". The respondent then adds that the service "Needs a change of leadership".

The third suggestion, which is from a respondent working in the service is "What we would like to see is Management coming in every so often and sitting down with us (as a group) and not only talk to us face to face, but actually listen to what we have to say ourselves first hand".

### Service

There are five suggestions for improvement, of which two are about the Merchiston upgrade project.

The first suggestion for improvement is "Perhaps have two level of service. Big jobs and everyday little jobs that are promptly acted on. So we don't have to wait for the new builder work to be completed before the over-worked staff have time to think about wiring up my smart board".

The second suggestion for improvement is about regular scheduled maintenance: "Improve regular maintenance of facilities. Greater systematic installation of teaching support facilities in teaching rooms".

The third suggestion for improvement is slightly different and affects students, rather than staff. The respondent writes "I think we need to consider the service for Pre sessional EFL students who want university accommodation".

The two responses about the Merchiston upgrade project do not mention specific improvements. The first is "It is good to see that resources are being provided to property and facilities in the upgrading of the Merchiston Campus" and the second response is an acknowledgement of the complexity of the project: "Larger issues, it's a struggle, especially - and understandably - at Merchiston during current re-furb works".

### Processes and Procedures

There are two suggestions for improvement about tracking queries. One respondent suggests "Introduce a "ticket" system similar to C&IT's". Another respondent writes that it would be useful "Having an email response confirming that our request for portering has gone through and will be done would be helpful".

## Communication

There is one suggestion for improvement about communication. The respondent suggests that staff should "Communicate with each other. Porters etc turn up to collect or deliver items but never seem to have all the information from the initial request."

## Web site / intranet

There is one suggestion for improvement: "Tidy up email lists". The respondent adds "Got this message a few days ago: "Delivery has failed to these recipients or distribution lists: HYPERLINK "mailto:facilities.services@napier.ac.uk"Facilities Services. Your message wasn't delivered because of security policies. Microsoft Exchange will not try to redeliver this message for you. Please provide the following diagnostic text to your system administrator".

## Catering

There are two suggestions for improvement. One is quite general: "Catering should be much better. It is so obvious that it is one of the main things in the student survey that is easy to improve!"

The other suggestion is slightly more detailed. The respondent writes that there is a need to "Extend catering hours for students and staff".

## Cleaners

There is one response about the cleaners. It is not a suggestion for improvement, but acknowledges the high quality work done by these people: "This is a huge department and I would say that I have had dealings with most levels within facilities, and as such the cleaners are the most accommodating and customer-focussed".

## Mail

There is one suggestion for improvement in this section: that there should be "More mail pick-ups in Merchiston".

## Temperature

There are three suggestions for improvement with the temperature, though the first is quite general: "Sort out the heating once and for all".

The second suggestion is a bit more specific on the location for improvement: "It would be nice if there was some heating in the Apex café".

One respondent suggests more consistency about the temperature: "Just wish we still didn't have to wait all week for the heating to be effective. Monday mornings are always 'thermal' days, Fridays it is t-shirt time".

## Porters

There is one suggestion for improvement about the porters: "More staff - you always have to wait ages to get a porter just to move something".

## Sighthill

There are twenty three suggestions for improvement from respondents who write that they are based at Sighthill campus.

## General

There are two responses, but only one is a constructive suggestion for improvement.

The first response is somewhat negative and concerns the Napier University structure: "There is now nothing much that our people can do because of the actual circumstances. The designers and builders who were responsible for the new building at Sighthill were almost criminal in their

ignorance of the purpose for which it was to be put. No architect should ignore the basic principle of 'form follows function' which should underpin the design.

The other suggestion for improvement is about service from staff, but has been put in this section, as it is quite strongly worded: "Try not to make us feel like we are being pests when we report things or quote 'university policy' to us when we phone up".

### Service

There are three suggestions for improvement about the service in general. One respondent recommends staff to take a more proactive approach and writes "Ask staff and students what problems there are and rectify these more rapidly".

The second suggestion for improvement is for P&FS staff to "Better listen to staff concerns and really service them, enable staff to carry out work more effectively".

The last two responses are from respondents, who work in the service. One is "Users often do not appreciate or understand the challenges and constraints under which P&F work and therefore 'shoot themselves in the foot' by falling short in meeting everyone's expectations despite their best efforts. It is therefore difficult to exceed expectations". The other is a suggestion to "Shift the staff around let them see how other teams provide the same service".

Finally, not a suggested improvement, but a comment: "Generally a good service, no complaints".

### Processes and Procedures

There are three responses about processes and procedures – one of which is not a suggestion for improvement, as the respondent writes "Helpdesk staff very friendly and that makes a difference".

The other two suggestions for improvement are about the Facilities Helpdesk. The first respondent writes "To receive a response from any porter request sent to Facilities help desk would prove beneficial in my event admin role".

The second respondent writes "Closing of the loop when calls are logged with Facilities. Not giving the same answer when the problems with heating are advised" and asks staff to "Get the Facilities Helpdesk to escalate this higher up".

### Communication

There is one suggestion for improvement. The respondent writes "You could actually listen to the complaints and then get people in to deal with them rather than fobbing us off with ridiculous explanations".

### Canteen

There are three suggestions for improvement about the canteen service. The first response is that there should be: "Better canteen facilities (bigger longer opening hours, more seating, somewhere for staff to take visitors)".

Another respondent also points out that the canteen is currently too small for both staff and students: "The food is totally over-priced and the canteen facilities are too small to accommodate everyone when the students are around". The respondent also adds the comment that "The staff can be unprofessional in the canteen".

The third suggestion for improvement is about the quality of the food currently available in the canteen. The respondent suggests that there should be "Better food in the canteen, lower prices as it feels like a rip-off most of the time for the quality you get".

### Mail

There is one suggestion for improvement about the mail service. It relates to mail being posted the same day that it is collected. The respondent writes "The internal post system has changed and we

now only have one mail drop off / pick up and this is not a problem and quite understandable. When the announcement was made to the new system we were informed there would be a post collection at 3.45pm from the reception box. This would imply that the post put in this post box would be getting posted the same day, however this is NOT the case and I think this is false advertising as the post is not getting posted until the next day. In that case we should just leave it to be collected the next day from our "mail out tray". It should be made clear to all staff that the "late" post collection is not getting posted until the next day and there is only ONE collection a day".

### Temperature

There are five responses about the temperature in the University. Some of these responses state the improvement needed, others strongly hint at the improvement needed.

One respondent makes a comment on the lack of consistency of heating: "Heating is not consistent in the building, especially on a Monday morning. I start at 7.30am and this morning is the first time the heating has been on when I arrive".

Other respondents make briefer recommendations for improvement and write "Put the heating on this winter!!!" and suggest that a priority would be "Getting the heating right in campuses".

Another respondent has a suggestion about placing sockets and seats in the office areas: "Provide an adequate heating system, stop blaming the user and not the provision / provider and perhaps rethink the positioning of the sockets / seating within offices - placing sockets / pc points along the outside wall beside the drafts and metal plating where people have to sit and offering no alternative along the warmer, inside walls may have been easier but less practical".

Finally, a respondent makes the point that the low temperature affects the students and writes "Sighthill Campus is cold and while remedies for the external doors have been put in place, the cool temperature significantly affects the students' experience. Please address this. I am happy to discuss this further".

### Room bookings

There are two suggestions for improvements with room bookings and equipment. The first is to have more staff members dealing with it, to "have an additional person to support with room bookings".

The second suggestion starts about requesting more equipment for the rooms, mentioning that there is a need for "More roving mikes for lecture theatres". The respondent then mentions that there is a shortage of rooms available and there should be "More rooms large enough to take increasing student numbers (but this was predicted before the move)". The respondent is not sure if these comments come under the remit of P&FS, so adds "Many of these issues may not be under control of Properties and Facilities, but some are".

### Building

There are two responses about the building. The first is "Sighthill building is still too noisy on windy days, mainly due to our inability to have the windows repaired".

The second response is not a constructive suggestion, but implies possible suggestions for future building work: "The main doors at Sighthill should have been installed quicker than they were. Level 1 cafe in Sighthill should have been completed earlier than it was so that students at start of Tri 1 had access to it (they didn't)".

### Noise

There is one response about noise. It refers to an incident about noise and disruption in the ground floor / atrium on 10 September 2012, which is listed in the additional comments. The respondent writes "Re above, in a situation as described above work should have been suspended for that day as soon as the inappropriate noise levels were noted".

### ***Other***

There are two suggestions for improvement from respondents not based at Craighouse, Craiglockhart, Merchiston or Sighthill campuses.

The first suggestion is “There should be a directory of 2nd hand furniture or furniture ‘looking for new home’ which would speed up staff office moves etc and avoid buying new furniture etc.”

The second suggestion is that “They could add more racks”.

### ***No campus***

There are five suggestions for improvement from respondents who have declined to give the campus they are based at.

### **Service**

There are two suggestions about service. The first one is to “Improve clarity of roles and responsibilities within the service. Recognition and promotion of good practice to improve overall level of service”.

The second suggestion for improvement is that “Some of the managers should be more willing to listen to suggestions rather than constantly being defensive / dismissive”.

As part of another suggestion about staff, a respondent adds “24 hour campuses”.

There is also one response about special services: the canteen. This response contains several comments. The respondent writes initially “A third till at Sighthill?” and then adds “Would it not be feasible to create a sort of “conservatory” extending from the refectory (where all the glass doors / windows are). This could significantly increase the student experience (not to mention the staff!)”

### **Staff**

There is one suggestion for improvement which mentions staff. It is “More staff”.

### **Communication**

There are three suggestions for improvement, all of which are requesting more communication. The first respondent writes that there should be “Better / more open communication about things that are NOT done” and adds “communication about things that ARE done, eg work on entrances etc, is good!”

The second suggestion, again about needing more communication, is that there is “A tendency at management / supervisory level not to consult or communicate - invariably try to find the cheapest option not the most effective. Poor listeners”.

The third suggestion is a bit more detailed about the type of communication needed: “Would like to see more information regarding Engage eg income generation, costs of maintaining the gym, number of members, objectives and achievements”.

## 9 Student and academic services

The aim of this service is “provide effective and responsive recruitment, admission and administration services to support the student journey; to provide student development and wellbeing support services to enhance student retention, success and graduate employability; and to maintain procedures to assure academic quality and standard”.

The Director of the service is Cathy Lambert, who oversees the following teams:

- Recruitment Admissions and Administration
- Student Development and Wellbeing
- Academic Quality.

### 9.1 Responses to structured questions

#### 9.1.1 Service member breakdown

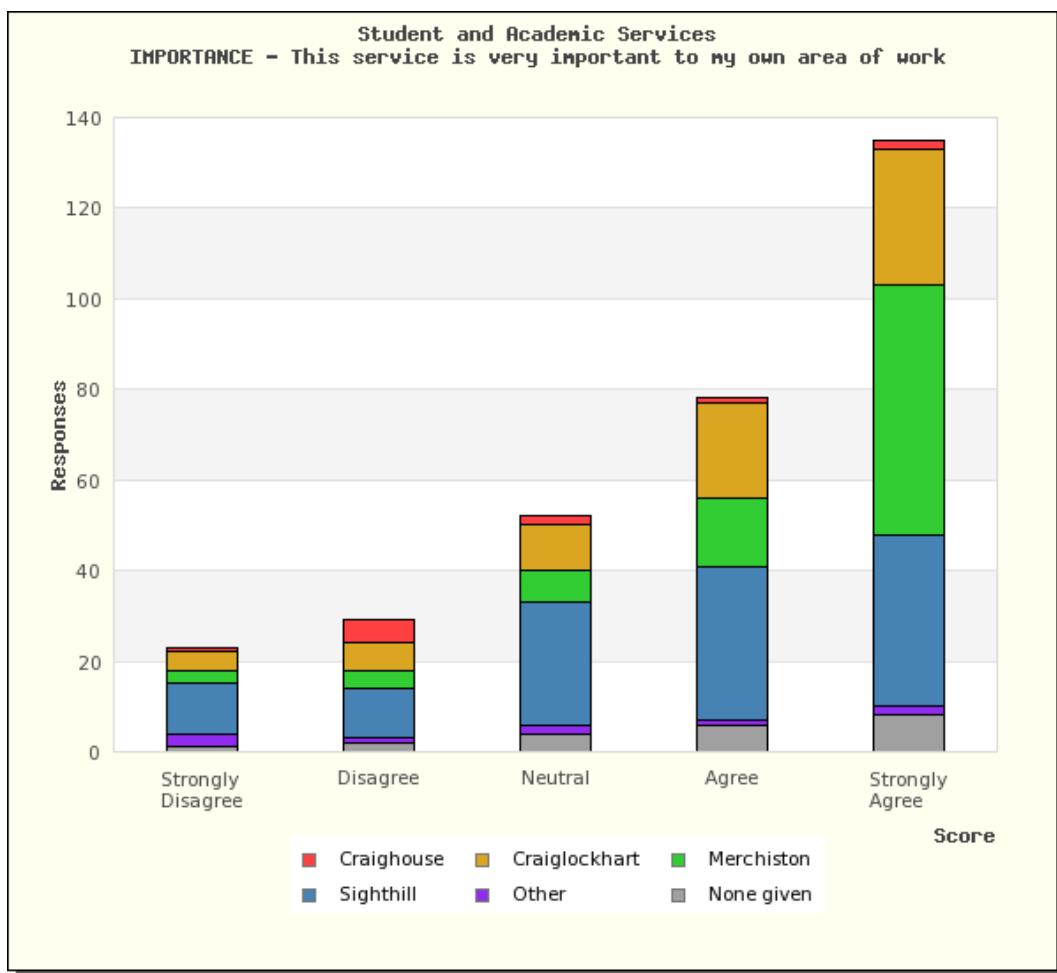
There were, on average, 295 responses to the questions in this section. Of these, 40 were members of Student and academic services.

Campus	Role	count
Craiglockhart	Professional / support staff	1
Merchiston	Other	1
Merchiston	Professional / support staff	34
Merchiston	Senior managers forum	4
	Total	40

There were five anonymous respondents for this service: four professional / support staff and a senior manager, all based at Merchiston.

The “Other” respondent is a Student Ambassador.

### 9.1.2 This service is very important to my own area of work

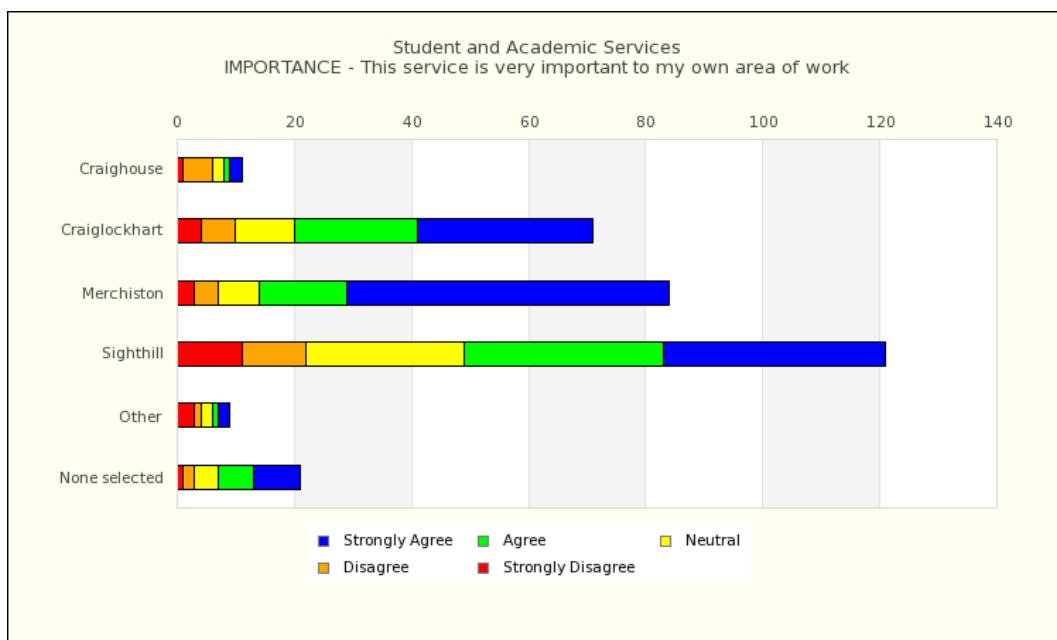


This service is considered to be of high importance across the three larger campuses and by those respondents who didn't select a campus. Respondents at Craighouse and Other campus tended to be neutral.

Statistic	Student and Academic Services This service is very important to my own area of work						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	71	84	121	9	21	317
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5
Mean	2.82	3.94	4.37	3.64	2.78	3.86	3.86
Median	3	4	5	4	3	4	4
Mode	2	5	5	5	1	5	5
Range	4	4	4	4	4	4	4
Standard Deviation	1.33	1.19	1.06	1.26	1.64	1.20	1.26
Variance	1.76	1.43	1.13	1.60	2.69	1.43	1.59
Standard Error of the Mean	0.40	0.14	0.12	0.11	0.55	0.26	0.07

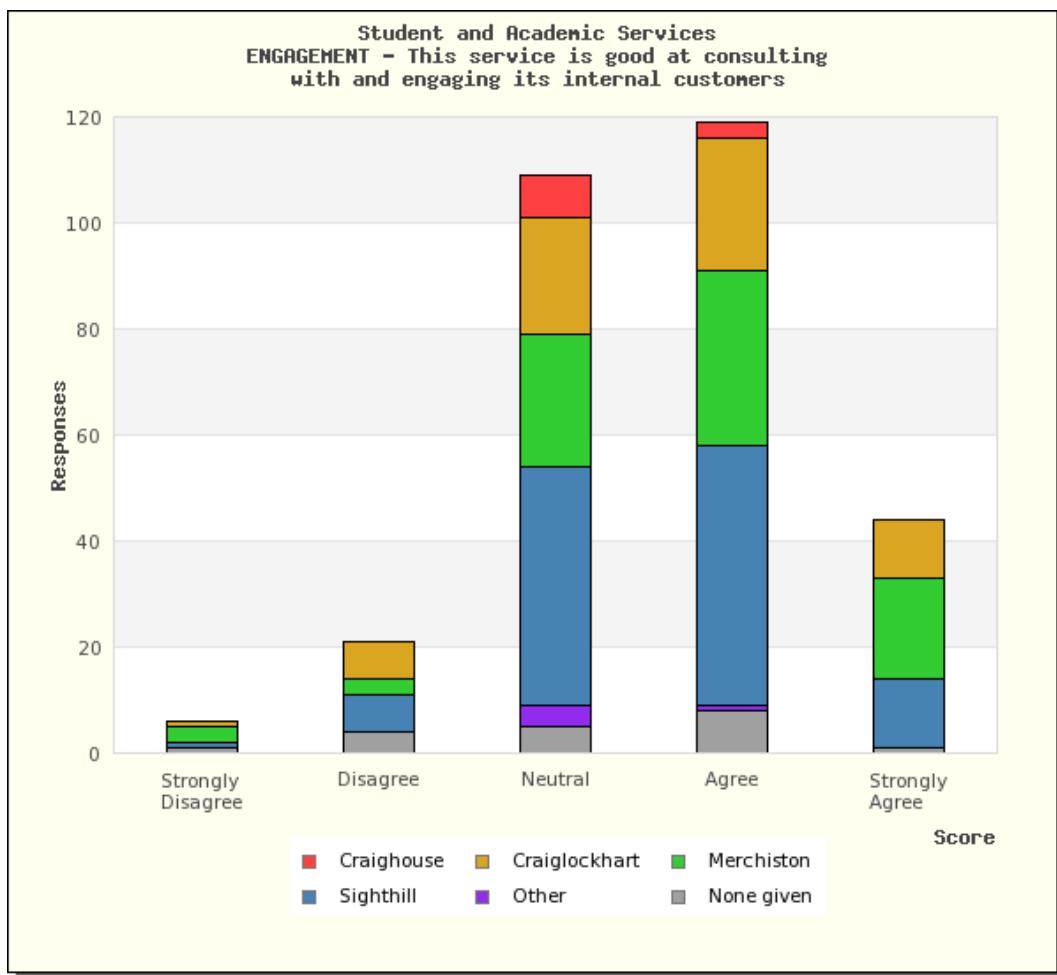
Student and Academic Services						
	This service is very important to my own area of work					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	<b>0.39</b>	<b>0.83</b>	<b>0.10</b>	-0.93	<b>0.23</b>	<b>0.36</b>
Craiglockhart		-0.08	-0.20	<b>0.34</b>	-0.55	-0.38
Merchiston			0.25	<b>0.78</b>	-0.10	<b>0.08</b>
Sighthill				<b>0.04</b>	-0.39	-0.21
Other Campus					<b>0.18</b>	<b>0.30</b>
No Campus Selected						-0.57

The service is considered even more important at Merchiston than at Sighthill or Craiglockhart, but this could well be because 44% of the respondents from Merchiston work for this service.



Returns by Campus						
Student and Academic Services						
	This service is very important to my own area of work					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	5	2	1	2	11
Craiglockhart	4	6	10	21	30	71
Merchiston	3	4	7	15	55	84
Sighthill	11	11	27	34	38	121
Other	3	1	2	1	2	9
None selected	1	2	4	6	8	21

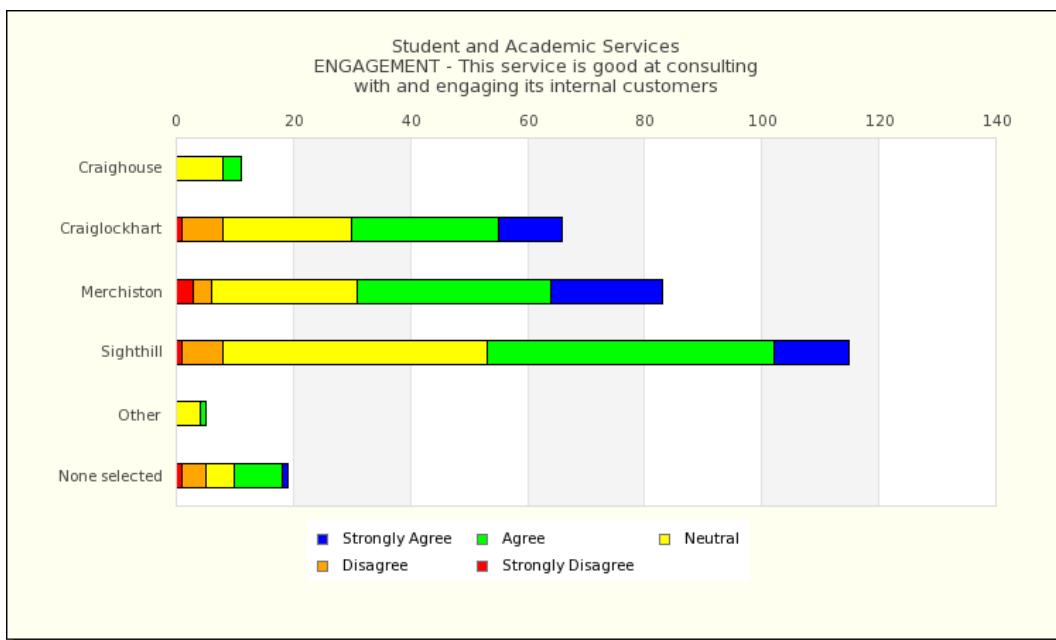
### 9.1.3 This service is good at consulting with and engaging its internal customers



The service scores positively for engagement across all campuses, but the higher scores are from the three larger campuses.

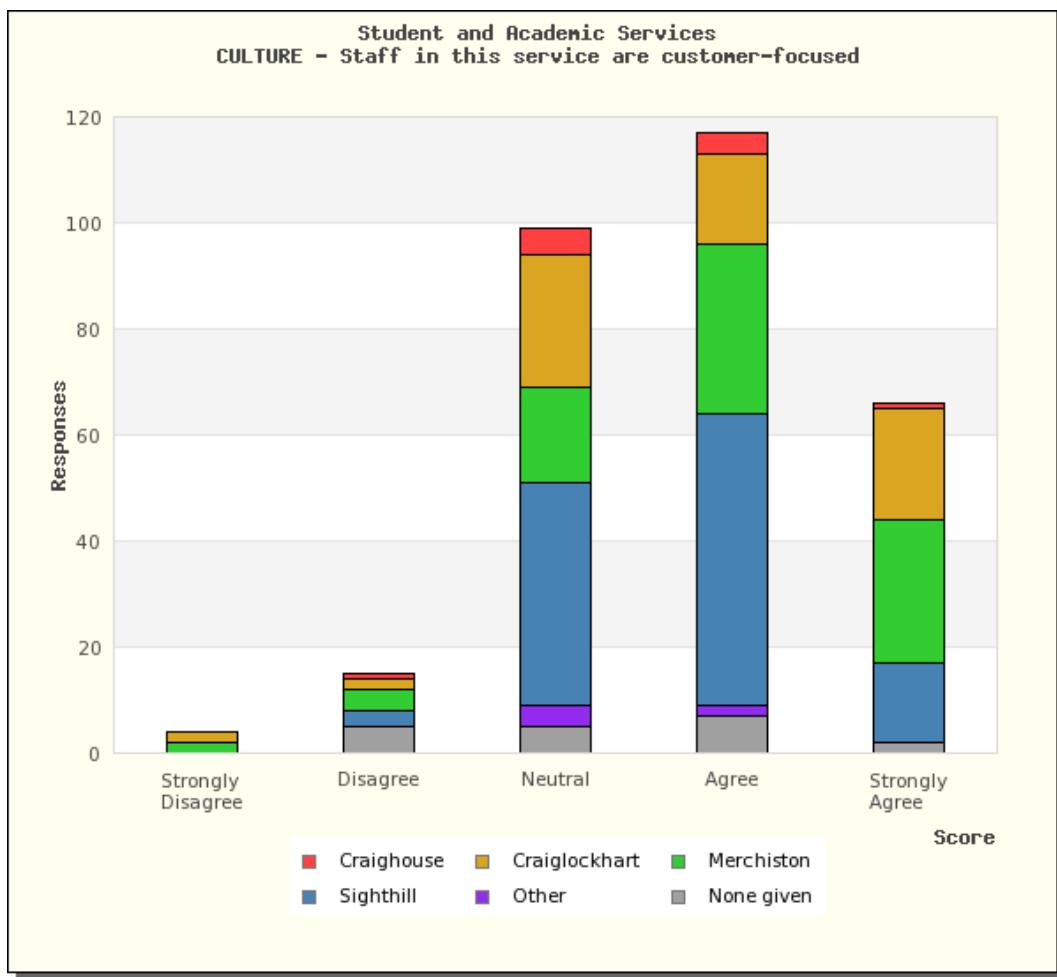
Statistic	Student and Academic Services This service is good at consulting with and engaging its internal customers						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	66	83	115	5	19	299
Minimum	3	1	1	1	3	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.27	3.58	3.75	3.57	3.20	3.21	3.58
Median	3	4	4	4	3	4	4
Mode	3	4	4	4	3	4	4
Range	1	4	4	4	1	4	4
Standard Deviation	0.47	0.95	0.97	0.81	0.45	1.03	0.90
Variance	0.22	0.89	0.95	0.65	0.20	1.06	0.80
Standard Error of the Mean	0.14	0.12	0.11	0.08	0.20	0.24	0.05

Student and Academic Services						
This service is good at consulting with and engaging its internal customers						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.20	-0.02	-0.16	-0.51	-0.55	-0.13
Craiglockhart		-0.30	-0.44	-0.19	-0.23	-0.40
Merchiston			-0.25	-0.01	-0.05	-0.23
Sighthill				-0.15	-0.20	-0.35
Other Campus					-0.65	-0.12
No Campus Selected						-0.17



Returns by Campus						
Student and Academic Services						
This service is good at consulting with and engaging its internal customers						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	8	3	0	11
Craiglockhart	1	7	22	25	11	66
Merchiston	3	3	25	33	19	83
Sighthill	1	7	45	49	13	115
Other	0	0	4	1	0	5
None selected	1	4	5	8	1	19

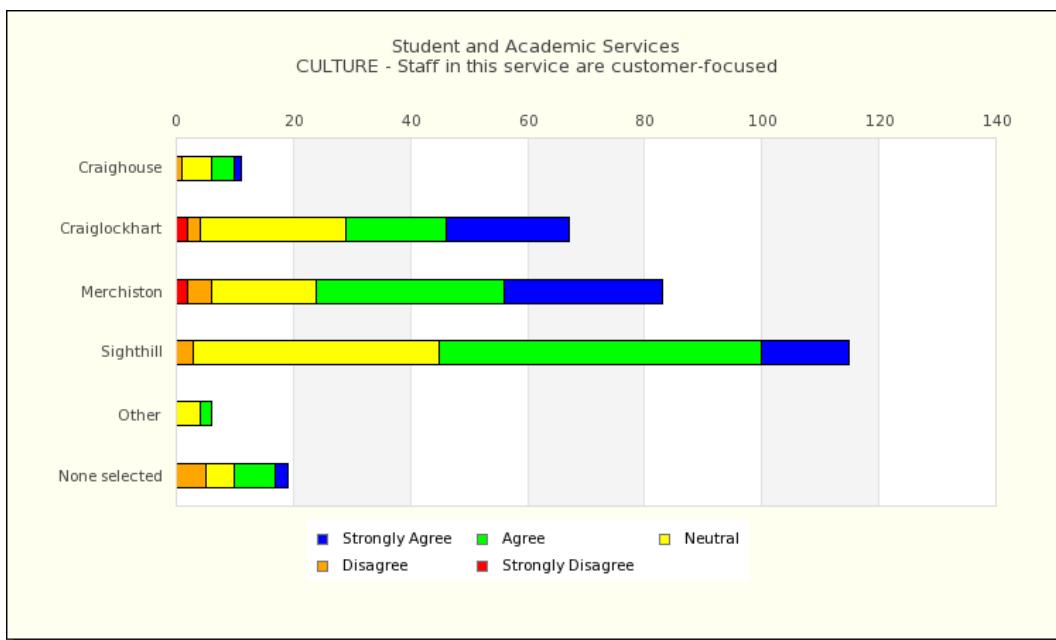
#### 9.1.4 Staff in this service are customer-focussed



The responses here are very positive across all campuses.

Student and Academic Services Staff in this service are customer-focussed							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	67	83	115	6	19	301
Minimum	2	1	1	2	3	2	1
Maximum	5	5	5	5	4	5	5
Mean	3.45	3.79	3.94	3.71	3.33	3.32	3.75
Median	4	4	4	4	3	4	4
Mode	3	3	4	4	3	4	4
Range	3	4	4	3	1	3	4
Standard Deviation	0.82	1.02	0.98	0.72	0.52	1.00	0.90
Variance	0.67	1.05	0.96	0.52	0.27	1.01	0.81
Standard Error of the Mean	0.25	0.12	0.11	0.07	0.21	0.23	0.05

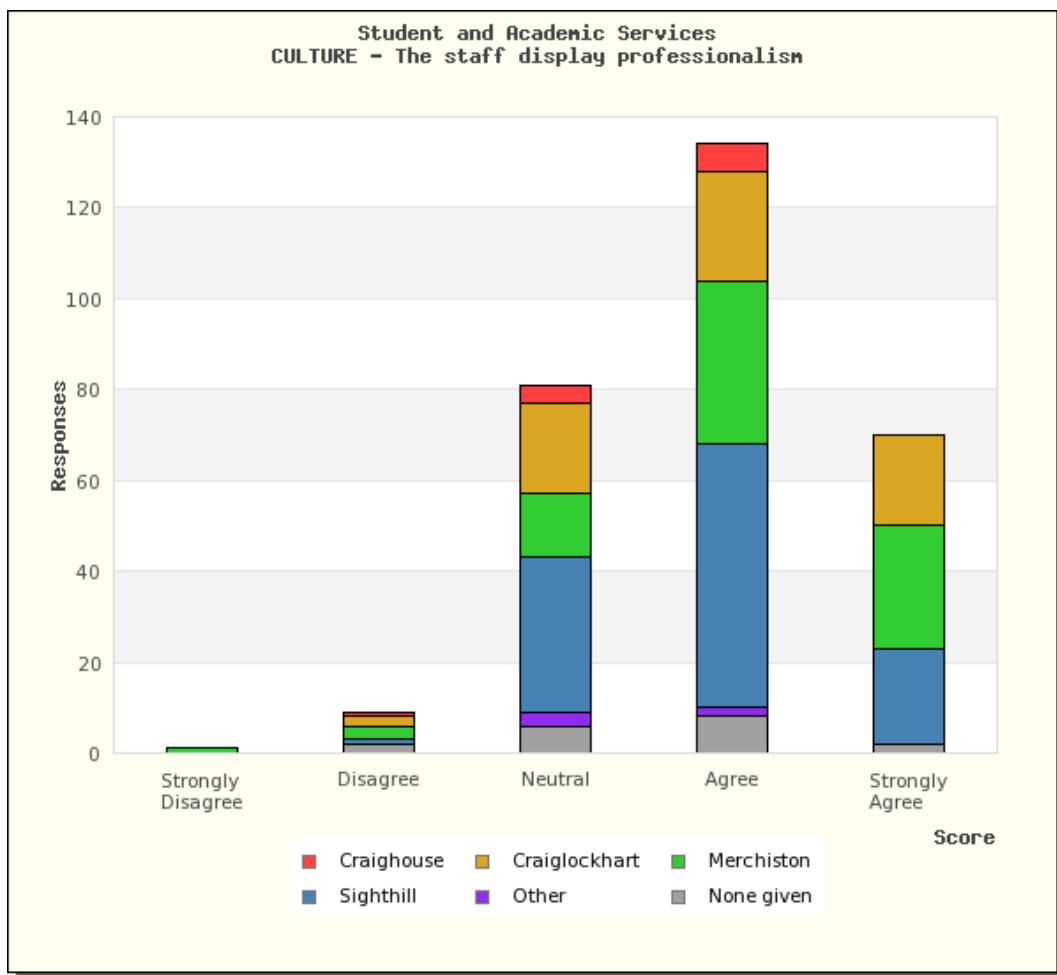
Student and Academic Services Staff in this service are customer-focussed						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.27	-0.11	-0.30	-0.56	-0.55	-0.25
Craiglockhart		-0.33	-0.36	-0.12	-0.12	-0.38
Merchiston			-0.19	<b>0.04</b>	<b>0.04</b>	-0.21
Sighthill				-0.15	-0.15	-0.31
Other Campus					-0.65	-0.09
No Campus Selected						-0.10



Less than twenty respondents disagree that the SAS staff are customer-focussed.

Returns by Campus						
Student and Academic Services						
Staff in this service are customer-focussed						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	5	4	1	11
Craiglockhart	2	2	25	17	21	67
Merchiston	2	4	18	32	27	83
Sighthill	0	3	42	55	15	115
Other	0	0	4	2	0	6
None selected	0	5	5	7	2	19

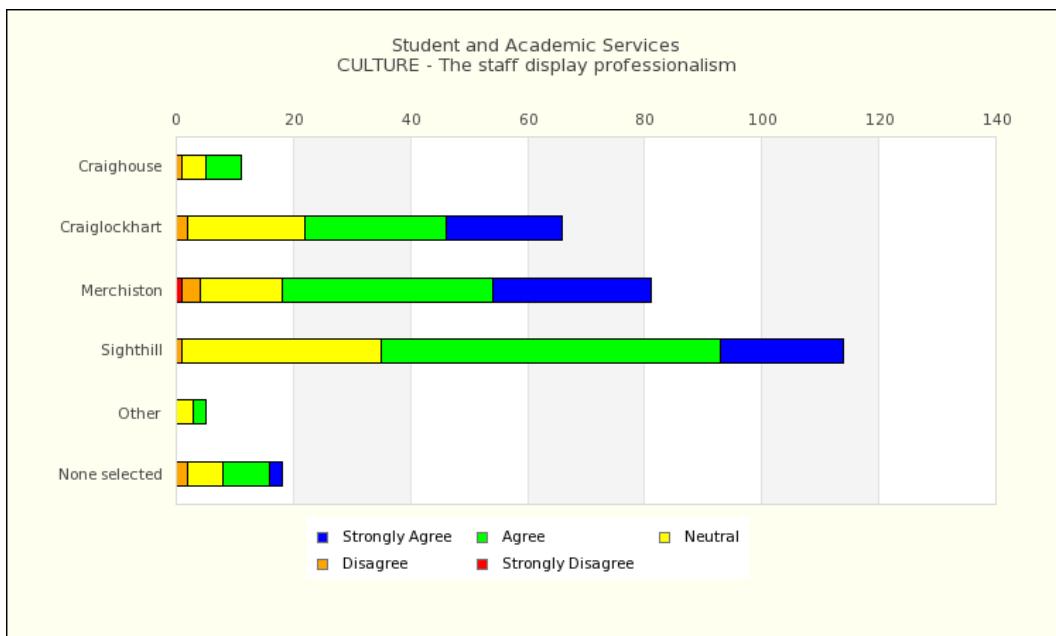
### 9.1.5 The staff display professionalism



There is strong agreement across the University that SAS staff display professionalism.

Student and Academic Services The staff display professionalism							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	66	81	114	5	18	295
Minimum	2	2	1	2	3	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.45	3.94	4.05	3.87	3.40	3.56	3.89
Median	4	4	4	4	4	4	4
Mode	4	4	4	4	3	4	4
Range	2	3	4	3	1	3	4
Standard Deviation	0.69	0.86	0.88	0.71	0.55	0.86	0.81
Variance	0.47	0.73	0.77	0.50	0.30	0.73	0.65
Standard Error of the Mean	0.21	0.11	0.10	0.07	0.24	0.20	0.05

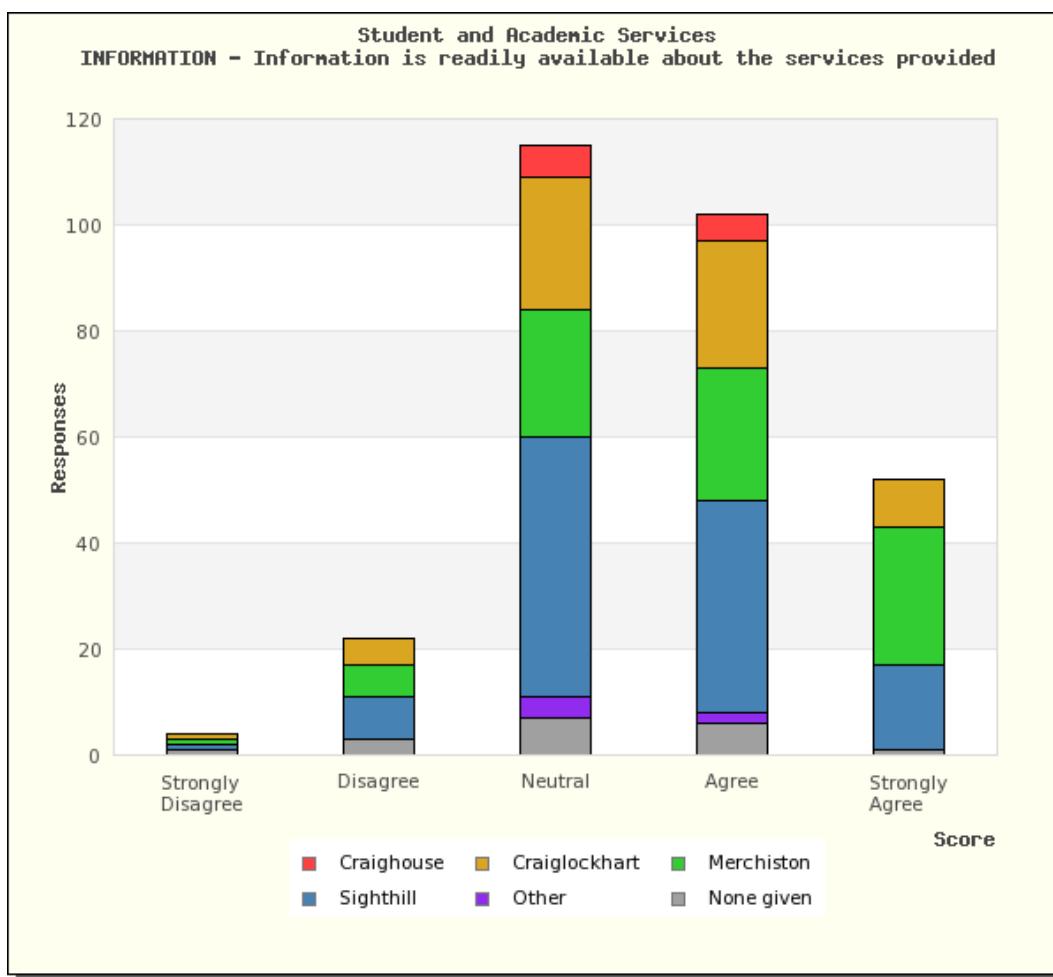
Student and Academic Services The staff display professionalism						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.07	<b>0.04</b>	-0.11	-0.62	-0.54	-0.07
Craiglockhart		-0.34	-0.34	-0.05	-0.17	-0.34
Merchiston			-0.22	<b>0.06</b>	-0.05	-0.22
Sighthill				-0.09	-0.21	-0.31
Other Campus					-0.51	-0.05
No Campus Selected						-0.16



Only ten respondents disagree with the statement, but most of these have provided comments (see later in the chapter).

Returns by Campus Student and Academic Services The staff display professionalism						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	1	4	6	0	11
Craiglockhart	0	2	20	24	20	66
Merchiston	1	3	14	36	27	81
Sighthill	0	1	34	58	21	114
Other	0	0	3	2	0	5
None selected	0	2	6	8	2	18

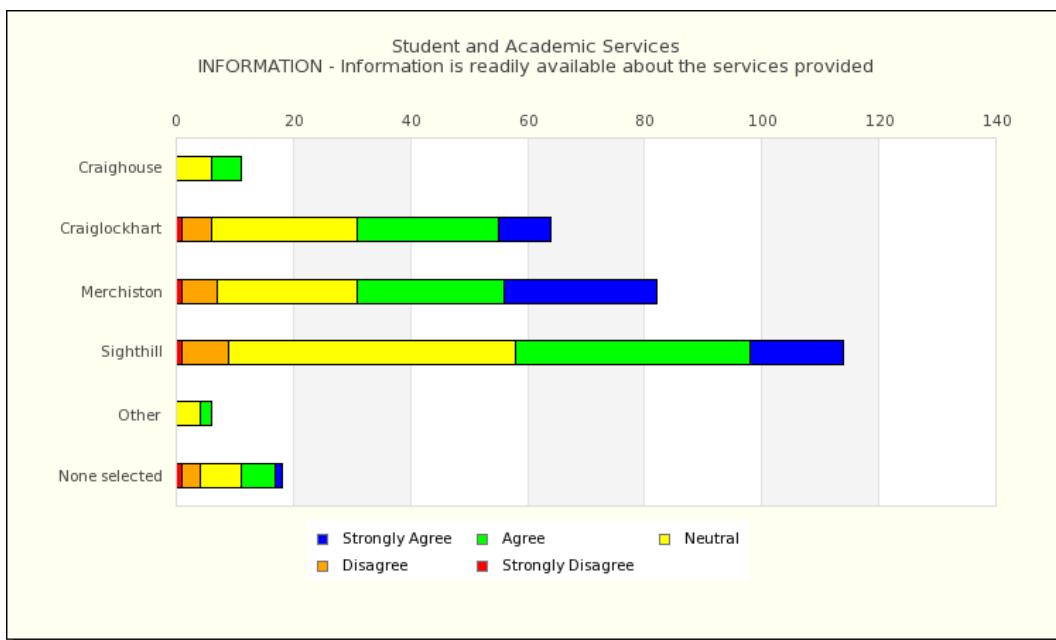
### 9.1.6 Information is readily available about the services provided



Once again, a generally positive score across the board.

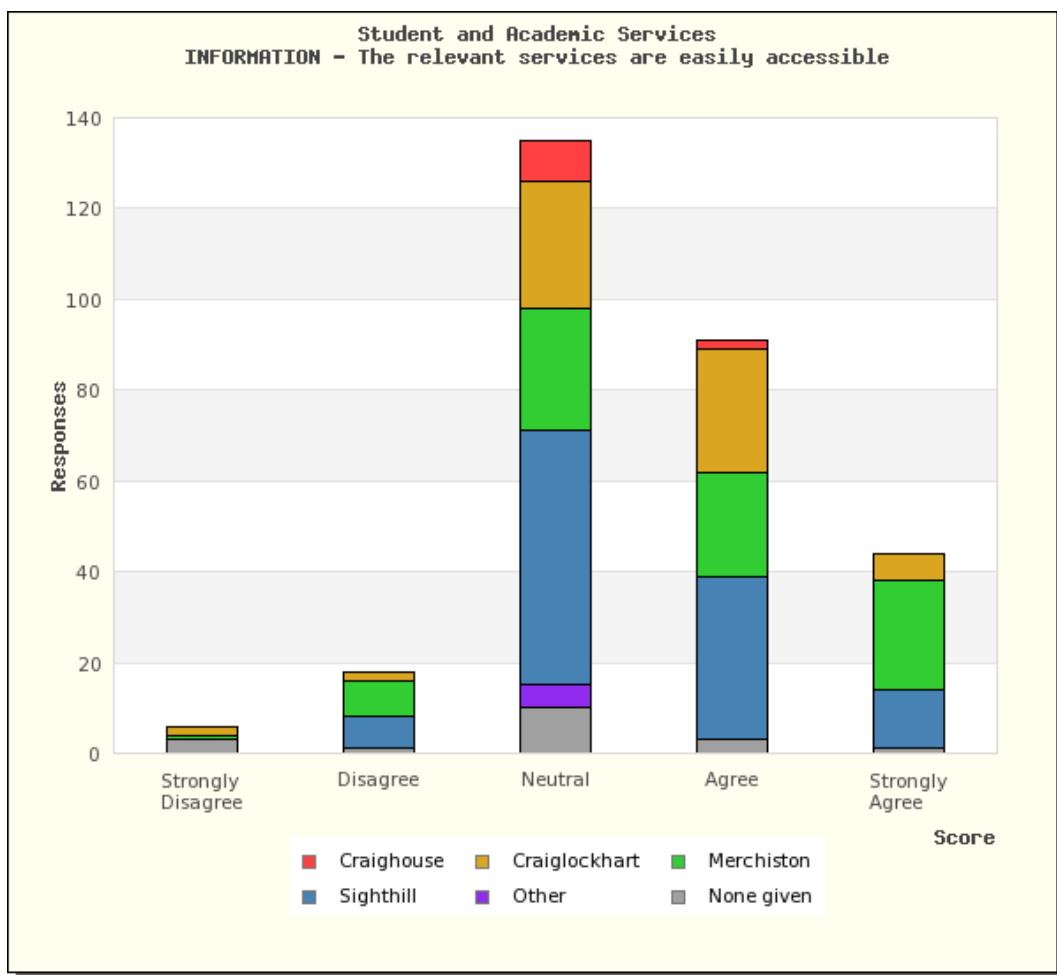
Student and Academic Services Information is readily available about the services provided							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	64	82	114	6	18	295
Minimum	3	1	1	1	3	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.45	3.55	3.84	3.54	3.33	3.17	3.60
Median	4	4	4	3	3	3	4
Mode	3	3	5	3	3	3	3
Range	1	4	4	4	1	4	4
Standard Deviation	0.52	0.89	1.00	0.85	0.52	0.99	0.91
Variance	0.27	0.79	1.00	0.73	0.27	0.97	0.83
Standard Error of the Mean	0.16	0.11	0.11	0.08	0.21	0.23	0.05

Student and Academic Services						
Information is readily available about the services provided						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.43	-0.13	-0.40	-0.49	-0.34	-0.32
Craiglockhart		-0.18	-0.43	-0.35	-0.21	-0.36
Merchiston			-0.14	-0.06	<b>0.09</b>	-0.16
Sighthill				-0.33	-0.18	-0.31
Other Campus					-0.50	-0.25
No Campus Selected						-0.10



Returns by Campus						
Student and Academic Services						
Information is readily available about the services provided						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	6	5	0	11
Craiglockhart	1	5	25	24	9	64
Merchiston	1	6	24	25	26	82
Sighthill	1	8	49	40	16	114
Other	0	0	4	2	0	6
None selected	1	3	7	6	1	18

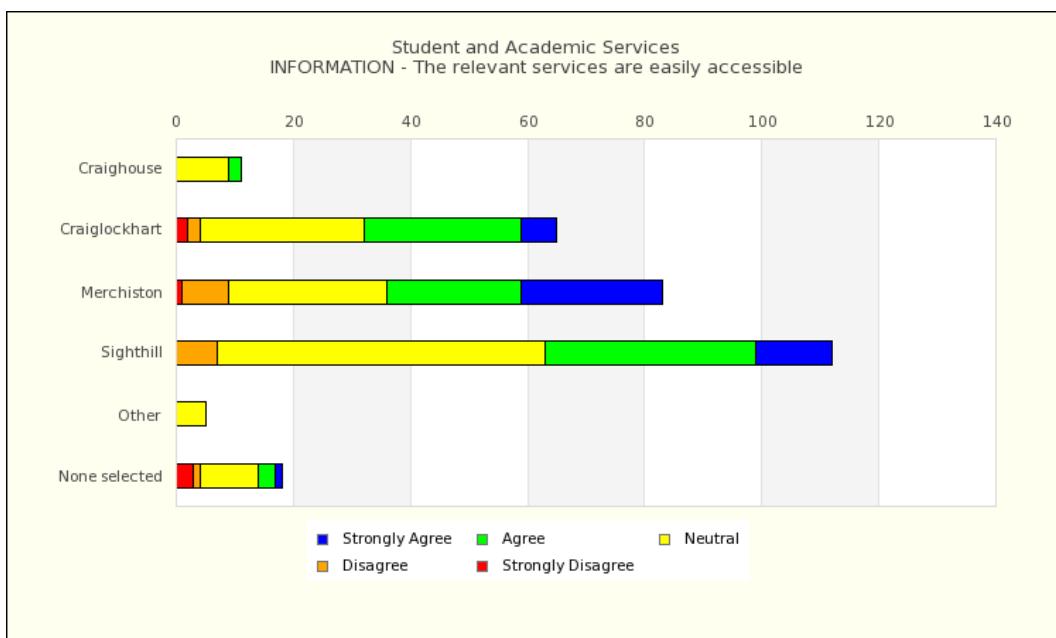
### 9.1.7 The relevant services are easily accessible



A positive score for the three major campuses here, but only neutral for the rest.

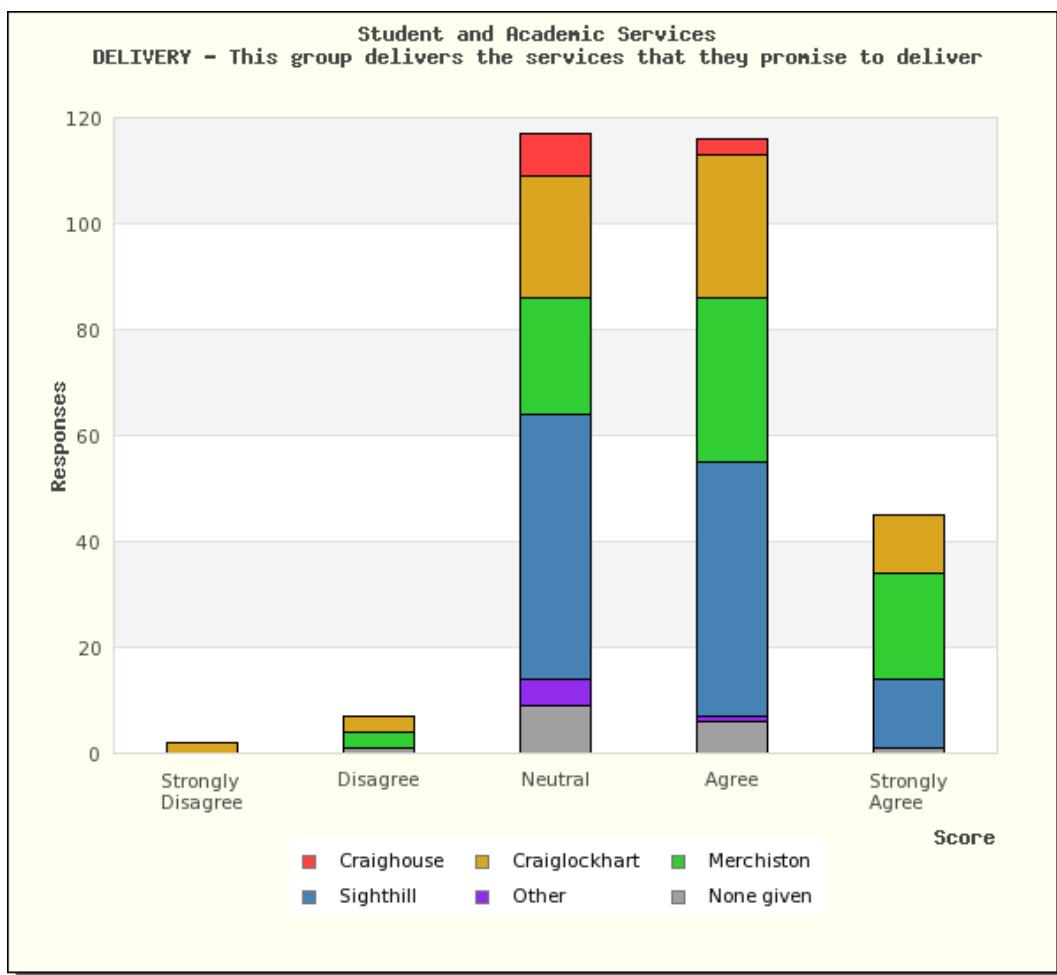
Student and Academic Services The relevant services are easily accessible							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	65	83	112	5	18	294
Minimum	3	1	1	2	3	1	1
Maximum	4	5	5	5	3	5	5
Mean	3.18	3.51	3.73	3.49	3.00	2.89	3.51
Median	3	4	4	3	3	3	3
Mode	3	3	3	3	3	3	3
Range	1	4	4	3	0	4	4
Standard Deviation	0.40	0.83	1.03	0.78	0.00	1.08	0.89
Variance	0.16	0.69	1.05	0.61	0.00	1.16	0.80
Standard Error of the Mean	0.12	0.10	0.11	0.07	0.00	0.25	0.05

Student and Academic Services The relevant services are easily accessible						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.15	<b>0.07</b>	-0.13	-0.17	-0.32	-0.09
Craiglockhart		-0.24	-0.40	<b>0.19</b>	<b>0.02</b>	-0.39
Merchiston			-0.19	<b>0.40</b>	<b>0.24</b>	-0.18
Sighthill				<b>0.22</b>	<b>0.03</b>	-0.34
Other Campus					-0.39	<b>0.28</b>
No Campus Selected						<b>0.06</b>



Returns by Campus						
Student and Academic Services						
The relevant services are easily accessible						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	9	2	0	11
Craiglockhart	2	2	28	27	6	65
Merchiston	1	8	27	23	24	83
Sighthill	0	7	56	36	13	112
Other	0	0	5	0	0	5
None selected	3	1	10	3	1	18

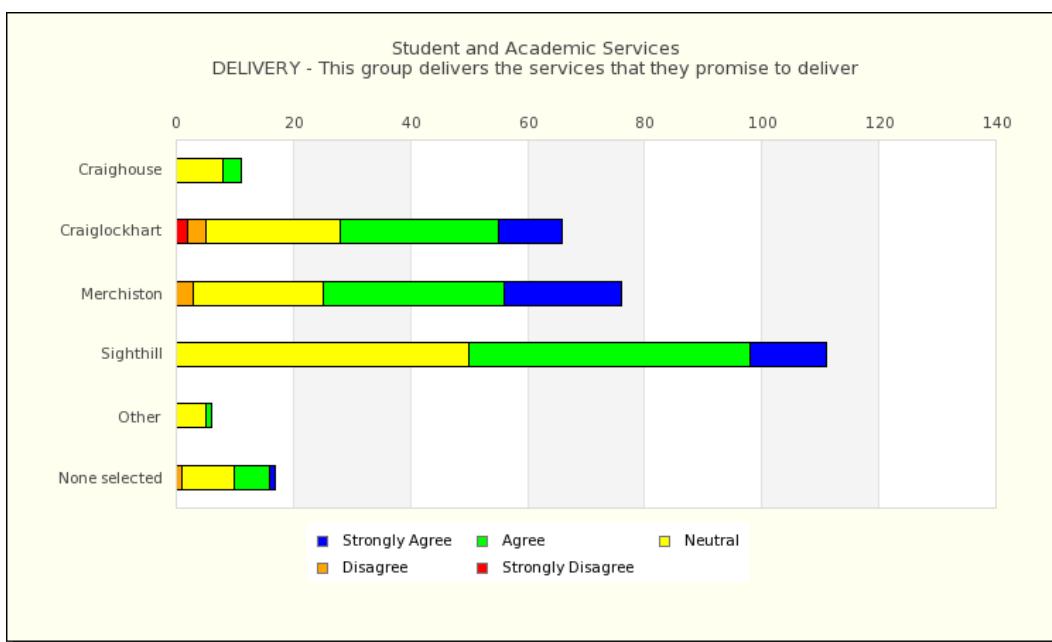
### 9.1.8 This group delivers the services that they promise to deliver



The service scores highly on this statement for the three main campuses and reasonably well for the rest.

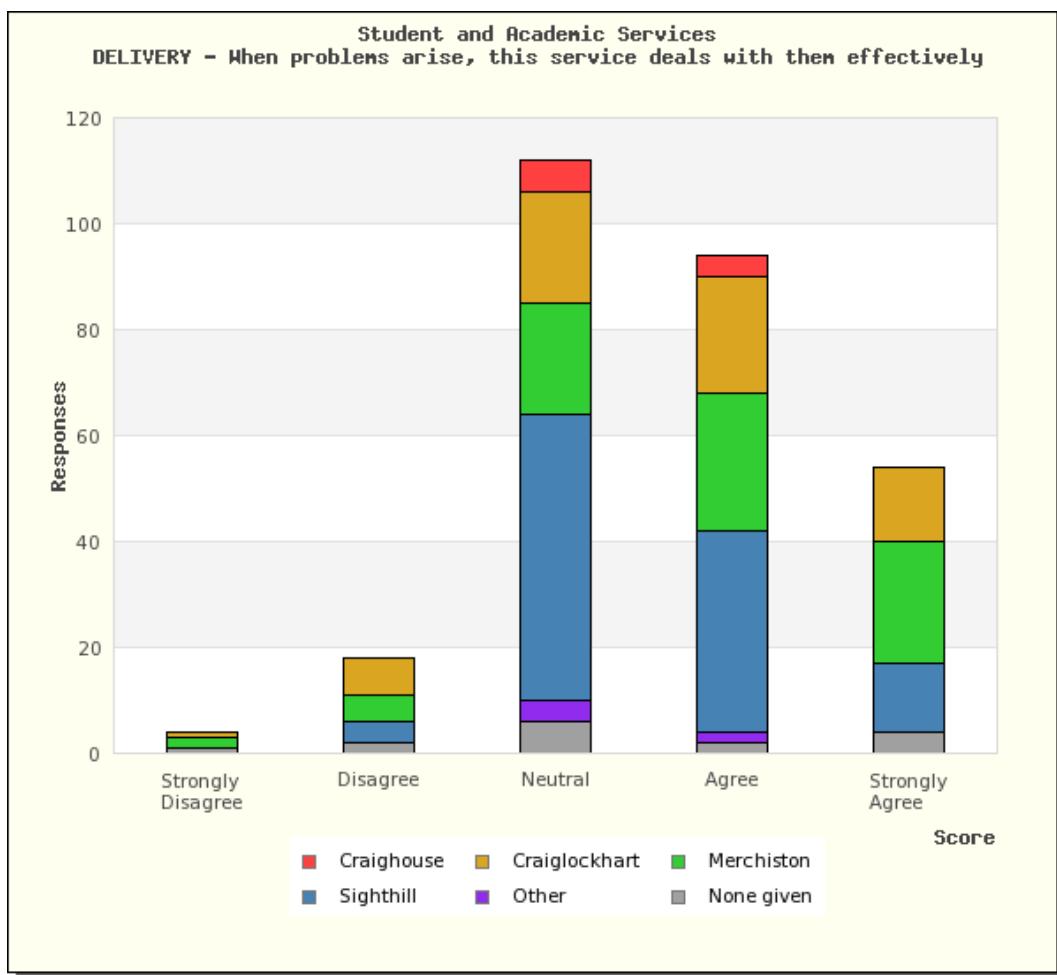
Statistic	Student and Academic Services This group delivers the services that they promise to deliver						
	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	66	76	111	6	17	287
Minimum	3	1	2	3	3	2	1
Maximum	4	5	5	5	4	5	5
Mean	3.27	3.64	3.89	3.67	3.17	3.41	3.68
Median	3	4	4	4	3	3	4
Mode	3	4	4	3	3	3	3
Range	1	4	3	2	1	3	4
Standard Deviation	0.47	0.92	0.84	0.68	0.41	0.71	0.79
Variance	0.22	0.85	0.71	0.46	0.17	0.51	0.62
Standard Error of the Mean	0.14	0.11	0.10	0.06	0.17	0.17	0.05

Student and Academic Services						
This group delivers the services that they promise to deliver						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.14	<b>0.13</b>	-0.06	-0.45	-0.42	-0.03
Craiglockhart		-0.20	-0.39	-0.06	-0.31	-0.36
Merchiston			-0.17	<b>0.22</b>	-0.04	-0.16
Sighthill				<b>0.02</b>	-0.23	-0.32
Other Campus					-0.34	<b>0.05</b>
No Campus Selected						-0.20



Returns by Campus						
Student and Academic Services						
This group delivers the services that they promise to deliver						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	8	3	0	11
Craiglockhart	2	3	23	27	11	66
Merchiston	0	3	22	31	20	76
Sighthill	0	0	50	48	13	111
Other	0	0	5	1	0	6
None selected	0	1	9	6	1	17

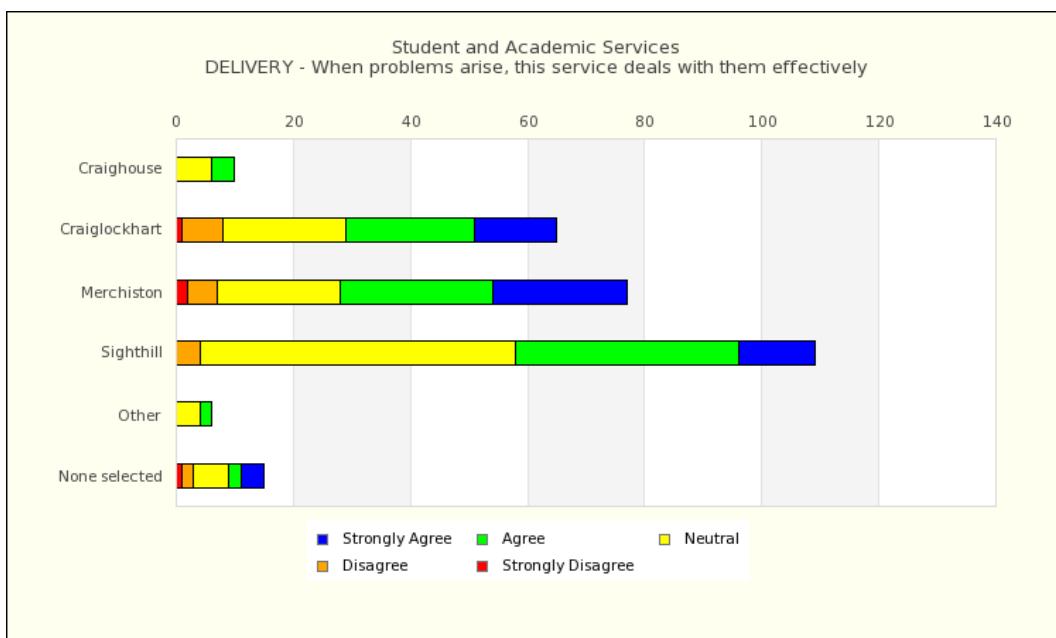
### 9.1.9 When problems arise, this service deals with them effectively



Again, uniformly high scores for all campuses.

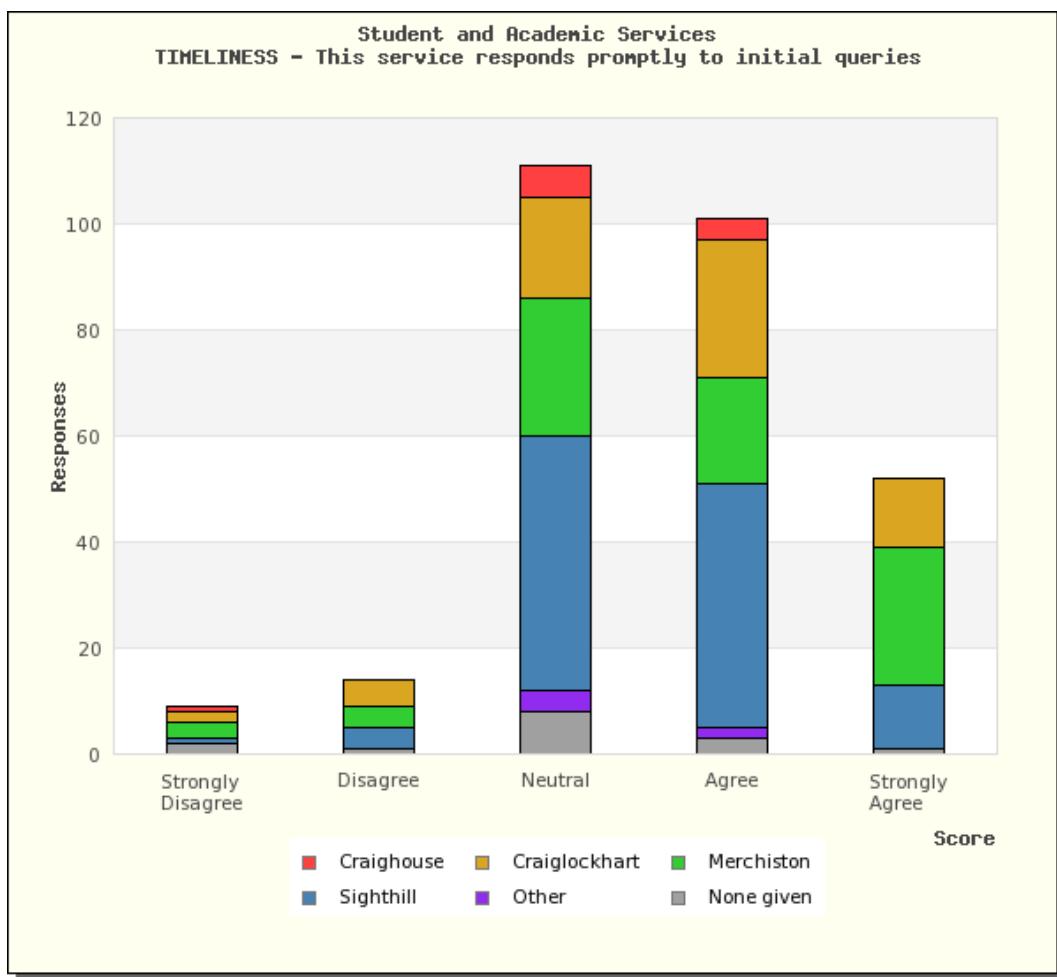
Student and Academic Services When problems arise, this service deals with them effectively							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	10	65	77	109	6	15	282
Minimum	3	1	1	2	3	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.40	3.63	3.82	3.55	3.33	3.40	3.62
Median	3	4	4	3	3	3	4
Mode	3	4	4	3	3	3	3
Range	1	4	4	3	1	4	4
Standard Deviation	0.52	0.99	1.02	0.75	0.52	1.24	0.91
Variance	0.27	0.99	1.05	0.56	0.27	1.54	0.83
Standard Error of the Mean	0.16	0.12	0.12	0.07	0.21	0.32	0.05

Student and Academic Services						
	When problems arise, this service deals with them effectively					
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.30	-0.11	-0.33	-0.54	-0.70	-0.24
Craiglockhart		-0.30	-0.36	-0.28	-0.44	-0.41
Merchiston			-0.17	-0.09	-0.24	-0.22
Sighthill				-0.31	-0.48	-0.28
Other Campus					-0.66	-0.22
No Campus Selected						-0.39



Returns by Campus						
Student and Academic Services						
	When problems arise, this service deals with them effectively					
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	6	4	0	10
Craiglockhart	1	7	21	22	14	65
Merchiston	2	5	21	26	23	77
Sighthill	0	4	54	38	13	109
Other	0	0	4	2	0	6
None selected	1	2	6	2	4	15

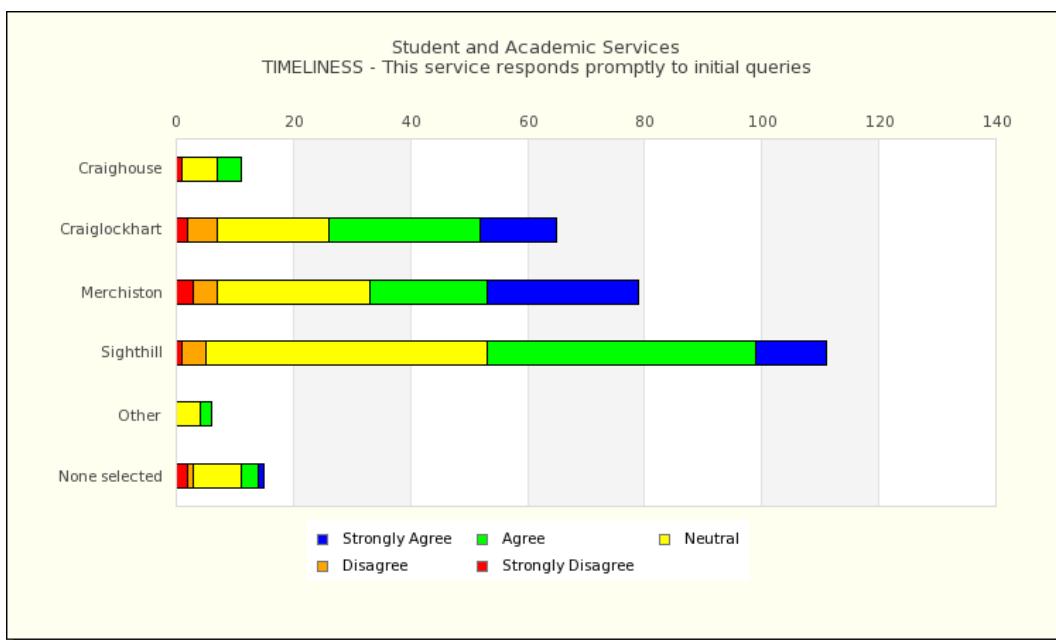
### 9.1.10 This service responds promptly to initial queries



Good scores here for the main campuses, but slightly less so for the others.

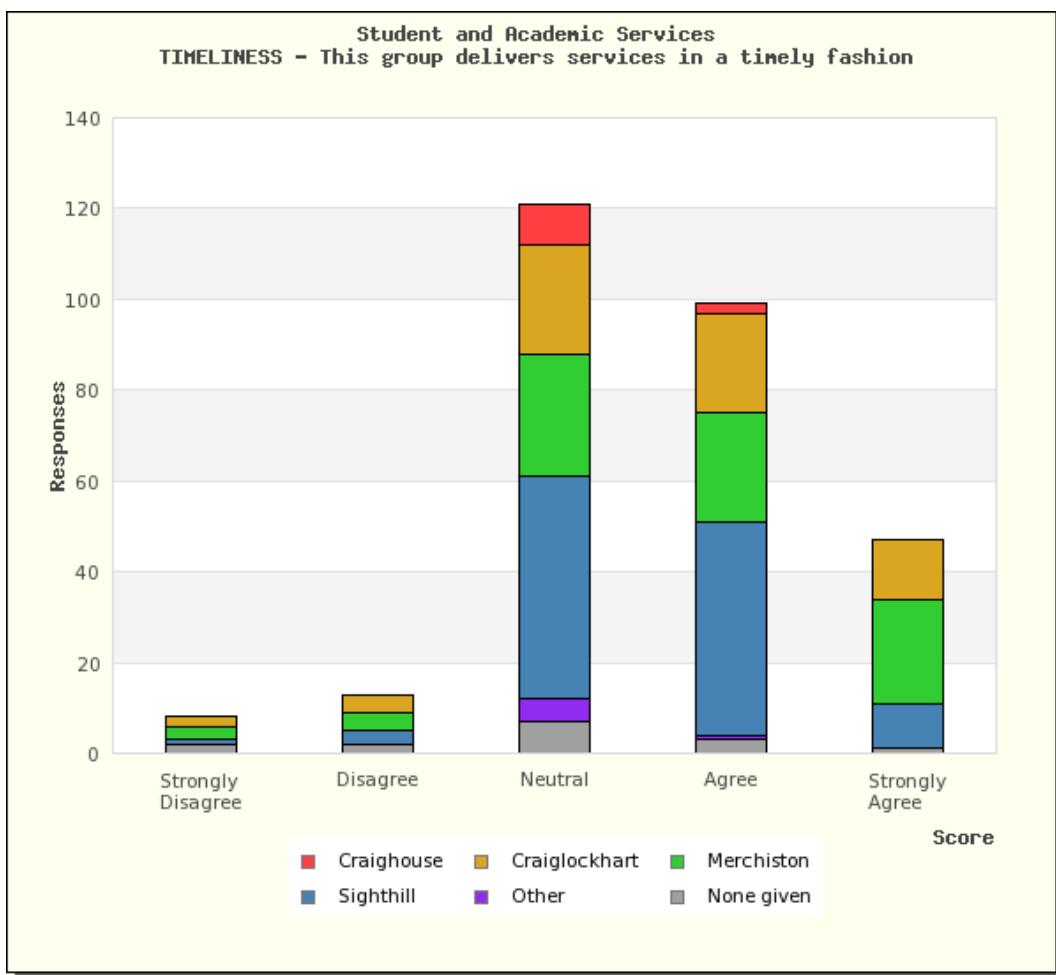
Student and Academic Services This service responds promptly to initial queries							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	65	79	111	6	15	287
Minimum	1	1	1	1	3	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.18	3.66	3.78	3.58	3.33	3.00	3.60
Median	3	4	4	4	3	3	4
Mode	3	4	5	3	3	3	3
Range	3	4	4	4	1	4	4
Standard Deviation	0.87	0.99	1.08	0.77	0.52	1.07	0.94
Variance	0.76	0.98	1.17	0.59	0.27	1.14	0.89
Standard Error of the Mean	0.26	0.12	0.12	0.07	0.21	0.28	0.06

Student and Academic Services This service responds promptly to initial queries						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.14	-0.02	-0.19	-0.54	-0.55	-0.14
Craiglockhart		-0.37	-0.36	-0.25	<b>0.03</b>	-0.36
Merchiston			-0.23	-0.13	<b>0.15</b>	-0.24
Sighthill				-0.29	-0.01	-0.33
Other Campus					-0.36	-0.25
<b>No Campus Selected</b>						<b>0.03</b>



Returns by Campus						
Student and Academic Services						
This service responds promptly to initial queries						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	1	0	6	4	0	11
Craiglockhart	2	5	19	26	13	65
Merchiston	3	4	26	20	26	79
Sighthill	1	4	48	46	12	111
Other	0	0	4	2	0	6
<b>None selected</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>15</b>

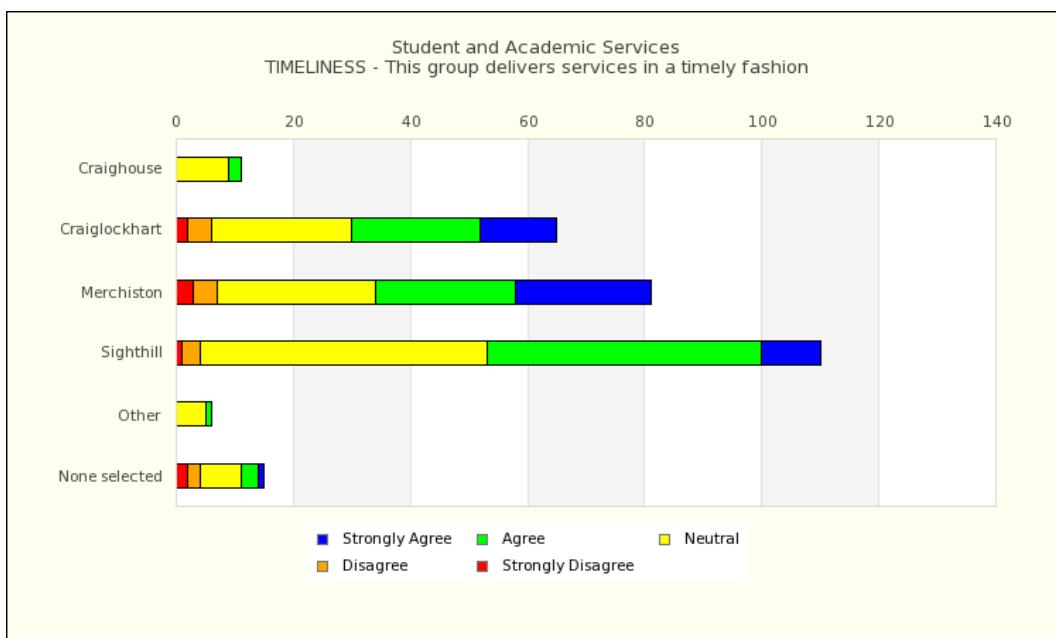
### 9.1.11 This group delivers services in a timely fashion



This statement scores very well across the three main campuses, but not so well for the others.

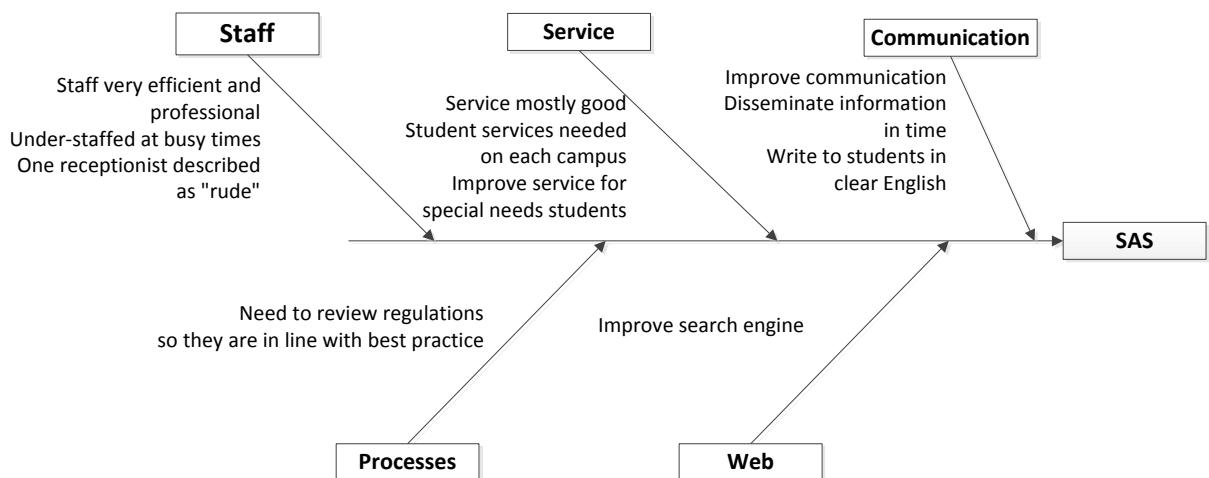
Student and Academic Services This group delivers services in a timely fashion							
Statistic	Craighouse	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Count	11	65	81	110	6	15	288
Minimum	3	1	1	1	3	1	1
Maximum	4	5	5	5	4	5	5
Mean	3.18	3.62	3.74	3.56	3.17	2.93	3.57
Median	3	4	4	4	3	3	4
Mode	3	3	3	3	3	3	3
Range	1	4	4	4	1	4	4
Standard Deviation	0.40	0.98	1.05	0.74	0.41	1.10	0.91
Variance	0.16	0.96	1.09	0.54	0.17	1.21	0.83
Standard Error of the Mean	0.12	0.12	0.12	0.07	0.17	0.28	0.05

Student and Academic Services This group delivers services in a timely fashion						
Significantly different if positive	Craiglockhart	Merchiston	Sighthill	Other Campus	No Campus Selected	All respondents
Craighouse	-0.06	<b>0.07</b>	-0.06	-0.52	-0.39	-0.03
Craiglockhart		-0.36	-0.39	-0.09	<b>0.05</b>	-0.37
Merchiston			-0.25	<b>0.04</b>	<b>0.17</b>	-0.24
Sighthill				-0.09	<b>0.04</b>	-0.35
Other Campus					-0.44	-0.07
No Campus Selected						<b>0.05</b>



Returns by Campus						
Student and Academic Services						
This group delivers services in a timely fashion						
Campus	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Craighouse	0	0	9	2	0	11
Craiglockhart	2	4	24	22	13	65
Merchiston	3	4	27	24	23	81
Sighthill	1	3	49	47	10	110
Other	0	0	5	1	0	6
None selected	2	2	7	3	1	15

## 9.2 Additional comments



### 9.2.1 Summary of points raised

#### *Communication*

- Communication not sufficient – reports that letters to students often not understood
- Information often not passed to staff in time
- Staff from this service do not communicate well with administrators in other services

#### *Information*

- Information provided is not always accurate and up to date eg for PhD students
- Access to information is not always easy eg dates for submission of exams

#### *Processes and procedures*

- Regulations are not always in line with best practice

#### *Response*

- Staff are not always available during busy periods eg matriculation
- Response to queries is very slow or non-existent
- Some queries eg e-vision log calls closed prematurely

#### *Service*

- Service mostly very good
- Student services need to be available on each campus
- Service for students with special needs eg dyslexia needs improved

#### *Staff*

- Very efficient and professional staff
- Service appears under-staffed at busy times
- Staff very helpful, apart from one receptionist described as "rude"

## **Strategy**

- Service appears focused more towards students than academic staff

## **Web site / intranet**

- Search engine is not adequate for use

### **9.2.2 Responses by campus**

#### **Craighouse**

There are three responses from respondents who are based on the Craighouse campus.

The first response is that “The Napier website needs a far more user-friendly search mechanism to enable best use of services”.

The second response is about lack of communication from the service: “No response received from this service in follow-up to an external customer enquiry”.

The third response is from a respondent unable to make a meaningful comment: “Not had any dealings with this service”.

#### **Craiglockhart**

There are fourteen responses from respondents who are based on the Craiglockhart campus.

##### General

There are two responses in this section. One response is positive, the second slightly less so.

The first response is “The department seems to have come out of the restructuring very positively and is a major player within the University. Particular “difficult” areas appear to be professionally managed”.

The second response is “The perception from Faculties is that the deadlines that are set for activities such as programme boards, exam submission, etc are set with only SAS in mind. It is often felt that things / changes are being dictated from SAS without any consultation with the Faculties”.

##### Service

There are three responses about service – two positive, one not so positive.

The positive responses are “We rely on SAS for support and information and although my contact is limited to just a few individuals I am always happy with the services and response. Many thanks” and “I don't have a lot of dealings with this department but overall they are friendly and helpful”.

The second response is “Ongoing problems with SAS not supplying support services when requested (I'm told they don't have the resources)”.

##### Staff

There are five comments about staff. Most are positive. Only one has a negative suggestion, and that is “Staff dealing with day-to-day matters are professional but I'm aware of some problems with managers”.

In a more positive response, the respondent singles out particular members of staff for praise: “I have always found Louise McElhone and her team to be supremely efficient, reliable and helpful. The way that exams are managed and the scripts dealt with is always very well handled. Richard Bews is a very safe pair of hands and is very well placed in what he does. Quality would be lost without Grant Horsburgh. His amusing but helpful advice and guidance is always worth having. Elaine McDonald was surely put on this earth to help students find their chosen career. I have had dozens of positive comments about the trouble she goes to on their behalf. I count myself fortunate she looks after my students”.

There are two responses praising how staff interact with other services: "I've worked with some staff liaising with the Library and what we do and what they do seem to dovetail nicely, each bring their expertise together to provide an holistic service" and "Relationships with SAS staff are generally very good and they display a team approach to supporting students".

The final response in this section is quite brief: "In recent enquiries, staff have been very helpful".

### Communication

There are two responses about communication – one positive and one negative.

The positive response is "My comments relate to the Academic Quality part of the service, and I have found that they are very professional, with good communication and are very good at involving the stakeholders".

The negative response is "Also terrible problems with their communications with both students and staff. Letters to students are frequently not understood. Information is not passed to staff in a timely manner (or at all)".

### Web site / intranet

There is one response: "Much improvement on the Intranet and student portal - about the services and different options that Student and Academic Services deal with. Much better than 3-4 years ago".

### Neutral responses

There are two responses. The first is "None". The second response is "I don't deal with this department on a regular basis, so I cannot properly comment".

## ***Merchiston***

There are fourteen responses from respondents who are based on the Merchiston campus.

### General

There are two responses in this section: "Focused towards students to such a degree that academic staff are sometimes treated as though only SAS have the students' interests in mind, and academic staff are a hindrance and natural opponents; acting in a student's interests does not mean the student is always right and what the student wants is of primary importance - academic decisions should not be sidelined".

The second response is from a respondent who works in the service. The respondent writes "Probably a biased response. But think that the services delivered are varied and of a good standard generally. However improvements can be made in customer focus, processes and timeliness of responses. There has been an enormous expectation on some of the teams that deliver core services over the past year - admissions, systems, administration where there have been a number of regulatory and environmental changes which led to a particularly difficult year. Hopefully 2012 / 13 will be more straightforward. I also think the service has delivered a number of key university projects and if you review documents such as agenda at Academic Board or Principals briefings at senior management meetings, SAS is behind a number of these".

### Service

There are three responses about service, both positive. They are "During busy periods my queries are always dealt with efficiently and promptly" and "Records could do to learn from systems regarding speedy responses / actions. (Specifically when processing studies suspended / transfer / withdrawal forms)".

The third response is from a respondent who works in the service and writes "I work in this area and my perception is that we are doing quite well. I hope the survey bears that out :)".

## Staff

There are two responses about the staff. The respondent has had mixed experiences with staff from this service: "I have only had one dealing with student services when I took two placement students to ask about poll-tax payments. I found the receptionist to be rude and over bearing. I have had no other professional dealings with the service but find the general staff to be nice and approachable except for the above member of staff".

Another response, from a respondent who works in the service, is "Staff in the department are very professional and responsive and are at the sharp end of University decisions".

## Processes and Procedures

Of the three responses in this section, one is positive: "Systems - I find them very helpful and quick to respond to queries".

The other two responses are very negative. The first is "Records - sometimes slow to deal with forms eg return from SS which prevents students being enrolled on modules therefore don't have access to material on Moodle".

The third response is much more detailed. The respondent writes "This is one of the services which I deal with more on a day to day basis. It is sometimes difficult to get information. There seems to be a lack of understanding of how the Schools work and how their work affects ours. One recent example was just getting dates for submission of exams. This information used to be on the calendar but is not. The exams process is not something that can be turned over in a few days and needs planning, deadlines set but I struggled to get this information".

## Communication

There is one comment on communication: "I have no knowledge on ug and masters programmes, so focus solely on PhD students. Erroneous and irregular info provided on PhD students. RMS is constantly out of date and since this automatically feeds into our website, the latter is constantly in error. Regulations quite often non-sensical and out of sync with best practice elsewhere. Hopelessly bureaucratic".

## Neutral responses

There are two responses from respondents who have no experience of or interaction with the service: "I do not really interact with this service and I am therefore not in a position to rate them" and "I have not yet used much of the service directly".

## Miscellaneous comments

There are three responses in this section. The first one is "Depends on which section, some I have dealt with are fantastic, others less so".

Two of the other responses are from respondents who work in the service and are "Don't feel I should comment on my own service!" and "This includes my own team, so I would hope all the above to be true!"

## Sighthill

There are twenty four responses from respondents who are based on the Sighthill campus

## General

There are two general responses. The first is "There is a clear disconnect between the SAS and administrative support provided within faculties / schools. The SAS do not make the lives of faculty admin people easier, and often cause delays in providing a good experience to and for students. The systems used need overhauling - there should be one record-keeping system, not several".

The second response is “With the centralisation of student support, it has become increasingly difficult for lecturers to be able to identify how best to support their students through accessing SAS. Training for all academics about what is available, who to contact and how to encourage students to access services would be beneficial. It is important that most students’ point of contact with the University is through the teaching staff and currently these staff are not in a position to refer them to the support they need as the name, nature and location of services keep changing.”

### Service

There are eight responses about service, of which three are positive. One respondent gives an example from personal experience: “Good customer focus from my experience - always responsive to any queries which arise from my area of work”.

Another respondent notes that affairs have improved recently: “Admissions service has been affected by under-resourcing in recent years. This has recently changed for the better”.

The third positive response is that “skills have been good at liaising with our programme and providing workshops”.

Two respondents comment on the limited access to services at Sighthill. The first respondent writes that there are “some great and inspiring colleagues here but it really doesn’t help to have little access to the services at Sighthill - my impression is that students from here struggle to access eg counselling based at Merchiston. I think support for dyslexic students is (or at least was) very stretched and needs more resourcing”. However, the respondent adds that “Confident Futures doing a great job”. The other respondent also agrees that “Access to services such as student support is limited at Sighthill”. However, this respondent adds “but I gather that there will be more drop in sessions available on site”.

Two respondents write responses which contain both positive and negative comments. The first respondent expresses some concern about support for foreign students. The respondent writes that there is “a great service for home based students - however the services for overseas international based students is limited”. The other respondent writes more about home-based students and describes the service as being “Good at dealing with students but not so good at working together with staff”.

### Staff

The responses about staff are overwhelmingly positive – for example, one respondent writes “all very helpful and friendly staff”, while another writes “I rarely use this service I do know the staff is very helpful”. A third respondent praises specific members of staff and writes “Good experience is that the team with Eleanor and Marie are very helpful when you have a time limited problem”.

The other three respondents, though they agree about the staff, all suggest that the service is being let down, either by lack of personnel or by other services. Of the responses, one is simply that “Staff are responsive but hard pressed and thin on the ground”.

The other two respondents differ in how the service is being let down. One respondent writes “The staff themselves are very good indeed and do their best to help whenever possible. However they are badly let down by the other services”; while the other respondent writes “Many staff wonder if the staffing levels in some areas of this department (as other areas seem fine) are adequate during their peak times, as, these areas seem to suffer at certain times of the year or if someone is off (this is not limited to this department though)”.

### Communication

Of the four responses, one is overwhelmingly positive and mentions one particular member of staff for praise: “Great bunch of people, very committed and easy to work with. Deal with them a lot and always enjoy. Think Cathy has set a good example at the top and has assembled a great team”.

There are, however, three few disappointed responses. One respondent makes a comment about difficulty with communication during busy periods: "Bad experiences are when e-vision log calls are closed without the matter being resolved so have to be re-opened. Also during matriculation your phones are on answer machine so you cannot contact a staff member directly".

Another respondent makes a negative response about the service on offer: "very slow and sometimes don't respond to queries..."

The third response combines comments about communication and service: "Issues with staffing and admissions - a bit slow sometimes. Issues with staffing and special needs students - better than last year but still a bit of a bottle-neck *re* assessment. Academic staff do not know what info is sent to new students in welcome pack and letters".

#### Miscellaneous

One respondent writes "Could we move to paperless boards a request from a number of staff, trying to increase efficiency and effective communications between academic and administration staff?"

#### Neutral responses

Five responses are from respondents who either know nothing about the service or have none or minimal interaction with them, so are not able to make meaningful comments.

Two respondents have no contact with the service at all, and write "My work doesn't liaise with this service" and "Don't work closely with this service".

The other three respondents have very little contact with the service. The responses are "I have minimal dealings with this department therefore do not feel I can answer the above questions", "Again, I don't have much direct contact with this service so can't really comment" and "This is not a service I have much dealings with".

#### Other

There are two responses from respondents who are not based in Craighouse, Craiglockhart, Merchiston or Sighthill.

However, the responses are from respondents with no knowledge of or interaction with the service: "We do not use this service - so have replied with (3) neutral to all questions" and "Not relevant as I'm not involved in academic services".

#### No campus

There are five responses in this section from respondents who did not state which campus they belonged to.

#### General

In this section, there is one response which asks about the juxtaposition of "students" and "academic" – "There seems little here to do with academic services - mostly student as customer?"

#### Service

There are two responses about the service. The first starts "Student services need to be available on all campuses. Often they are not used, or accessible simply because they are elsewhere" and continues "What is based on campus is well used and professionally delivered".

The other response is "I don't have an awful lot to do with this area to be honest, however you can see the fruits of their labours in Graduation, matriculation etc. They are an efficient, professional, helpful and friendly team".

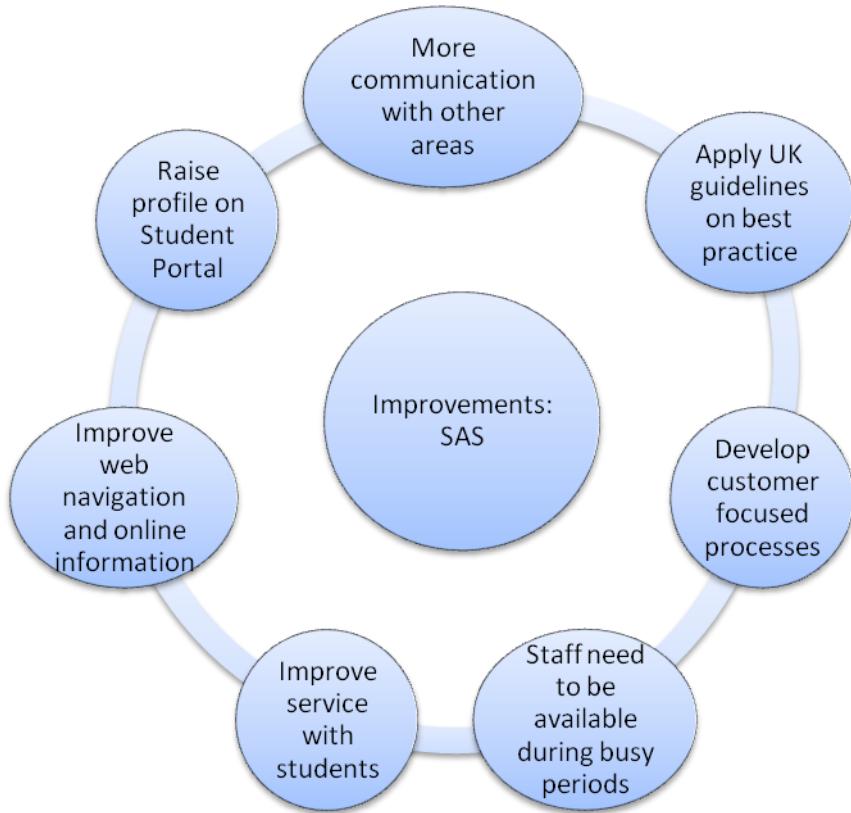
### Staff

There is one response about the staff. It singles out a section and two particular members of staff for praise: "Special thanks and mentions to our colleagues in Disability and Inclusion for being very helpful and timely (specifically Margaret Dalgliesh and Anne Ireson)".

### Neutral response

There is one response from a respondent who knows nothing about the service: "I don't really deal with Student and Academic Services".

## 9.3 Suggestions for improvement



### 9.3.1 Summary of suggestions made

#### *General*

- More prioritisation on which services can be delivered with the resources available
- Apply UK guidelines on best practice
- Encourage greater engagement with key clients

#### *Processes and procedures*

- Develop student or customer-focussed processes

#### *Communication*

- Increase consultation and communication with other work areas by user groups
- Promote department successes
- Staff to be more accessible, especially during busy periods
- Communicate clearly with students
- Include gardeners on communications

#### *Service*

- Raise all areas to same high standard
- Develop closer relationship with IS.
- Raise service profile on Student Portal
- Staff to be more customer-focussed and polite and be available during busy periods *eg* matriculation
- Improve service for students, especially overseas students

## ***Web site / intranet***

- Improve web site, especially navigation
- Online information to be correct and put up timeously
- Access for staff to be improved
- Increase information available online

### **9.3.2 Suggestions by campus**

#### ***Craighouse***

There is one suggestion for improvement from respondents based at Craighouse.

The suggestion is “Put the gardeners on the mailing list for exam timetables”.

#### ***Craiglockhart***

There are seven suggestions for improvement from respondents based at Craiglockhart campus.

#### **Service**

There are three suggestions about improving service. The first is about improving the service for students. The recommendation is a “Need more focus on the Student Portal. It's on the banner at the top - but it should be on the icons in the centre, so that is able to have more awareness and interaction with students. Many students probably will have no idea about who they are, or all that they cover (e.g. matriculation, graduation etc.)”.

The other suggestions for improvement are how the service can be improved by increased awareness from all relevant parties on the service which SAS can offer. One respondent writes “I think there is great potential in developing closer relationship with Information Services as there are considerable areas of mutual interest that can be addressed. While this can be handled informally it might be worth looking at a more formal meeting structure”. Another respondent writes “Again, advertise to customer segments what it is they can do for them”.

#### **Communication**

There are two suggestions about communication, which emphasise that there is a need for more communication. One respondent suggests a way it can be done, to “Set up user groups, such as an exams users group, so that the staff involved in the process - Faculty and SAS - can discuss upcoming events and any potential problems”.

Another respondent suggests that there seems some confusion about SAS, both in what they do and who provides it and when they are available for contact: “There seems to be a major resourcing problem with this department. For example, it is often impossible to reach anyone from this department (particularly on a Friday!). A lot of time is spent by all staff (I've heard this discussed time and time again) doing tasks that should be picked up by SAS. Students are also not clear on points of contact for help from SAS and are often confused by any communication with them”.

#### **Web site / intranet**

There is one suggestion for improvement, from a respondent who is a little concerned about the information on the web site: “Some info for students goes on the Web quite late or is incorrect. This is what you get when you click on Trimester 3 exam timetable <https://studentportal.napier.ac.uk/sas/exams/Pages/Tri3Timetable.aspx> (shows resit info)”.

#### **Neutral responses**

There is one response which is not possible to group, as it is not a constructive improvement suggestion. The response is “None”.

## ***Merchiston***

There are five suggestions for improvement from respondents based at the Merchiston campus.

### General

There are two suggestions about possible re-structuring of the service. The respondent writes that “It should be absorbed within a University-wide Graduate School with meaningful leadership and consistently applied rules and regulations which conform with the UK guidelines on best practice in PhD supervision - which I gather no one in Napier seems to be familiar with”.

The other suggestion, from a respondent who works in the service, is “A clear prioritisation required in some areas about the services that can be delivered with the resource that is available. Greater engagement with key clients regarding the above”.

### Service

There are two improvement suggestions about standardising service in SAS: “This is such a large service area that I found it difficult to comment as it feels like it is such a generalisation. Some areas of the service are first class, some areas appear to me to be under resourced and it is at these points that I feel services suffer”.

Another respondent, who works in the service, writes that representatives should “Have a greater permanent presence on each Campus”

### Staff

There is one improvement suggestion about changing staff responsibilities slightly: “Ensure that staff continue to have access to screens on SITS that are required to do the job. Perhaps make it possible for admin staff to process SS forms etc in a similar way to the transfer task in e:vision”.

### Processes and procedures

There is one response, from a respondent who works in the service “Develop processes which are student or customer-focussed rather than internally focused”.

### Communication

There is one improvement suggestion about increasing communication to and from this service: “Better consultation with the Schools whom they serve; greater understanding of how what they do affects the schools and *vice versa*. Schools understanding of what SAS do. Perhaps visits of school staff to SAS and *vice versa* might be helpful. Better communication all round would also be helpful”.

### Web site / intranet

There are three suggestions for improvement, one about web site navigation: “Although there is an abundance of information on the intranet not all staff can find it”.

The other suggestion for improvement is about rights of access to particular parts of the web site / intranet. The suggestion is to “Perhaps think a little more carefully before removing access to screens that are essential to the role of programme administrator. Particularly when the rationale given is not relevant to ALL course administrators!”

The final response, from a respondent who works in the area, is “Room for improvement in area of accessing and providing information across the university via web”.

### Neutral responses

There is one response from a respondent who works in the service “Again as this is a vast department and my own department I have given it a 3 across the board as it is impossible to make any kind of meaningful critic”.

## **Sighthill**

There are six suggestions for improvement from respondents who write that they are based at Sighthill campus.

### Service

There are two suggestions for improvement to the service. One is about overseas students: "Improving services for overseas students using relevant technology".

The other suggestion for improvement is that staff should "Only close the e-vision call when the action has been taken *eg* student withdrawn or suspended. Have one member of staff as a phone contact when dealing with time critical processes *eg* matriculation".

### Web site / intranet

There are two suggestions about the web site / intranet. The first suggestion is about improvement to this area: "Enormous improvement of the website is necessary. It is almost impossible to find any information at all, so I always have to phone someone at random to find out who I need to phone which is absurd. I don't know who designed the web pages but they didn't understand the needs of users at all. This applies to the other services too. We have skilled computer experts in-house. Why don't we use them?"

The second suggestion for improvement is a request for more information: "More info online with advice for PDTs and students re assistance provided (*skills etc*) would be useful".

### Miscellaneous

There is one response which is not precisely an improvement suggestion. The respondent writes "As above". This refers to a response about issues with staffing and admissions being a bit slow occasionally.

## **Other**

There is one suggestion for improvement from a respondent who classifies the campus as "Other" – with the implication that the home campus is not Craighouse, Craiglockhart, Merchiston and Sighthill.

The response is "I don't know if this is the appropriate place to comment but I would appreciate more support for researchers (seminars, workshops) - about how to contribute to conference papers, design conference posters and presentations, submit to academic journals".

### **No campus**

There are four responses from respondents who write "none" for their campus – that is, that they decline to give a campus name.

### General

There is one suggestion for improvement – a change of title for the week numbers: "Get rid of week 1. Students are confused from then on in. Week 2 becomes the new week 1. It is unnecessary for any year other than first year. Students return keen to get on with the work and are prevented from doing so. If you must have it, then call it week 0".

### Service

There are two suggestions for improving service. One is that there is "Room for a lot of improvement in terms of focus and attitude to providing a support service".

In the second suggestion for improvement, the respondent writes "I believe it would be useful if some SAS sections would realise that the students are not their only customers. They have internal

customers too. In addition, the words "thank you" appear to have completely disappeared from the SAS vocabulary".

### Communication

There is one suggestion for improving communication: "We don't seem to hear an awful lot about the department's successes- such as at Graduation and matriculation and the Open Days. These events take a great deal of effort and it would be interesting to follow each of these up with a new item about, for example how many students matriculated or how many came to the Open Day. This is something that used to happen, but I haven't seen an awful lot of it recently".

## 10 Just one thing...

The last free-text question of the survey asked respondents if there was “just one thing” that they would like to see improved. This chapter presents their answers; first in summary by topic, and then in greater detail broken down by campus.



### 10.1 Summary of main points raised

#### 10.1.1 Communication

- Need better communication and understanding of other services roles and responsibilities
- Arrange for staff to meet face to face to exchange ideas and find out more about other services
- Increase communication and transparency with other services before starting major projects
- Look for opportunities for more inter-departmental work and co-operation
- Improve consistency of presentation across all services

#### 10.1.2 Information

- Information needs to be consistent, relevant, accurate and easily available for each service
- Contact information for each service needs to be readily available
- Need to share information and service between different work areas

#### 10.1.3 Management

- Need to listen to staff suggestions and support their staff properly

- Need to improve project management
- Need to improve service for overseas

#### **10.1.4 Processes and procedures**

- Need clear, robust, transparent processes
- Need Service Level Agreement with ticket system to monitor, track and close queries
- Need better value for money eg travel
- Need to improve processes for off-site workers.
- Simplify processes and reduce amount of paperwork for staff

#### **10.1.5 Service**

- Need a consistently professional and customer-focussed service
- Adopt CSE model (Customer Service Excellence) for all services
- Staff to be more helpful, polite and friendly, also willing to consider queries from a customer's point of view and learn from best practice and proactive in helping with queries
- Terminology used and level of language complexity needs to be suitable to enquirer's understanding of the subject
- Helpdesk needs direct face to face or telephone availability, more responsive staff and process for acknowledging, tracking and closing queries
- Information provided to be relevant, accurate and up to date
- Need to respond to feedback in pleasant and positive manner
- Encourage more collaborative and cross-functional working

#### **10.1.6 Staff**

- Staff attitude to be positive, professional and all working to a common goal
- Staff work to be recognised and rewarded, where applicable
- Increase number of staff where needed, including Academic Advisors
- HR to consider interests of staff, rather than management
- Improve process of preparation for new staff *ie* have all services available on arrival

#### **10.1.7 Training**

- Customer service mandatory training for all support staff, including managers.
- Staff training to include understanding of work of staff in other services

#### **10.1.8 Web site / intranet**

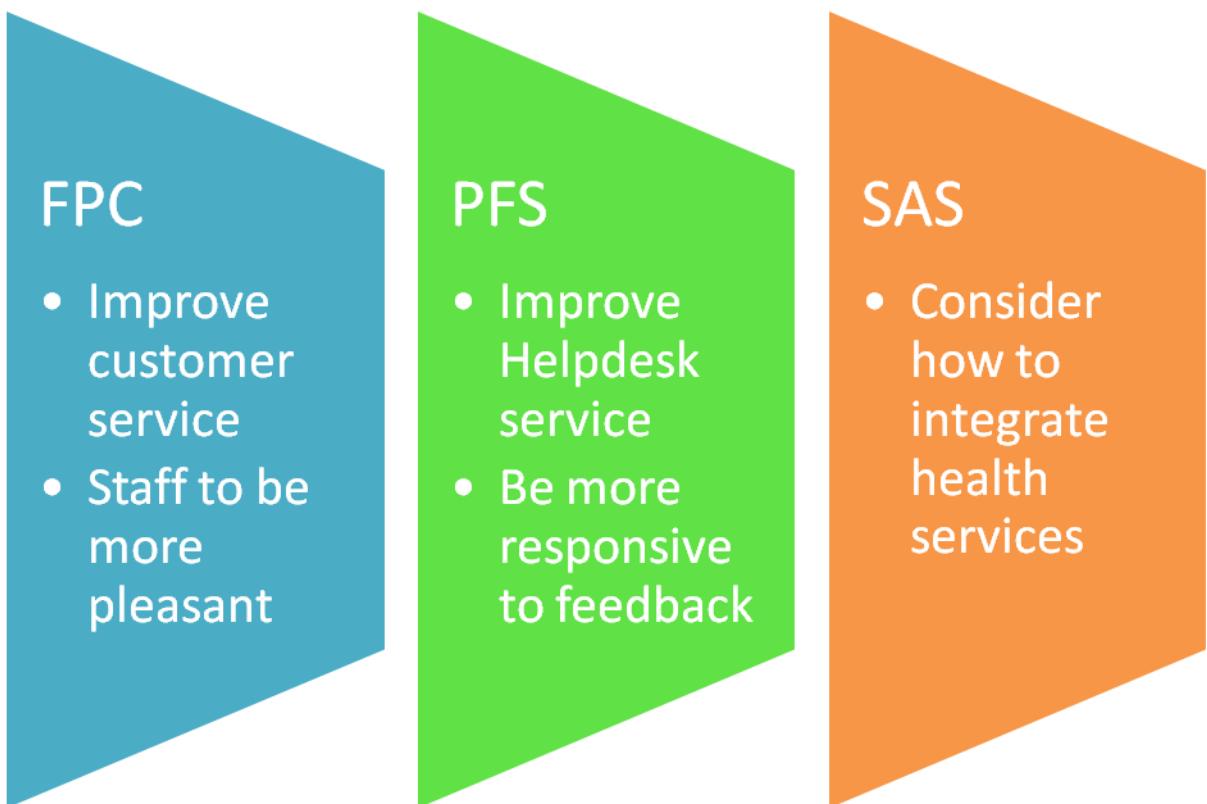
- Improve search engine and web site and increase use of online information access and web technology
- Need clearer and easier navigation to access information quickly
- Information online needs to be accurate, easy to find and up to date with relevant service contacts
- Key information and documentation needs to be easily available
- Needs clear and easy to follow support and guidance on new software programmes

- Technical support needs to be patient, clear and by direct face to face contact as much as possible
- Access to be improved *eg* for staff, for offsite working
- Relevant contact for each service to be clearly identified

#### **10.1.9 General**

- Need to remember that all staff are working towards common goals, to deliver higher education for students
- Need to share knowledge and improve co-operation between services, and need to remember that no one service is more important than any other
- Need to have consistent levels of service throughout the University

### **10.2 Advice for specific services**



- Finance: Improve customer service. Staff could be more pleasant and proactive in offering possible solutions to problems.
- Finance (Research Support) - expand capacity.
- Property and Facilities Service - improve the response to queries from the Helpdesk and need to respond to feedback and visitors in a positive way
- Student and Academic Services - consider how to integrate and extend health, well being and welfare services

### 10.2.1 Advice for specific units within Property and Facilities Services



- Canteen: Need better quality, lower priced food. Also need improved facilities, especially more seats and suitable area for visitors
- Equipment shortage: Need sufficient scanners for staff at convenient locations
- Mail: Need mail service in afternoons or, as minimum, mail dispatched on day of collection
- Room booking: need more rooms and fair system of booking
- Room faults: need faster response and solution
- Staff: need staff room, especially for front line staff
- Temperature: need temperature adjusted to benefit all members of the University
- Building: Need improvement in maintenance response time. Need to have all fire doors in correct position. Need more car parking spaces.

### 10.3 Responses in detail

In the “Just one thing” section, the respondents were asked the following question: “If there was one thing that you could change across the six services, what would that be?”

Responses to this question are grouped by campus, then by subject.

Some of the responses included more than one comment. As far as possible, these are been separated and grouped by subject.

In the preliminary report, all responses were quoted verbatim. For this final report, spelling and grammar errors have been corrected. This is to facilitate reading the report and for ease of analysis.

The campuses mentioned are Craighouse, Craiglockhart, Merchiston and Sighthill. However, some respondents selected “Other” for their campus. The implication here is that they are based at a campus other than the four listed above. Lastly, some respondents selected “None”. The implication is that these respondents work off-site, or decline, for whatever reason, to give the campus at which they are based.

### **10.3.1 Craighouse**

There are eight responses from respondents based at the Craighouse campus.

#### ***General***

There is one general response. The respondent writes “It's quite difficult to rate some of the services as they contain quite a range of departments, particularly FPCS. Since the survey rates the overall service area as a whole it might not truly reflect the level of service offered by the specialist areas within it”.

#### ***Communication***

There are three responses, one of which is just “Communication”. However, another response is more detailed. The respondent writes “Better communication, could be achieved by improvements to the Intranet and consistency of presentation across all sites would help”.

The third respondent initially writes about communication, and develops the comment. It is “Communication and increased integration across the Institutes. All Institutes approach “commercialisation” in a different way and all adopt a different commercial process. Dealing internally with a different Institute can sometimes be as difficult as dealing with another Company. If we got better at this, we would be better at dealing with larger clients who could bring in business across the University and not just within one department”.

#### ***Service***

There is one response for this section, to “Ensure they were more joined up with both each other and with the faculties in terms of service delivery”.

#### ***Processes and procedures***

There is one response about processes and procedures: “Speed up processes especially in C&IT and Facilities”.

#### ***Web site / intranet***

There are two suggestions for change in this section. The first is that “I'd change the intranet site to make it more user friendly. Finding forms is a nightmare unless you know specifically where it is and the name of it. A search option would be good. Also the staff directory could be improved if you could search by first name”.

The second suggestion is “Search engine on the Napier website - improve!”

### **10.3.2 Craiglockhart**

There are thirty six responses from respondents who write that they are based at Craiglockhart campus.

#### ***General***

There are two responses which are general, in that they apply to all members of staff. The first is a reminder that everyone is working on the same side “It would be nice to feel that everyone understands that we are all here working for the same goals - no single dept or service is more important than another. It might be a bit of a pipe dream but a greater feeling of teamwork would make everyone's job more enjoyable”.

The second response is about students: “The students are our customers: and at the end of the day, if we don't keep them reasonably happy, they won't come back and they won't pass on the word about what a great place this university, at its best, can be”.

## **Communication**

There are nine responses about communication and most respondents recommend “Better communication” – in fact, two respondents write nothing else but that.

Two other respondents give an idea of the type of better communication required. One writes “a better communication between the services and the impact on each other’s when service are being upgraded, added or deleted” and the other respondent writes “Greater communication between these departments and staff / students on all issues”.

One respondent makes the point that it would be helpful to have communication before initiating actions and writes that there should be “More Communications across the services before any high impact developments are started when needing resources from other departments.”

Two respondents write that there should be more direct contact between different areas. One writes “I think it would be good if there was a little more face to face interaction with the Faculties” and the other makes the point that “I know the following extends beyond the professional services but they do not exist in isolation - encouraging academic staff to be more involved with Information Services would be desirable as their input would be valuable in enhancing the services we provide for the students”.

When asking for better communication, another respondent comments that there are several successful examples of inter-departmental communication. The respondent asks for “Better communication - opportunities for the groups to work together to improve services across the board for students and staff. At events such as matriculation etc all areas demonstrate how well it CAN work, but there are limited opportunities on a day to day basis to address other areas that could be improved”.

There is also a recommendation that communication can be improved with “more transparency on key projects that each service is involved in”.

## **Service**

There are eight responses about service. A typical one is “That they try to provide a more co-ordinated professional, customer-focussed service”. One respondent gives an example of a department which needs more customer focus, with the request that there could be “A more customer-focussed Finance department”.

Two respondents mention the Customer Service Excellent model. One writes “Have all the services undergo the CSE process” and the other writes that it would be helpful “For more of the services to adopt the Customer Service Excellence model”.

A request from one respondent is to have a “Greater unity in the support services, if that is possible given the disparate nature of the work being done”. Another respondent suggests one way this can be done, by “Speaking to people across teams to find the right department to resolve a customer query. Instead of one department saying ‘not our problem, we don’t deal with that’, how about actively finding out who does deal with that by speaking to other departments, and then providing that information to the customer”.

There is a suggestion that all services / departments should “Emulate NUVL team approach to customer service”.

One respondent makes the point that “Records are understaffed and thus take far too long to deal with queries”.

## **Service-specific comments**

Two respondents mention booking rooms. One is quite resigned: the respondent writes “Finding more rooms isn’t going to happen”. The other respondent writes that the “Exams team to understand that booking out ALL rooms across the university is not practical”.

Three responses are requests. One asks about the mail service: "so how about going back to full mail service in the afternoons". Another suggests: "Would be great to have a staff room. Especially important for front line staff".

The third respondent asks about the "Availability of more scanners in my office area would be great. So I can do my own scanning and not have to ask the office administrator".

### ***Staff***

One respondent asks "Congratulate staff within these areas (presumably the professional services) maybe with staff awards etc, too much emphasis on Academics and none on all of these areas which are vital to the smooth running of the University and to help us differentiate ourselves in the future!"

### ***Processes and procedures***

There are four comments about processes and procedures. Two of these requests are for the processes to be clearer. One respondent asks for a "Clearer booking system for facilities" and another suggests "Greater clarity on financial procedures".

The third respondent suggests that some processes and procedures may need to be revised, in case it may be "That systems used often hinder staff in providing the services they want". One starting point could be to "Have a proper service level agreement for the time taken to respond to emails.

### ***Web site / intranet***

There are two responses of things which respondents would change if they could. One response is to have "More information available online". However, another respondent warns that it's not enough to have more information, it has to be able to be found easily and writes "That the intranet site used or made available a wider range of descriptors because, while everything that one needs seems to be on the intranet, it is often very frustrating finding under which particular heading it is to be found".

### ***Information***

There are two responses for this section. One respondent writes "Sometimes it is difficult to find out information and details of specific services, who are particular contacts for these, and so on. This could be improved in some areas".

Another respondent enlarges on the points made in the last comment by writing "It would be nice to actually have more information on some of the departments and what they do. When in the private sector, we did this, so that we all had better understanding of each other's roles. This helped to really put the end customers more firmly at the heart of what we did (we were a service organisation)".

### ***Training***

Two responses mention training. There is a request that "All staff should undergo customer service training so that we are all working at the same level of customer service", though a respondent does suggest that there should be "Cross training to allow staff in the services to gain a perspective on the issues faced by students and academic staff".

### ***Neutral response***

There is one response in this category. The respondent writes "Nothing".

### ***10.3.3 Merchiston***

There are sixty three comments from respondents who write that they are based at Merchiston campus.

### ***General***

There are two top level responses about how things could be changed in an ideal world. One respondent proposes a major re-structure of the services and writes that there is need of "A

reorganisation and restructuring that involves the elimination of commercial services, the combination of finance, HR and P&F into one unit under one Director and the trimming down of personnel, the separation of SAO from Grad School (though reinforcing their required integration) and the inclusion of international and news and other peripheral and narrow activities as part of the Principal's Office under a single VP (Admin)".

The other response is to "Try to see things more from the point of view of students and academics - we are in the business of education, simply discharging responsibilities from the point of view of the service is not good enough".

### **Communication**

Of the eleven responses about communication, five are suggesting better communication with other departments, with the aim of knowing more about the roles and responsibilities of other member of staff. Typical responses are "Perhaps better internal communication as to developments and decision-making", "Greater communication", "Timely communication" or just "Better communication".

While one respondent writes that there should be "Communication with and between staff", another respondent gives a slightly more detailed comment on what type of information the increased communication should provide by writing "communication - what does everyone do? What can they provide".

Hopefully, the aim of this increased communication would be, as a respondent writes, "to have a better working relationship with student and academic services - more understanding on both sides of the work that each department does".

The final response for this section is from a respondent who recommends direct interaction with other departments, so there could be "More face to face interaction when required, rather than hiding behind emails and 'phone calls. However I appreciate this is not always practical as we are spread out over different campuses".

### **Service**

There are eleven responses in this section.

Most of the responses give some detail. One just consists of one word: "Finance". Another respondent, though, gives a bit more detail and suggests that there should be "An efficient finance department that knows what it is doing".

There are two responses recommending that the services become more customer-focussed. One is "being a bit more customer-focussed which is tricky given the diversity of that customer base" and the other is that there should be "A more customer focussed approach towards students in Finance". A respondent writes that the service should be more polite and friendly and writes "Quite often when you call another department with an issue / problem looking for a solution you feel as though you are being a burden to them. Different levels of service sometimes make calling / emailing a department a daunting prospect as the reply is not always the most helpful / friendliest!"

There are also several suggestions recommending a change of attitude on the part of the staff in the services. The suggestion from one respondent is "To have a holistic view of the work that needs to be carried out to make the University successful. Not to think about their own area to the detriment of others" or "That everyone would act as if we are all on the same team / side and therefore have an attitude of trying to help each other, and if for some reason you can't at least be considerate and professional about that".

Another respondent recommends "Greater openness to looking at services and processes from a customer's perspective, understanding what professional means and where we can learn from best practice, and confidence to admit things need to improve and change without feeling threatened". The main change in attitude, therefore, is to have "A more positive "can-do" attitude and culture

from all areas" and "That there is more liaison cross-services to see how we can support each other better to exceed everyone's expectations of us".

Two respondents suggest a faster response by writing "Faster response times to queries / emails" and "quicker response", and there is also a suggestion "Efficiency - If a job needs to be done; do it; don't talk about doing it".

There is also a suggestion to increase centralised documentation: to have an "a-z of all services rather than each service giving us lists".

One respondent makes a suggestion about inclusion: "I think there needs to be more continuity across all services and an understanding that inclusion is something that everyone has to take responsibility for and doesn't just fall with the disability and inclusion team".

There are two suggestions about improving specific parts of the Facilities service, though there is also a general suggestion, that there should be "An improvement in Maintenance work & response time". The specific responses made are that "Facilities should be more proactive in ensuring that all the fire doors in the building are either closed or on hold open devices and not wedged open during the time the building is occupied by our students". There is also a response stating "I sometimes feel the staffs basic needs are missed in work satisfaction criteria - 2 areas make my day a lot more stressful than it needs to be - office temperature (it's freezing!) and car parking spaces (too limited!)".

### ***Staff***

There are six responses about the staff. Some of them are about perceptions of the staff. One respondent writes, for example, that people should "Consider all staff as part of the university".

There are two responses about how members of staff could change their attitude, for example "Just a bit more positivity and professionalism" or "I will make sure that all the staff working in these six services feel that their work load is justified".

There is also a suggestion on how HR should modify their attitude towards members of staff: "HR to consider the interests of staff rather than senior management and to look to the long term effects of bad policy".

One respondent suggests how members of staff could be rewarded, with: "Better recognition of staff achievement and cross working".

Another respondent suggests a way of re-allocating the type of work, to "Transfer the task of processing transfer / withdrawal & suspended studies forms from Records over to Programme Administrators".

### ***Processes and procedures***

Just one suggestion: "Introduce a "ticket" system (like C&IT's) for tracking of maintenance requests".

### ***Web site / intranet***

There are ten suggestions on what respondents would change about the website and / or intranet.

Some of these suggestions are about web site navigation. One respondent writes "I still sometimes find the intranet difficult to navigate". Another respondent recommends "Easier navigation and better information across the intranet, with up to date and accurate information on the internet where relevant".

Respondents consider that there is a definite need for web site improvement, for example, by writing "The website could be improved. Sometimes is difficult to find the necessary information". One reason for improving the website is to promote the University's image. One respondent writes that there should be a "Continual improvement of web-based services and a makeover of the Napier website(s). Increasingly students and staff use these to access information and to communicate and they need to be improved, incorporate digital workflows, digital approvals etc. Many people are not based full-time within Napier campuses and access from where ever they are, is essential. This

affects all six services and a major rethink and replan and redesign is needed to ensure that our university stays on top of expectations of what technology can deliver. We should always be ahead of the game, not behind, or struggling to keep up!"

Respondents identify some parts of the web site which need improved, for example "The staff intranet does not always contain the information required and can be difficult to navigate around" and that there should be "a staff portal showing links to each service, whereby a query to any service could be made with as little navigation as possible - whether it's notifying Facilities of something broken, making a suggestion about the building works at Merchiston or the leave booking self-service".

Other suggested improvements are "Better documentation on intranet" and "Better designed interfaces on their Napier web pages".

There is also a request for "making it easier to identify on line the most appropriate person for a specific enquiry".

One respondent also makes a suggestion about improving the networked systems: "There are many networked services that would make the jobs of academic and research staff much easier if available outside of our offices. For example, a staff member on the EDUROAM network cannot remote desktop to their office PC, nor can that staff member access the IIDI intranet. This has apparently been reported by at least one professor as an issue, and nothing seems to have come from it. In light of this situation, I would say a more transparent system of determining which network ports are blocked for staff members and maybe a small explanation as to why, or even how to conduct work without the use of these ports, would be a helpful document to circulate to the staff".

### ***Information***

There are eight suggestions about information, which can be summed up as needing "More information". Two respondents give general requests for more information, such as "More consistent easily accessible information about the areas each service covers" and "Clearer more accessible information about the services that is relevant to its customers".

There are examples of the type of more information needed and for which services. One respondent writes "I would love more information about what IDEA and Finance, Planning & Commercialisation can do for their internal customers, *ie* the staff" and another writes that they would like "More information from Finance about student funding and SAS".

The other main request is that respondents would like easier access to information. They write that they would like "More readily information re services and contacts". Another comment is that people should "Make things easier to find information". There is also the suggestion that members of staff should have "better access to info". The respondent adds "I don't know what half the services do".

### ***Management***

There are three responses which give suggestions for management. One is to "Ensure all six areas are working to the same set of priorities".

There is also a suggestion "that senior management start listening and taking on board the advice which is provided by managers. Senior managers are very good at saying they are listening and supporting their managers, however often they do not demonstrate this by their actions".

The third response of advice for managers is that "For some services, an increased awareness that one of the major roles they play is to "enable" - not to create barriers, and also to be aware of who their customers are".

### ***Training***

There is one response about training: "that all staff including line managers undertake a short session on the importance of good customer service to everyone they meet and follow a query through to completion to improve the overall service provided to all staff (and just as important to students)".

### ***Neutral responses***

There are two such responses. They are “Nothing” and “No further change really necessary”. Another is the rather cryptic “their own internal resources and support”.

Two other respondents write longer comments, but they do not really suggest anything to change. The responses are “In terms of this survey, where particular service areas cover a wide variety of services it should be split *ie* my view about Finance does not necessarily reflect my view about Planning, yet we can make no distinction between the two services in this survey. To some extent therefore I am not sure how helpful this survey will be to the Directors of Service without this level of detail” and “Each department is individual with varying complexities and different levels of service; it would be impossible to comment”.

### ***10.3.4 Sighthill***

There are seventy five suggestions for change from respondents who are based at Sighthill campus.

#### ***General***

There are five general, top level suggestions about how the different departments could be changed or their services modified.

One respondent suggests simply that there should be “Clearer strategic direction across the six services”.

Two respondents give suggestions for ways this could be initiated, perhaps by having “A period of stability, rather than any more change, would probably be very welcome across all six services, and certainly my own, IDEA” or with “Perhaps a greater integration of the support services within the Faculties and Schools rather than having very large separate departments. These services are to support the schools to deliver for the students - the source of our salaries”.

There is also a suggestion about sharing knowledge (this is also discussed below in a separate section) with the aim to “Share knowledge freely between departments, services, faculties and schools, we work for the same employer, so stop putting up barriers”. One way this can be done is by communicating best practice and another respondent suggests “It would be great if some of the others services could learn from the approach of Confident Futures who collaborate really well and go out looking for how they can best help academics in achieving joint goals”.

#### ***Communication***

There are thirteen respondents who have various suggestions about change by improving communication, though some of the suggestion responses contain several points.

Several respondents ask for better communication with other services and departments – for example, one respondent writes “Improved internal communication, updates on what each department [is] working on”. Other responses are “Communication across the depts.”; “Communication with and visibility within Schools”, “Better communication of strategic decisions and directions for the university” and “I think stronger communication about the key things each of the areas are working on / have delivered would be interesting”.

That last respondent adds a note to the response “There are many initiatives across the services but they are not as connected together as they could be” and this is confirmed by other respondents who recommend that there should be more communication between different areas.

One respondent suggests that there should be “It would be helpful to have more interaction, to know what is happening across the services and have more help when required”; another adds that there should be “Consultation or communication for things that may affect us or our students (this is not limited to my experience in admin within our campus or to just these services)”. A third response is that staff should give and receive “communication of what they do across the university, where to go about specific queries as people are sometimes unaware as to what sits with finance, what with HR, etc”.

Another respondent points out a possible reason for this, why there should be “more joined up working. The service areas thinking about who else needs to be involved in projects or decisions. Too often our dept. is contacted at the very last minute for advice / support and it becomes extremely difficult”.

Respondents do tend to agree that there is a need for more and perhaps quicker communication – one respondent, for example, writes “communication - they need to communicate more effectively and rapidly”.

However, there is one warning response about communication. It is “Internal communication - sometimes staff need to take just an extra minute to think about who else may need to know about what they are planning.... saves much grief a little down the line”.

### ***Communication: suggestions for ways for staff to meet***

Six respondents make the point that it would be helpful to have some way for staff from different sections to meet and communicate possible ideas or examples of best practice. One respondent makes the initial response, asking for: “More staff interaction. Realised from a recent workshop I attended, there's a lot of people / departments that are in my campus which I just never knew about and you don't really know who's on the next floor down / up from you unless you deal directly with them”.

Two other respondents make the suggestion of why this could be a good idea. They write that, by doing this, they would “Have more of an understanding of what the key deliverables are for each of the services. Some areas already do this through road shows etc - it would be useful to have more of this” and “It's not what I would change but it would be good to have as an induction perhaps a day at each of the services. Being a new member of staff and coming from private sector I find it a minefield!”

One respondent has suggested the idea of road shows. Other respondents suggest other ways for staff to meet, perhaps a “Customer forum where clients and providers can exchange ideas and suggest improvements. One per semester would be sufficient”. Another respondent suggests “A forum where Schools can offer feedback to Student and Academic Services”.

There is also a suggestion about Information Sessions. The respondent writes that it would be useful to “Provide 'Information Sessions' for each of the services. This will make staff more aware of what they do and offer”.

### ***Service***

There are five responses on how service throughout the different areas of the University could be changed and improved. One respondent writes “Services could be further improved if more services were better aligned with processes”. Another respondent asks that the service should be “more client focused...”

There is also a suggestion that there should be “Consistency of service delivery”, though one respondent does give a warning about the priority to be put on the service: “Sometimes more of a focus on the people rather than the process or the system. Engage staff / user of the product with creation of the process and or testing / using of a system”.

Another respondent makes a two part response. The first part is that there should be “More encouragement for staff to put forward ideas and suggestions for process improvements / continuous development”. The second part of the response is “and for staff to be empowered to implement these quickly”.

There are four specific suggestions how service can be improved throughout the University – one suggestion is that members of staff should “Increase interaction between departments to help us work better together” and another is that there should be “Less divide, services need to be willing to work together”.

Other suggestions about change and hopefully improvement are that there should be “More collaborative working” and “More cross functional working”

### ***Service-specific suggestions***

There are several suggestions for change about the canteen. One respondent mentions the “Overpriced food.” Another respondent also requests “better food in the canteen”.

Three respondents give recommendations to improve the canteen layout by writing “Better canteen facilities as Sighthill” and “Better catering facilities and more tills”. Another respondent gives a practical suggestion, to start the improvements by increasing the number of seats available: “Better canteen at Sighthill. The current layout is poor and there do not appear to be enough seats for students and staff who might like to dine there at lunchtime”.

Several respondents mention temperature. One is very much to the point: “The heating problems need resolved”. One respondent, though, does give a reason for fluctuating temperature. After mentioning “Heating and cooling in the building” as the change / improvement suggestion, the respondent adds “(windows in our office are still broken)”.

Another respondent recommends that there is provision of “A warmer building … I don’t think this service was part of the 6 services but just in case someone important reads this, thought I would mention it” and there is a request from a respondent who adds “Particularly in relation to the temperature of the rooms and atrium”.

### ***Miscellaneous***

There are three miscellaneous suggestions. One is for the benefit of students, to have “matriculation on home campuses to improve the student experience”.

One of the other suggestions is likely to help staff. The respondent requests “More staff areas”.

The last miscellaneous suggestion may, however, help both staff and students. It is to “Create a sports department”.

### ***Staff***

The scope of respondents’ suggestions about staff is very varied. However, there are two recommendations about how to improve the service for new members of staff.

The first respondent starts by making a suggestion on how service can be improved: “Effectiveness: less rules / policies, more mandate to actively work with the ‘customers’” and then adds the recommendations for how to help new members of staff: “Have effective systems, especially for new staff in setting up their office (identity cards, office set up, Internet, PC, telephone, etc.). This all took ages”.

The recommendation about new members of staff from the other respondent is that there should be “Better linking between all services. For example, when a new member of staff join the University, I spend some time arranging access rights for printers, emails, intranet, etc. This could all be done automatically instead of contacting each service separately”.

Two respondents recommend that there should be an increased number of staff members. One respondent just writes “More staff” and another writes “give them more staff so that they can function more effectively and give a higher level of customer service”.

One recommendation which may help with this is to have “Academic advisers based on each campus”.

There is, however, a warning suggestion “that people would remember what jobs they are here to do and not add in unnecessary steps to get work done”. Further to that, another respondent suggests that there should be “Less reliance on external contractors as they can often hold things up”.

There is a recommendation about dress code for members of Reception. The respondent writes "I feel strongly that all the Reception staff should have a uniform. Our cleaning and security staff all look very smart and are clearly identified, but the reception staff are not. Reception staff are the first people external visitors meet and are therefore the first impression of the institution. The uniform can be as simple as a white shirt / blouse and tartan tie for men / neck scarf for ladies and either black trousers or skirt".

### ***Processes and procedures***

There are two recommendations to implement or work towards a paperless work place. One respondent writes "That we could speedily move to collaborative solutions to utilise people's ideas eg the implementation of paperless boards of studies and enhancing the efficiency and effectiveness of this process. Can we move to action quickly in response to something like this?" Another respondent makes the point "a small issue but move from paper to electronic checking of student progress at programme boards".

There are two recommendations to simplify and reduce the amount of paperwork which members of staff need to deal with. One respondent writes "I'm not really in a position to make particularly informed comment (this is the reason I have left a number of the questions blank, as I do not have experience to colour my judgement one way or another, sorry), but as a very general point, a way of simplifying the systems involved in contact etc would be very welcome. This said, I do appreciate how much pressure we are all under, and perhaps it's as simple as it can be. I do sometimes feel though that our current systems of operation can lead to unnecessary complexity" and another respondent makes the request "Can all paperwork be reduced and processes simplified? Please???"

Another respondent confirms that processes need to be simplified and writes "It appears as if some functions in the University are overly cumbersome to interface with and there is little help".

There are two other requests for improvement. One is to "Improve the internal salary cross charging process". The other request is about telephone access. The respondent writes "Also things like telephone access abroad for which I need permission whilst I coordinate an international research project. It feels all a bit as a motion of distrust. I guess it is a cultural thing, but it would be worthwhile to think of the costs / benefits in being less bureaucratic and have a happier, more effective staff. I am not working here long enough to assess the more academic aspects".

### ***Processes and procedures for specific work areas***

There are three recommendations for change and hopefully also improvement in the Finance service.

One respondent writes "Finance - improvements needed across the board including on communication, quality of instructions, manner in which staff / student enquiries are handled, etc. Cooperation and an understanding of how not everything is black or white. There are reasons why sometimes every service has to say no. The need to realise Finance, Planning & Commercial Services are not being obstructive if they don't get the answer they are looking for".

The second respondent writes that there should be "More face to face contact, rather than some rather clinical email communications sent from Finance. When a problem arises, it would be helpful if a solution were offered at the same time as the notification. Academic staff aren't aware of all Finance processes, yet are sometimes treated as if they are. This isn't a blanket comment across all of Finance, I have simply had one or two experiences where a solution could have easily been worked through, if the time were taken to deal with it properly in the first instance".

The third respondent suggests: "Expand capacity within Research Support in Finance so that current gaps in provision could be filled".

There are three recommendations from respondents about the attitude of staff in Property and Facilities. One request for change is put simply: "The response to queries about working conditions (temperature of offices) by the Property & Facilities helpdesk".

Another respondent gives a slightly more detailed request: "Perhaps properties and facilities could be more approachable and less defensive in the manner in which they deal with customer queries and complaints".

There is also a warning response from a third respondent, recommending that staff in the service change their attitude about feedback received, hoping for: "Facilities staff who could respond in a positive way to feedback from students and visitors to Sighthill Campus to make their experience of the Campus better".

There is just one recommendation for Student and Academic Services: "...perhaps time to look at integrating and extending health, well-being and welfare services".

### ***Web site / intranet***

Of the seven recommendations for change to the web site, the main one is about improving the navigation. One respondent, for example, writes simply "Our web site, it is very difficult to find anything quickly".

Two respondents do not necessarily want more information on the intranet, but need to be able to find and access it quickly. One writes "Information on the intranet is not always helpful in this regard, so a lot of time can be wasted trying to identify the right person for the problem". The other writes that there should be "Better use of the intranet for finding key information such as HR Forms, booking forms etc. Though the information is all there – It's not always intuitive to find, unless you know what it's called".

Another respondent asks about increased access to the available technology and requests "More accessible information about services online and more engagement", while another makes a response about staff needing to use the available services more to have "greater use of web / internet technology".

There is a suggestion that help, guidance and support should be available to staff who need to work with a package or software new to them: "When staff are required to interface as managers with software like WAM, SAF, HR Connect, etc. there is no guidance as to where we can get support or who we can email".

### ***Information***

The recommendations from respondents who want to change just one thing focus on being able to access the right information and the right contact. One respondent writes that it would be great to have "A clear understanding of who is responsible for what and a single point of contact for each School". It is important to know who is the correct contact. Another respondent confirms this by writing that they would like "Greater clarity about the individual in each department who can be considered the first point of contact".

There is also the response that all staff are ultimately working towards common goals, so are all on the same side. The aim is therefore to get "Easier ways to share information / services between departments and have less of an "us and them" attitude".

### ***Management***

There is one recommendation which may only be able to be dealt with by management: "Although less relevant in some areas - improving services for overseas".

There are two requests for management to adopt a positive attitude towards staff (and students). One respondent writes "Help staff to develop a confident, positive attitude, secure in the good work we do" and another makes the point that managers should "Treat students and staff like intelligent and independent people (NOT customers or numbers), and support us in our roles, rather than hindering us".

There is also a recommendation that managers should listen to their staff and be: "People who actually listened to what academic staff are saying about the day to day experiences of working in this place".

There are two suggestions in how managers could improve the processes they are involved with: "Better project management - KIS was a good example of what can be achieved - but other projects that cross areas are less well managed" and "Forward planning of delivery (especially in the area of staff replacement)".

### ***Neutral responses***

Two responses do not indicate a change, suggestion or improvement. They are "Nothing" and "n / a".

## **10.3.5 Other**

There are six comments with "Other" listed as home campus. The implication is that these respondents are not based at Craighouse, Craiglockhart, Merchiston or Sighthill campuses.

### ***General***

There is one general suggestion for something respondents would change if they could only change one thing about Napier University. The response is that Napier should "Revamp Commercial Services dept. or outsource it".

### ***Service***

There is one suggestion about increasing response to faults: "Facilities department could respond quicker to faults occurring in the rooms".

### ***Staff***

There is one response about staff: "Increase staffing in finance".

### ***Processes and procedures***

There are three suggestions about things respondents would change if they could. The first is quite general and requests "More robust processes and procedures with increased transparency".

Another respondent gives an example of one process which needs improvement: "Procurement of staff travel arrangements - Key travel seem to charge a lot extra when we could book things ourselves directly on the internet. It's a very cumbersome system and not good value for money".

Some members of Napier staff have non-standard working arrangements, for example, working part-time, spending a lot of time off-campus or working at home. There is a request for support to be given for these people. The respondent writes "I don't know how many Napier staff work from home, but it can be quite an isolating experience and I'm not convinced that the internal services are prepared to deal with home workers and issues which arise". The respondent continues to give an example of the difficulties faced by home workers: "For example, I have been told that, as a home worker, I must complete the Cardinus Workstation Safety Plus assessment of my home office set-up. Yet this assessment is only available from a Napier on-campus PC. I would like all the services to include consideration of staff with alternative working patterns".

## **10.3.6 No campus given**

There are fourteen comments where no home campus was listed. The implication is that these respondents have decided to decline to mention their home campus, but this section may include some staff who do not work from a campus.

Some of the comments were more elaborate than others. All comments made at least one point.

## **General aims**

There is one response given, that there should be “Improved co-operation as a result of increased understanding of the interconnectedness of all the services”.

## **Communication**

There are three responses specifically about communication, two of which just mention “Communication”. The third response is “sometimes it feels like the departments don't speak to each other; sometimes they don't speak to us”.

## **Service**

There are three responses about current service and how it can possibly be improved. The first response is “It's difficult to know who you need to speak to; it's difficult to know if what you've spoken about has been actioned. Also, as I can't seem to go back on this survey I'd like to make the following addition, of all departments IT are the worst at getting back to a query. The phone line never seems to be answered, and I've left messages which have not been followed up”.

The second response is “Being based at the Sighthill Campus has allowed much more synergies for the support services which is beneficial, however those not based here miss out on face to face contact. I think there needs to be a mechanism to allow these groups to meet more regularly and possibly compare the customer experience delivered by each service”.

The third response is that there should be “Up to date information about who is responsible for what”.

## **Staff**

There is one response about the staff: “To remind staff they all work for the same university, our objectives are the common goal!”

## **Information**

There is one response about information needed (apart from the responses in the service section). The respondent writes “The availability of information about these services - I had no clue what IDEA was, until I asked someone today! The recent newsletter from HR is a perfect example of how these services should be communicating information. It would be great to get the same level of communication from the other services as well”.

## **Management**

There are several suggestions for managers and senior management. One is that they should “Listen to your academic staff - the services here are support services, important, but support nonetheless. Our core business is higher education and unless we keep up high quality academic delivery of degree programmes then there is nothing to support. My sense is that this is often forgotten”.

Another response is that the University should “Have a higher number of managers who are willing to listen to suggestions instead of simply telling the senior staff what they want to hear”.

One suggestion for management communication is “I believe it would be useful if the service directors met regularly to agree a consistent set of priorities”.

## **Training**

There is one suggestion for the type of training required: “Customer service training for all areas of support services”.

## **Facilities**

There is one request for the Property and Facilities Service about the temperature in the University: “Not to be cold all the time...”

## 11 Conclusions

The conclusions of this survey are presented in three parts. The first two parts are along the lines of our reports for previous years (a general overview, followed by a short report with SWOT diagrams for each service), while the final part looks at the results through a filter based on the Customer Service Excellence model.

### 11.1 Overview by topic

For the 2009 survey, we looked at the results under the headings of Communications, Procedures and Staff. This time we have added Customer Service and the Web.

These are the same five headings as were used for the modified Ishikawa diagrams in the service chapters:

- Staff
- (Customer) Service
- Communication (and Response)
- Processes (and Procedures)
- Web (including Intranet and online applications)

#### 11.1.1 Staff

The comments about staff are mixed. Many individual members of staff are praised for their hard work, friendly attitude and efficiency. However, there are a few unfortunate exceptions, where members of staff are seen as being rude, unhelpful or unavailable when needed.

Some respondents feel that there are members of staff who do not understand the customers' point of view. Consequently, the staff may be perceived as arrogant, elitist or patronising, when, in fact, the members of staff in question feel that they are working hard under difficult circumstances.

There were also some comments about a perceived lack of staff in some services – either staff were considered to be over-worked or they were unavailable during times when the service or the University as a whole were particularly busy.

#### 11.1.2 Service

There appears to be a feeling that people work in individual services, rather than in an inter-dependent web of services which operate towards a common goal: provision of the best possible higher education for students. Hopefully, increased communication will help with this.

Respondents say, in the main, that the service provided to them is extremely good, though there are a few exceptions. Customer service levels can be inconsistent both between and within different services, so that the accuracy of the information received will vary from one member of staff to another. More disturbingly, there are a few reports that there is a difference in the quality of service provided to staff and students.

#### 11.1.3 Communication

Respondents to this survey report that there is a need for increased communication between members of staff in different services and that there should be formal ways of encouraging this – for example, road shows, forums or cross-training.

Advantages of increased communication include the ability to answer more complex questions from other students and to increase the speed of response by knowing exactly where to locate desired information or who the correct contact for a query would be.

One area of concern, which is highlighted for International Development and External Affairs, is that, although personnel who use that particular service are mostly extremely pleased with the service they receive, a very large number of people have no idea what the service does or how the service offered can be of benefit to themselves. This also applies to other services, such as Human Resources or Information Services, which can offer much more than many respondents realise. Increased communication can therefore help to promote the roles and responsibilities of different services.

Many respondents comment that quite often they do not know who the correct contact is for a particular service and it can be very time-intensive finding the information they require. It may be an idea to have a formal liaison team for each service or sub-section of the service which receives queries and for their contact information to be easily accessible.

#### **11.1.4 Processes**

Respondents report two problems: that processes and procedures may not be user-friendly and that they are not adequately explained.

Some respondents only use parts of applications such as Agresso or HR Connect and have come to realise they could do more with them, but do not really know how to do so; others may have use-cases that go beyond the applications' capabilities (staff on multiple contracts notice this with HR Connect, for example) – likewise, if they do not use these tools regularly they find them difficult to use and this leads to frustrations and other negative feelings.

There is therefore a need to have clear and easy to understand guides to what the tools can provide and how to get the desired information – such guides could, for example, give sequences of screen shots of how to proceed with common tasks.

No matter how well processes are written, circumstances are likely to change, and therefore it is recommended that processes are reviewed at set periods – perhaps every three years. Respondents do make the point that it is necessary to have these procedures written in clear and easy to understand language. This is partly because members of staff tend to be extremely busy, so need to be able to absorb the relevant information quickly, but also because what is clear and obvious to someone who spends most of their time working in a given area may seem abstruse and overly technical to someone who would just like their problem solved now, please.

Members of staff are more likely to co-operate with using processes and procedures correctly if they understand the need for and value of them. Some respondents feel, for example, that there are too many forms and consequently are reluctant to take the time to fill them in correctly.

#### **11.1.5 Web / Intranet**

The Intranet should be a source of easily accessible information – so it should be accurate, up to date and relevant. Respondents do not appear to consider that this is the case at present and there were so many comments in this area that it was given its own classification group when it came to the collation of results for this survey.

One respondent makes the point that computer usage is becoming more mobile and that the University needs to devise ways of keeping up with the rapidly advancing technology. Part of this would probably involve re-design of the web site as even the latest smartphone and tablet browsers aren't quite up to the performance levels of those on the desktop.

Many respondents consider that it is essential to have improved navigation. They find it upsetting to know that the information they require is available electronically, but not know the location or relevant title or even where to start looking for it. Guides, explanatory pages, and thematic as well as alphabetic indices would be helpful for this purpose.

In conjunction with improved navigation, it would also be helpful to have an improved search engine. One respondent mentioned that there was no point in even trying to use the University search engine, and would use Google instead automatically. Another mentioned that using the search engine gave "bizarre" results. There also appear to be various accessibility problems.

## 11.2 By service

For each service, we present a brief discussion, followed by a SWOT (Strengths, Weaknesses, Opportunities and Threats) diagram – this is a quality tool used to give an overview of an organisation within its environment.

The first part of a SWOT diagram deals with the internal situation of the organisation as it stands at present: these are the strengths and weaknesses. External aspects, or possible future events are classed as opportunities or threats and appear in the second part.

Since the content of the diagrams is based on respondents' comments and suggestions for each of the services and hence from their own experiences with them, the strengths demonstrate why respondents are happy with or feel confident in the particular service, while the weaknesses reflect the reverse feelings: why people are unhappy with, or feel a lack of confidence in, the service.

Strengths and weaknesses as listed generally come from the additional comment sections, while the opportunities and threats line up with the suggestions for improvement.

Some services, though, cover enough ground to make a single diagram a large and so, for Information Services there are two (covering IT and the Library), while Property and Facilities Services has three (the division was originally between general and specific aspects, but the canteen-related comments were then hived off separately).

### 11.2.1 Finance, Planning and Commercial Services

This is considered by respondents to be a large and important service. Respondents report that the staff are mostly extremely hard-working, helpful, knowledgeable and professional. The very few exceptions, though, are noted by unhappy and disappointed respondents who report that sometimes they find the staff use jargon which is difficult for them to understand and, worse, sometimes important documents are mislaid and the staff whose documents they were feel that they are being blamed, rather than the staff who have actually mislaid the information.

Most members of staff are not very familiar with finance-related procedures, as they do not use them very often, and so find them difficult to use. There are suggestions that some of the tools are not good value for money – such as Trav App and there are many comments about the difficulty of using Agresso.

STRENGTHS	WEAKNESSES
Efficient, willing staff Helpful and attentive to students Easy to find information on intranet Responsive and informative service	Not enough staff Systems are not user friendly Staff often seem to lose paperwork and blame other staff for this
OPPORTUNITIES	THREATS
Need to review use of forms and reduce number which need to be filled in Improve focus for this service from processes to customer needs	Agresso: unfriendly system, long delays for invoicing and payment Response can be slow or non-existent Some processes cumbersome, out of touch with current needs and not value for money eg Trav App

### 11.2.2 Human Resources

Many respondents praise the staff of this service, mentioning how professional and friendly they are. However, there are two negative points made: that if Human Resources makes mistakes, these can have extremely long-reaching effects and may remain on the staff member's record ; and that some communications from HR are very difficult to understand.

At Napier, some members of staff work part-time or with two or more different contracts or work at home, or off-site. These members of staff, who have non-standard working patterns, have great difficulty with HR Connect and find it very time-consuming getting the correct pay and leave they are entitled to.

Some respondents suggest that staff in the service appear to consider that it is more important than it actually is, while to those outside the service it is one of several support services, as important as the rest, but not more so.

There are also comments that the response from Human Resources can be very slow and that changes to procedures or policy are not disseminated effectively. In addition, there are suggestions that the HR procedures are very complicated and difficult to understand.

STRENGTHS	WEAKNESSES
Staff helpful and efficient Good working relationships Regular updates on learning and development Efficient service Good communication	Information given sometimes inconsistent and incorrect Can be difficult to identify correct contact Some very complicated, bureaucratic processes <i>eg</i> Vacancy Management Quality of service can be inconsistent
OPPORTUNITIES	THREATS
HR Connect could be improved, especially for non-standard working patterns Improve location of information and navigation on web site Need to communicate changes to staff returning from absence Could be more welcoming to new staff	Moodle - delays in creating logins Occasional badly written emails Lack of confidence in neutrality of HR Too long to fix problems or mistakes

### 11.2.3 Information Services

Information Services is made up of Information Technology and Library Services, which we have represented on separate SWOT diagrams.

Information Services: IT	
STRENGTHS	WEAKNESSES
Quick, willing response to problems High quality, professional service Helpdesk normally very good Staff helpful with students	Helpdesk not always customer-focussed, sometimes not available Web site needs improved navigation Often IT problems at external events
OPPORTUNITIES	THREATS
Support is currently mixed - could be improved More support for non-standard working practices <i>eg</i> work at home, work with Macs Service would be improved for non-computer literate users	Not all staff appear knowledgeable about latest technology Difficulties and poor customer service with Moodle Computer use is much more mobile; this will affect service and support

It would almost have been worth separating the responses in the IT section of this service into Helpdesk and “everything else”: by the very nature of things, respondents are more likely to have contact with the Helpdesk team when they have a problem, and this would appear to have coloured

many of the responses (mentions of slow response, lack of availability and either no or premature closure of queries).

Many comments about Information Technology focus on what happens when things go wrong – and there are suggestions from some respondents that some of the staff in the service are not fully up to date with the latest technology.

There is also a collection of requests for more support for laptops and also for Mac computers.

Information Services: Library	
STRENGTHS	WEAKNESSES
Staff excellent Very high quality of service ("almost perfect") Reader-friendly information on the Intranet Very innovative in approach to feedback Efficient and quick response to enquiries	Website links to library resources could be improved. Improve the repository Improve guidance on copyright / licensing especially in relation to overseas delivery
OPPORTUNITIES	THREATS
More input from academic staff would help fine-tune stock and services to meet the needs of students	None listed

Comments about the Library are almost overwhelmingly positive, to the extent that the weaknesses listed above were drawn from only a small number of comments, and we were unable to find any comment or suggestion that could be considered under the category of a threat.

#### 11.2.4 International Development and External Affairs

Although several of the comments on this service suggested that it could be considered as two separate units combined by *fiat*, there were not really enough comments that could be easily assigned to one side or the other.

STRENGTHS	WEAKNESSES
Most staff are efficient and professional Staff also mostly kind, helpful and approachable	Low profile with rest of University Much of international development is "ill informed, naive and culturally embarrassing" Difficult for other services to identify relevant contact for queries
OPPORTUNITIES	THREATS
Increase alumni link ups with University projects Better communication with Digital team to improve web site	Lack of sponsorship for degree show Decline of international students studying at University

Although this is an important service, very few people seem to be aware of what it is or what it does and many respondents did not think that it was applicable or relevant to their own work.

Those respondents who are aware of the service were mostly positive about it, though there were concerns about lack of sponsorship and also the decline of international students in the University.

### 11.2.5 Property and Facilities Services

STRENGTHS	WEAKNESSES
Staff very good, willing, helpful, efficient Service usually very good Good communication - much improved online information available Very good service and support	Can be long delays with response Can be difficult to identify relevant contact or get closure to actions Variations in service levels between teams Communication with helpdesk can be poor
OPPORTUNITIES	THREATS
Need "ticket" system to raise, monitor, track and close action of queries Need to improve communication of changes eg mail	Insufficient support and occasionally poor customer service for external events eg open days Some staff can be unhelpful with disability/inclusion queries Regular complaints about acceptable temperature in University

This is an extremely diverse and visible service. The general impression from respondents is that the members of staff are very helpful, but that the processes and procedures can be cumbersome.

Some people find that responses to queries can be very tardy, so have suggested a tracking and monitoring scheme, similar to the one in IS, so that people can always be aware of the status of their queries.

Property and Facilities Services: Specific services	
STRENGTHS	WEAKNESSES
Great service from porters Shower and lockers facilities very good for cyclists Printing service, electrical repairs and mail staff very good	Delays in moving/removing office furniture and equipment Timescales for moving staff not always met Standard of cleaning sometimes poor A few staff members appear "disgruntled"
OPPORTUNITIES	THREATS
Improve consistency of refurbishment work Have schedule available for when rooms will be cleaned Need to communicate better when repair work/moving will be done Need to communicate temperature situation better	General maintenance overlooked at Craighouse eg lifts not working, roof leaking Blocked or dirty toilets, though few, can demotivate staff Perception that staff are more interested in following the rules than dealing with staff needs Low temperature or draughts can affect students' concentration Due to lack of response, some staff now feel that reporting faults is "a complete waste of time"

Although respondents understand the difficulties Property and Facilities faces, and acknowledge that the service is improving, there are regular complaints about temperature, the canteen and cleaning, and some respondents also consider that there is a high degree of variation in the level of customer service and communication.

Property and Facilities Services: Canteens	
STRENGTHS	WEAKNESSES
Excellent service from staff - Work hard for external events	Canteen areas too small Over emphasis on portion control and profit-making
OPPORTUNITIES	THREATS
Facilities need to be improved and updated Extend opening hours for out of hours work and visitors	Move to disposable cartons can disrupt "green" credentials

### 11.2.6 Student and Academic Services

STRENGTHS	WEAKNESSES
Disability and inclusion staff very helpful Staff reliable and efficient Good support of students Confident Futures doing well	Student services often not used, because not on home campus Focus of service appears to be on supporting students, not academic staff Often difficult to have direct contact with staff during busy periods Difficult to obtain relevant, accurate and up to date information Often slow response to queries
OPPORTUNITIES	THREATS
Support for special needs eg dyslexic students needs more resources Regulations need review to fit in with best practice Improve web site eg more user friendly search engine	Receptionist described as "rude and over bearing" in front of students Disconnect between SAS and school administrative functions Lack of understanding in SAS how their work affects other services Letters to students frequently not understood by them

This service is very focused towards student service; there are hardly any responses in this survey about the "academic" part of the service.

However, the feeling of positive feeling of respondents towards this service can seem superficial. A closer examination of the responses, though, shows that respondents do have some concerns about the information available from the service and the difficulty in getting hold of it. There is the suggestion that the service for overseas students could be improved and a few respondents mention that they consider the service to be very bureaucratic.

## 11.3 Overview by CSE criteria

Customer Service Excellence is a government backed quality improvement standard which was developed as a driver for customer-focussed organisational change.

In its full incarnation, the standard is used to probe the five areas understood to be the most important to customers:

- Criterion 1 – Customer Insight
- Criterion 2 – The Culture of the Organisation
- Criterion 3 – Information and Access
- Criterion 4 – Delivery
- Criterion 5 – Timeliness and Quality of Service

While the structured response questions in this survey were designed to be based around the standard, it is difficult to assess any approach to compliance from a set of simple numerical scores.

We decided, therefore, to assess the responses given to the open-ended requests for comments and suggestions in terms of the five criteria.

### 11.3.1 Criterion 1 – Customer insight

Do the services and staff within them understand the needs of their internal customers and are they proactive in looking for ways to help?

#### *Finance, planning and commercial services*

Responses suggest that the members of staff in Finance are very busy and hardworking, but that they tend not always to engage with or consult their internal customers.

*"When dealing with Finance everything has to be done their way and it always seems that there is no understanding that the majority of us are not accountants; do not interact all day every day with Agresso or may need some procedures explained to us in words that are relevant to us. In other words, they never seem to look at their procedures from the customer's perspective".*

#### *Human resources*

There were variable responses here. Some consider that HR is good at engaging with internal customers and has an understanding of the other services; others do not.

*"The client partner relationship worked particularly well and over time has supported my department navigate complicated situations with authority and professionalism".*

*"No clear information on what exactly HR provides to internal customers (me), or \*how\* it should be provided".*

#### *Information services*

As in the second section of this chapter, responses for the two parts of this service have been separated where relevant.

#### Library

Responses about the library services are overwhelmingly positive. The responses indicate that the library works hard to engage and communicate with internal customers.

*"The CSE accreditation has been excellent for library staff as a means of ensuring we/they strive to continually deliver good service".*

## Information Technology

The responses for Information Technology are mostly positive, though there are *caveats* about the Helpdesk and mentions of occasional lapses in communication.

*"Department that has improved dramatically with its approach to Customer Service. Even the most simple thing is not a problem for them. Department is excellent at keeping the rest of the University informed".*

*"I have far more dealings with IT side of the service. I think the service delivered through the service desk at times is poor. My view is technicians generally do a good job but think that there could be some thinking around how they support colleagues in getting the most out of the systems".*

## ***International affairs and external development***

Again, comments on this service are mixed. Some people consider that IDEA is good with internal customers and has an understanding of their requirements; others do not. In addition, there are a large number of responses from respondents who do not know what the service can offer and how it is relevant to their own work.

*"I have had limited experience of dealing with people from this area, but I would single out Patrick McFall for always being on the ball and Xiao Jun Cui as being particularly kind and thoughtful in dealing with foreign students - acting way beyond the call of duty to help them".*

*"I am aware of little interaction between international recruitment officers and the people who will be teaching the students they recruit".*

## ***Property and facilities services***

This is a very large service with a wide range of functions, where even minor non-compliances have a huge impact on customers. Comments on engagement with internal customers are mostly positive, but some respondents feel that the service could do more for their internal customers.

*"This service is so diverse that it is difficult to answer the questions. I think they work hard in difficult circumstances. The buildings have improved and yet minor (but very important) issues such as heating, blocked toilets etc continue to be problems which have an enormous impact on staff and students and how they perceive the university. Consultation and responses with some areas has improved recently - I think they are trying really hard to improve but their services are very visible and probably difficult to improve without additional resource".*

*"My views are very mixed. Re: the Merchiston project, communication has been excellent. We have been consulted regularly, and when there have been problems they have been dealt with quickly. Stuart Carberry has been extremely helpful in sorting out one problem in particular and he and his team are generally very helpful and considerate. It's a pain, but the campus will look great when it's done. However, prior to the Merchiston project I found things to be more frustrating - things have improved in the last few years, but there is still a lack of forewarning for noisy works and maintenance (eclipsed by Merchiston Project at moment), rude and grumpy staff, patronising and unhelpful attitude from some more senior staff (thank goodness they're not fronting the Merchiston project!) We have been complaining about heating for years but see little action until students threaten a walk out. Some of the maintenance staff are always friendly and helpful (i.e. Peter Pride, Malcolm) - if a door needs fixing or a wall needs painting it's dealt with quickly".*

## ***Student and academic affairs***

The responses again are mixed. While many respondents praise the members of staff and the work they do with students, there are some very negative responses that the service does not always understand the requirements of customers from other services.

*"My comments relate to the Academic Quality part of the service, and I have found that they are very professional, with good communication and are very good at involving the stakeholders".*

*"The perception from Faculties is that the deadlines that are set for activities such as programme boards, exam submission, etc are set with only SAS in mind. It is often felt that things/changes are being dictated from SAS without any consultation with the Faculties".*

### **11.3.2 Criterion 2 – Culture of the organisation**

Do the services and the staff within them have a customer-focussed approach at all levels?

#### ***Finance, planning and commercial services***

The responses indicate that members of staff can be extremely helpful, but that occasionally they can be less than polite and that they have been known to treat different types of customers (*ie* staff and students) differently.

*"My view is that most of our colleagues in Finance are customer-focussed and want to help internal and external customers. However at times their focus appears on their processes rather than customer needs - students and staff".*

*"I have been made aware by students of staff in this area being unhelpful / unfriendly".*

#### ***Human resources***

Most of the responses praise the customer service they have received from individual members of staff, but criticise the processes, especially HR Connect, which is perceived as being clumsy and not user-friendly.

*"I am very impressed with the prompt and professional service I experience every time I work with our HR Team - great job!"*

*"In my professional opinion this department concentrate on HR processes rather than engaging with staff in a personal and helpful way".*

*"HR Connect is the most opaque and un-user friendly system I think I have ever encountered. Because of it, staff tend to keep shadow hard copy of their leave arrangements and I can understand why. Why is HR Connect so slow, so clunky and so impenetrable?!"*

#### ***Information services***

Respondents acknowledge that this is an extremely important service and the customer service levels are mostly high.

#### **Library**

Staff here are described as being very customer-focussed and customer service is described as being "almost perfect".

*"The library staff are really student-focussed and to be commended".*

*"I have always found the library staff to be very helpful and respond quickly to enquiries".*

#### **Information Technology**

Respondents agree that this service is excellent with emergencies and the comments about customer service are mostly very positive. There are a few more negative comments about incomplete communication, though. Respondents' experience of the Helpdesk are extremely varied and respondents with non-standard working patterns tend to find that the service support is somewhat lacking for them.

*"The staff are flexible and helpful, involved in all aspects of induction and throughout modules. Very keen to make the inputs student-centred. Students comment how helpful and prompt the staff are with queries".*

*"There is a very small minority in this area who are very definitely not customer focussed and will not use their discretion to improve the service for customers. This refers mainly to (sorry!) the Helpdesk.*

*Responses are sometimes short and unhelpful. For people like myself who are IT illiterate, a more user friendly approach would be well received! However, in general I think this team is very customer focussed and most will use their discretion to make the customers experience a positive one!"*

*"Mixed experience of customer service when calling the Helpdesk on 3000. Some are friendly and customer focussed, others sound totally miserable and do not go out of their way to help at all".*

### ***International development and external affairs***

Most of the respondents had had little or no contact with this service, so were unaware of what it could offer to help. Of the people who had had contact with the service, most were positive about the customer service and praised the staff, though there were a few exceptions.

*"Generally, the staff here are very efficient and largely helpful. There is again, a very small minority (Marketing- sorry!) who verge on being impolite (sorry!)".*

*"Extremely helpful when you work with them but you are not always sure if you are contacting the right person or what they do that can help you as an internal client".*

### ***Property and facilities service***

As noted above, this is a very large service, and respondents are very sensitive to any deviation to conditions they find acceptable.

*"This service works very well indeed in extremely difficult circumstances. They always respond cheerfully and helpfully".*

*"Recent changes to the mail service have not been well communicated and are somewhat deceptive in terms of the drop off boxes at reception. There is now only one mail collection per day. Individual staff are always willing and helpful but sometimes hide behind 'processes' and 'management decisions' as to the reasons why they cannot do something.*

*"Not always clear who to contact about various matters. Have had several emails to the effect 'we don't deal with this, you'll need to contact so and so'".*

### ***Student and academic services***

Respondents suggest that the service is very helpful for students and praise the staff. There are very few responses about the "Academic" part of the service.

*"Focused towards students to such a degree that academic staff are sometimes treated as though only SAS have the students' interests in mind, and academic staff are a hindrance and natural opponents; acting in a student's interests does not mean the student is always right and what the student wants is of primary importance - academic decisions should not be sidelined".*

*"I have always found Louise McElhone and her team to be supremely efficient, reliable and helpful. The way that exams are managed and the scripts dealt with is always very well handled. Richard Bews is a very safe pair of hands and is very well placed in what he does. Quality would be lost without Grant Horsburgh. His amusing but helpful advice and guidance is always worth having. Elaine McDonald was surely put on this earth to help students find their chosen career. I have had dozens of positive comments about the trouble she goes to on their behalf. I count myself fortunate she looks after my students".*

### ***11.3.3 Criterion 3 – Information and access***

This criterion covers how well the range of services is publicised in a variety of formats to meet customer needs.

### ***Finance, planning and commercial services***

Respondents report that there have been improvements in the communication of information and accessibility, but that the situation is not yet perfect.

*"The information on the website has improved and it now seems much easier to find information. When it's not a normal part of your role, but students ask for information (e.g. fees), it used to be quite hard to access information. Now it's very easy to track down from Intranet".*

*"Not enough information about what goes on. Recent update on financial intranet but I am not sure who does what these days except in the particular areas which touch on my work".*

### ***Human resources***

A few respondents who work at home have made comments that they are not always kept up to date with relevant information. Most of the responses about information are relevant to information kept on the University web site. However, respondents make the point that it's difficult extracting the information they require from HR Connect.

*"HR provide customer focussed services and really excellent online information".*

*"Often not easy to know WHO can answers queries; sometimes difficult to find relevant information on the Intranet: could be easier to navigate".*

*"I have had an ongoing problem with holiday leave using HR Connect. This system does not cope with staff members who have 2 contracts. Despite alerting HR staff on numerous occasions to this problem they have failed to resolve this issue, and for the current academic year I am still without any holiday entitlement. I have advised the Assistant Director of IS of this ongoing problem who is arranging for the annual leave to be calculated and administered manually".*

### ***Information services***

Comments on information provision are all positive.

*"There is good interaction and information provided about the services offered, and it is easy to track down information that can help in my role".*

### ***International development and external affairs***

Those respondents who have had dealings with this service report that they have been able to get the information they require.

*"Positive experiences with a wide range of staff from this service. Very professional and focused providing good support and helpful information".*

### ***Property and facilities services***

Comments about this service's handling of information were mainly framed as being more about communication.

*"Most of my dealings with this area have been good, though there is the feeling that a request or note of something needed is taken, but you have no idea if it's been actioned/remembered, or if it instead gets lost in the ether".*

### ***Student and academic services***

Although there are many responses praising the staff, there are also responses from people who have difficulty getting the information they need from this service.

*"We rely on SAS for support and information and although my contact is limited to just a few individuals I am always happy with the services and response. Many thanks!"*

*"This is one of the services which I deal with more on a day to day basis. It is sometimes difficult to get information. There seems to be a lack of understanding of how the Schools work and how their work affects ours. One recent example was just getting dates for submission of exams. This information used to be on the calendar but is not. The exams process is not something that can be turned over in a few days and needs planning, deadlines set but I struggled to get this information".*

### **11.3.4 Criterion 4 – Delivery of services**

How far feedback is welcomed and issues or ideas raised are addressed.

#### ***Finance, planning and commercial services***

Not many respondents mention whether this group delivers the services which they promise to deliver, but there are lots of comments about the difficulty of dealing with the processes required to achieve delivery of services.

*"Finance Services have consistently provided an excellent service. Not always an easy task given Academics' dislike of anything which smacks of control or budgetary constraint. Specific praise should go to colleagues in Procurement and Planning for consistently delivering information before deadlines".*

*"I am lucky to work with some extremely helpful members of staff within this department, whose responses to my many requests for data or information are courteous, prompt and precise. Unfortunately, the department often seems severely understaffed and this strain tends to affect their members' ability to provide efficient customer service, which has led to some very negative experiences in the past and to a wide discrepancy in response times".*

*"I always get a speedy and helpful response from procurement area, but have had delays/mistakes/system problems from other areas which has led to uncomfortable situations with paying suppliers".*

#### ***Human resources***

Most respondents indicate that the Human Resources Service is able to deliver as required. There is little sign that mistakes are made by staff in the service, but some respondents worry that if mistakes are made, the consequences are very long-reaching, possibly permanent.

*"The Client-partner relationship works well and I feel we are in a "partnership" with HR offering their best to work for and with us. Advice is readily available and is very helpful. Time is taken by HR to understand the aims (and difficulties) of the department they are working with. This helps enormously".*

*"Continuing difficulty in getting HR to properly address responsibilities for staff working outside the UK for extended periods".*

*"Almost 6 months ago I contacted HR with regard to a month's sickness absence on my record which I did not have, I have been fobbed off and told it is irrelevant. I have been passed around so many people and as far as HR and payroll are concerned this will stay on my record as there is no evidence to support that I was here even though I was not off sick, very annoying and frustrating".*

#### ***Information technology***

Respondents comment that mostly IT provides very good delivery of service. The negative comments about delivery are more to do with incomplete communication and unhappy experiences with the Helpdesk.

*"Information services staff are very professional and prompt in their delivery of solutions".*

*"Generally C&IT provide a good service, ability to respond when there is an IT crisis and to offer guidance when requested".*

*"The level of service can vary. Depending on what you are wanting to do or who you are liaising with depends on the level of customer service received, turnaround time for initial query to completion etc."*

#### ***International development and external affairs***

Those respondents who use this service mostly find that the service delivered is fine, but there are suggestions of inconsistency.

*"My experience relates to the Brand / Marketing and the International Recruitment elements. I have always had a positive working relationship with these teams and worked well with individuals on various projects and support for our activities. However, the management of the Internet and the ability to get the correct messages displayed is a constant battle and one where unfortunately there has been a lack of customer focus (internal and external). I think it is unclear how we are responding to the decline in international students studying on campus and it is unclear where this lies on the priority list now".*

*"Some excellent provision, particularly Marketing, Brand and Communications, but not always clear what other bits offer - though individual staff are professional and approachable".*

*"I have chosen strongly disagree as I did not have the choice of DON'T KNOW which would be more accurate. I have no idea what this service does other than the clue in their name. I would not know how to locate information. Invisible?"*

### ***Property and facilities service***

Respondents acknowledge that some of the criticisms they make may be outwith the service's control – such as matters connected to the building. The comments about members of staff are almost all very positive.

*"We have had a lot of dealings with Property and Facilities services including room moves, induction weeks, repairs in the School etc and they have all been dealt with excellently. Everybody is pleasant to talk to over the phone or by email...I have no hesitations when I'm asked to organise something that will require the help of Property & Facilities".*

*"Inconsistent delivery of service: some staff are very helpful and customer-focussed. It's not always straight forward to know who to approach - the Helpdesk is the best route at times. There is sometimes a problem with communication across this service and delivery on promises but some staff go the extra mile".*

*"It can sometimes take a long time for simple issues to be resolved".*

### ***Student and academic services***

Although there are many responses which praise the individual members of staff, there are very few which imply that delivery of services is good.

*"Ongoing problems with SAS not supplying support services when requested (I'm told they don't have the resources)".*

*"The perception from Faculties is that the deadlines that are set for activities such as programme boards, exam submission, etc are set with only SAS in mind. It is often felt that things/changes are being dictated from SAS without any consultation with the Faculties".*

### ***11.3.5 Criterion 5 – Timeliness and quality of service***

This criterion covers initial responses to queries or requests and how long they take to completion.

### ***Finance, planning and commercial services***

Respondents mostly point out that actions are dealt with efficiently and on time, but there are exceptions. Several respondents make negative comments about Agresso.

*"I mainly deal with Finance Fees and I always get a prompt and efficient response".*

*"There have been a number of occasions where email requests have simply been ignored. It might seem unimportant to Finance but these requests are very important to the people making them. Ignoring or not responding to them simply makes my job more difficult".*

*"The staff will not issue invoices to agreed schedules. The staff appear to "lose" cheques, forms, e-mails etc. and the onus for action reverts to academic staff almost with a pre-supposition that the academic was in the wrong ab initio".*

*"Agresso and invoicing are a nightmare! More often than not I am required to deal with customers who have not been paid, sometimes over a month after the purchase order has been raised".*

### ***Human resources***

There are some responses suggesting that the Human Resources Service are not always able to deliver in a timely manner – though it is pointed out, that this is not always their fault. There are also a few responses about HR Connect.

*"This service, especially Health and Safety are very efficient. When they can't deliver what they promise it is usually factors outside their control such as problems originating from the finance department".*

*"dealing with bad performance takes far too long in terms of investigations etc".*

*"It is taking far too long for HR to create logins for local tutors in Hong Kong for Moodle Access. Tutorials have already started in Hong Kong and the local tutors still cannot access the materials on Moodle".*

*"HR Connect is not always available. The Inter-Campus travel claim forms haven't been available for several months!"*

### ***Information technology***

Responses indicate that queries are mostly dealt with quickly, especially for emergencies. There are a few comments about delays, which relate to lack of communication.

*"Running an up-to-date and professional IT service is very difficult, and yet Napier could do better, esp the website which is all over the place and hard to navigate to the page(s) you want. Staff are very helpful and respond quickly to queries, but the website should contain everything needed by students and staff".*

*"Good support all round. Timorous in the responses and updates they provide".*

*"The level of service can vary. Depending on what you are wanting to do or who you are liaising with depends on the level of customer service received, turnaround time for initial query to completion etc.*

### ***International development and external affairs***

Of the people who have used this service, several note that they are pleased with the service – however, there are a couple of comments indicating that the response times are inconsistent and can be slow.

*"Response times and effectiveness vary between staff - some are excellent so difficult to score".*

*"can be a slow response for amendments to intra/internet".*

### ***Property and facilities services***

The respondents note that queries are mostly dealt with speedily, though there are exceptions, which tend to be related to lack of communication. There are also suggestions that the progress of queries is not tracked, so it's difficult to know when it will be actioned.

*"There was a time when some of the maintenance people seemed very unresponsive to intimations of repairs needing to be made etc, but things have dramatically improved nowadays".*

*"Most of my dealings with this area have been good, though there is the feeling that a request or note of something needed is taken, but you have no idea if it's been actioned/remembered, or if it instead gets lost in the ether".*

*"It can sometimes take a long time for simple issues to be resolved".*

### *Student and academic services*

Respondents praise the staff of this service. Some respondents mention that queries are dealt with speedily, but there are a couple of comments about how the response speed time for Records could be improved.

*"During busy periods my queries are always dealt with efficiently and promptly".*

*"Records - sometimes slow to deal with forms eg return from SS which prevents students being enrolled on modules therefore don't have access to material on Moodle. Systems - I find them very helpful and quick to respond to queries".*

## Appendix A Survey Questionnaire

This year, the survey was significantly larger than on previous occasions, with an increased number of structured response questions for each of the six services under consideration. This meant that, rather than have a survey on a single web page, it made sense to use a collection of linked pages.

### Start page

This page began with an introduction to the survey, including links to the main pages on the intranet for each of the six services and was used to collect respondents' personal information.



**Professional Services: Client Satisfaction Survey 2012**

### Introduction

The University seeks on a regular basis to assess the satisfaction of staff with the delivery of key professional services and improve them accordingly.

This year (2012 / 13) the survey is seeking to collect information on the six major central services that emerged from the last re-organisation:

- [Finance, Planning and Commercial Services](#)
- [Human Resources](#)
- [Information Services](#)
- [International Development and External Affairs](#)
- [Property and Facilities Services](#)
- [Student and Academic Services](#)

A brief summary of the main functions of each of these services can be found by clicking on the links above (they'll open in a new window).

You are asked to rate each service on a scale of 1-5 against a number of criteria. You are also invited to submit comments as free-form text in the boxes provided.

Where you do not feel that you have sufficient knowledge to offer a judgement, you may leave a blank and move on.

You may respond anonymously, but we would invite you not to, because Service Directors will be asked to respond directly to any comments that are particularly helpful, or critical.

Our aim is continuously to improve the quality of services provided.

The information you provide in completing this survey will be used only for the purposes of the survey as outlined above, and will not be passed to third parties or used for any additional purposes without your consent.

All respondents that include their Edinburgh Napier email address will be entered into a prize draw for an iPad. At the end of the survey, the winner will be drawn at random and will be contacted shortly afterwards.

This survey is sponsored jointly by:

J. Duffield, Vice Principal (Strategy Resources and External Affairs)  
A. Sambell, Vice-Principal (Academic)  
G. Webber, University Secretary

## Personal Information

Name:

Email Address:

Faculty / School / Service:  Please select an item from this list

Campus:  Please select an item from this list

Role within the University:  Please select an item from this list

**Please note that it is essential to click on the "Submit" button below to move on to the next section of the survey.**

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## Service page

The next page was presented six times, once for each service: after submission of the responses for the first service, the page was passed the responses so far and redisplayed with the name of the name of the next service. After the sixth service's responses were submitted, the next page in the sequence was loaded.

 Edinburgh Napier UNIVERSITY
<b>Professional Services: Client Satisfaction Survey 2012 - [Service Name] Page</b>
<b>[Service Name]</b>

For each of the statements below, please rate the service on a scale of 1 (strongly disagree) to 5 (strongly agree) - please use the full scale

### IMPORTANCE

This service is very important to my own area of work

Strongly	1	2	3	4	5	Strongly
Disagree	_____	_____	_____	_____	_____	Agree



### ENGAGEMENT

This service is good at consulting with and engaging its internal customers

Strongly	1	2	3	4	5	Strongly
Disagree	_____	_____	_____	_____	_____	Agree



**CULTURE**

Staff in this service are customer-focussed

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

The staff display professionalism

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

**INFORMATION**

Information is readily available about the services provided

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

The relevant services are easily accessible

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

**DELIVERY**

This group delivers the services that they promise to deliver

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

When problems arise, this service deals with them effectively

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

**TIMELINESS**

This service responds promptly to initial queries

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

This group delivers services in a timely fashion

Strongly Disagree	1	2	3	4	5	Strongly Agree
	<input type="radio"/>					

You may use the spaces below to elaborate on any / all of your answers.

**ADDITIONAL COMMENTS**

This might include examples of any good or bad experiences from which we can learn.

**SUGGESTIONS FOR IMPROVEMENT**

What could this area do differently to improve services for clients?

**Please note that it is essential to click on the "Submit" button at the foot of this page to continue with the survey.**

**Submit**   **Clear**

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## Last page

The last page of the survey picks up the information from the previous pages, asks a final question and offers the respondent the opportunity to take part in the prize draw. At this point, respondents were also asked to confirm their names and email addresses – this turned out to be quite useful as a number of respondents had given, for example, forename and surname rather than full name and email address earlier on.

Submitting this page also triggered the sending of an email containing the final response so that any problems with adding the response to the database could be repaired without the respondent needing to redo the survey.



## Professional Services: Client Satisfaction Survey 2012 - Last Page

### Last Page

#### JUST ONE THING...

If there was one thing that you could change across the six services, what would that be?

**JUST ONE THING...**

If there was one thing that you could change across the six services, what would that be?

Thank you very much for filling in this questionnaire which is intended to improve services for all Edinburgh Napier Staff.

As an added incentive, and to thank you for the time taken filling in this survey, we would like to invite you to take part in a prize draw for an iPad. Would you like to be entered in the draw?

Yes

No

If you are entering the draw, please can you confirm your name and email address below:

Name:

Email Address:

Please note that it is essential to click on the "Submit" button at the foot of this page to continue with the survey.

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## Thanks page

Finally, on submission of the full response, a “thank you” page is displayed, letting the respondent know that their response has been submitted and that all is well.

If there had been a problem of any kind with response submission, an error message would have been displayed and an email containing the response and details of the problem would have been sent. This turned out to be unnecessary during the run of the survey, although it did help flag up one issue during testing.

  
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UNIVERSITY

## Professional Services: Client Satisfaction Survey 2012 - Thanks!

Your response has been submitted. Thanks for taking the time to help with this survey.

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## Appendix B Service and campus response comparisons

During the design phase of this survey there was some discussion of whether or not respondents who were members of services under consideration should be permitted to answer questions on their service. The decision taken was to collect the answers, but to tag them so that it would be possible to separate out their effects. In the preliminary report, for example, the histograms on which we presented the results of each question had the responses of service members highlighted. Similarly, we indicated those cases where service members made comments or suggestions about a service.

The table below shows how many members of each service answered questions on their own service.

Service	Service members	Rest of respondents
Finance, planning and commercial services	23	309
Human resources	15	317
Information services	41	321
International development and external affairs	15	270
Property and facilities services	15	317
Student and academic services	40	295

We also looked at variations in responses across the different campuses: the assumption here was that it may be possible to find different levels of service delivery. However, we had not expected that service members would be such a high percentage of respondents that it would be difficult to distinguish the “genuine” differences between campuses from those due to service members scoring their own service more highly.

While it is fairly clear that many service members scored their own service more highly, and service members tend to be concentrated on particular campuses (less so, though, for Property and facilities services, and perhaps Information services), it is possible that this is not the only reason for scoring variations across campuses. Other reasons could include respondents finding it easier to make contact with service members, or service members finding it easier to provide support or information to users on their own campus.

The table below shows the distribution of service members across campuses. The figures in parentheses indicate the percentage of the respondents out of the total for that campus.

Returns by Faculty, School or Service by Campus							
Service	Craighouse	Craiglockhart	Merchiston	Sighthill	Other	None	Total
Finance, Planning and Commercial Services	8 (61.5%)	0	0	15 (11.8%)	0	0	23
Human Resources	0	0	0	15 (11.8%)	0	0	15
Information Services	0	27 (37%)	9 (10%)	5 (3.9%)	0	0	41
International Development and External Affairs	0	0	0	15 (11.8%)	0	0	15
Property and Facilities Services	1 (7.7%)	1 (1.4%)	2 (2.2%)	11 (8.7%)	0	0	15
Student and Academic Services	0	1 (1.37%)	39 (43.3%)	0	0	0	40
<b>Total Service Staff</b>	<b>9 (69.2%)</b>	<b>29 (39.7%)</b>	<b>50 (55.6%)</b>	<b>61 (48%)</b>	<b>0</b>	<b>0</b>	<b>149 (44.6%)</b>
<b>Other Staff</b>	<b>4 (30.8%)</b>	<b>44 (60.3%)</b>	<b>40 (44.4%)</b>	<b>66 (52%)</b>	<b>10</b>	<b>21</b>	<b>185 (55.4%)</b>
<b>All Staff</b>	<b>13</b>	<b>73</b>	<b>90</b>	<b>127</b>	<b>10</b>	<b>21</b>	<b>334</b>

The tables in the rest of this Appendix present those key statements that were scored significantly differently for respondents in a particular group (whether service or campus based) and the remainder of the respondents. We have separated these results by size of group as the significance test passes the 95% confidence level with a group size of twenty.

## Services with twenty or more responses from their own members

Three services have twenty or more respondents from their own members:

- Finance, Planning and Commercial Services
- Information Services
- Student and Academic Services

The differences in scoring for the key statements – assuming respondents are not simply marking up their own service – could be used to compare internal and external perceptions of how close the services are to fulfilling the CSE criteria.

Potentially more interesting, though, are the statements that are not significantly different in score between service members and service users as we would expect these to indicate areas where the internal and external perceptions are aligned.

### Finance, planning and commercial services

Finance, Planning and Commercial Services	Mean (service)	Mean (rest)	Difference
This service is very important to my own area of work	4.565	3.697	0.868
This service is good at consulting with and engaging its internal customers	3.682	3.014	0.668
Staff in this service are customer-focused	3.826	3.150	0.676
When problems arise, this service deals with them effectively	3.810	3.204	0.605
This service responds promptly to initial queries	4.000	3.335	0.665
This group delivers services in a timely fashion	3.870	3.269	0.600

For Finance, Planning and Commercial Services, these statements are:

- The staff display professionalism
- Information is readily available about the services provided
- The relevant services are easily accessible
- This group delivers the services that they promise to deliver

The comments and suggestions do appear to confirm this, barring a few exceptions.

### Information services

Information Services	Mean (service)	Mean (rest)	Difference
This service is very important to my own area of work	4.919	4.003	0.915
This service is good at consulting with and engaging its internal customers	4.222	3.615	0.607
Staff in this service are customer-focused	4.324	3.740	0.584
Information is readily available about the services provided	4.189	3.700	0.489
The relevant services are easily accessible	4.189	3.683	0.506
This group delivers the services that they promise to deliver	4.257	3.714	0.543
When problems arise, this service deals with them effectively	4.243	3.717	0.526
This service responds promptly to initial queries	4.333	3.796	0.538
This group delivers services in a timely fashion	4.216	3.757	0.459

For Information services, the “missing” statement is:

- The staff display professionalism

As above, this indicates that both service members and customers have no significant difference over the scoring for this statement. Again, this is confirmed by the free-text responses.

It should be noted, though, that even though service members score the service higher than service users, the lower scores are still quite reasonable.

## Student and academic services

Student and Academic Services	Mean (service)	Mean (rest)	Difference
This service is very important to my own area of work	4.892	3.725	1.167
This service is good at consulting with and engaging its internal customers	4.189	3.496	0.693
Staff in this service are customer-focused	4.405	3.659	0.746
The staff display professionalism	4.417	3.819	0.598
Information is readily available about the services provided	4.270	3.500	0.770
The relevant services are easily accessible	4.108	3.420	0.688
This group delivers the services that they promise to deliver	4.257	3.599	0.658
When problems arise, this service deals with them effectively	4.286	3.530	0.755
This service responds promptly to initial queries	4.343	3.500	0.843
This group delivers services in a timely fashion	4.270	3.466	0.804

For Student and academic services, all ten key statements have a significantly different score for service members and service users. Once again, though, the customer scores are still positive.

## Services with less than twenty responses from their own members

The remaining three services had less than twenty respondents each from their own members.

- Human resources
- International development and external affairs
- Property and facilities services

The point that stands out most obviously about these three services is that their members have uniformly higher scores for each statement than the rest of the respondents. As a counter to this, though, it is worth mentioning that the non-member scores are still, in the main, positive, and that the low respondent counts mean that the differences, while noticeable, are not as highly significant as for the three larger services.

Possibly due to the high scoring, and small numbers of responses by service members, there are no statements for any of the three services where the means for service members and for non-members are not clearly different.

### Human resources

The generally positive scores are reflected in the comments.

Human Resources	Count	Mean (service)	Mean (rest)	Difference
This service is very important to my own area of work	13	4.846	3.640	1.206
This service is good at consulting with and engaging its internal customers	13	4.308	3.345	0.962
Staff in this service are customer-focused	13	4.538	3.502	1.037
The staff display professionalism	13	4.538	3.765	0.774
Information is readily available about the services provided	12	4.333	3.663	0.670
The relevant services are easily accessible	13	4.308	3.528	0.780
This group delivers the services that they promise to deliver	12	4.417	3.459	0.957
When problems arise, this service deals with them effectively	13	4.385	3.393	0.992
This service responds promptly to initial queries	13	4.385	3.633	0.751
This group delivers services in a timely fashion	13	4.308	3.517	0.791

## International development and external affairs

International Development and External Affairs	Count	Mean (service)	Mean (rest)	Difference
This service is very important to my own area of work	10	5.000	2.807	2.193
This service is good at consulting with and engaging its internal customers	10	4.000	3.119	0.881
Staff in this service are customer-focused	10	4.400	3.385	1.015
The staff display professionalism	10	4.600	3.527	1.073
Information is readily available about the services provided	10	4.300	3.127	1.173
The relevant services are easily accessible	9	4.222	3.176	1.046
This group delivers the services that they promise to deliver	10	4.200	3.284	0.916
When problems arise, this service deals with them effectively	10	4.100	3.293	0.807
This service responds promptly to initial queries	10	4.500	3.319	1.181
This group delivers services in a timely fashion	10	4.200	3.288	0.912

International development and external affairs tends to score less well than the other services in this section, but this is almost certainly because the service is perceived to be only of relevance to a small group of users.

Those respondents who made comments indicating that they had dealings with this service did tend to score it more highly across the board.

## Property and facilities services

Property and Facilities Services	Count	Mean (service)	Mean (rest)	Difference
This service is very important to my own area of work	15	4.933	3.820	1.114
This service is good at consulting with and engaging its internal customers	14	4.071	3.325	0.747
Staff in this service are customer-focused	14	4.429	3.503	0.925
The staff display professionalism	14	4.643	3.654	0.988
Information is readily available about the services provided	14	4.000	3.248	0.752
The relevant services are easily accessible	14	4.000	3.319	0.681
This group delivers the services that they promise to deliver	14	4.286	3.383	0.903
When problems arise, this service deals with them effectively	14	4.071	3.217	0.854
This service responds promptly to initial queries	13	4.462	3.424	1.037
This group delivers services in a timely fashion	14	4.143	3.380	0.763

For Property and facilities services, the scores are again generally positive, and this is also reflected in the comments and suggestions.

## Campuses with twenty or more respondents

As noted above, service members tend to cluster on particular campuses. A consequence of this is that if respondents on a campus give generally high scores to a service, we should check to see if members of that service are strongly represented on that campus.

There are four campuses with more than twenty responses:

- Craiglockhart
- Merchiston
- Sighthill
- No campus selected

The last service listed, No campus, barely makes it onto the list, but it is unique here in not having any associated service members.

### No campus selected

Respondents who did not select a campus may fall into two possible categories: they may work off-site, or they may be concerned about anonymity.

In either case, they consider Information services to be both somewhat less accessible, and less timely, than users based elsewhere.

Information services	Mean (campus)	Mean (rest)	Difference
The relevant services are easily accessible	3.2	3.776	0.576
This group delivers services in a timely fashion	3.15	3.854	0.704

They also score Property and facilities services less highly for engagement, but unusually for respondents not based at a campus, score the service far more highly for importance. This adds weight to the suggestion that a number of these respondents are actually based on one of the other campuses, but wish to remain anonymous.

That said, though, some of the comments they have made indicate that at least some work from home.

Property and facilities services	Mean (campus)	Mean (rest)	Difference
This service is good at consulting with and engaging its internal customers	2.81	3.395	0.586
This service is very important to my own area of work	4.333	3.839	0.495

### Merchiston

Student and academic services	Mean (campus)	Mean (rest)	Difference
This service is very important to my own area of work	4.369	3.678	0.691

Part of the high score for importance of Student and academic services is no doubt due to the more than forty percent of staff at Merchiston who belong to this service. However, if this was the only factor involved, we would expect to see similar differences in score for the other statements – that we don't would appear to indicate that service members are in the main joined in their high opinion of this service by other staff members based at this campus.

## Campuses with less than twenty responses

There were three campuses that delivered less than twenty responses:

- Craighouse
- Other campus
- No campus selected

As in the previous section, “No campus” barely makes it into this category. Of the other two selections, Craighouse would appear from some of the comments to be being slowly run down – or at least some groups are in the process of moving away. Respondents who selected “Other” may include some who work from home or off-site.

### Craighouse

The high scores for Finance, planning and commercial services are doubtless due in part to the 60% of Craighouse respondents who work for this service.

Finance, planning and commercial services	Count	Mean (campus)	Mean (rest)	Difference
Staff in this service are customer-focused	13	3.923	3.169	0.754
The staff display professionalism	13	4.231	3.652	0.579
This group delivers services in a timely fashion	13	3.923	3.287	0.636
This service responds promptly to initial queries	13	4.077	3.354	0.723
When problems arise, this service deals with them effectively	13	3.923	3.216	0.707

The lower scores for the other three statements listed indicate that Information services do not cover Craighouse as well as the other campuses (this is backed up by user comments) and that respondents based here do not consider Human resources or Student and academic services particularly important.

Information services	Count	Mean (campus)	Mean (rest)	Difference
Information is readily available about the services provided	12	3.25	3.776	0.526

Human resources	Count	Mean (campus)	Mean (rest)	Difference
This service is very important to my own area of work	13	3.154	3.71	0.556

Student and academic services	Count	Mean (campus)	Mean (rest)	Difference
This service is very important to my own area of work	11	2.818	3.899	1.081

### Other Campus

Respondents who indicated that they are based at other campuses tend to score almost all services lower than the average for the rest of the respondents. The small number of such respondents, though, does mean that these scores are very easily influenced by opinions of individuals.

Human resources	Count	Mean (campus)	Mean (rest)	Difference
The staff display professionalism	8	3.25	3.811	0.561
This group delivers services in a timely fashion	9	2.667	3.575	0.908
This group delivers the services that they promise to deliver	9	2.667	3.522	0.855
When problems arise, this service deals with them effectively	9	2.667	3.457	0.79

Information services	Count	Mean (campus)	Mean (rest)	Difference
Staff in this service are customer-focused	10	2.9	3.837	0.937
The relevant services are easily accessible	10	3	3.764	0.764
The staff display professionalism	10	3.1	3.936	0.836
This group delivers services in a timely fashion	9	2.889	3.837	0.948
This group delivers the services that they promise to deliver	9	2.889	3.803	0.914
This service is good at consulting with and engaging its internal customers	10	3.1	3.702	0.602
When problems arise, this service deals with them effectively	9	3	3.801	0.801

Property and facilities services	Count	Mean (campus)	Mean (rest)	Difference
The staff display professionalism	8	3	3.717	0.717
This group delivers the services that they promise to deliver	8	2.75	3.442	0.692
This service is very important to my own area of work	10	3.1	3.894	0.794

Student and academic services	Count	Mean (campus)	Mean (rest)	Difference
The relevant services are easily accessible	5	3	3.516	0.516
This group delivers the services that they promise to deliver	6	3.167	3.69	0.524
This service is very important to my own area of work	9	2.778	3.893	1.115

## No campus selected

Whether respondents in this section work from home, off-site, or simply wish to remain anonymous, they do tend to score most services slightly more negatively than respondents based elsewhere. The scores they give do tend to be borne out by their comments and suggestions.

Finance, planning and commercial services	Count	Mean (campus)	Mean (rest)	Difference
Information is readily available about the services provided	18	2.5	3.231	0.731
The relevant services are easily accessible	16	2.625	3.27	0.645
This group delivers services in a timely fashion	17	2.706	3.349	0.643
This group delivers the services that they promise to deliver	16	2.625	3.39	0.765
This service is good at consulting with and engaging its internal customers	17	2.294	3.106	0.812
When problems arise, this service deals with them effectively	16	2.438	3.292	0.855

Human resources	Count	Mean (campus)	Mean (rest)	Difference
Information is readily available about the services provided	19	3.105	3.726	0.62
Staff in this service are customer-focused	17	2.882	3.582	0.7
The relevant services are easily accessible	18	3	3.592	0.592
This group delivers services in a timely fashion	18	2.944	3.586	0.641
When problems arise, this service deals with them effectively	17	2.882	3.466	0.584

Information services	Count	Mean (campus)	Mean (rest)	Difference
Staff in this service are customer-focused	19	3.105	3.851	0.746

International development and external affairs	Count	Mean (campus)	Mean (rest)	Difference
Information is readily available about the services provided	16	2.5	3.213	0.713

Student and academic services	Count	Mean (campus)	Mean (rest)	Difference
The relevant services are easily accessible	18	2.889	3.547	0.658
This group delivers services in a timely fashion	15	2.933	3.604	0.671
This service responds promptly to initial queries	15	3	3.636	0.636