Student Services Blueprint

Transforming the student experience through customer-centric design and service.

Outcome Document

November 2015

Contents

A message from Dr. Rick Ede, Chief Executive

Tēnā koutou katoa

Unitec is transforming because the world of education is evolving rapidly and we can't afford to stand still. We simply must change if we want to be here for the long haul and deliver the best outcomes for our students, communities, and public and private enterprise.

In order to be a transformed organisation we must change the way we work and the way we deliver services to our students. Fundamentally the Student Services Blueprint is about delivering better services to our students through a much more financially sustainable model. It was developed in direct response to feedback from students, international trends in service provision and Unitec research.

The reality is that rapid advancements in technology require us to make a step change right now to ensure we deliver our services in a way that meets the changing needs of our students. The proposed new model will move us to a much more converged, proactive and customer-centric approach focused on outstanding service that is strongly technology and data enabled.

Phase One will see us partner with Concentrix to deliver some of our student services. Concentrix is a world-class customer engagement company that has been providing services to major global and national clients from our Mt. Albert campus for nearly three years.

There was significant feedback regarding this new approach, and while this may feel like a big shift in how we do things, a number of our services have been delivered through partnership arrangements for many years now. Our core business is teaching and learning, and partnering with Concentrix will allow us to focus on what we do best while ensuring our students get the best customer service possible. Detailed responses to your feedback can be found in Appendix Three of this document.

Phase Two of the Student Services Blueprint will now get underway and in the New Year consultation will begin on the remainder of the proposed changes.

There was also a large amount of feedback about our partnership with Māori and how we must do better. Our transformation requires us to fundamentally change how we operate, and as part of this process we need to revisit and cement our commitment to our partnership document. Te Noho Kotahitanga plays a fundamental role in the culture and collective success of Unitec, and as our founding document must inform decision-making across the whole organisation. These issues are much bigger than any one of our change projects, and will be addressed outside of this consultation process at the highest levels of the organisation. Our commitment to Te Noho Kotahitanga and all its principles will continue on a wider scope within and beyond the Student Services Blueprint process as we continue to transform.

As we move towards our new ways of working, particularly Sector Alignment, some changes in the portfolio of the Executive Leadership Team will be required. This will be an evolutionary process as we reconfigure how we work together and build new partnerships and relationships externally. These changes will be communicated once some further decisions have been made, but ultimately will reinforce collaboration and connection both internally and externally.

Finally, I would like to thank all of you for your patience during this process and the many well-considered and thoughtful submissions that have been made. I also want to acknowledge that this Outcome Document has significant repercussions for many of you. I assure you once again of my commitment to supporting you all through this transition, including those of you who will be moving on from Unitec.

I look forward to moving into implementation for Phase One and hearing your feedback on the further proposed changes for Phase Two.

As we move forward it is vital that we remind ourselves what this transformation is all about: better outcomes for our students, communities and public and private enterprise.

Ngā mihi nui, ngā mihi mahana,

Dr Rick Ede
Chief Executive

1. Introduction / Background

Unitec's change model uses a continuous improvement cycle that involves three stages: Relook, Rethink, Redesign. A Relook will normally involve a current state assessment or stocktake that may include independent research, market analysis and benchmarking. Where a Relook identifies opportunities beyond improvements to 'business as usual', a Rethink may be undertaken to develop a change proposal for consideration by those affected. A Redesign occurs when the nature of a required change has been established.

The Student Services Blueprint Proposal for Change was developed to move us to a much more converged, proactive and customer-centric approach to the delivery of our student services. It focuses on outstanding service that is strongly technology and data enabled. It was developed from the Student Services at Unitec; A Blueprint for 2017; a road-map for the further development of existing student support services that brought together international trends in service provision, Unitec research findings, and student feedback.

The key drivers for change outlined at that time were as follows:

Driver	Change required
Government funding is based on a higher demand for accountability and performance targets, especially for priority groups.	Greater accountability for how we spend service fees. Greater demand to achieve target outcomes.
Reliance on government funding means we are still prey to the fluctuations of the economic environment.	Greater imperative to improve our conversion rates. Greater need to ensure our student experience is consistent with their expectations.
As a business we are emphasising the need for each business unit to demonstrate how it is contributing to strategic outcomes.	Greater emphasis on shared objectives and measuring impact. Greater need to reduce inefficient business practices.
Greater numbers of our students are not 'traditional'. The diversity of the student body is now so varied that most 'one-size-fits-all' approaches are quickly becoming obsolete.	Greater need to provide services that can be tailored, personalised, and engaged with in ways that are meaningful to the end users.
The ever-present technology in all areas of our life has produced an expectation that this same convenience will be present in educational endeavours.	Greater necessity to provide students with self-service and automated options that complement specialist services.
The backroom and business intelligence functions that can be realised via correct technology platforms are now essential to contemporary business practice.	Greater need to centralise processes and capture useful data that can help us make informed business decisions.

The Proposal for Change was released on August 7 this year. The document presented the overall proposed future state Student Service model including a proposed three phased approach to implementation.

- Phase One focuses on the development and implementation of the Customer Services functions of the model. The Proposal for Change set out that these services be outsourced to and delivered by Concentrix.

- Phase Two focuses on the development and implementation of Student Life, Student Achievement, Benefits Realisation, Priority Groups Centre of Excellence, and Guiding Coalition functions of the model.
- Phase Three focuses on the development and implementation of Library and International and working towards full convergence from January 2017.

It was proposed that in Phase One, Customer Services (Relationship managers, Help desk, Admissions specialists) are outsourced to Concentrix, our on-site business and academic partner.

Staff and students were given one month, plus a subsequent nine day extension, to provide feedback on the proposed model at Phase One as well as provide comment on the proposed overall Organisational, Social and Academic (OSA) model for Phase Two and Three. Proposals will be released next year to formally consult on Phase Two and Three.

Following the initial one month consultation period, and the subsequent nine day extension, all of the feedback received was collated, analysed, summarised and considered by the Executive Leadership Team and subject matter experts.

This Outcome Document outlines the final decisions that have been made regarding the proposed changes for Phase One as well as a summary of all of the feedback received and the corresponding responses.

2. Key decisions relating to the new model

1. **Decisions regarding Customer Services and Outsourcing**
   a. It is decided that Customer Services will be implemented at Phase One
      i. The future state Customer Services is explained in section 6. Apart from the ORM function being assigned to prospective students at application (rather than enrolled students upon enrolment), there are no other material changes to what was outlined in the Proposal for Change. The Customer Services function replaces most of the current Student Administration (except for Student Finance and Graduation), Student Central and IMS Help Desk. Details of roles impacted are in Section 8.
   b. It is decided that the Customer Services will be outsourced to Concentrix. The outsourcing agreement with Concentrix will be through a **master service agreement** (MSA) that will define the umbrella terms and conditions that will govern the contractual agreement. The term of the MSA is a five year agreement for Concentrix to provide the following scope of customer services for Unitec;
      i. Single point of contact for student queries.
      ii. Ensure seamless interactions by providing warm handovers (connections) to specialists.
      iii. Reduce risk of disengagement of students through proactive anticipation of need and pre-emptive outreach.
      iv. Enhance development of customer profile by capturing all engagement activity.
      v. Filter and tailor push notifications to ensure tailoring and relevance of communications to students.
      vi. Proactive outreach to engage and support prospective students during enquiries to application and enrolment.
      vii. Allocating and introducing ORMs
      viii. Issuing students with a digital student ID and welcome pack
      ix. Proactively contacting students to check if study ready
      x. Responding to escalated admissions enquiries
      xi. Manage service catalogue
      xii. Manage service requests
      xiii. Manage incidents
      xiv. Manage Priority 1 incidents
      xv. Communicating with customers via their preferred channel
   c. The services will be delivered by Concentrix through;
      i. Resourcing an omni channel customer services centre, providing front and back office services in partnership with Unitec, on campus at Mt. Albert, Auckland
      ii. Implementing Concentrix's Community Model that will leverage both full time and casual employees. Casual employees to primarily consist of Unitec students where reasonably practical. This will form a flexible delivery model to handle high or low volumes.
      iii. Staff Unitec's student "Frontline customer services" at each of the three work locations (Mt Albert, Northern and Waitakere campuses).

iv. Establish a team to build and maintain a Knowledge Management System (KMS) in support of the Customer Service activities and Concentrix's staff supporting Unitec.

v. Implement the Concentrix Engineered Design for Global Excellence ("EDGE") program to identify and execute service improvement for both operations and processes.

2. **Decisions regarding OSA model and Implementation phasing**
   a. It is decided that the Organisational, Social and Academic (OSA) model will be implemented.
   b. It is decided that implementation will take place across three phases.
      i. Phase One transition and implementation will begin from mid November 2015 with a Go Live date of 1 April 2016. Reference Section 6 for a high level implementation plan.
      ii. Phase Two development will also start in mid November 2015. Refer to section 7 for more detail about how stakeholders will be involved in this.

3. Overview of feedback received

This summary highlights some of the key themes in staff feedback, and provides summary responses to these. It is at a high level and the detailed information can be found in Appendix Three which systematically groups all feedback items and associated replies. There was a total of 103 submissions of feedback received from individuals and/or groups. The Blueprint Steering Group – comprised of the two Executive Deans and the Executive Director Organisational Development – have read and considered all feedback submitted and confirm that the feedback summaries in Appendix Three are an accurate reflection of the feedback received.

It is important to highlight upfront the large amount of endorsements for the overall model. Respondents clearly understood the rationale for change, the general direction indicated in the proposal, and approved of many of the aspects of the OSA service model. Within the endorsements fresh and insightful ideas were put forward for consideration in the Phase Two proposal for change.

> *"The Blueprint proposal at a high level makes absolute business sense on a number of services that have been highlighted as in scope utilising generalist staff to deal with student facing services."*

Many of the suggestions and ideas put forward are already inside the intent of the change proposal. For example, some respondents suggested improvements or alterations to the ORM concept that are already intended and currently under development. Respondents have also expressed a clear desire to be much more involved in the progressing of Phase Two elements and this is acknowledged and valued. In Section 7 of this document there is an overview of how that process will be undertaken.

Concerns were raised about the overall transformation programme. Some respondents believed there is a lack of a clear vision, and some challenged the CE statement that 'the transformation and the direction we are travelling is not up for debate'. Unitec's strategy has been signalled for some time through initiatives such as Kickstart, and is supported by Council. It is the outcome of a weighty programme of evaluative conversations that included extensive research in 2014 through focus groups with current students, prospective students, influencer groups, employees and employers. Strategy and vision were therefore not up for consultation in the proposal for change; the proposal for change was instead focused on the enabling arrangements that give life to that strategy.

There were questions about the speed of the transformation, and whether the change programme could be more evolutionary. First, analysis of global trends makes it clear that disruptions are already with us and are increasing their impact. Other institutions nationally and internationally are already ahead of us in responding to these disruptions. Second, the aim to work in converged and connected ways rather than in siloed units necessitates simultaneous change across multiple areas. Some other changes will be phased so that they can articulate with the changes that precede.

This year two Kickstart events were held to explain and celebrate the transformation story. 321 of 667 participants at the July event responded to the online survey which showed that the percentage of staff who have a clear understanding of where Unitec is headed increased from 59% in February to 72% in July, and the percentage who support the vision for Unitec and path we are on, increased from 61% to 66%.

There was concern that historically the leadership team have not managed change well. Change is difficult, and it is important not to equate disruption and stress with poor management. Sometimes things do not go so well; there is only a problem if there is a failure to learn from them. There are

examples of change that has gone well such as the recent transformation of the Library, and of IT services, leading in 2012 to the establishment of Information Management Services (IMS). The development of the Technology Strategy followed, and it continues to be rolled out successfully. However it is acknowledged that all change initiatives offer opportunities for learning. The lessons gained from previous change initiatives have been applied to this project and will continue to be reflected upon through each of the phases.

A wide range of respondents raised significant concern that the proposed changes failed to demonstrate a commitment to partnership and Te Noho Kotahitanga and that the principles of partnership from Te Tiriti o Waitangi have been disregarded. This is acknowledged, and a full response will be provided at a later date. Although feedback from Māori staff indicated support for the general direction of the proposed model, their feedback also highlighted there is a need to understand better the role of Māori Leadership and governance, and the place and role of Te Noho Kotahitanga – not just across these projects but across Unitec as a whole. The leadership team are committed to the partnership and would like to spend more time unpacking this and will be undertaking a number of engagements with staff to co-create future ways of working.

In general respondents agreed in their feedback that a range of improvements are required across our customer facing services and our admissions process and some respondents endorsed the proposal to outsource. On the whole however, the proposal to outsource this function was viewed by many as clashing with Unitec values and posing significant risks to business continuity and the student experience. The risks are acknowledged and have been carefully examined as part of the due diligence phase. Our values are to place the student at the centre of what we do and this was a core part of the decision to outsource.

Concerns were also raised that the proposal has taken a deficit approach rather than building on what is already working, and that the proposed models are still experimental. There is no intention to abandon practices that are demonstrably and successfully focused on delivering outcomes that continue to be valued by students and stakeholders, although the way these are organised may change to optimise opportunities. The proposed models are not based on any one foundation; there have been a range of models and evidence that have informed the thinking, among them the learnings from other tertiary institutions who have already undertaken related types of transformation.

Numerous respondents expressed a concern that the OSA Services Model would remove the very important face to face engagement option for students. At no point has this been, nor will it be, part of what is proposed at any phase. It is recognised internationally across the education sector that relationships are a key enhancement factor that help build persistence and sense of belonging. A service model that diminished or removed this option would not be considered a success by any standard.

There were various concerns that Unitec is to be run as a business. Tertiary services and business models are not mutually exclusive. Unitec is a not-for-profit organisation focused on providing benefits for our students, stakeholders and communities. Integrating and utilising good business models and practices will help maximise the value that can be offered to these groups. All operations are assessed on a financial basis but quality of service experience, student and stakeholder benefit and strategic relevance are equally critical. Nonetheless, the transformation is underpinned by the assumption that we will be more relevant and efficient and therefore sustainable at the end of the transition period.

Some questions were asked about whether the student voice is being heard. It needs to be emphasised that students and their career and life aspirations are at the heart of the transformation agenda. The Student President and other student council members sit on or are invited to attend a variety of Unitec forums including the Unitec Council. Regular meetings are held with a variety of senior Unitec staff about a number of projects happening across the institution. A core design principle is student engagement, and so, as both the Student Services Blueprint and Sector Alignment projects developed, the Student Council were kept up to date with what was happening and every opportunity was taken to include a wider student voice in the project.

Numerous submissions expressed concern that the Sector Alignment and Student Services Blueprint proposals are not aligned and are based on different language, assumptions and thinking. This is acknowledged, although the Sector Alignment proposal was primarily a detailed a set of proposed arrangements where the Blueprint proposal was more of a design model. However, the integration of work processes and practices and experience for students needs to be seamless. As part of the development of Phase Two of Student Services Blueprint, the project teams will be working to ensure closer alignment at the interfaces between teaching and student services. There will be a range of engagements with key internal stakeholders across the organisation to assist with this.

4. Interface between Student Services Proposal for Change and Sector Alignment

Because the Sector Alignment and Student Services Blueprint proposals for change were released to staff at the same time, many staff have correctly identified areas of potential crossover between the two proposals in their feedback. These areas of interface are specifically acknowledged below.

It is important to note Sector Alignment and Student Services Blueprint are two of a number of change projects and strategic developments that are part of a much broader programme of transformation work.

At Unitec our aspiration is to be a world-leader in contemporary applied learning. To meet this aspiration, we need to create a sustainable future for the Institute within a dramatically changing educational landscape, and our transformation programme is our plan to achieve this.

These areas of work in the transformation are highly connected. While each one is critical to our success in its own right, together they are greater than the sum of their parts, and will allow us to make our aspiration and purpose a reality.

Specific areas of crossover between Student Services Blueprint and Sector Alignment

The following key points of interface have been identified and are currently being considered. It is acknowledged that this list is not exhaustive and work will continue through transition and implementation of both projects. It is also worth recognising that many of these changes will be considered in Phase Two of the Student Services Blueprint. We will be engaging with key internal stakeholders across the organisation to assist with this.

Key Points of Interface	Blueprint	Sector Alignment	Addressed through:
Enquiry to Application to Enrolment Processes	Customer Services (Relationship Managers) are first point of contact	Academic Leaders & Programme Administrators deal with exceptions	• Process mapping • Technology solutions • Process & system training
Escalation and referral processes relating to student queries, wellbeing and success	ORM/Help Desk & specialist Student Services staff manage the escalation processes as well as incoming referrals	Academic staff provide and/or respond to referrals/escalations	• As above plus Service Level Agreements define expected levels of service both ways
Collaborative leadership across academic and student services	Proposed Guiding Coalition	SA Leadership Team	• Aligned accountabilities and KPIs • Lead the new ways of working
	GM BR	GM BRs with other GMs across the organisation	• GMs Community of Practice across the organisation
First 6 weeks orientation/induction	Proposed Student Life & Student Achievement teams	Academic Leaders have input to design and assist with delivery	• Phase Two BP development of OSA Model

	(OSA Model) have accountability for design and delivery		
Strategic leadership to optimise Priority Group outcomes	Proposed Priority Group Centre of Excellence	Deans Innovation & Development and Heads of Practice Pathway Groups	• Phase Two BP development of OSA Model
Student pathway decision making	Self-service resources provide an additional decision-making channel for students. ORMs/Help Desk provide single point resolution of queries or escalation as necessary	Academic Leaders & Programme Administrators deal with escalated queries	• Process mapping • Technology solutions • Process & system training • Service Level Agreements define expected levels of service both ways
Career ecosystem	Proposed Student Achievement function lead the development of an institution-wide career ecosystem.	GM IWDs and Senior Workforce Connectors ensure line of sight between industry requirements and what we teach and implement project-based initiatives that connect students to employment.	• Phase Two BP development of OSA Model
Academic/achievement services	Proposed Student Achievement function supports academic areas to enhance teaching and learning outcomes	Academic staff, Heads of Practice Pathway Groups and Deans Innovation & Development work collaboratively with Student Services to enhance the student experience	• Phase Two BP development of OSA Model

5. Summary of changes made as a result of feedback

1. **Alignment of Metrics**
   a. All Key Performance Indicators (KPIs) for services to be examined to ensure that they align with overarching Unitec Strategic Targets.
   b. KPIs to be aligned (where applicable) across both Sector Alignment and Services Blueprint. Use a similar presentation of the information across both.
   c. Review and finalise the OSA model Outcomes Framework in collaboration with Subject Matter Experts.
   d. Undertake discovery and review of current Service Level Agreements between service units and academic units to ensure these are accounted for within new model.

2. **Te Noho Kotahitanga and partnership**
   a. Undertake partnership discussions to ensure that the Guiding Principles of Te Noho Kotahitanga are embraced and embedded in our ways of working together both locally at the project level and across the whole institution.
   b. Undertake partnership discussions to better understand;
      i. strategic Māori governance,
      ii. alignment with the Māori Success Strategy,
      iii. the place and role of Māori leadership,
      iv. te reo me ōna tikanga,
      v. and, mātauranga Māori.
   c. Ensure a greater level of engagement with Māori staff to co-create the Phase Two elements of the OSA model.

3. **Online Relationship Manager Design**
   a. ORMs will be assigned to prospective students earlier; from application rather than enrolment.

4. **Library IT Projects**
   a. Library IT projects will be brought into the scope of the Student Services Blueprint to provide visibility of initiatives that affect the student experiences and ensure that they all are in line with the overall technology direction.
   b. The activity to develop the requirements for technology in the future is underway with workshops held with identified stakeholders, including library representation. This will ensure all development, integration and implementation work is completed in time for finalisation of the Phase Two of Student Services Blueprint. This work will also clearly identify roles and responsibilities in managing the systems, relationships with vendors and the ownership of the business context and compliance requirements of the service.

5. **Nomenclature**
   a. Undertake stakeholder engagement (including student stakeholders) to determine the names for services and units in the OSA model. Of particular note for phase 1:

        i.   To determine a name for the 'HelpDesk'
       ii.   To determine a name for 'Customer Services'
      iii.   To consider the conventions around how to define and name student roles throughout their lifecycle (i.e. student, customer, co-creator, developing professional etc.).

   b.   Of particular note for Phase Two (but not limited to):
        i.   The 'Priority Group Centre of Excellence'

6. Task Force
   a.   Establishment of a task force to assist with managing transition and implementation. The purpose will be to troubleshoot and identify teething problems to minimise disruption to business as usual and student experience. This is an interim measure until Phase Two sees the General Manager Benefit Realisation put in place.

7. International Admissions
   a.   International remain in scope for Phase Three. However, until then an interim solution will be put in place to manage the Application to Enrolment process.
   b.   This will include dedicated International Student Administration support. This position will embed and administer the new admissions process for International.
   c.   This will be a change to staff as the current *Student Administrator International* is to be transferred to International until Phase three.

8. Increased Stakeholder Engagement
   a.   Undertake a greater level of stakeholder engagement to further develop the OSA model Phase Two components.
   b.   The detailed outline of this can be found in Section 7 below.

9. Sector Alignment Interface
   a.   An overview of the interface between Sector Alignment and Service Blueprint and any changes or implications arising from this are outlined in detail in section 4 above.

10. IMS Helpdesk
   a.   There has been recognition of the significant role the IMS Helpdesk plays in supporting staff and providing services that are in addition to normal student IT requirements. Following a detailed due diligence of the type of support the IMS Helpdesk provides it has been determined that these activities are still in scope for the Customer Services function that will be outsourced to Concentrix.
   b.   Feedback suggested that there is a need to have an increased IMS presence supporting the new learning and teaching spaces, as well as the need to ensure a strong interface between IMS and the new Customer Services team. Although this requirement arose during the Blueprint consultation phase this activity falls outside the scope as the Blueprint.

6. New operating model - Phase One

6.1 New service model

The new model, known as the Organisational, Social and Academic [OSA] model, is contemporary, customer-centric and technology-enabled. It has been developed to meet our customer critical requirements and business critical requirements. It will see the convergence of previously separate services and functions into a new, unified and centralised structure that will:

- Leverage technology to enable a greater range of self-service options and automation of routine repeatable tasks
- Offer more proactive and anticipatory services, in addition to responsive and reactive ones
- Enable more personalisation and tailoring for students
- Help remove barriers to student achievement and engagement through creating a success focus across end to end service processes
- Simplify and improve the enquiry, application and enrolment process (EAE) to improve conversions
- Provide overview and centralisation of data that provides useful business intelligence
- Provide a consistently high level of customer service.

The model converges[1] and integrates[2] previously separate service units and remodels their functions into new processes within a new structure. As such, there will no longer be individual service units within the model, but a flexible and deployable team of generalists and specialists who work collectively to achieve shared objectives. The model also offers a number of completely new services.

The new model will be implemented in a three phased approach.

Phase One is the outsourcing of Customer Services to the Concentrix Delivery Centre at Unitec's Mt. Albert campus.

6.2 Outsourced component of new model

Phase One will see the creation of a new single Customer Services team which will take on the functions of Relationship Management, Help Desk, and Admissions. This is represented in the diagram at 6.6 in this section. The dotted blue line indicates the Customer Services functional area for phase one.

6.3 Outsourcing arrangement

The arrangement will be an outsourced omni channel customer service centre. The outsourcing of Customer Services to the Concentrix Delivery Centre will be for a five-year term. This will require Unitec and Concentrix to enter into a contractual agreement with a master service agreement providing the overall terms and conditions of the agreement. This will be supplemented with service schedules which will further define how the services are delivered, monitored and managed.

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[1] Convergence is the bringing together of previously separate services or functions into a unified and centralised process/structure/methodology. It is a frequently used term in IT speak but recently has also permeated the international tertiary sector.

[2] Integration is the management and delivery of services so that customers receive a continuum of responsive and proactive services according to their requirements and preferences across the life cycle.

For the Customer Services contract the following Service Schedules will apply;

Schedule		Scope
A	Services	Description of the services to be delivered Schedule of services
B	Transition	How the services will be transitioned Who, how, when, cost
C	Technology	List of technology services to be provided Timeframes for delivery Support processes.
D	Personnel	Key personnel Job descriptions and roles Recruitment Generalist capabilities Flexible resource allocation model
E	Service Level Agreements (SLA)	Service levels to be measured and achieved Metrics Penalty mechanisms Reporting
F	Governance	Reporting structures Account management Reporting Contract change management
G	Real Estate	Where services are to be located Description of property treatment in pricing Support processes
H	Cost	Agree pricing mechanisms Include rate cards Agree cost for contracted services Baseline cost measures.
I	Unitec third parties	Description of Unitec services to be supplied to third parties (e.g. Mindlab)
J	Business Continuity and Disaster Recovery	Describe how services will be provisioned in the event of a disaster recovery.

We will initially work with Concentrix to validate the existing Service Agreement and a baseline period will be established to confirm future service levels that required by Unitec. For example, responses to interactive activities during standard hours would be expected to meet targets 85% of the time, and 95% of interactions meet the agreed quality targets:

	Channel	Response Targets Tier 1	Resolve Targets Tier 1
Help Desk	Phone	30 seconds	1 – 2 minutes

	Email	Instant acknowledgment	Resolve within 60 minutes
	Web Chat	5 seconds	1 – 2 minutes
	F2F	Wait time less than 5 minutes	1 – 5 minutes
ORM	Incoming query	10 seconds	1 – 5 minutes

The service levels will include a risk and reward framework to ensure that the services are being delivered at the expected performance. The service metrics for the delivery of Unitec's customer services and what levels will be achieved each month, based on the solution that is in place to deliver the Services will be based on the metrics associated to the service levels below:

Measure
1. Conversion rates from enquiry to application
2. Conversion rates from application to enrolment

3. Conversion rates from application to enrolment
      a. Māori
      b. Pacific
      c. Under 25s

4. Applicant NPS immediately following interaction
5. Number of incoming enquiries resolved at first port of call
6. Proactive response time to outreach after disengagement flagged
7. Reduction of submitted applications
8. Time to enrol (application to offer) (median)
9. Time to enrol (offer to enrolment) (median)
10. Percentage of applications declined by Unitec
11. Proactive response time to incomplete applications (median)
12. Response and resolution times to incoming queries
13. Compliance with key elements of agreed service approach
14. Number of enquiries to Help Desk and ORMs
15. Number of enquiries escalated to tier 2 specialists (HD & ORM)
16. Number and type of queries not resolved
17. % of responses to proactive follow up by HD
18. % of student responses to proactive outreach from ORMs (specifically for disengagement triggers)

Figure x Metrics associated to the delivery of Unitec customer services

6.4 Operational Governance

As part of ensuring that the services are delivered in accordance with Unitec's expectations, a governance structure and procedures will be designed to achieve the following objectives:

- ensuring the proficient delivery of the agreed Services;
- establishing an effective relationship and communication channel between Unitec and Concentrix;
- proactive management and planning that will optimise the value of the relationship and the Services;
- establishing an effective mechanism for the escalation of material issues in respect of the Services;
- establishing effective monitoring of contract;
- ability to revisit and revise the governance process over time;
- ensuring alignment with Unitec's key strategic goals and commitments, including Te Noho Kotahitanga;
- drive benefit realisation against Unitec's business case.

During Phase One, this accountability will be assigned to a designated Executive Leadership position as an interim measure. In Phase Two it is proposed that the Benefit Realisation team be accountable in terms of governance oversight of the OSA service model.

6.5 Transition Method and Approach

The transition to Concentrix will run from mid-November, 2015 to mid-April, 2016 and will be managed by a Transition Managers within both Unitec and Concentrix. The transition includes the following:

- Hiring/Induction: 8 weeks (this allows for background checks including Police Checks to be completed before training commences);
- Technology Systems: 12 weeks for setup of any Concentrix provided technology;
- 3 Concentrix resources for 4 months for process mapping and KMS content creation;
- Concentrix Employee Training and Induction for 6 weeks;
- Unitec provided training material and collaborative support of the initial training for Concentrix staff on existing and new applications and procedures. Any backfill training post transition will be a Concentrix responsibility;
- 2 Concentrix trainers will receive Train-the-Trainer training (TTT) from Unitec and will be certified, if required, by Unitec after attending the training.

6.6 Outsourced component of model (by functional area)

The dotted blue square shows the Customer Services area as the component of the model to be outsourced to Concentrix at Phase One.
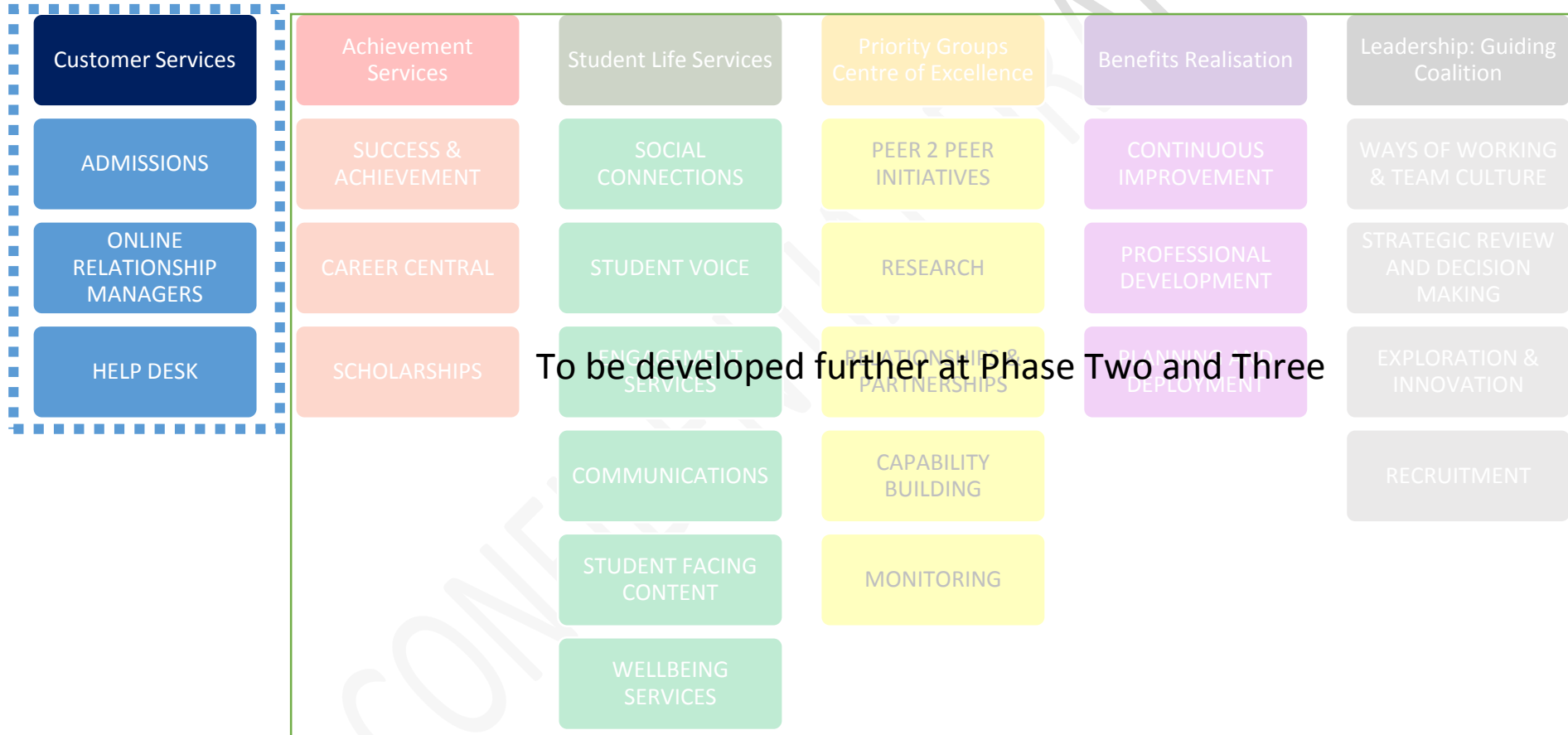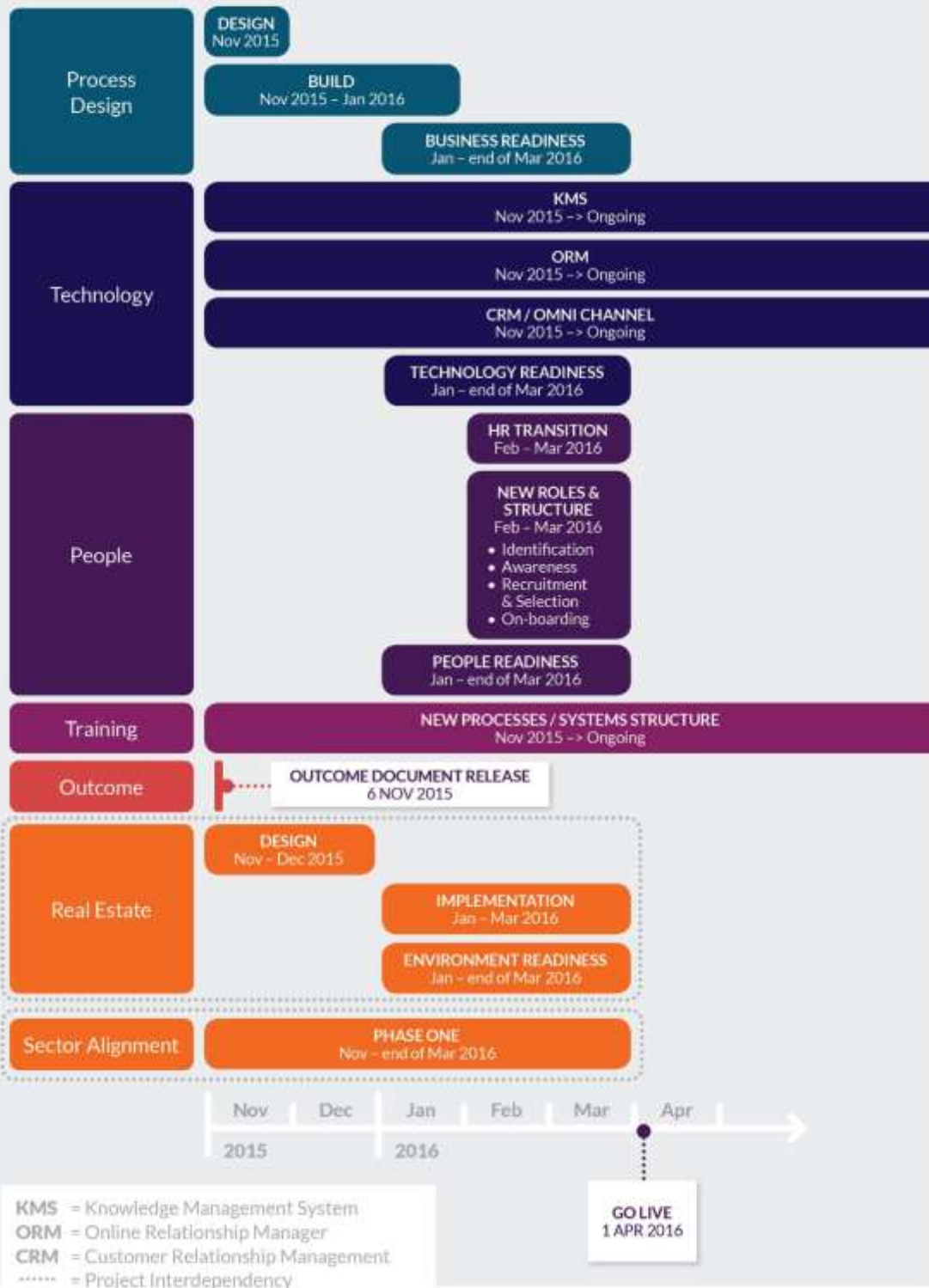
6.7 Confirmation of Customer Services to be Outsourced

The table below confirms the role and functions of the Relationship Managers that make up Customer Services. There are three different types of relationship managers; Online, Help Desk and Admissions.

Customer Services Relationship Managers		
Description	**Channels**	**Functions**
• Online Relationship Managers (ORMs) Generalists • Help desk Generalists • Admissions Specialists	• Unitec Portal • Unitec App • Phone • Email • Live online chat • Face to face at all three campuses (with extended hours)	• Allocating and introducing ORMs • Issuing students with a digital student ID and welcome pack • Proactively contacting students to check if study ready • All incoming tier one query resolution from enquiry onwards • Escalation/warm handovers when necessary to all tier two specialists. • Proactive outreach and notification. • Filtering and pushing out tailored communications. • Capturing customer engagement in CRM to enhance student profiling • Communicating with customers via their preferred channel • Manage service catalogue • Manage service requests • Manage incidents • Manage Priority 1 incidents • Resolution of tier 2 queries relating to admissions

The high level implementation plan for Customer Services is outlined on the diagram on the following page. Associated to this high level plan is a detailed transition and implementation plan to provide a clear roadmap to move from current to future state.

Unitec Transformation:
Student Services Blueprint Phase One Implementation Timeline

Process Design

- DESIGN Nov 2015
- BUILD Nov 2015 – Jan 2016
- BUSINESS READINESS Jan – end of Mar 2016

Technology

- KMS Nov 2015 –> Ongoing
- ORM Nov 2015 –> Ongoing
- CRM / OMNI CHANNEL Nov 2015 –> Ongoing
- TECHNOLOGY READINESS Jan – end of Mar 2016

People

- HR TRANSITION Feb – Mar 2016
- NEW ROLES & STRUCTURE Feb – Mar 2016
  - Identification
  - Awareness
  - Recruitment & Selection
  - On-boarding
- PEOPLE READINESS Jan – end of Mar 2016

Training

- NEW PROCESSES / SYSTEMS STRUCTURE Nov 2015 –> Ongoing

Outcome

- OUTCOME DOCUMENT RELEASE 6 NOV 2015

Real Estate

- DESIGN Nov – Dec 2015
- IMPLEMENTATION Jan – Mar 2016
- ENVIRONMENT READINESS Jan – end of Mar 2016

Sector Alignment

- PHASE ONE Nov – end of Mar 2016

Nov | Dec | Jan | Feb | Mar | Apr
2015 | | 2016

GO LIVE 1 APR 2016

KMS = Knowledge Management System
ORM = Online Relationship Manager
CRM = Customer Relationship Management
······ = Project Interdependency

7. Phase Two Development

7.1 Key Consideration for Phase Two

Feedback received during consultation for phase 1 and the OSA model was that stakeholders wish to be involved more comprehensively throughout the development, planning, and implementation of the OSA model. This has been noted and consequently the practice for the future will be an increased level of stakeholder involvement. The detail of this is outlined below.

7.2 Stakeholder Engagement

Engaging our stakeholders and why

The importance of a broader, more integrated approach to external stakeholder engagement is recognised. The process of identifying and developing key strategic long-term relationships that are critical for the success of Unitec's transformation, particularly in regard to the development of the Phase Two components of the OSA model, is currently underway. Feedback has also indicated a greater need to adhere to, and to make explicit, how the principles of Te Noho Kotahitanga are embedded throughout the model.

Stakeholder engagement objectives for Phase Two

- Identify key stakeholders with an interest in the change and undertake an assessment in collaboration with them to identify areas of interest and opportunities for involvement;
- Develop a clear Communication and Engagement Plan based on the outputs of the Stakeholder Assessment. The aim is to create optimal opportunities for dialogue about the future state while meeting the needs of the stakeholders involved. Clear metrics will be assigned to measure the impact of engagement and communications on the success of the change; and
- Measure and evaluate the outcomes of communication and engagement activity.

Stakeholder Engagement Approach for Phase Two

Substantial feedback from staff and students has been received that during Phase One that stakeholders were not fully engaged *consistently* throughout the design and consultation process. In addition, there is a need to integrate consultation feedback into the design and development process. Engagement with (and involvement of) internal and external Subject Matter Experts (SMEs) is a critical success factor.

Who will be engaged with and what activities will they do?

For Phase Two the plan is to engage a wide group of stakeholders (as below) who have the relevant knowledge about specific functions or areas. These stakeholders are to be drawn from the Service Departments, Student Council and other groups identified during the process.

The groups in scope for this engagement approach are the current impacted for Phase Two and Three and will include:

- Maia
- Pacific Centre
- Te Puna Ako Learning Centres
- Pou Aroha

- Library
- International
- Students
- Academics and support staff including programme administrators
- Marketing

- Academic Quality
- People and Culture
- Kaihautū
- Finance
- Executive Leadership Team

These SMEs will be expected to:

1. Assist the project team with finalising what the OSA model looks like:
   a. How will the functional areas operate?
   b. What roles will be required to operationalise the model?
   c. What will the detailed business processes look like?
   d. What will any additional technology requirements be?
   e. What are the interfaces between services and other parts of Unitec that need to be understood and clarified?
   f. Naming components of the model.
2. Work with the project team to confirm functional activities and accountabilities.
3. Work with the project team to develop detailed business case:
   a. Including resources required
   b. Costs - operational and implementation
   c. Business areas impacted
   d. Measures of success
4. Collaborate with various stakeholders to develop, refine and confirm business and technology requirements.

What will the different SME roles be?

There are three defined three key Subject Matter Expert (SME) stakeholder roles and they are:

- Advisory
- Service Specialist
- Process Specialist

Stakeholders will be involved in one (or more) of these roles. To provide clarity with regards the roles, activities and the level of engagement the high level role descriptors are set out below.

Advisory

This SME role centres on *defining, developing and building the high level updates/modifications to the OSA model.* The OSA model (the model) elicited substantial feedback during the consultation phase. These changes require consideration. Where practically possible updates/modifications are to be made to the model prior to the Phase Two Consultation process.

This role will initially work with the project team to consider possible updates/modifications based on consultation feedback. This will be in the form of a series of workshops during late 2015 and early 2016. The output of these workshops will be recommended updates/modifications to the model. These recommendations will be submitted to the Steering Group for review and signoff.

Once recommendations have been reviewed and signed off there will be further workshops to build the updates/modifications into the model for inclusion into the Phase Two Consultation document.

It is anticipated that this role may require (up to) 40 hours (per person).

Service Specialist

This SME role focusses on *defining, developing and building the key functional activities and accountabilities.* These are key to successfully building and implementing the OSA model for Phase Two (and beyond). This SME role could also be tasked to review the developed detailed processes as part of the governance and review cycle during detailed processes development.

Key inputs for these SME activities are the updated/modified OSA Model and feedback received during consultation.

As with the Advisory SME, this role will work with the project team through a series of workshops to define and initially define and develop the functional activities and accountabilities. These workshops are planned for late 2015 and early 2016. These functional activities and accountabilities will be documented and presented to the Steering Group for review prior to full development.

Once the drafted functional activities and accountabilities have been through the Steering Group review, the SMEs and the project team can complete full development. This is expected to take place during late 2015 and early 2016. Once fully developed they are submitted to the Steering Group for review and sign-off.

The signed off functional activities and accountabilities will be used in a number of areas. These include organisational design (organisational structures and positions descriptions) for Phase Two, Detailed processes development for Phase Two and engagement with the Sector Alignment project team to discuss possible interfaces across both projects.

It is anticipated that this role may require (up to) 40 hours (per person per area).

Process Specialist

This SME role focusses on *defining, developing and building the detailed operational and managerial processes* for the signed off functional activities and accountabilities. These are critical to successfully implementing the OSA model for Phase Two (and beyond).

The key inputs for developing the detailed processes (and defining the associated business and technology requirements) is the signed off functional activities and accountabilities from the Service Specialists.

A series of process workshops will be facilitated by the project teams Business Analysts (BA). In the workshops the Process Specialist SMEs will develop detailed business processes for each of models service areas. The project team will capture the detail and produce the business process maps. The Process Specialist SMEs are then responsible to review the process maps to ensure completeness. The Service Specialist SMEs may be tasked to provide additional review of the developed detailed processes. The process workshops are planned to take place early 2016.

The Process Specialist SMEs will then update the business processes (where appropriate). Once these processes have been reviewed, these SMEs will work with the BA's to define and document

business and technology requirements. This may include workshops with the Technology team, the wider project teams and with Advisory and Service Specialists (where appropriate).

The final outputs from the activities of this SME group are detailed business processes, business and technology requirements. All of these will form part of the Implementation for Phase Two including development of operational procedures, professional development activities and recruitment and selection into new roles.

It is anticipated that this role may require (up to) 48 hours (per person per function).

The table below summarises the three types of SME roles and their associated activities:

		Advisory	Service	Process
1.	How will the functional areas operate?	✓	✓	
2.	What roles will be required to operationalise the model?	✓	✓	✓
3.	What will the detailed business processes look like?		✓	✓
4.	What will any additional technology requirements be?			✓
5.	What are the interfaces between services and other parts of Unitec that need to be understood and clarified?	✓		
6.	Naming components of the model.	✓		
7.	Work with the project team to confirm functional activities and accountabilities.		✓	

8.	Work with the project team to develop detailed business case:
	   a. Including resources required
	   b. Costs - operational and implementation
	   c. Business areas impacted
	   d. Measures of success
		✓		

9.	Collaborate with various stakeholders to develop, refine and confirm business and technology requirements.			✓

How will the process be governed?

In order to widen stakeholder engagement and to integrate consultation feedback it is important to ensure the correct level of governance is applied to the design & development phase leading up to the next Proposal for Change (P4C Phase Two). The focus for this engagement is to build understanding and awareness for the key SMEs and to gather practical insight and input into how the model updates/modifications could be practically applied and/or implemented.

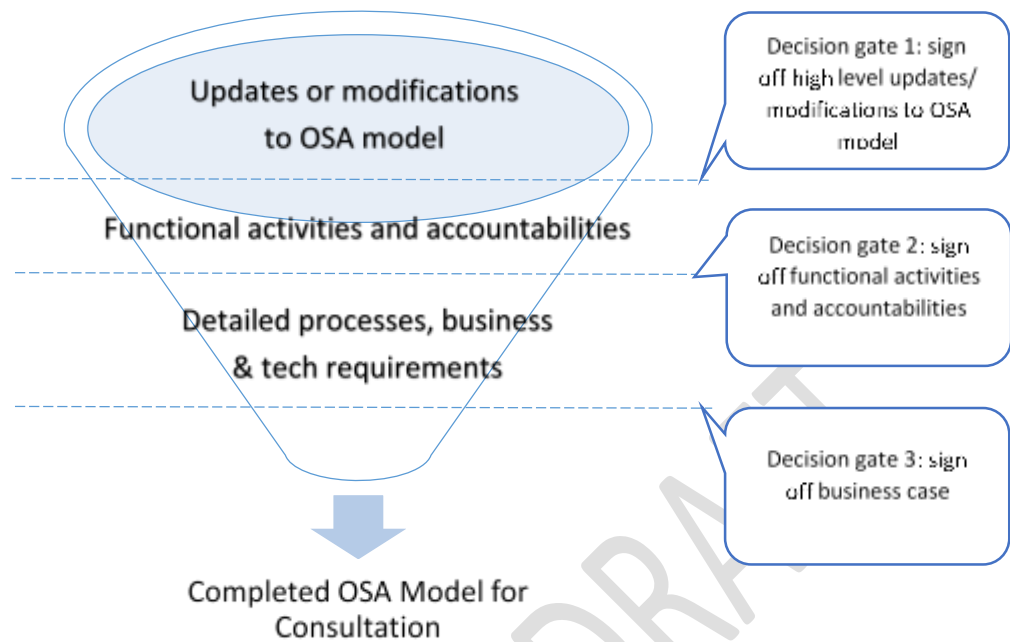 The following model will be used to govern this approach:

Decision gate 1: sign off high level updates/ modifications to OSA model

Decision gate 2: sign off functional activities and accountabilities

Decision gate 3: sign off business case

Figure 1 - Proposed Phase Two Stakeholder Engagement development and governance approach

7.3 Specific Engagement to capture Student Voice

It is believed that there are large groups of students who have not yet been engaged with throughout Unitec.

To address the gap a number of options will be utilised, including an "Intercept" approach to engage with students, in particular those students who attend Unitec classes but who do not normally engage with student surveys, student events, feedback opportunities and focus groups.

This will be done in collaboration with the Student Council and its representatives.

8. Staffing Impact

8.1 Positions surplus to requirements/needs

Based on the decision to outsource, there will be 13 positions surplus to requirements. These are in the areas of Information Management Services (Helpdesk), Student Administration and across Student Central. The new outsourced model will mean that these services will be staffed and delivered by Concentrix. The following table shows a summary of the permanent changes:

Positions surplus to requirements	Business Unit	Current number of people in positions
Helpdesk Analyst	IMS Helpdesk	4
IT Helpdesk Analyst	IMS Helpdesk	1
Helpdesk Functional Team Leader	IMS Helpdesk	1
Programme Advisors	Student Central	18
Programme Advisor/Student Reception	Student Central	1
Team Leader Student Central	Student Central	4
Team Leader, Contact Centre	Student Central	1
Telephonist (0800)	Student Central	3
Student Central Manager	Student Central	1
Student Administrator	Student Admin	18
Team Leader Student Administration	Student Admin	2
Manager, Student Administration	Student Admin	1
Director, Student Services & Administration	Student Admin and Central	1
Total Headcount		**56**

Figure 2 Table showing positions impacted in phase one

Currently there are 56 staff (49.71 FTE) across the surplus positions who will be affected under these changes. These staff will receive formal notification that their positions have been disestablished on 1 February 2016.

8.2 Change of accountabilities

There will be changes to position accountabilities of current position:

Position	Proposed change	Continues to report to
Customer Care Manager	Changed responsibilities and staff reporting	GM Information Management Services

Figure 3 Table showing changed responsibilities in position in Phase One

8.3 Changes in reporting lines

There will be reporting line changes for current positions as follows:

Position	Currently reports to	Proposed reports to
Graduation Manager	Manager Student Administration	From 1 April, reporting to Executive Leadership Team Member until final outcome of Phase Two released.
Team Leader Student Finance	Manager Student Administration	From 1 April, reporting to Finance
Telephonists (09)	Manager Student Administration	From 1 April, reporting to Executive Leadership Team Member until final outcome of Phase Two released.
Student Administrator: International	Team Leader Student Administration	From 1 April, reporting to International, until final outcome of Phase Three released

Figure 4 Table showing changed reporting lines for positions in Phase One

8.4 Other Changes

Although these roles will not change reporting lines they will be affected by the changes to their Manager/Team Leader reporting lines.

Position	Currently reports to	Change
Academic Records Administrator	Graduation Manager	See Graduation Manager reporting line change
Student Records Administrator	Graduation Manager	See Graduation Manager reporting line change
Administrator	Team Leader Student Finance	See Team Leader Student Finance reporting line change
Cashiers	Manager Student Administration	See Team Leader Student Finance reporting line change
Finance Administrators	Team Leader Student Finance	See Team Leader Student Finance reporting line change
Student Accounts Receivable Administrator	Team Leader Student Finance	See Team Leader Student Finance

8.5 Secondments

There are a number of staff who are seconded from impacted positions. Staff who have been seconded from an impacted position will have been notified of the impact to their substantive position. Each of these secondment arrangements will now be assessed. If amendments to the secondment arrangements are deemed necessary, staff impacted will be involved in discussions about the impact. Where secondments end before the outcome is made, staff will return to their substantive positions.

8.6 New positions for Phase One

All Customer Services positions will be outsourced to Concentrix. Concentrix will be recruiting for the following positions:

- Admissions team leader
- Customer Services team leader
- Admission Advisor
- Customer Services Specialist (including Online Relationship Management)

Concentrix is an external organisation providing a service to Unitec. Unitec entered into discussions with Concentrix regarding the potential to redeploy impacted staff. The outcome of these discussions is that Concentrix will give Unitec staff first consideration for their new Customer Service positions subject to Unitec staff meeting the position requirements.

Concentrix have confirmed their recruitment process as put forward in the Proposal for Change and their positions descriptions for each of the proposed positions are in Appendix One.

9. Transition plan – next steps

9.1 Transition plan

This section is to further inform employees and other stakeholders of the various options that will be applied to manage staff surplus. This process is consistent with all employment agreements applying to affected employees.

9.2   Management of staff surplus

This section outlines the various options that will be applied to manage any staff surplus. This process is consistent with all employment agreements applying to affected employees.

Please note that now a final decision has been made on the proposed staff surplus situation, affected employees will be notified, together with their unions if applicable.

This approach applies to 'affected' employees, being those employees who fill positions that have been confirmed as surplus to requirements/needs. Employees who currently fill 'roles' that are affected will revert to their substantive positions unless they apply for and are successful for any of the new positions and roles that are created.

This includes permanent employees, i.e.:

- Permanent full-time and proportional employees
- Permanent employees currently on all forms of leave, including leave without pay and parental leave, as well as employees who are currently seconded to other positions but their permanent substantive position is impacted by the proposed changes
- Secondments from impacted permanent positions.

Fixed-term (temporary or limited tenure), hourly paid or casual employees are not covered by this approach even though roles or tasks they currently perform may be affected. In this case the relevant provisions of their employment agreement will apply.

Employees in positions not confirmed as surplus (those reconfirmed into their positions or who are impacted by reporting line changes or position title changes only) are not covered by this approach.

9.2.1   Options

The following options apply to employees whose positions have been declared surplus to requirements/needs:

- Attrition, or the normal process of staff turnover where an employee resigns
- Redeployment, where an employee is successful in obtaining an alternative position within Unitec such that their employment does not terminate and they do not receive a severance payment
- Enhanced early retirement, where an eligible employee elects to be paid the money available under the severance option according to the conditions of the employee's superannuation scheme to make up the actual super annuity payable
- Severance, where an employee is paid their severance payment calculated in accordance with their employment agreement:

The above options, which are mutually exclusive, continue to be available to any employee whose position has been declared surplus until their last day of employment.

Attrition

As an option, attrition has been considered and found to not be viable for implementing the required changes due to the nature of some specific positions and the relatively low staff turnover rates in the impacted areas. In instances where employees do choose to resign during this change process, consideration of additional options will not be required and they will not be entitled to a severance payment.

Redeployment

The option of redeployment is to place affected employees into suitable alternative positions while ensuring that Unitec meets its statutory responsibility under the State Sector Act to appoint the best person for the job.

A suitable alternative position is one that involves duties that are not unreasonable taking into account the employee's skills, knowledge, attributes, qualifications and experience, and where the employee could reasonably be expected to effectively carry out those duties with a reasonable amount of training and development.

Enhanced early retirement

Where this is provided for in an affected employee's employment agreement, the employee may elect to take early enhanced retirement as an alternative to severance (redundancy). Enhanced early retirement enables an eligible employee to be paid the money available under the severance option which may, if the employee desires, be used according to the conditions of the superannuation scheme of which the employee is a member to make up the actual super annuity payable.

If enhanced early retirement is agreed with the affected employee, then this will be confirmed in writing.

Severance

If none of the aforementioned options are agreed, then the affected employee's applicable notice period will be completed (notice will be given two months prior to the expected date that employment will end as advised in the table in Section 8.1). Where a longer notice period is preferred for operational transition reasons, this may be agreed between Unitec and the affected employee.

During the notice period, Unitec and the employee may consider any opportunities for other options that may arise. If an affected employee is appointed to another position within Unitec or another option outlined in this document is agreed, then the employee will no longer be paid severance.

Where an affected employee has not been appointed to another position within Unitec during the notice period and no other option is agreed, severance compensation will be paid at the end of the notice period in accordance with the affected employee's employment agreement. Employees will have reasonable time off to attend interviews for alternative employment subject to operational requirements.

9.4 Support available

It is widely acknowledged that Unitec is undergoing transformational change in order to realise the Unitec Strategic Framework. Unitec recognises that this places a significant amount of pressure on our staff, especially for those of you whose employment is directly affected.

A number of EAP sessions have been planned following the release of this Outcome Document for all affected staff. These will be onsite at Mt. Albert and Waitakere campuses.

At the start of 2015, a number of wellbeing initiatives were tested which would support our staff to manage the change more effectively. A number of these initiatives received very positive feedback and will be made available to staff following the release of this Outcome Document and throughout implementation.

The following support is available to you now:

- Employee Assistance Programme (EAP) - 0800 327 669 - *see below for drop-in times*
- Conciliator, Glenda Grant (an independent service provided outside of HR or EAP) – 021 810 173
- Your HR Consultant
- Wellbeing Advisor – Shona Arms, 021 518 993, sarms@unitec.ac.nz
- Wellbeing Initiatives – contact Shona Arms, 021 518 993, sarms@unitec.ac.nz

EAP Support Services are open to all impacted staff.
Counsellors are available for ½-1 hour drop-in sessions.

[*Table of EAP Drop-In Sessions to be inserted]*

Appendix One – Position Descriptions

Concentrix Position Description – Admissions Advisor

Position Title	Admissions Advisors
Grade and/or salary range	
Date	
Group or Department	Concentrix – Unitec Team
Reporting To	Admissions Team Leader
Reporting Positions	
Client Supporting	Unitec Institute of Technology

Position Purpose
The Admissions Advisors will provide a highly responsive, proactive service to prospective students across a diverse customer base. They will maintain a strong customer focused approach to deliver service outcomes and continually improve service provision in regards to all admission and enrolment enquiries and processes. This position will work collaboratively with the Customer Services team to ensure delivery of service is consistent and streamlined to deliver the best outcomes for students across the Student Life cycle, as well as engaging with prospective students to ensure they receive tailored, relevant information and support throughout the admissions and enrolment process. This customer-centric approach will enable Student Services to achieve common goals, creating a consistent and positive experience for students across the Life cycle, enhancing student conversions, retention, and employability. Unitec's transformation requires us to consistently work together with Unitec's staff to enable the success of Unitec's students. This collaborative approach lies at the centre of all student facing functions and role activities and this role will therefore be responsible for normalising these shared ways of working. This approach will need to be tailored to fit different situations and the incumbent must have the ability and willingness to apply the most appropriate collaborative tool in order to achieve a successful student outcome. This role will also evolve throughout the transformation phase/s, to adapt to the changing needs and requirements of Unitec.

Key Position Activities
• Respond to escalated queries around admissions (pathways, requisites, etc)
• Manage the admissions process
• Manage the automated scholarships allocation
• Liaise with the Help Desk where required
• Ensure the CRM system is kept updated with all student interactions, records and details to maintain currency and seamlessness throughout the Student Life cycle
• Liaise with Programme Leaders regarding grades etc
• Analyse feedback and data in collaboration with the Operations team
• Identify opportunities for continuous improvement of the admissions service

Key Position Responsibilities	
Key Areas	**Key Responsibilities**
Strategic	-
Planning, Analysis, Reporting	In collaboration with the Concentrix Unitec account team, analyse feedback and data to ensure customer services outcomes are met
	Collaborate with both our internal and Unitec's Continuous Improvement Advisor to monitor, evaluate and utilise continuous improvement initiatives to safeguard and optimise end-to-end service processes
	Demonstrate value and impact of admissions services by contributing to effective and regular reporting
Financial	Maintain accurate and relevant financial records and ensure reporting requirements are adhered to
Relationship Building	Build strong and credible relationships with internal and external stakeholder groups, in particular with prospective students, to protect and nurture the quality of service provision
	Develop and manage an end-to-end relationship management approach to provide a proactive, seamless experience for students
Leadership	Provide services to students through guidance and leadership with regards to all enquiries and requests around admissions, to ensure consistency and efficiency of service across the Student Services group
Operational Management	Respond to escalated student queries around admissions and enrolment in a timely and relevant manner
	Identify relevant info-material for prospective students in order to respond to the information needs of diverse customer segments
	Proactively provide advice and guidance to facilitate prospective student decision making
	Ensure the CRM system is kept updated with all student interactions and details to maintain accuracy and seamlessness throughout all communications across the Student Life cycle
Performance and Development Management	Manage own performance and development in accordance with the Concentrix's related Policies

Health and Safety	Contribute to a culture of health and safety and promote Zero Harm for all staff and students
Commitment to Concentrix's and Unitec's Values	Commit to the values of Te Noho Kotahitanga
	Demonstrate adherence to the both Concentrix's and Unitec's Code of Conduct and all other related policies and codes of practice
	Work in accordance with Concentrix's objectives and strategic plans
Other Tasks/Projects	Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager

Person Specification

Essential:
- Proven experience in a customer-centric environment, including familiarity using customer service processes and systems, to deliver highly responsive and consistent results.
- A passion for providing high-level customer service, with a focus on excellence
- Able to maintain an adaptive and flexible approach to deliver results in a complex and dynamic environment.
- Proven capacity to work effectively and collaboratively as part of a customer focused team.
- Ability to build and maintain strong working relationships with varied internal and external stakeholder groups.
- Proven experience in face to face customer interactions.

Desirable:
- Good level of IT understanding.
- Knowledge and/or experience in the tertiary education environment.
- Appropriate tertiary qualification.

Other Characteristics
- Requirement to work on a flexible basis
- Requirement to work evenings, weekends and public holidays as required
- Requirement to work overtime as required

Financial Authority

Budget owner: No
Delegated Financial Authority as per Concentrix's Delegations Policy: No
Responsible for new employee hire: No
Direct Reports: No
Responsible for contract staff, and/or coaching, training of others: Yes

Position Contact and Relationships

There will be multiple stakeholder relationships needed both internally and externally. Examples of external relationships would be:
- Nominated Unitec Executive Leadership Team Member/s

- Student Services Teams (Priority Groups COE, Student Life, Achievement, Operations, Customer Services)
- Marketing
- Organisational Development
- Prospective Students

Concentrix's Core Values
We are Fanatical about our Clients and Staff
We have High Integrity with Exemplary Character
We are tenacious in our pursuit of excellence
We value openness, honesty and transparency
We have Contrarian views on how to run a business
We are Bold in our Decisions
We are Disruptive in the Market Place
We Invest in the Future
We all contribute and are one Concentrix

Concentrix Position Description – Admissions Team Leader

Position Title	Admissions Team Leader
Grade and/or salary range	
Date	
Group or Department	Concentrix – Unitec team
Reporting To	Operations Manager
Reporting Positions	Operations Manager
Client Supporting	Unitec Institute of Technology

Position Purpose

The Admissions Team Leader will provide leadership and day-to-day management and coordination of the Student Services Group in regards to the admissions team, ensuring they have the necessary skills and information to deliver a highly responsive, proactive admissions service to prospective students.

This position will foster a collaborative approach with the wider Customer Services team to maintain consistency of service across the admissions process and other customer service processes. This role will also ensure the admissions team have access to current and relevant information to meet the needs of Unitec's diverse customer base, which will enable a highly responsive service, to empower prospective students to make informed decisions and guide them through the enrolment process.

This customer-centric approach will enable Student Services to achieve common goals, creating a consistent and positive experience for students across the life cycle, enhancing student conversions, retention, and employability.

Unitec's transformation requires us to consistently work together with Unitec's staff to enable the success of Unitec's students. This collaborative approach lies at the centre of all student facing functions and role activities and this role will therefore be responsible for normalising these shared ways of working. This approach will need to be tailored to fit different situations and the incumbent must have the ability and willingness to apply the most appropriate collaborative tool in order to achieve a successful student outcome.

This role will also evolve throughout the transformation phase/s, to adapt to the changing needs and requirements of Unitec.

Key Position Activities

- Provide support to staff through coaching, guidance and leadership with regards to admissions processes, tools and techniques
- Monitor and measure impact and outcomes to ensure high performance
- Work collaboratively with the Customer Services Team Leader to develop an effective and regular system of reporting for the admissions team, to monitor progress and track performance
- Work with the Customer Services Team Leader to ensure the admissions team is provided with the correct training and information to achieve delivery of target outcomes

- Champion the voice of the customer to inform opportunities for continuous improvement of admissions services
- Work with Information Management Services (IMS) and content managers to ensure Online Relationship Management (ORM), Customer Relationship Management (CRM) and Knowledge Management Systems (KMS) are kept up to date

Key Position Responsibilities	
Key Areas	**Key Responsibilities**
Strategic	Support the Operations Manager to implement systems and processes that incorporate the strategic customer services objectives and operational priorities set out in the operational plan to ensure customer service outcomes are met
Planning, Analysis, Reporting	Monitor, measure and proactively manage service outcomes to ensure desired targets are met
	Demonstrate value and impact of services by contributing to effective and regular reporting
	Collaborate with both our internal and Unitec's Continuous Improvement Advisor to monitor, evaluate and utilise continuous improvement initiatives to safeguard and optimise end-to-end service processes
	Collaborate with both our internal and Unitec's Continuous Improvement Advisor to develop data and evidence based continuous improvement initiatives to foster and embed a culture of continuous improvement practices
Financial	Liaise with the Customer Services Team Leader to provide input into financial forecasts, manage and monitor the operational budgets for the Operations Manager to effectively distribute and utilise resources
	Maintain accurate and relevant financial records and ensure reporting requirements are adhered to
Relationship Building	Build strong and credible relationships with internal and external stakeholder groups to protect and nurture the quality of service provision
	Develop and manage an end-to-end relationship management approach to provide a proactive, seamless experience for students
Leadership	Provide support to staff through coaching, guidance and leadership with regards to admissions processes, tools and techniques, to ensure consistency and efficiency of service across Concentrix's Student Services group
Human Resources	Recruit, develop and manage admissions staff in collaboration with Concentrix's recruitment team
Operational Management	In collaboration with Concentrix Account Management team maintain feedback mechanisms and undertake ongoing evaluation, review and improvement of processes to align with best practice

	Support staff to identify relevant info-material for prospective students in order to respond to the information needs of diverse customer segments
	Support staff to proactively provide advice and guidance to facilitate prospective student decision making
	Support staff to collaborate with IMS to ensure the alignment of service systems with core Unitec systems
Performance and Development Management	Manage own performance and development in accordance with the Concentrix's related Policies
	Manage individual performance of all direct reports in accordance with the Concentrix's related Policies
Health and Safety	Contribute to a culture of health and safety and promote Zero Harm for all staff and students
Commitment to Concentrix's and Unitec's Values	Commit to Unitec's values of Te Noho Kotahitanga
	Demonstrate adherence to the both Concentrix's and Unitec's Code of Conduct and all other related policies and codes of practice
	Work in accordance with Concentrix's objectives and strategic plans
Other Tasks/Projects	Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager

Person Specification
Essential:

- Proven experience in driving a customer-centric service, processes and systems across complex environments, to deliver highly responsive and consistent results.
- Able to maintain an adaptive and flexible approach, utilising both analytical and creative skill-sets, in order to support staff and deliver results in a complex, challenging and dynamic environment.
- Demonstrated experience in successfully managing and leading a high performing and collaborative customer focused team.
- Proven ability to coach and guide staff to meet shifting demands, creating a supportive environment to effectively utilise and extend existing skill sets.
- Proven capacity to work effectively and collaboratively as part of a customer focused team.
- Proven ability to effectively plan, lead and implement change.
- Understanding of sound business practices/operations and quality assurance skills.
- Good level of IT understanding.
- Ability to build and maintain strong working relationships with varied internal and external stakeholder groups.
- A passion for providing high-level customer service, with a focus on excellence.
- Proven customer service skills within a business environment
- Effective formal and informal communication skills
- Ability to be team oriented whilst working individually
- Active listening skills to accurately determine customer requirements
- Ability to work and lead in a multicultural work environment

• Initiative to do self study to maintain and update knowledge and skills • Ability to maintain composure under pressure • Ability to recognise business opportunities • Ability to balance Concentrix's requirements and clients expectations • Ability to build rapport and maintain relationships with key stakeholders
Desirable: • Appropriate tertiary qualification or proven relevant experience of managing an diverse team • Experience in management of admissions • Experience in the tertiary education environment. • Project management experience, especially in a transforming environment • Ability to work in a challenging and dynamic environment • Empathy and patience • People management/team leadership experience
Other Characteristics • Requirement to work on a flexible basis • Requirement to work evenings, weekends and public holidays as required • Requirement to work overtime as required
Financial Authority
Budget owner: No but yes a contributor Delegated Financial Authority as per Concentrix's Delegations Policy: To be confirmed Responsible for new employee hire: Yes Direct Reports: Yes Responsible for contract staff, and/or coaching, training of others: Yes

Position Contact and Relationships
There will be multiple stakeholder relationships needed both internally and externally. Examples of external relationships would be Unitec's: • Nominated Unitec Executive Leadership Team Member/s • GM Priority Groups COE, Student Life, Achievement, Operations, Customer Services • Customer Services Team Leader • Finance • Marketing • Organisational Development

Concentrix's Core Values
We are Fanatical about our Clients and Staff We have High Integrity with Exemplary Character We are tenacious in our pursuit of excellence We value openness, honesty and transparency We have Contrarian views on how to run a business We are Bold in our Decisions We are Disruptive in the Market Place We Invest in the Future We all contribute and are one Concentrix

Concentrix Position Description – Customer Services Specialist (including ORM)

Position Title	Customer Services Specialists (including Online Relationship Management)
Grade and/or salary range	
Date	
Group or Department	Concentrix – Unitec Team
Reporting To	Customer Services Team Leader
Reporting Positions	
Client Supporting	Unitec Institute of Technology

Position Purpose
The Customer Services Specialists (Helpdesk or Online Relationship Manager) will provide a highly responsive, proactive service, catering to Unitec's diverse customer base. They will maintain a strong customer focused approach to deliver service outcomes and continually improve service provision.

This position will work collaboratively across the Student Services teams to ensure delivery of service is consistent and streamlined to deliver the best outcomes for students across the Student Life cycle, as well as engaging with prospective and current students to ensure they receive tailored, relevant information and services in a timely and efficient manner.

This customer-centric approach will enable Student Services to achieve common goals, creating a consistent and positive experience for students across the life cycle, enhancing student conversions, retention, and employability.

Unitec's transformation requires us to consistently work together with Unitec's staff to enable the success of Unitec's students. This collaborative approach lies at the centre of all student facing functions and role activities and this role will therefore be responsible for normalising these shared ways of working. This approach will need to be tailored to fit different situations and the incumbent must have the ability and willingness to apply the most appropriate collaborative tool in order to achieve a successful student outcome.

This role will also evolve throughout the transformation phase/s, to adapt to the changing needs and requirements of Unitec.

Key Position Activities

- Respond to queries received through either Helpdesk (Phone, Email and Face-2-face) or Online Relationship Manager (ORM - virtual) channels
- Seek information from Knowledge Management System (KMS) or specialists where required
- Provide handovers or escalations to specialists (after disengagement is triggered)
- Complete necessary follow ups during enquiries from prospective students and admissions process
- Complete necessary follow ups for the welcome ceremony and inductions or after enrolment, events and special appointments
- Filtering and proactive push communications

- Ensure the Customer Relationship Management (CRM) system is kept updated with all student interactions and details to maintain currency and seamlessness of handovers
- Analyse feedback and data in collaboration with the Operations team
- Identify opportunities for continuous improvement of service

Key Position Responsibilities	
Key Areas	**Key Responsibilities**
Strategic	-
Planning, Analysis, Reporting	In collaboration with the Concentrix Unitec account team, analyse feedback and data to ensure customer services outcomes are met
	Collaborate with both our internal and Unitec's Continuous Improvement Advisor to monitor, evaluate and utilise continuous improvement initiatives to safeguard and optimise end-to-end service processes
	Demonstrate value and impact of admissions services by contributing to effective and regular reporting
Financial	Maintain accurate and relevant financial records and ensure reporting requirements are adhered to
Relationship Building	Build strong and credible relationships with internal and external stakeholder groups, in particular with prospective students, to protect and nurture the quality of service provision
	Develop and manage an end-to-end relationship management approach to provide a proactive, seamless experience for students
Leadership	Provide service to students through guidance and leadership with regards to all enquiries and requests around admissions, to ensure consistency and efficiency of service across the Student Services group
Operational Management	Respond to escalated student queries around admissions and enrolment in a timely and relevant manner
	Identify relevant info-material for prospective students in order to respond to the information needs of diverse customer segments
	Proactively provide advice and guidance to facilitate prospective student decision making
	Ensure the CRM system is kept updated with all student interactions and details to maintain accuracy and seamlessness throughout all communications across the Student Life cycle
Performance and Development Management	Manage own performance and development in accordance with the Concentrix's related Policies
Health and Safety	Contribute to a culture of health and safety and promote Zero Harm for all staff and students
Commitment to Concentrix's and Unitec's Values	Commit to the values of Te Noho Kotahitanga
	Demonstrate adherence to the both Concentrix's and Unitec's Code of Conduct and all other related policies and codes of practice

	Work in accordance with Concentrix's objectives and strategic plans
Other Tasks/Projects	Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager

Person Specification
Essential:
- Proven experience in a customer-centric environment, including familiarity using customer service processes and systems, to deliver highly responsive and consistent results.   - A passion for providing high-level customer service, with a focus on excellence   - Able to maintain an adaptive and flexible approach to deliver results in a complex and dynamic environment.   - Proven capacity to work effectively and collaboratively as part of a customer focused team.   - Ability to build and maintain strong working relationships with varied internal and external stakeholder groups.   - Proven experience in face to face customer interactions.
Desirable:
- Good level of IT understanding.   - Knowledge and/or experience in the tertiary education environment.   - Appropriate tertiary qualification.
Other Characteristics
- Requirement to work on a flexible basis   - Requirement to work evenings, weekends and public holidays as required   - Requirement to work overtime as required

Financial Authority
Budget owner: No
Delegated Financial Authority as per Concentrix's Delegations Policy: No
Responsible for new employee hire: No
Direct Reports: No
Responsible for contract staff, and/or coaching, training of others: Yes

Position Contact and Relationships
There will be multiple stakeholder relationships needed both internally and externally. Examples of external relationships would be:
- Nominated Unitec Executive Leadership Team Member/s   - Student Services Teams (Priority Groups COE, Student Life, Achievement, Operations, Customer Services)   - Marketing   - Organisational Development   - Prospective and Current Students

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We all contribute and are one Concentrix

Concentrix Position Description – Customer Services Team Leader

Position Title	Customer Services Team Leader
Grade and/or salary range	
Date	
Group or Department	Concentrix – Unitec team
Reporting To	Operations Manager
Reporting Positions	Operations Manager
Client Supporting	Unitec Institute of Technology

Position Purpose

The Customer Services Team Leader will provide leadership and day-to-day management and coordination of the Student Services Group in regards to the help desk and Online Relationship Manager (ORM) teams, ensuring they have the necessary skills and information to deliver a highly responsive, proactive service, catering to Unitec's diverse customer base.

This position will utilise a collaborative approach to embed customer focused thinking across the Student Services Team and to capture and implement process improvement initiatives, as well as providing constructive feedback and coaching to the helpdesk and ORM teams, supporting staff engagement and performance, in order to deliver high quality and consistent services across the Student Life cycle.

This customer-centric approach will enable Student Services to achieve common goals, creating a consistent and positive experience for students across the life cycle, enhancing student conversions, retention, and employability.

Unitec's transformation requires us to consistently work together with Unitec's staff to enable the success of Unitec's students. This collaborative approach lies at the centre of all student facing functions and role activities and this role will therefore be responsible for normalising these shared ways of working. This approach will need to be tailored to fit different situations and the incumbent must have the ability and willingness to apply the most appropriate collaborative tool in order to achieve a successful student outcome.

This role will also evolve throughout the transformation phase/s, to adapt to the changing needs and requirements of Unitec.

Key Position Activities

- Develop an effective and regular system of reporting to monitor progress and track performance
- Monitor and measure impact and outcomes to ensure high performance
- Provide support to staff through coaching, guidance and leadership with regards to customer service approaches, tools and techniques
- Ensure team is provided with the correct training and information to achieve delivery of target outcomes
- Champion the voice of the customer to inform opportunities for continuous improvement of services

- Work with Information Management Services (IMS) and content managers to ensure ORM, Customer Relationship Management (CRM) and Knowledge Management Systems (KMS) are kept up to date

Key Position Responsibilities	
Key Areas	**Key Responsibilities**
Strategic	Implement systems and processes that incorporate the strategic customer services objectives and operational priorities set out in the operational plan to ensure customer service outcomes are met
Planning, Analysis, Reporting	Monitor, measure and proactively manage service outcomes to ensure desired targets are met
	Demonstrate value and impact of services by contributing to effective and regular reporting
	Collaborate with both our internal and Unitec's Continuous Improvement Advisor to monitor, evaluate and utilise continuous improvement initiatives to safeguard and optimise end-to-end service processes
	Collaborate with both our internal and Unitec's Continuous Improvement Advisor to develop data and evidence based continuous improvement initiatives to foster and embed a culture of continuous improvement practices
Financial	Provide input into financial forecasts, manage and monitor the operational budgets for the Customer Services Group to effectively distribute and utilise resources
	Maintain accurate and relevant financial records and ensure reporting requirements are adhered to
Relationship Building	Build strong and credible relationships with internal and external stakeholder groups to protect and nurture the quality of service provision
	Develop and manage an end-to-end relationship management approach to provide a proactive, seamless experience for students
Leadership	Provide support to staff through coaching, guidance and leadership with regards to admissions processes, tools and techniques, to ensure consistency and efficiency of service across Concentrix's Student Services group
Human Resources	Recruit, develop and manage customer services staff in collaboration with the Operations Manager.
Operational Management	In collaboration with the Operations Manager and the Account Manager maintain feedback mechanisms across Student Services and undertake ongoing evaluation, review and improvement of processes to align them with best practice

	Support staff to collaborate with IMS to ensure the alignment of service systems with core Unitec systems
Performance and Development Management	Manage own performance and development in accordance with the Concentrix's related Policies
	Manage individual performance of all direct reports in accordance with the Concentrix's related Policies
Health and Safety	Contribute to a culture of health and safety and promote Zero Harm for all staff and students
Commitment to Concentrix's and Unitec's Values	Commit to the values of Te Noho Kotahitanga
	Demonstrate adherence to the both Concentrix's and Unitec's Code of Conduct and all other related policies and codes of practice
	Work in accordance with Concentrix's objectives and strategic plans
Other Tasks/Projects	Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager

Person Specification
Essential: - Proven experience in driving a customer-centric service, including management of customer service processes and systems across complex environments, to deliver highly responsive and consistent results.   - Able to maintain an adaptive and flexible approach, utilising both analytical and creative skill-sets, in order to support staff and deliver results in a complex, challenging and dynamic environment.   - Demonstrated experience in successfully managing and leading a high performing and collaborative customer focused team.   - Proven capacity to work effectively and collaboratively as part of a customer focused team.   - Proven ability to coach and guide staff to meet shifting demands, creating a supportive environment to effectively utilise and extend existing skill sets.   - Proven ability to effectively plan, lead and implement change.   - Understanding of sound business practices/operations and quality assurance skills.   - Good level of IT understanding.   - Ability to build and maintain strong working relationships with varied internal and external stakeholder groups.   - A passion for providing high-level customer service, with a focus on excellence.   - Proven customer service skills within a business environment   - Effective formal and informal communication skills   - Ability to be team oriented whilst working individually   - Active listening skills to accurately determine customer requirements   - Ability to work and lead in a multicultural work environment   - Initiative to do self-study to maintain and update knowledge and skills   - Ability to maintain composure under pressure   - Ability to recognise business opportunities   - Ability to balance Concentrix's requirements and clients expectations   - Ability to build rapport and maintain relationships with key stakeholders

Desirable:

- Appropriate tertiary qualification
- Experience in the tertiary education environment.
- Project management experience, especially in a transforming environment
- Ability to work in a challenging and dynamic environment
- Empathy and patience
- People management/team leadership experience
- Financial planning and analysis

Other Characteristics

- Requirement to work on a flexible basis
- Requirement to work evenings, weekends and public holidays as required
- Requirement to work overtime as required

Financial Authority

Budget owner : No but yes a contributor
Delegated Financial Authority as per Concentrix's Delegations Policy : To be confirmed
Responsible for new employee hire : Yes
Direct Reports: Yes
Responsible for contract staff, and/or coaching, training of others: Yes

Position Contact and Relationships

There will be multiple stakeholder relationships needed both internally and externally. Examples of internal relationships would be:

- Nominated Unitec Executive Leadership Team Member/s
- GM Priority Groups COE, Student Life, Achievement, Operations, Customer Services
- Admissions Team Leader
- Finance
- Marketing
- Organisational Development

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Appendix Two - Unitec's Foundational Capabilities

Attribute	Weighting
Mana *We are committed to upholding Unitec's values in the pursuit of our organisational vision and goals. We exercise our personal power to advocate appropriately in the best interests of the organisation.* **Passion for the kaupapa** • Advocates for Unitec's kaupapa • Demonstrates pride to work at Unitec • Passionate about learning and the success of our students • Inspired to make Unitec a better place. **Courage** • Acts with courage, in the best interests of Unitec and in support of our people • Confidently takes action when required • Admits mistakes and learns from failure • Faces up to people and situational problems directly. **Honesty and integrity** • Leads by example • Acts and treats other consistently • Follows through on promises and commitments • Maintains confidences and is discreet when necessary • Models our core values.	TBC per position
Growth *We embrace evidence-based action planning and execution and continuously strive to redefine our standards of excellence.* **Credibility** • Practice and knowledge is current and continuously improving • Sought out by others to contribute insight, opinions, knowledge, experience. **Reflective and responsive** • Open, responsive and adapts well in dynamic environments • Open to feedback from all corners and able to adapt in response • Self-reflective and self-aware • Aware of their value and knows when to step forward or back as the situation requires. **Innovation and creativity**	TBC per position

Attribute	Weighting
- Discovers and develops creative solutions to solve problems and implement new ideas - Pushes boundaries and challenges assumptions - Uses initiative to actively seek opportunities for continuous improvement and development.	
Drive *We are a student-centred organisation. We demonstrate internal motivation for high performance and exceeding customer expectations.* **Energy** - Resilient and exhibits determined resolve in the face of obstacles and uncertainty - Brings energy and enthusiasm to their work - Make things happen. **Customer-centric** - Puts customers at the centre of everything they do - Establishes, manages and consistently meets agreed customer expectations - Understand how their work in their role contributes to student success. **Delivery and accountability** - Develops plan and systems to meet goals - Uses evidence to make informed judgements - Owns outcomes of decisions and actions. - Delivers what has been agreed - Manages people and/or performance effectively.	TBC per position
Collaboration *We actively work together. We effectively support the success of our people in the pursuit of Unitec's vision and goals.* **Relationships** - Is mindful and respectful of others - Communicates effectively, engaging, sharing and focusing on issues - Manages difficult relationships effectively. **Teamwork** - Contributes positively to teams to achieve shared goals - Creates open, safe environments in which others can be successful - Builds strong and engaged teams - Values diversity and leverages these strengths in teams.	TBC per position

Attribute	Weighting
Partnering • Acknowledgement and application of *Te Noho Kotahitanga* in collaboration • Builds collaborative interdisciplinary networks to achieve shared goals • Explores opportunities to develop industry partners.	
Direction *We accept change as a constant. We are passionate about Unitec's vision and effectively bring others on board in the pursuit of our strategic imperatives.* **Vision and purpose** • Creates a compelling vision for their team or work area • Translates the overall vision for Unitec into a meaningful story • Links work to the 'big picture' context • Identifies a common purpose within their team. **Change advocate** • Actively embraces change and responds positively to efforts for progress • Assists others to overcome resistance to change • Instills energy for change in others. **Inspires others** • Exhibits personal leadership that inspires others to reach their potential • Actively creates opportunities for others to learn and grow • Provides appropriate and meaningful feedback and encouragement.	TBC per position

Appendix Three – Summary of Feedback and Responses

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
1	**Overall Transformation Culture & Leadership**	***Overall Summary:*** *There is concern that the principles of Te Noho Kotahitanga and Te Tiriti o Waitangi have been disregarded. There is a view that leadership must foster collaboration rather than restructure. Reference was made to staff survey results and the lack of confidence in Unitec leaders to manage change, listen to staff or take responsibility when things go wrong. Staff want clarity about the Executive Leadership positions and how networks report into them. There is a perception that the transformation is disruptive and a suggestion that alternative models for change could be less traumatic. There are questions about the rationale for outsourcing and change generally. It is asserted that the data used to inform decision-making is flawed, the benefits of change are unsubstantiated, and an in-house model would allow Unitec to retain institutional knowledge. It is asserted that the consultation process lacked transparency.*		
1.1	**Transformation**			
1.1.1		• It is suggested that there are potentially other paradigm models for change that are less traumatic for staff, students and the public. **P1**	• Different models of change have been considered and indeed over the past seven years applied in different situations. The conclusion reached is that incremental or evolutionary approach to change, whilst taking us some way to achieving our goals, is not going to achieve convergence nor be fast enough to keep up with environmental changes.	No change
1.1.2		• There is a perception that transformation is disruptive and there's a potential risk for pursuing this transformational change. **P1** • There is concern over the rate and amount of change; suggestions include taking a more evolutionary approach to the changes **P1&P2**	• Change is by its very nature disruptive and brings with it potential risks. The danger is when these risks are not identified and managed well to avoid negative impacts. A robust and comprehensive implementation plan is being developed to mitigate these potential risks. At an institutional and transformation programme level we are well	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			underway in developing a comprehensive risk management framework.	
1.1.3		• Feedback suggested that minimising widespread disruption was better for staff well-being, student well-being and workplace productivity. **P1**	• Sector Alignment and Blueprint for Student Services are two projects within a much wider institution-wide transformation programme. As the wider transformation programme progresses, capability will be built progressively to manage the complexity and breadth of the programme. This includes our ability to lock in improvements and manage risk well. Key initiatives underway include but are not limited to the appointment of a transformation director, a revised risk management framework, and the establishment of a Project Management Office.	No change
1.1.4		• There is a perception that this change is so big that Unitec needs to seek feedback from as many sources as possible i.e. staff, students and the community. **P1**	• The extent of this change is acknowledged and that is referenced in our use of transformation to describe it. We have been talking with staff, students and our industry partners, including professional bodies, about our transformation for more than a year. We have hosted many forums for feedback and comment, including seeking feedback on this current proposal from all staff and students.	No change
1.1.5		• Feedback reinforced that staff surveys have indicated that Unitec leaders are poor managers of change which results in lack of confidence amongst staff. **P1**	• Unitec has already demonstrated its ability to implement new initiatives successfully, and would point to the Living Curriculum, prototyping of new learning spaces and implementation of the Unitec technology strategy as outstanding examples. • The Executive Leadership Team are undergoing their own reallocation of portfolios to better support the transformation. They are also undertaking their own development through the use of the Think One Team approach. This focuses on open, honest	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			communications, clear accountability setting and leading organisations through change.	
1.2	**Rationale for Change**			
1.2.1		• What is the rationale for change? Is it just about cost? There is a perception that there are unsubstantiated claims about benefits of change **P1**	• It is accepted that some people have heard and focused on job losses and cost cutting however many others have focused on improved student outcomes, better facilities, stronger investment in teaching and learning, better relationships with employers and stakeholders and a more agile and dynamic organisation. As part of the engagement process we will continue to listen and communicate, to engage and discuss Unitec's drivers and the specific blueprint drivers for change for transformation with staff. • There is confidence that our assumptions are evidence based and valid, and that the enabling arrangements that will be put in place will deliver capability, processes and cultural practices that are resolutely yet fluidly focused on the results sought. • The new operating model is not based on any one foundation, and there will be no copy and paste approach to the model development.	No change
1.2.2		• What is the rationale behind outsourcing? Is it just "value for money"? It is suggested that one of the benefits of an in-house model (instead of outsourcing) is that Unitec retains important institutional knowledge. **P1**	• The rationale and decision behind the proposal to outsource was made against the desired benefits in making the changes. Value for money is always a consideration and there is an obligation to consider that in any decision making around spend. There were however other considerations. • The importance of institutional knowledge is agreed, but also acknowledge that this is fluid as staff move in and out of the organisation and therefore can result in an inconsistent experience for students. Some of the benefits that could be realised more quickly through	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			outsourcing and pass onto our students, include the introduction of a knowledge management system which will ensure consistency of information being shared, the ability to increase trained staffing resources quickly to meet demand, the ability to leverage a global continuous improvement programme and sophisticated technology platforms.	
1.2.3		• It is suggested that Unitec remembers to recognise and acknowledge positive steps already being undertaken. Staff believe in many areas they are already doing things well, so why change the entire institution rather than just changing the areas that are not working properly? **P1**	• It is acknowledged that there is some excellent work being done within the organization and are seeking to build on this. The proposal is viewed as aspirational and future focused, it is about making connections between all the parts and most importantly for presenting a coherent, consistent, customer focused service to our students. Some areas may change more than others but all will need to change in some way to deliver an outstanding model. • There is no intention to abandon practices that are demonstrably focused on delivering outcomes that will continue to be valued by stakeholders, although the way these are organized may change in order to optimize opportunities.	No change

1.2.4		• There is a concern that a one-size-fits-all approach (with regards to convergence) is being adopted. Feedback suggests we should maintain Unitec uniqueness. **P2**	• Agree that the positive aspects of Unitec uniqueness should be maintained and certainly don't want to lose that.
			• The rationale for convergence is threefold:
			  o It is a way to streamline and simplify things for our students
			  o It addresses service staff feedback that co-location and the ability to work more collaboratively are desired ways of working
			  o It is a way to meet operational savings
			• In the OSA model convergence is primarily focused on the <u>organising structures</u> of the
				No change Noted for Phase Two

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			services rather than the services themselves. • Convergence does not mean homogenizing things. Diversity and uniqueness are absolutely part of a converged model. • Finding the right balance as model are developed for Phase Two will be critical and we will be engaging with a range of stakeholders to ensure this.	

1.2.5		• Pacific Centre and Maia offer specialist services that work for their students. Where is the rationale to combine them? There is a contention that this goes against the design principles stated in the Blueprint itself. **P2**	• There is a perception that the PG COE is about offering a one size fits all combined service to students. The PG COE is <u>not</u> a student facing service.
			• The PG COE is a collective that supports the operation of the entire service model.
			• As a collective it combines people's talent and skills to create greater impact across a number of areas; for example, having the mandate to intervene where service levels to priority group students are not being upheld and take measures to rectify this.
			• The rationale of the PG COE is:
			  o To raise the power and mana of the work that Maia and the Pacific Centre have been doing to date
			  o To give greater effect to the objectives of the Māori Success Strategy and the Pacific Responsiveness Strategy
			  o To address service staff feedback that co-location and the ability to work more collaboratively are desired ways of working.
			• However, this part of the model may not be quite right yet and there is now an opportunity to continue development. We will be seeking staff and student assistance with this development.
				No change Noted for Phase Two

1.2.6		• There is a perception that the data used to make decisions is flawed; the proposals are poorly researched; some of the evidence is outdated and	• Prior to this project starting Unitec had collected a wide variety of evidence regarding our student experiences and their expectations.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		the analysis is flawed. However, there is current data to enable more informed decision making for Phase Two. **P1** • Data relating to student input into the proposed model was questioned. This included details such as who and how many students were involved, how many focus groups were run and what was the demographic makeup of these focus groups	• The project team also spent an extensive period of time researching themes and concepts to develop the proposal. Many subject matter experts were engaged with hence the length of time taken to develop the Blueprint. Without knowing which specific parts of the data are referred to as flawed it is hard to respond in full. The proposal asked for feedback on the model, however in Phase Two there will be another period of consultation. The current data referred to should be fed in to this consultation process. • There is always an appetite for new and updated information and evidence. • The feedback has been gathered through multiple sources (such as through focus groups, satisfaction surveys, interviews, think tanks, graduate surveys, NPS scores, department reviews, and more). Some of these have been done internally, and some by external research agencies. • Student feedback has been gathered and collated over the last five years. • Thousands of students have participated in these various forums. • All research of this nature has to ensure that the demographic make-up of the respondents matches the demographic make-up of our student population. • On occasion there have also been specific groups that have been focused on (for example students who identify as Māori or as Pacific People).	
1.2.7		• There is concern that the new structure will result in additional work for staff. **P2**	• Several elements in the proposed model are believed to reduce heavy manual transactional work for staff and enable specialists to be able to focus on their specialisms. Generalists will be the first point (Tier 1) of contact for students (face to face, phone, email	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			and/or via ORM). Specialists will be called upon in exceptional situations that required specialist knowledge. The elements of the model that will make it easier to achieve this are: o The increased self-service options for students to access 24/7 o Improved and integrated technology solutions that can automate routine repetitive transactions o Clearly articulated processes that are stored in a cloud based solution so all users have real time access to the latest version • It is also acknowledge that any new model/change/improvement always has teething issues and requires close monitoring and continuous improvement in the early days to bed things down properly. The advantage of the proposed model is having a Benefits Realisation team who will take accountability for doing this.	
1.2.8		• There is a suggestion that already defined service metrics and SLAs, should be taken into account going forward, so as not to lose them. **P1**	• All service metrics will be examined to ensure that they align with Unitec Strategic Targets. • Agree that existing SLAs need to be identified and considered in light of any changes across both Services and Sector Alignment.	Ensure metrics aligned. Identify and review SLAs
1.2.9		• It is suggested that the drivers for change are not in alignment with the Tertiary Education Strategy. **P2**	• This is not true. The Tertiary Education Strategy drives our Investment Plan, and there can and will be no mismatch between our commitments to Government and the changes we put in place in response to environmental shifts and global trends.	No change
1.2.10		• There is concern that the Success Model ignores core business for Unitec; namely that students have a rewarding educational experience and gain meaningful qualifications	• This is unequivocally agreed that students have a rewarding experience. The success model has to articulate with our core business and deliver demonstrably outstanding answers to the two primary Key	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		from an institution with a good reputation **P1**	Evaluation Questions (KEQs) used by Government via NZQA : 'How well do students achieve?' 'What is the value of outcomes for stakeholders including students?'	
1.3	**Culture and Leadership**			
1.3.1		• There is a perception that the principles of participation of Te Noho Kotahitanga and Te Tiriti o Waitangi have been disregarded. **P1**	• The Executive Leadership Team (ELT) is committed to working with Māori staff in partnership to ensure that the Guiding Principles of Te Noho Kotahitanga are embraced and embedded in our ways of working together. We have been engaged in thinking around Māori Leadership at Unitec this year and working with the Dean Teaching and Learning, Mātauranga Māori and the Director, Maia, we developed a brief for Wally Penetito to speak with staff and stakeholders to help us answer the question, '*How effective are governance and management in supporting Māori educational achievement?*' The Blueprint model is not inconsistent with the TNK principles and Unitec confirms its commitment to the principles. Unitec will continue to engage with Maori staff in respect of its transformation journey. • For a full response please refer to **2.1.1**	Partnership discussions underway.

1.3.2		• Some departments have demonstrated many examples of collaborative working already occurring. It is suggested that effective leadership is required to change the culture rather than just changing the structure. Specifically, the ELT needs to work with the entire Unitec community and in partnership with TE NOHO KOTAHITANGA. **P1**	• At Kickstart earlier this year, Rick announced that the choice to transform Unitec had been made and he described the future state, the direction was very clearly mapped out.
			  o He described an organisation that would be known for its innovation and leadership in contemporary applied learning. One that enables better futures for our students, for private and public enterprise, and for communities.
			  o A Unitec that is regarded by employer organisations in key sectors as a strategic
				No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			talent partner that through our students and graduates, and our staff (and our research) helps them to become better performing organisations,	
			○ A Unitec that is a magnet for talented people - educators and industry professionals because of the opportunities we can provide,	
			○ And most importantly a Unitec that is a magnet for learners because of the amazing learning experiences we can provide, and because we make a tangible difference to them achieving their goals and a better future.	
			○ A Unitec that is accessible 24/7 either physically or digitally, with core support services that are highly digitally enabled and focused on customer outcomes	
			• From this, it became very clear of the culture that it needs to align with the future direction. This culture can be described as a culture which is flexible and externally focused, where:	
			○ The customer is always at the centre of what we do;	
			○ Staff are engaged in our transformation;	
			○ Staff are proud to work here and recommend Unitec as a place to work;	
			○ Staff are empowered to be innovative and make decisions;	
			○ Staff are accountable and take responsibility for their actions and their development;	
			○ Talent is developed and nurtured;	
			○ Results matter and each person contributes to meaningful outcomes;	
			○ Staff model our commitment to the guiding principles of Te Noho Kotahitanga and our values;	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			o We are not constrained by reporting lines because we are connected and networked internally and externally; and o We look after ourselves and each other and everyone goes home safe • Just as the culture was easy to define once the future direction was defined, so are the values that align with the culture. Most importantly, it will be what we do and how we behave to demonstrate the values that will build the culture we want. We will be engaging with staff to define these and embed these into the way we work, including our code of conduct, performance appraisals and recruitment of new staff.	
1.3.3		• It is proposed that high trust, highly collaborative relationships and working environments are key to the success of this transformation. It is imperative that leadership take note of concerns raised about where this is not currently occurring and take action to address this. **P1**	• As above	No change
1.3.4		• It is suggested that staff surveys have indicated that staff have little confidence in Unitec leaders to manage change, and staff felt that senior management did not listen to staff, were poor role models and did not take responsibility when things go wrong. **P1**	• The Executive Leadership Team are undergoing their own reallocation of portfolios to better support the transformation. They are also undertaking their own development through the use of the Think One Team approach. This focuses on open, honest communications, clear accountability setting and leading organisations through change. This same process will be used to help develop network leadership teams and communities of practices in the new operating environment. • The new roles are designed to add depth and specialist capability to Unitec leadership both in terms of external relationships, resource management, academic	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			leadership and transformational change leadership. In part this is both to prepare for our transformation ahead but also to address some of the perceived leadership gaps we have as an organisation as demonstrated in the staff surveys.	
1.3.5		• There is concern that Unitec has an inability to accurately predict EFTS and therefore budgets and sufficient rigour and logic don't apply to this process. The impact of this failure to manage is to undermine planning and efficiency and is caustic to the relationship between leadership and staff. **P1**	• Setting EFTs targets involves many considerations and the realization of those targets is often influenced by external factors outside our control. A number of projects are currently underway that will improve prediction accuracy. This includes Business Intelligence reporting that will provide the organisation with more accurate, timely reporting and predictions for our pipelines. The market insights team have been actively engaged in market research which shows market trends and informs decisions on future EFTS	No change
1.3.6		• Unitec is home to many talented individuals and teams but there is concern that it fails to utilise that talent because it has not developed a culture of open, honest communication. **P1**	• It is agreed that there are many talented individuals and teams at Unitec, and because of this there is confidence that the transformation will be successful	No change
1.3.7		• There is a perception that Executive leaders are not open to constructive criticism or the pointing out of flaws and risks. **P1**	• The ELT are always open to receiving feedback. Some decisions made may not be agreed to by everyone; however they are made after hearing all feedback and considering student and stakeholder needs, the business drivers, and environmental factors.	No change
1.3.8		• Request for clarity around the Executive Leadership positions/structure and how networks report into these. **P2**	• Both proposals for change signal very different ways of organising ourselves and working with each other, our students and stakeholders. The proposed changes in the way we are organised will need to be reflected in tier 2 leadership roles to model and support our new ways of working. The realignment of portfolios is currently being considered by the CE and Unitec's council and any changes to portfolios will be	Noted in Outcome document

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			announced in November, subject to any necessary consultative processes.	
1.4	**Consultation & Engagement**			
1.4.1		• Feedback indicated that as there were two complex proposals put out at the same time, one month was too short for consultation. **P1**	• There is always conflicting feedback regarding the consultation period. Some people ask for more time and others request that it be shortened. We consider one month to be the middle ground of both these views. Having said that there was a request by TIASA to extend the consultation and a 9 day extension was given. The amount and quality of feedback received from both proposals would indicate that staff and students were able to respond in time.	No change
1.4.2		• It is suggested that the timing of consultation and due diligence may indicate that Unitec may not build confidence in terms of 'true confidence of the process.' **P1**	• The consultation timing is one that we adopt from the TEU collective agreement and usually apply this to major change. The change process is consistent and well documented, it includes the relook, rethink and redesign stages. Each stage focusses on achieving change that aligns with the strategic direction of the organisation. Due diligence is carried out in both the rethink and redesign stages.	No change
1.4.3		• Suggestions indicate that there appear to be large information gaps (related to the decision to outsource and Terms & Conditions for Concentrix employees). • This combined with the complex proposals made it difficult for staff and students to review and provide feedback.	• The terms and conditions for Concentrix employees was not included in the proposal, as it was at that stage only a proposal. The terms and conditions that Concentrix employs staff on are between Concentrix, their staff and potential staff. These will be negotiated between the two parties to the employment relationship should there be an offer of employment. • CNX will discuss and agree salary, benefits and conditions of service with successful candidates	No change
1.4.4		• Feedback has suggested inconsistent engagement	• Appendix D, page 61 of the proposal for change outlines the staff involved in various stages of	No change

No	Theme	Summary	Response	Changes to Proposal/ Consideration s for Future Phase
		throughout the design process P1 • There is a suggestion that Engagement with stakeholders was lacking during design and consultation; students, Bridgepoint, Marketing, faculties with regards to specialist admissions requirements. Further suggestion indicated that IMS staff were not properly engaged and therefore taken by surprise by the possibility of being outsourced. **P1**	the development of the proposal for change. It includes representation across all areas of Unitec as well as including student participation. • IMS was represented through the process by the Customer Care Manager as well as the General Manager of IMS. • The recommendation for outsourcing resulted from the assessment of different models to implement the Student Services Blueprint and was not a predetermined outcome from the process. • All staff have had the option for consultation for the period of 07 August, in which the proposal for change was presented to impacted staff, through to 15 September. The consultation period allowed for all staff to include feedback into the process prior to final decisions being made.	
1.4.5		• Feedback suggested that Unitec made use of technology that hindered (not helped) student access to information about the Proposal for Change (Moodle). Information was released to the students late or only upon request. **P1**	• Information was provided to students on the same day as it was provided to staff, following guidance and consultation with the student council about the best way to engage with the wider student community. • Moodle was used to host the documentation for both the Student Services Blueprint and Sector Alignment proposals, the Blueprint video was hosted on YouTube, and an email was sent to all students on the day of release. This was opened by over 7,000 students. • Following feedback in the first week access rights were amended and the number of access points for the Moodle page so it was more visible on the home page and accessible without the need for a student ID. • Through EdCollective all Student Representatives were emailed to highlight the upcoming changes and provide opportunities to	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			organise programme or faculty specific briefings.	
1.4.6		• It was suggested that Unitec provided vague and misleading information during consultation with the intent of providing false hope for those staff impacted. **P1**	• The information provided in the proposal document was comprehensive, however there was some information regarding employment conditions with Concentrix that we did not have in detail as we had not entered into an agreement with them. There was no intent to provide incorrect information to staff.	No change
1.4.7		• It was suggested Unitec did have information related to possible numbers Concentrix may recruit and chose not to share it. **P1**	• Concentrix will give Unitec staff first preference, which is what was said in the proposal document and at information sessions. The number of positions that Concentrix offer will be based on their business requirements and the match of person and skill specifications against the applicants. • The Concentrix recruitment process is described in section 4.7 (page 45) of the Student Services Blueprint Proposal for Change.	No change
2	Te Noho Kotahitanga and Partnership	*Overall Summary: There is significant concern from a wide group of stakeholders that the proposed changes fail to demonstrate a commitment to partnership and Te Noho Kotahitanga. There is also a view that the engagement and consultation process has breached the guiding principles of TE NOHO KOTAHITANGA and the principle of partnership under Te Tiriti o Waitangi, and that Unitec is side-lining Māori perspectives. It was also noted that the proposal documents lack reference to key Māori strategies. The Te Manawa model was put forward as a means of addressing the positioning of Māori at Unitec. Some broad recommendations were put forward to address leadership and governance issues including replacing the position of Pae Arahi with Deputy CE Māori, and introducing a new Executive Leadership position to provide a coordinated strategic approach to*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		Māori Success. It was also suggested that all position descriptions reflect the need for staff to willingly engage in the mātauranga Māori space.		
2.1	**Partnership and Te Noho Kotahitanga**			

2.1.1	Partnership	• Significant concern from a wide group of stakeholders that the proposed changes fail to demonstrate value, commitment and partnership to Māori **P1 &P2**
		  o Absence of right to assert tino rangatiratanga at Unitec; for Māori to decide what is right for Māori and to have stewardship over what belongs to them.
		  o Perceived lack of leadership willingness, confidence and ability to operate in partnership and a view that what has been done is tokenistic.
		  o Contention that the model overall lacks any sense of incorporating world views reflective of Māori needs and aspirations that would demonstrate an active commitment to the partnership. **P1 & P2**
		  o Strong recommendation from multiple submissions that the principles of TE NOHO KOTAHITANGA should be reflected and embedded throughout proposal and outcome documents (including for future phases); suggestion that there should be a conversation with Māori to progress this. **P1 & P2**
		  o There is a need for greater commitment to Te Noho Kotahitanga and as such it should be a key accountability for all staff. **P1 & P2**
		  o It is proposed that TE NOHO KOTAHITANGA and
			• The Executive Leadership Team (ELT) is committed to working with Māori staff in partnership to ensure that the Guiding Principles of Te Noho Kotahitanga are embraced and embedded in our ways of working together. We have been engaged in thinking around Māori Leadership at Unitec this year and working with the Dean Teaching and Learning, Mātauranga Māori and the Director, Maia, we developed a brief for Wally Penetito to speak with staff and stakeholders to help us answer the question, '*How effective are governance and management in supporting Māori educational achievement?*'
			• We have received the report and realise that we need to understand more before we affect any changes. We are incorporating the principles of TNK into our contractual relationship with CNX.
			• We are also mindful of the potential impacts of the changes proposed in the Sector Alignment document the Blueprint for services document and are considering the submissions we received for Phase 1 Student Services Blueprint and Phase 1 Sector Alignment. The ELT also attended a presentation from Māori staff regarding Phase 1 Sector Alignment and Phase Two Student Services Blueprint and heard their concerns and ideas for future proofing the partnership and place of Māori in are organisation and nation.
			• Whilst we can't solve all concerns and gaps at once, we see the brief for consideration
				Partnership discussions underway.
				
				Working to understand governance, TE NOHO KOTAHITANGA, leadership, and mātauranga Māori.
				
				Co-creation of Phase Two elements.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		its principles should be embedded in the development, implementation and operation of the model **P1&2**	much bigger than the two change proposals and would therefore like to take more time to consider each of the elements with Māori staff, students and Iwi. The elements that have been identified both in written feedback and presentations are: o **Governance** – What is (should be) the role of Rūnanga? What is (should be) the relationship with Unitec Council? o **Te Noho Kotahitanga** (The 5 Guiding Principles) – What is the charter for change? How do we engage in meaningful dialogue that takes the principles off the wall and embed them in the way we work together? o **Leadership** – What should Māori Leadership look like? Where does Māori Leadership sit in relation to the ELT? How do we foster and strengthen the presence of Māori Leadership in our organisation? o **The Proposals for Change** – Both current proposals for change received a lot of feedback around the position of Māori staff, services, teaching and learning and research. We have read and taken on board the multiple viewpoints of staff and have also attended a presentation given by Māori staff on the 'what was not in the proposals'. All this feedback is being considered, and to find the best solutions we would like to spend more time understanding how this and the other elements all weave together. This will include a number of engagements with staff to co-create the future way of operating. • Where to from here: o Rick is seeking counsel from a number of key Māori leaders	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			to discuss who might be able to provide thought leadership and innovative thinking to these elements. We will keep you updated as those discussions unfold.	
			• As mentioned under the proposals for change, we will be engaging over the next couple of months with Māori staff and students and Rūnanga to help us create a future model.	
2.2	**Consultation Process**			
2.2.1		• Feedback expressed a view that the engagement and consultation process with Māori has breached the guiding principles of TE NOHO KOTAHITANGA and the general principle of partnership under Te Tiriti o Waitangi; the Treaty of Waitangi. In particular, that Unitec has imposed a process for consultation rather than working with Māori to develop an appropriate framework. Staff feeling disenfranchised as a result of this. **P1 & P2**	See above	As above
2.2.2		• Further concern that Unitec has not engaged or consulted with Ngāti Whātua as a key stakeholder as well as the other hau kāinga of the whenua. **P1**	See above	As above
2.3	**Positioning**			
2.3.1		• Claim that Unitec is asserting a dominant mono-cultural position that side lines Māori perspectives; dilutes current and potential Māori contribution; and to the detriment of these strategies, undermines any sense of critical consciousness serving to address institutional racism. **P1 & P2**	See above	As above
2.3.2		• Numerous submissions put forward Te Manawa model as a means of addressing the positioning of Māori (see section on Proposed Alternative Models). **P1 & P2**	See above	As above
2.3.3		• Concerns that the proposed model does not incorporate	See above	As above

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		Mātauranga Māori principles, and lacks recognition of the importance of te reo Māori. **P1 & P2**		
2.3.4		• A strongly held view that at the executive level there is a requirement for strong Māori leadership. **P1 & P2**	See above	As above
2.3.5		• Concern has been expressed regarding Unitec's commitment to TE NOHO KOTAHITANGA and the institute's commitment to improving success and retention of Māori students, which may be compromised by the proposed restructuring of Maia **P2**	See above	As above
2.3.6		• It has been put forward that the Rūnanga be dissolved and replaced by a group more suited to the needs of the Institute for informed advice on Māori aspirations going forward. **P2**	See above	As above
2.4	**Priority Group Centre of Excellence**			
2.4.1		• A mixed reaction to the COE: most viewed it as undermining the partnership agreement, promoting white ideologies, and assuming a one size fits all approach to priority group students. • A few endorsed it and thought it could be developed further. **See also 1.2.5 and 4.6 P1**	• The PG COE is not about offering a one size fits all combined service to students because it is <u>not</u> a student facing service. • The PG COE is intended as a collective that supports the operation of the entire service model. • As a collective it combines people's talent and skills to create greater impact across a number of areas. It is both strategic and operational. • Specific student facing specialist services will be captured elsewhere within the OSA model. • However, there is an opportunity to continue development of this. We will be seeking staff and student assistance with this development of Phase Two.	No change. Noted for Phase Two
2.5	**Roles and Spaces**			
2.5.1		• Feedback suggested a need for clearly identifiable Māori positions and spaces; suggestion that Te Manawa	• Agree that Māori spaces and positions must be clearly identifiable.	No change. Noted for Phase Two

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		gives effect to TE NOHO KOTAHITANGA by being adopted as the partnership model between Māori and Unitec. **P1 &P2**	• The ELT have met with Māori staff to consider Te Manawa. • Further development of these ideas, and others, will form part of Phase Two planning. • Please see above for responses regarding TE NOHO KOTAHITANGA	
2.5.2		• A concern that breaking up functions currently provided from a one stop shop kaupapa will be detrimental to the impact Maia is able to have. **P1 & P2**	• The one stop shop concept is a core part of the new model. • The detail of how services will operate in the new model will be worked out in the development of Phase Two. • We will be seeking staff and student assistance with this development.	No change Consideration for Phase Two
2.6	**Strategy**			
2.6.1		• Proposal documents lack reference to key Māori strategies (e.g. The Māori Research Strategy, Māori Communication Strategy, the embedding of Mātauranga Māori in Curriculum & Research). **P1 & P2**	• While there is reference to the Māori Success Strategy, it is acknowledged other key strategies have not yet been referenced. • Work is being done to incorporate linkages into the key Māori in to Phase 1 Implementation. Work is being done in the development for Phase Two with appropriate staff to ensure this reference is embedded.	Yes – reference required in phase 1 document. Immediate SME engagement required
2.6.2		• There is concern raised regarding a lack of strategic thinking in relation to te reo me ōna tikanga Māori and mātauranga Māori, and space for Māori leadership and ownership of the proposal or processes. **P1 & P2**	• As per 2.1.1, we will take the time to consider the place of te reo me ōna tikanga Māori and mātauranga Māori as we are also mindful of the potential impacts of the changes proposed in the Sector Alignment document the Blueprint for services document. • Engagement with Maori staff has already begun and this will be continued as we develop Phase Two and Three.	Yes – reference required in phase 1 document. Immediate SME engagement required
3	**Outsourcing**	*Overall Summary: While there was recognition that improvements are required in Customer Services and Admissions, the proposed outsourcing was not well received: outsourcing of customer services is seen as being against who we are and viewed as clashing with Unitec values. A particular focus was on the risks associated with*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		outsourcing particularly those related to the student/prospect experience, and how knowledge of the 'non-vanilla' complexities of the Unitec environment would be transferred to and managed by CNX.		
3.1	**Procurement and Transparency**			
3.1.1		• There is a perception that Unitec has not followed a proper procurement procedure and that there has been a general lack of transparency about the process. TIASA particularly pointed out that the CNX proposal to Unitec was not unsolicited, not truly unique, and that there is a conflict of interest between CNX and Unitec. **P1**	• State Sector agencies are not obligated to follow the guidelines, and are expected only to have regard to the rules contained in the guidelines. Unitec considered the guidelines as a part of the restructure and, in particular, has taken the actions (below) which are consistent with the guidelines. • Unitec has undertaken informal market research about whether or not similar products or services exist. It has also asked other suppliers, industry groups and other agencies to obtain information regarding the availability of substitutes for the services offered by Concentrix, and is satisfied from these enquiries that these are no alternate suppliers offering comparable services in the New Zealand market. • The capability of Concentrix makes it the only viable provider of services. The existing relationship with Concentrix, which allows students to obtain employment in student services, is a benefit not offered by other suppliers, as Students assisting Students is a major consideration and attractive unique proposition. Concentrix's location on Unitec's Mt Albert campus, and the existing infrastructure and systems operated by Concentrix cannot be replicated by other suppliers for a similar price or at equivalent quality. • Through the provision of services across a range of areas, this allows an operating model that can be streamlined by	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			integrating resources with Unitec, providing flexibility and increasing business agility, outsourcing will reduce our ongoing costs; the proposal meets a current of future need: as set out in the Student Services Blueprint Proposal for Change ("Blueprint proposal"), the proposal indicates implementation by Concentrix will result in a lower operating cost model.	
3.1.2		• There is concern that Unitec have not fully explored other service providers/offerings. Feedback suggests that Unitec should tender for expressions of interest on GETS to engage the market through a competitive, open and transparent process. **P1**	As above	No change
3.1.3		• There is concern that Unitec did not follow the Government Rules of Sourcing and that the process should have been open, transparent and competitive **P1**	As above	No change
3.1.4		• There is concern that Concentrix looks like a 'done deal' **P1**	• It was necessary to engage with Concentrix to a certain level to be able to provide the details of the proposal. There was no contract in place with Concentrix prior to the proposal for change and feedback being considered. • No contract for student services is currently in place with Concentrix. This is dependent on the final decisions of the Outcome Document on the outsourcing of Student Services to Concentrix.	No change
3.2	**Outsourcing Risks**			
3.2.1		Feedback focused on a number of internal and external challenges and risks. Major areas of risk identified centred on the following: • There is concern over governance and questions about who will manage the relationship with CNX, suggestions include bringing on the GM Benefits Realisation in Phase 1 **P1**	• The information in response to this feedback was provided on page 23 of the proposal for change. • As part of ensuring that the services are delivered in accordance with Unitec's expectations, a governance structure and procedures would be designed to achieve the following objectives:	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		• There are concerns around accountability – Unitec will not be accountable for providing services that are not desirable, useful or helpful. Concern that students won't know who is providing the service (Unitec or Concentrix) **P1**	o Ensuring the proficient delivery of the agreed services. o Establishing an effective relationship and communication channel between Unitec and Concentrix. o Proactive management and planning that would optimise the value of the relationship and the services. o Establishing an effective mechanism for the escalation of material issues in respect of the services. • For the Phase Two Proposal for Change it is envisaged that the key Unitec roles in providing the governance oversight will be the responsibility of the proposed Benefits Realisation team of the OSA service model. During Phase One, this accountability will be assigned to a designated Executive Leadership position.	
3.2.2		• Risks to the customer experience: **P1** o Perceived removal of face to face service options for students. o That the service would be commodified and transactional with students rushed through interactions in order for CNX staff to meet response time measures. o Concern that the engagement with Priority Group students would be compromised and have an impact on participation. o General perception that CNX will not be able to uphold the level of service we expect. o A view that the student population is seen by CNX as relatively homogenous and how would bespoke areas be managed (e.g. Youth Guarantee, Bridgepoint,	• Face to face service remains a core part of the student experience. There is no intention now or later to remove this option. It is considered that the new customer service options provide more options for students. • A core tenet of the new student services is to enable student self-service where it is applicable as described below; o Simple repeatable tasks with consistent outcomes are driven by self-service functions provided by online technologies. o Automation of business process workflow to reduce manual, labour intensive interactions. o Improved capabilities of generalist services through better access to information via a centralised knowledge management system (KNOWLEDGE MANAGEMENT SYSTEM)	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		NZ Police, Te Miro, MindLab, students with disabilities etc).	o This frees up staff time to provide greater proactive services as well as allowing them more time on the more difficult or complex student enquiries or assistance. • We are extremely cognizant of the importance of engaging with priority group students correctly and any outsourced service must also adhere to our requirements in this area. As articulated in the proposal (Appendix E.1) the competencies expected to be represented across front line staff roles are outlined. These competencies would apply to Concentrix also. • Any change that will be introduced into our business processes will have identified measures and metrics to report against service level targets. By outsourcing to Concentrix there will be a stronger focus on SLA that drive towards more consistent and positive outcomes for our customers with monitoring and management to ensure performance is in line with Unitec requirements and our customers' expectations. • Agree that there is a very diverse set of arrangements that require detailed understanding in order to ensure a high level of service is manintained. These relationships are currently being examined and identified.	
3.2.3		• Risks around knowledge loss (institutional knowledge) particularly if only a small number of Unitec staff are employed by CNX. **P1**	• It is acknowledged that loss of staff, and the institutional knowledge they have is a significant risk to any organisation, whether this is through organisational restructures or staff deciding to leave Unitec. Subsequently one of the key activities that is underway now is to document current and future processes and store them in a central knowledge management system. This work is underway now to	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			ensure it is in place prior to the changes being implemented.	

3.2.4		• Feedback highlighted risks around costs, i.e there's a view in the feedback that the short term savings are attracting us into an arrangement that is going to have long term issues and risks and potential cost ramifications, particularly once CNX realise the time and level of detail that some admissions queries can involve. **P1**	• There are three key drivers that were used for the assessment of the 4 different models outlined on page 21 of the proposal:
			   o Quality and customer service improvements: 'would it improve the student experience?'
			   o Operational efficiency: 'would it provide better value?'
			   o Economic business case and risk management; 'is it more efficient and effective, and are the residual risks higher or lower?'
			 • For the final driver there has been significant due diligence completed by both organisations to verify the information and data required to confirm the financial model for the Outcome Document. This requirement to complete due diligence this was described in section 3.2c (page 24) of the Proposal for Change.
			 • For the future state this information has fed into identifying areas that can be improved through automation and self-service to achieve greater efficiencies.
				No change

3.2.5		• Perceived risks around confidentiality and privacy of information if students are employed. **P1**	• It is a 'non-negotiable' that privacy and confidentiality are protected for all students and staff. • Both Concentrix and Unitec successfully employ a large number of students in front line customer service roles right now. Both organisations have privacy policies and security processes that are applied to the recruitment and employment of all new staff. This would be no different.	No change
3.2.6		• A view that CNX has a lack of knowledge of Unitec's culture, particularly with regard to TE NOHO KOTAHITANGA, the Māori Success Strategy, and	• Unitec has many different cultures and it is important that the desired future culture is well communicated and supported by values and behaviours. This will	No change

No	Theme	Summary	Response	Changes to Proposal/ Consideration s for Future Phase
		other critical strategic priorities. In addition, concern that CNX has no previous experience in the tertiary sector. **P1**	be part of our expectation of all staff as well as any services that act on our behalf. Concentrix will be subject to service level agreements that clearly define our expectations for our priority groups.	
3.2.7		• Concerns were raised regarding how recruitment and induction would be undertaken. **P1**	• Concentrix and Unitec will negotiate a set of service schedules that cover all aspects of the relationship from governance through to operations. • Part of the service schedule will include clearly outlined expectations of how recruitment and induction will be undertaken. • This is envisaged to be a collaborative endeavour and it will be necessary for Concentrix staff to be inducted in line with our current core inductions.	No change
3.2.8		• There is concern regarding the impact on staff while working for Concentrix and the residual impacts for our students/student services **P1**	• The concern raised for staff working at Concentrix is appreciated, however, any issues would be a matter between Concentrix and their staff. We can, however, ensure that any impact on the services to our students is monitored and managed through rigorous enforcement of our Service Level Agreements.	No change
3.3	**Concentrix Culture**			

3.3.1		Concerns around CNX's culture, which is seen as: **P1**
		   o Transactional, mechanised, and based on a commodified approach
		   o Profit driven rather than human/learner focused
		   o Promoting poor working conditions for staff
		   o That CNX is essentially a call centre – which has limitations
			• The concerns raised about the Concentrix business model and its internal cultural elements are noted. As a Unitec business partner we would expect that Concentrix, when delivering services to our students, operate in a manner that reflects the Unitec culture but with a Concentrix flavour (continuous improvement, high service delivery and satisfaction). The proposed structures and SLA's will look to capture the best of both Unitec and the Concentrix worlds.
			• As described in response 3.1.1 the capability of Concentrix makes it the only viable provider of services. The existing
				No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			relationship with Concentrix, which allows students to obtain employment in student services, is a benefit not offered by other suppliers, as Students assisting Students is a major consideration and attractive unique proposition. Concentrix's location on Unitec's Mt Albert campus, and the existing infrastructure and systems operated by Concentrix cannot be replicated by other suppliers for a similar price or at equivalent quality. This includes providing face to face customer support in addition to omni channel services across telephony, email, web and social networks.	
3.3.2		• Suggestion, if outsourcing is to proceed, to include an awareness and understanding of Pacific people in the Position Descriptions for Concentrix staff and that a range of Pacific people are employed to reflect various languages (e.g. Samoan and Tongan)	• Agree. Please refer to the Appendix E.1 in the proposal where this is outlined as an important capability to be represented in front line positions.	No change
4	Overall Model	*Overall Summary: Model design topics are extremely diverse and cover a wide range of model components, so we have grouped and summarised the feedback under a number of headings.*		
4.1	Endorsements for Proposal			
4.1.1		The respondents who endorsed the proposal support the general direction and understand the rationale for change. There is a strong desire for students to receive excellent service. Some specific areas were endorsed as per the list below. **P1** • The general direction of where the Student Services Blueprint is headed is endorsed and long overdue. • The rationale for change is understood and welcomed. • There is a strong desire for people to see students receiving excellent service. • Particular areas mentioned in the feedback as favourable:	• The endorsements received have been very confirming. • The needs and feedback of our students, the needs and feedback of our staff, and the needs of the business have all been considered. • It is acknowledged that there is still significant development to be done to fully realise the potential of the model and we will work with interested staff to undertake the next phase of work.	None

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		o The increased use of technology and in particular self-service technology o The ORMs o The move towards centralisation and the benefit of oversight o Colocation and convergence of services at a central location o There were two endorsements for the Priority Group COE o There were two endorsements for outsourcing to Concentrix o Support for the concept of generalists and specialists o Support for a centralised scholarships centre		
4.2	**Proposed Alternative Models**			
4.2.1	**Alternate Proposed Models**	A number of alternate models have been proposed: • The first option put forward is to keep the services in house, improve current processes and implement the new technology solutions. Linked to this option is to separate the Helpdesk (HD) into Student Support Service (provided by Student Central) and Staff Support Service (provided by IMS). **P1** • The second option is a hybrid model which retains the current IMS HD staff to deal with staff queries. It suggests supplementing by using Concentrix to deal with student queries as well as to cover during peak time and after hours. Benefits data security, morale, retained knowledge, flexibility. **P1** • The third proposal is to bring all the human (IT staff) and technological resources under the umbrella of IMS and then spin-off IMS as a separate company and call it Unitec IT. With potential to provide same service to other tertiary institutions. **P1**	• The feedback received did not indicate or highlight any possible changes to the data (quality of service, operational efficiency and the economic business case and risk management) or aspects of the business relationship with Concentrix that has significantly changed the underlying rationale for outsourcing to Concentrix. The option put forward in the proposal for change, that is to outsource to CNX, is still considered to be the preferred option because of the CNX ability to implement and provide services for Unitec students in short time frames, their ability to meet the fluctuating service resource demands and ability to achieve the required cost reductions. • The proposed hybrid model of separating IMS support between students and staff would create confusion with staff and students about who provides IT Services. The intent is to stream-line services for all stakeholders and this structure does not enable this approach as it would involve a measure of duplication of services. This duplication	Option One - no change Option Two - no change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		• The fourth proposal is a hybrid model with an outsourced Application Centre and specialised in-house assessment and enrolment processing which is a specialised set up with inbuilt expertise. This would include outsourcing of student follow-up and receipting application and would mean assessment of applications could be centralised in-house along with enrolment activity. The suggested outcome is that would alleviate assessment work from Academic staff. **P1**	would be less efficient and less cost effective. • "Unitec IT" falls outside of the scope of the Student Services Blueprint. However, as proposed, this model may have a number of challenges. These challenges include current contractual arrangements (including Educational Institutions discount privileges), defining ownership of the IT infrastructure, and current operational constraints and the current IMS organisational structures. • The hybrid Applications model divides the responsibility and accountability for the Enquiry to Admissions and Enrolment (EAE) process. This division of the end-to-end EAE divides accountability and responsibilities and would make it very difficult to measure and continuously improve these processes to the benefit of our students. This doesn't align to our business driver to have oversight of a converged end to end service.	Option Three - no change Option Four - no change

4.2.2	Te Manawa	• Additional network with the title "Te Manawa" that sits "in the centre" alongside Bridgepoint and Te Miro **P2**
		 • Te Manawa will provide a centre of excellence of Māori knowledge, Community Relationships and networks, with the aim of being kaitiaki (guardians) and having stewardship of Māori knowledge for all Unitec students, staff and community – Māori and non-Māori.
		 • Would be organized into two areas: **P2**
		    ○ Community Relations – connects Unitec externally across Māori stakeholders
		    ○ Ako – T&L Mātauranga Māori
		 • Would be strongly integrated with Bridgepoint and Te Miro
			• The Te Manawa model has been received with interest.
			 • We will be engaging extensively with staff and students to further develop the components of the OSA model and particularly how they interface with Sector Alignment. There will be opportunities to explore these ideas, and others, during the Phase Two development.
				No change Consideration for future model

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		Networks and would work collaboratively, co-operatively and be connected across all Pathways and Networks **P2** • Would require new positions/roles • Support the co-location of Māori Student Support with other student support, but these staff should be employed and supported through Te Manawa. **P2**		

4.2.3	Marae/Māori	• Suggestion to include the Marae in scope **P2**
		• Suggestion to put Maia in scope for Phase 1 **P1**
		• It is suggested that Maia Māori Centre will not disappear but rather could belong to a larger delivery option **P2**
		• It is suggested that the following new roles are created:
		  ○ General Manager Marae is created with responsibility for staff as developing a long term strategy related to marae maintenance and financial independence as an event centre
		  ○ An executive leader who will sit at the table with the Executive Leadership Team
		  ○ Director, Māori Student and Community Engagement reports to the proposed Executive Leader and works with the Centre of Excellence for Priority Groups. **P2**
		  ○ Dean Teaching and Learning Mātauranga Māori also reports to the same Executive Leader and the title
			• The Marae has not been in scope for the Blueprint to date. However, the ELT have been in discussion with Māori staff regarding engagement, leadership and TE NOHO KOTAHITANGA etc. (Please see the full response at 2.1.1), so it may be in scope for future phases. This is a decision still to be made in partnership with Māori.
			• Maia were not able to be included in Phase 1 as this was not indicated in the proposal for change. They remain in scope for Phase Two.
			• Changes to reporting lines in the model structure will be considered in the development of Phase Two model components.
			• We will be engaging with a wide range of stakeholders to undertake this development.
				No change Consideration for future model

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		is reconsidered as Dean Mātauranga Māori. **P2**		
4.2.4	**Pacific**	• Suggestion to put Pacific Centre in scope for Phase 1 **P1** • It is suggested that the Pacific Centre will not disappear but rather could belong to a larger delivery option **P2** • It is proposed that the Pacific Centre provided a specific place for pacific students to provide a sense of belonging, a place of support and provision, cultural support and a point of reference for the community to directly engage with. Suggestion that the Pacific Centre should have their own identity – perhaps as a Centre of Excellence Pacific. **P2** • It is proposed that current Pacific Centre and Pacific staff be actively engaged in discussions related to the Pacific Centre, in particular, in coining a more appropriate Pacific specific title to which Pacific peoples will regard with pride and promote academic excellence **P2** • It is proposed that the Pacific Centre be maintained as it currently exists • It is proposed that the Pacific Centre and the Fono Faufautua be made the main channel with which information pertaining to Pacific communities and/ or peoples **P2**	• Pacific Centre was not able to be included in Phase 1 as this was not indicated in the proposal for change. They remain in scope for Phase Two. • The other ideas suggested will form part of the development of Phase Two which will be undertaken through stakeholder engagement (including with students) in order to ensure the best model/outcome possible.	No change Consideration for future model
4.2.5	**Forums and Engagement**	• There is a suggestion to add students to the Guiding Coalition **P2** • It is proposed to add a further dimension related to Student Wellbeing (Whare Tapa Whā) **P2** • It is suggested that the project consider what is currently working well across the institution (e.g. Whai Ake) **P2**	• The suggestion to add students to the Guiding Coalition is agreed with. The coalition is intended to be highly collaborative across Unitec and this includes collaboration with student council and representatives. • It is agreed that the use of Te Whare Tapa Whā as a framework to understand student wellbeing is worth exploring further as Phase Two is developed.	No change Consideration for future model

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			• Agree with suggestion re Whai Ake. This is intended as part of the role of the PG COE.	

4.2.6	**Library**	1. There is a suggestion that the library aligns closely to the teaching curriculum.
		2. It is further suggested that the library is focused on providing greater support services for current students. Specifically to put student achievement at the heart of all library activities. **P3**
		3. There is a suggestion that further unbundling will not result in better service/practice by library staff **P3**
		4. It was put forward that unbundling of the library will result in a breakdown of the established and productive relationships at present in place
		5. Concern was raised that unbundling would result in a decline of the usability of databases and other resources and increase in costs, including:
		   a. Impede access to the key cost saving benefits of the academic library consortia model
		   b. Erode the strong Library oversight of content and usability
		   c. Affect the close relationships we have with our database vendors
		   d. Make new Library IT projects (such as new digital platforms) more
			1. This is agreed. The Living Curriculum is the foundation of our programmes, and the library curates resources and provides support for students to engage in inquiry and successfully complete course assessments.
			2. This is agreed too; staff are also key clients of the library service.
			3. To date the library has not been 'unbundled'. Any change that is proposed for phase 3 would be seriously flawed if it did not enable service improvements.
			4. The intent of any unbundling that is proposed for phase 3 will be to widen and deep relationships.
			5. Library IT projects will be brought into the scope of the Student Services Blueprint to provide visibility of initiatives that affect the student experiences and ensure that they all are in line with the overall technology direction. The activity to develop the requirements for technology in the future is underway with workshops held with identified stakeholders, including library representation, to have all development, integration and implementation work completed in time for finalisation of the Phase Two of Student Services Blueprint. This work will also include clear identification of roles and responsibilities in managing the systems, relationships with vendors and the ownership of the business context and compliance requirements of the service
				No change Implications for EAE project and Customer Services with CNX.
				
				Library IT projects to be brought in scope of SBP.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		difficult to implement e. Distance the KS's team's specialist knowledge and understanding of New Zealand's copyright and licensing environment (a Library function) from the Resources team 6. There was additional concern that the proposed changes would result in: a. Losing important first-hand insight into changing student and staff requirements b. staffing cost implication c. Unitec's national and international reputation for having a strong, unified, customer-centric Library would be impaired d. Risk of silos of expensive duplicated resources existing across the campus e. Failure to recognise that the skills of understanding, adopting and applying new technologies and communication channels are	6. Any change that is proposed for phase 3 will not compromise the capacity of staff and their associates in other areas to deliver an outstanding library service. The reputation of the library will not be in any way compromised. Similarly, our goal for will be to continually equal or better the outstanding user satisfaction results we achieve every two years in the Australasian Insync Survey.	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		not limited to our technical Library specialists but are a key part of a modern Librarian's role.		
		7. There is a suggestion that the new CS model would result in a downgrade from specialist services to generalist services. Current library CSAs currently operate in the OSA model at the specialist level	7. We will look closely at the specialist/generalist mix when we develop the phase 3 proposal for change.	
		8. Potential negative effects of unbundling library would include: a. The loss of the vital connection between the KS team and CSAs b. The threat to the tuakana-teina (mentoring) relationship c. Maintaining a recognised Library professional pathway	8. Relationships will not be disrupted; indeed, a key goal of the overall transformation is to be connected and networked organisation, and to enhance opportunities for collaboration and co-creation. The proposal for change will certainly take note of and accommodate career pathways.	
		9. When integrating library into the model there are a number of structural changes proposed including: a. change of GM Student Experience job title to **GM Student Achievement and Experience P2** b. Reporting to the GM Student Achievement and Experience is the renamed **Manager Library and Achievement Services P2**	9. Reporting lines will be considered when the phase 3 proposal for change is developed. The Phase Two proposal will be mindful of the changes that might follow, although structural arrangements will always be dynamic in response to environmental shifts.	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		c. **Building and Facilities Operations Manager** to manage the physical informal learning spaces at each Campus where all learning support services and Career Central are co-located **P2** d. Reporting to the **GM Benefits Realisation** is the **Manager Resources & Systems** – this role would also have a **dual reporting line** to the **GM of IMS. P2**		
		10. It is suggested that library staff support the implementation of the Te Manawa proposal as it would ensure that Rangatiratanga is upheld and strengthened at Unitec.	10. This is noted.	
		11. It is proposed that access to the Library's collection include material in both English and Te Reo Māori, as well as other resources from all over the globe 12. It is strongly suggested that the library actively supports TE NOHO KOTAHITANGA through its activities and engagement with Māori students and staff	11. and 12. This is agreed; the library is recognised as a model of realising TE NOHO KOTAHITANGA and embedding mātauranga Māori	
		13. There was a number of suggestions that, during transition, Library staff, their role and time/work commitments at the Helpdesk need to be clarified and proper	13. Noted and agreed. This will form part of phase 1 implementation. We will be seeking SME assistance with this.	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		resource plans need to be put in place **P1**		
4.2.7	**Student Finance**	• It is suggested to divert one of the three Student Admin Team Leader roles to create a Student Finance Team Leader position. It is further suggested that the two roles, Student Admin and Finance, report to a Team Leader position within Student Finance on a day to day basis, with an indirect reporting line to the Unitec TMLU Operations Manager. **P1** • It is proposed that the student finance team should not report directly to finance. Although it is understood diverting the direct report to Finance makes sense on paper due to the financial aspects. However this team handles NZAID Scholarships, The Next Scholarship, International payments and receipting, Agent relationships, Student relationships, Debtor processing, Debt appeals. Relationships are a stronger aspect of their role than traditional transactional aspects. **P2**	• The Student Admin finance team will report into the Finance Department. This is an interim measure until the interrelationships between processes and positions are mapped out as part of the Phase Two model development. A final decision about reporting lines will be made at that time.	No change
4.2.8	**General**	• It is suggested that the restructuring realises the importance of the existing hierarchy of knowledge banks specific to departments. These knowledge banks have taken approximately six years to hone **P1**	• Agree the right knowledge banks are critical. The aim is to have centralised knowledge banks so that all information is current, updated in real time and readily accessible to all appropriate staff.	No change
4.2.9		• It is proposed that students be actively engaged during the development of the processes that affect them **P1&P2**	• It is agreed that students should be engaged and involved in the development of processes and change that impacts on them. So far we have worked closely with the Student Council and the Student President to ensure that those students who wish to be involved can indeed do so. This practice will continue in the development of Phase Two.	No change Noted for Phase Two – student engagement required
4.2.10		• It is suggested that Unitec should investigate more suitable approaches to enable potential students to get the	• Agree. The enquiry phase of the student journey is a high priority area and a number of ways are being investigated to make info-	No change Student engagement required

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		right information that they require **P1**	finding and decision making more student centric, easy, seamless, and attractive for prospective students.	
4.2.1 1		• It is suggested that external stakeholders are engaged regarding the Unitec transformation, specifically student engagement **P1**	• It is agreed and work has been done with the student council to design and implement a student engagement process. This has gone well with positive feedback and a very high reach.	No change
4.2.1 2		• It is suggested that there is a phased approach to moving to a more digitised model, i.e. that there is a stepped approach in terms of moving towards the digitised delivery of information, online applications and enrolment **P1&2**	• Agree. The phasing of the technology platforms required for moving to a digitised mode of delivery will be achieved by breaking down initiatives into defined projects each with its own project manager, team and objectives. All projects will be under the programme governance of the Student Services Blueprint to ensure that interdependencies, and objectives are clearly identified and aligned.	No change
4.2.1 3		• It is suggested that there be an institution-wide mechanism for the communication of programme information which is vigorously checked **P2**	• Agree. That mechanism is the KNOWLEDGE MANAGEMENT SYSTEM. A KNOWLEDGE MANAGEMENT SYSTEM will allow us to always have a current version of the 'truth' that can be updated in real time and is easily accessible to appropriate staff.	No change
4.3		**Model Design and Design Principles**		
4.3.1	**Customer Experience**	• It is proposed that the model should be explicit about how students are to be made aware/reminded of the services available to them and how to access them **P1**	• Agree. Student feedback indicates one of the many reasons students do not utilize services is because of a lack of awareness. There are several functional areas in the proposed model that have been developed to address that issue and it will also form part of the 'education and awareness raising' component of implementation.	No change.
4.3.2		• There is a suggestion to expand the role of the Relationship managers to include owning the relationship between the prospective student and Unitec (i.e. from the enquiry onwards). The current model focusses on the relationship	• Noted and agreed. This is something currently under review. • It is intended that the Relationship Managers will have a one to many relationship. • Noted re sales/conversion elements.	No Change Review already underway re: ORMs.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		from the Admission stage onwards **P1** • This would mean that the Relationship Manager would have a one to many relationship with prospective students and that the skill set and KPIs of the Relationship Manager will have to include a stronger measure of sales/conversion elements **P1**		
4.3.3		• It is suggested that students need a point of contact who is clear, knowledgeable and friendly to guide them, especially at Levels 2-4 **P1**	• Agree. This is the aim of the Customer Services function (and especially the ORM) as outlined in the proposal.	No change.
4.3.4		• Review student satisfaction ratings for areas currently working well and areas that require attention **P1&2**	• Agreed and done. Student feedback, data, evidence etc has been a critical part of the earlier investigations of the Blueprint. Keeping abreast of any findings that help to shape the development of this proposed model will continue.	No change. Consideration for Phase Two.
4.3.5		• There is a suggestion to consider the broader reason that students want to come to a reputable institution that gives them a rewarding educational experience and where they can achieve meaningful qualifications **P1&2**	• Noted and agreed. The 'broader reason' is an important consideration in thinking about how services enhance that experience and achievement of qualifications. Ensuring this is correctly captured this will be part of the development and planning of Phase Two. We will be asking a range of stakeholders to assist with this process.	No change. Consideration for Phase Two.
4.3.6		• Feedback suggested that the model should include awareness of the changing student needs (such as having to work full/part time while studying) and how these needs may inform the model outcomes (e.g. change in student accommodation, increase in online learning) **P1&2**	• Agree. Understanding changing student needs during their journey with us is vital to creating a student centric model. We will be engaging again with students and other stakeholders during the development of Phase Two in order to ensure this level of understanding is captured.	No change. Consideration for Phase Two.
4.3.7		• It is suggested that it is important for staff to retain close connections to students, with opportunities to maintain face-to-face interactions. The feedback suggested that all these factors be considered	• Agree. As articulated in the proposal, there is no intention to remove face to face channels. Face to face interactions are strongly encouraged – if that is the student preference.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		and built into the model for all phases **P1&2**	• The proposed model does **not** remove face to face options, it **adds** another channel for students to utilize – in effect increasing their options as per their feedback.	
4.3.8		• It is proposed that the model must drive "personalisation" of all student engagement activities. E.g. ORM communication must be student specific, personalised and not 'mass communications' **P1&2**	• Absolutely agreed. These are the aims of the model as articulated in the proposal.	No change.
4.3.9		• It is suggested that the model should include activities to teach students (future and current) the necessary technology and learning platforms **P2**	• Noted. This will be an area requiring further investigation in the development of Phase Two. • It is also important to note that all current channels (i.e. phone, email, and face to face) will still be available for those students who prefer those methods of engaging with us.	No change. Consideration for Phase Two.
4.3.10		• Feedback highlighted that the key roles supporting the student – Academics and Counselling – need to be clearly articulated in Student Blueprint (SBP), so that the transition, particularly for vulnerable students, is improved **P2**	• Noted. The Phase Two proposal will elaborate significantly on details. The phase 1 proposal only indicated the 'direction of travel' for Phase Two.	No change. Consideration for future phases
4.3.11		• Feedback suggests that Achievement and Student Life services should be closely linked especially around transition points for students. The Student Voice function appears complex in the model with the formal relationship with Student Bodies being noted as an aspect of the Achievement Services, while the Student Voice function lies within Student Life Services. The suggestion is that this should be worked through as the model takes shape **P2**	• Agree. They are intended to be closely linked – indeed more than linked. The intention, as stated, is that they work in a converged and collective manner. • There is scope to further develop this area as Phase Two is planned and developed. • We will be engaging with key stakeholders to assist with this.	No change. Consideration for future phases
4.3.12		• There is a suggestion to acknowledge volunteering as a key activity in the professional development of students **P2**	• Agree. This is one of the aims of the supplementary transcripts component as outlined in the proposal. • This requires further development and staff and	No change. Consideration for future phases.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			student participation will be sought to develop this.	
4.3.1 3		• Feedback indicated that the model should consider and elaborate on how it may address ALL the aspects of the Zepke reference (e.g. role and outcomes of Achievement functions and greater social engagement) **P2**	• Noted. The Phase Two proposal will elaborate significantly on details. The phase 1 proposal only indicated the 'direction of travel' for Phase Two.	No Change.
4.3.1 4		• There is concern that the Blueprint P4C does not focus on factors that will impact on educational experiences and student success, rather it focuses on superficial appearances **P2**	• We believe there is a strong focus on the factors that make a difference to outcomes such as focus on success and achievement, professional development, student voice and agency, and the components that enhance a sense of belonging, to name a few.	No change
4.3.1 5	**Stakeholder Engagement**	• Feedback clearly suggested that engagement for our internal and external stakeholders should be consistent – keys messages and frequency **P1**	• This is agreed with and note that this was the approach taken during the announcement. However because different stakeholder group needs and wishes are different, there is a natural variation in messaging depending on the audience. • We are reviewing our practice in this area in an aim for continuous improvement.	No Change. Noted for future phase
4.3.1 6		• It is suggested that the marketing strategy and SBP needs to be properly aligned particularly on Brand Values and Customer Experience. A further suggestion is that the role of marketing needs to developed and detailed throughout the Student Lifecycle **P1**	• Agree. Marketing are working closely with the Blueprint team to ensure this is embedded throughout.	No change.
4.3.1 7		• Feedback has suggested that there is a need for a clear review and analysis of the implications of the model functions, processes and channels on aspects such as StudyLink and the relationship with WINZ **P1**	• Government agencies such as StudyLink, Work & Income, MoE, and TEC are all connected to Unitec directly, in addition there are working relationships between Unitec and these agencies that need to be considered. The critical part will be the testing required on our side to ensure key data accurately reflects the outputs required for reporting purposes. This is a key part of the current development of phase 1.	No Change. Implications for EAE project

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
4.3.18		• It is suggested that documentation that is released from Unitec for or in reference to Pacific people should state 'Pacific peoples' NOT 'Pacific Islanders' **P1**	• Noted. These amendments will be made in future documents.	Amendments to future documents.
4.3.19		• It is proposed that all groups should have their perspectives and needs integrated into the proposal **P1**	• The consultation process is about securing feedback from across impacted and relevant groups in order to come to the best possible solution. Sometimes members of the same group provide conflicting feedback. • Pacific people (including students) will be asked to participate in developing the model further as part of Phase Two development.	No change.
4.3.20		• Feedback suggests that the model must be presented in a way that suits all audiences **P1&2**	• Noted. There has been a number of feedback submissions that commented on the language and style of the proposals. Some felt it was too academic and others felt it was not academic enough. Others believed it was too corporate sounding. Meeting the needs of all audiences is not always possible.	No Change. Consideration for future documents.
4.3.21		• It is proposed that the integration and involvement of departments (outside of P1) needs to be planned and set out in the model (who, how, when). This is to support business planning (resourcing etc) for these areas (e.g. libraries) **P2**	• Agreed. This will form part of the development and planning of Phase Two. We will be asking a range of stakeholders to assist with this process.	No Change. Consideration for Phase Two.
4.3.22		• There were a number of suggestions to use the wealth of knowledge and practical experience to build the future social and communal study and learning system. "working together based on common knowledge and ideas can have a great effect on developing tertiary advancement for all students" **P2**	• Agree. Collective impact and collaborative ways of working are key aims of the proposed new model. How this looks and feels in operation will be part of the development and planning of Phase Two. We will be asking a range of stakeholders to assist with this process.	No Change. Consideration for Phase Two.
4.3.23		• It is proposed that the model (for Phase Two) should be explicit with regard to functions, structures and	• Yes that is part of the development of the proposal for Phase Two. • The proposal for Phase Two will go through consultation also and	No Change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		number of staff in the consultation document **P2**	the feedback considered and responded to in the same manner as phase 1. • The Phase Two outcome document will have detailed results of this process.	
4.3.24		• It is suggested that the model must ensure that all service channels are described/detailed throughout each phase **P2**	• This will form part of the detailed development of Phase Two.	No Change. Consideration for future phases
4.3.25		• It is suggested that further development of the role of Maia Academic Development Lecturers in the SBP needs to be undertaken to ensure proper and full inclusion of their capabilities and expertise and services provided to the students (e.g. Engagement approach during first 6 weeks). **P2**	• This will form part of the development of the Phase Two proposal. • We will be seeking staff and student participation to assist with this development.	No change. Consideration for future phases.
4.3.26		• It is suggested that the academic sphere of the OSA model requires further development and explanation including reference to the relational approaches and future role of the key stakeholders (Maia, TPA learning centres, Pacific Centre, Library, Pou Aroha etc) **P2**	• As above	No change. Consideration for future phases.
4.3.27		• It is suggested that students be engaged to define and clarify the role of ED Collective, to design and deliver events and activities **P2**	• We will indeed be engaging with students to develop parts of the model, including the social aspects of their experience. • EdCollective is a contracted service provider and their role is clearly defined within their contract with Unitec. • As per current policy, any services to be contracted out will go through a transparent procurement process and the successful provider will deliver the services as developed by staff and students during the development of Phase Two.	No change.
4.3.28		• It is suggested that the role and functions of a modern library, together with the Library Project (currently underway) requires careful consideration for Phase 3 design and	• Agree. This will indeed form part of the development of phase 3.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		implementation and that time should be taken to do this properly. **P3**		
4.3.2 9	**Ways of Working, including tools**	• Feedback suggested that the model should be adaptive to the increasing leadership and reporting activities (e.g. automated reporting etc) **P2**	• Noted and agreed. There is an appetite to understand new ways that leadership can work effectively across the service model and also with Sector Alignment networks. There will be opportunities for stakeholders to develop this area further.	No change. Consideration for Phase Two.
4.3.3 0		• It is suggested to use a collaborative approach to service provision through robust case management and connectivity with other student services and departments to ensure seamless, wrap around support. In addition the model should ensure that services are provided in an adaptable, flexible, "nimble" way that fits the students purpose (e.g. Medical/Mental Health issues, VOE, Withdrawals, Fee reimbursement) **P2**	• Agreed. These are the aims of the OSA model as articulated in the proposal. There are still many areas that require fuller understanding and this presents an opportunity for staff to be involved in that planning and development.	No change.
4.3.3 1		• Feedback suggested that the model should address/detail the contractual arrangements with current partners (TMLU, NZ Police) and third parties **P1**	• This is a vital part of the work currently being undertaken now. Understanding the variations to process, the diversity of the SLAs, and arrangements with various other organisations is critical to ensuring those relationships are not lost or damaged or the student/customer experience negatively impacted.	No change Implications for EAE project
4.3.3 2		• It is proposed that the ORM/Helpdesk functions should be expanded to include all Unitec functions (departments). These functions should be provided in a seamless manner for all levels (Enterprise, Academic, Local) **P2**	• This is something to be explored further in the development of Phase Two. Increasing the ORM function to this degree would certainly help address other issues around greater convergence with Sector Alignment networks also.	No change. Consideration for Phase Two
4.3.3 3		• It is suggested that the Leadership model (Thumath/Emerson) needs to be reviewed and considered for possible inclusion in the OSA model **P2**	• Agreed and noted.	No change. Consideration for future phases (Thumath/ Emerson)

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
4.3.3 4		• It is suggested that continuous improvement and related KPIs should be the responsibility of all members of the Guiding Coalition **P2**	• Leadership always has a hand in setting the strategic direction and priorities, and monitoring outcomes, however in the OSA model the operationalization of continuous improvement activities is an accountability of the Benefits Realisation function. • It should be noted that the GM Benefits Realisaton is also part of the Guiding Coalition.	No change.
4.3.3 5		• It is suggested that there must be a continuous data stream, analysed on a daily basis with planned and monitored outcomes based on the analysis **P2**	• Agreed. Hence the work done identifying the necessary technology solutions that will enable this function. • The Benefits Realisation team will work collectively with all service units to raise team development in the area of analysing and responding to trends indicated by data sets.	No change.
4.3.3 6		• It is suggested that roles, accountabilities, responsibilities, relationships and authority be properly defined for all positions especially the Benefits Realisation team **P2**	• Agreed. This has been developed at a high level but requires considerably more detailed analysis. This will form part of the development of Phase Two and we will be seeking SME assistance with this.	No change. Consideration for future phases
4.3.3 7	**Capability, Education, Awareness, Training**	• It is proposed that Service staff need a 'grounding' in Practice Pathways/Networks, pedagogy linked to 'Living Curriculum' including the roles **P2**	• There is indeed opportunity there for greater alignment between Sector Alignment and Blueprint. This is something that can be explored further during the development of Phase Two.	No change. Consideration for future phases
4.3.3 8		• It is suggested that Supplementary transcripts could be used as a collaboration/engagement mechanism between students and academic staff **P2**	• Noted. This is something can be explored further during the development of Phase Two.	No change. Consideration for future phases
4.3.3 9		• It is suggested that a centralised view of a student and their 'stage' in the student lifecycle is especially required during EAE process definition **P1&2**	• Noted. There is a good view of the student experience and expectations during this part of their journey. This does not mean however that there isn't more to be found out and we are continuously seeking ways to increase and deepen our understanding of this. Our current understanding has been an underpinning paradigm of the process mapping.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
4.3.40	Links to Academic	• Feedback suggests that the model should consider including in the structures (Academic) the role of a Kaihautū Rangahau, Dean of Innovation and Development **P2**	• Decisions related to new roles will be considered as part of the development of Phase Two. • Understanding the scope and function of this suggested role will be required and we will be seeking key stakeholder input to assist with this.	No change. Consideration for future phases
4.3.41		• It is proposed that the future model should consider the specialist roles and functions of the Language Learning Centre and how these will be included in P2 onwards **P2**	• The Language Learning Centre has not been in scope for the Blueprint but may be in scope for a future phase. • Further detailed information to understand the current state is required in order to develop a proposal.	No change Consideration for future phase
4.3.42	**Benefits Realisation**	• It is suggested that the SBP model could consider separating out Benefits Realisation, stakeholder and student service drivers **P2**	• The drivers for change are divided roughly into two categories; customer experience drivers and business drivers. These are outlined in the proposal. • The Benefits Realisation function is a proposed part of the OSA model. The objectives and functions of this team are outlined in the proposal.	No change.
4.3.43	**Engagement / Marae**	• It is proposed that the Marae is to remain at the heart of the campus and all interconnected parts remain intact. In addition, for the Marae to operate effectively, it requires people to lead tikanga and protocols, to provide Matauranga Māori expertise in teaching and learning, to guide and support non-Māori, to manaaki visitors, to provide a comfortable and welcoming space for all. This proposal includes the establishment of a General Manager Marae **P2**	• The Marae has not been in scope for the Blueprint to date. However, the ELT have been in discussion with Māori staff regarding engagement, leadership and TE NOHO KOTAHITANGA etc. (Please see the full response at 2.1.1), so it may be in scope for future phases. This is a decision still to be made in partnership with Māori.	No change
4.3.44	**Bridgepoint**	• Another proposal relates to the involvement of and the provision of services to students from the Bridgepoint Foundation. It is proposed that the Language Learning Centre expands its current resources and services to include all students from Bridgepoint Foundation/Bridging Education, and potentially	• The Language Learning Centre and Bridgepoint have not been in scope for the Blueprint but may be in scope for a future phase. • Further detailed information to understand the current state is required in order to develop a proposal.	No change Implications for EAE project

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		service to all students throughout Unitec. • There was a concern that these were not properly / adequately addressed by the proposed Blueprint model • It was further proposed that in order to deliver these expanded services that the current Language Learning Centre staffing level is maintained through to the end of the Student Services Blueprint project • It is suggested that the new Bridgepoint entity takes advantage of the experience and expertise of the existing DLS Student Advisor Team and Bridgepoint Administrator resource pool to provide a comprehensive service to ensure learner success through orientation and on-going academic and pastoral care **P2**		
4.3.45	**Pou Aroha (P2)**	• For Phase Two it is suggested to strengthen proactive services through the Student Advisors Team, which is designed to be a conduit to and from all other departments/faculties across Unitec, and to design interventions to improve outcomes for priority groups. **P2** • To support all the proposals above it was suggested that all Service teams focus on up-skilling in, adaption and adoption where possible of technology to improve outreach and access. **P2**	• Understanding these functions, their purpose, and inter-relationships will be a core part of developing Phase Two. • We will be seeking assistance from key stakeholders including students on how this will look and feel in operation.	No change
4.3.46	**Application**	• It is proposed that we have a clear delineation between application processing and application assessment P1	• Agreed. The development of the new EAE (enquiry, application, enrolment) process has been done to simplify, standardize (where possible) and centralize the application processing and assessment of applications. It clearly defines the stages and associated responsibilities. • Our shared intention is to offer quicker and more positive answers to our customers in	No change Noted for EAE Project

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			order to be their choice of institution to study at. We need to be competitive and offer a marketable point of difference through great first impressions via an improved EAE process which includes both application processing and application assessing.	
4.3.4 7	**Career Centre**	• It is proposed that the career centre be totally reconceptualised driving **Phase Two** development including the role and development of student volunteering. **P2** • It suggested that the careers team are focused and adaptive towards progressive career development initiatives and strategies for prospective, current students and graduates **P2** • A further proposal is to focus the Careers Team on working closely with academic departments, developing Career Competencies, and flipping the model of delivery. **P2** • Feedback highlighted that the Admissions Centre must have links with the Careers Central function, and therefore clearly with the Student Life team especially with regards transition/orientation activities P2	• Agree. This is what is intended in the change proposal. Volunteering and leadership programmes are absolutely part of that whole professional development area. This will be developed next as part of Phase Two • Agreed. The Career Centre concept, as stated in the proposal, is viewed as the entity that leads the development of a 'career ecosystem' across all aspects of the student journey starting from first enquiries as a prospective and continuing through to alumni status. • There is scope to further develop this area as Phase Two is planned and developed. • We will be engaging with key stakeholders to assist with this.	No change. Consideration for future phases Implications for EAE project
4.3.4 8		• It is suggested that Career Central and its activities requires designed alignment with work-based learning developments **P2**	• Agreed. This will form part of the planning and development of Phase Two. We will be engaging with key stakeholders across the organisation to assist with this.	No change. Consideration for future phases
4.4		**Measures of Success/KPIs**		
4.4.1		• There is a suggestion that the service metrics for delivery of customer services need further revision/review. These could all be measured positively in terms of business metrics but be less than ideal in terms of student outcomes **P1&2**	• Agreed. The metrics must align with key Unitec KPIs, must measure outcomes as well as activity, and give us useful information. • The Outcomes Framework in the proposal indicated a number of ways to measure the success of services provided and outcomes for students. It is still a work in progress and will continue to be	Review outcomes framework and service metrics

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			developed with input from Subject Matter Experts.	
4.4.2		• A number of metrics were critiqued as being too transactionally focused and missing the need for quality interaction, including: o Turnaround Time, Average Handle Time, Quality Compliance and First Touch Completion Rate. **P1** • The quality of guidance given to students is also proposed to be a measure for success **P1&2**	• The metrics provided in the table on page 23 of the proposal were examples only and would form part of a broader suite of metrics. • Agreed. These measures are currently under development. What should be measured, how the measure will be calculated, and where the data will be sourced from are begin identified. Qualitative measures such as this can come from NPS scores and comments, feedback loops in process, and mystery shoppers to name some examples that have been included.	Include CNX metrics in Outcome document
4.4.3		• It is suggested to include a measure of success related to improvements to our student success **P1&2**	• Agree. If this feedback relates to student completion and success those measures are already included. If it relates to students being able to monitor and measure their individual progress – this is also being investigated.	No change Consideration for Phase Two
4.4.4		• It is suggested that the Process Escalations metric be set at a reasonable level so that Student Services staff recognise when enquiries should be 'handed back to Unitec for support' **P1&2**	• Agree. This vital piece of work forms its own workstream as part of phase one development and implementation. Understanding tier one and tier two queries and when escalation is required is part of this work.	No change
4.4.5		• It has been proposed that the ability to achieve successful outcomes for proactive services will involve reliance on electronic processes (e.g. to monitor attendance) **P1&2**	• Yes, to a large degree technology does take the lion's share of this work. This is why the right technology is important, but of course proactive outreach also involves human interaction. • Undertaking proactive outreach on this scale is something new for us at Unitec and it is expected there will need to be a high level of monitoring and continuous improvement as new initiatives are rolled out.	No change
4.4.6		• There is concern raised about the Outcomes Framework table. The concern was that there are multiple components that appear random and it is hard to see what the logical	• Noted. The outcome framework will be reviewed in light of feedback that it did not appear aligned to Sector Alignment.	Review Outcome Framework.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		connection is between the proposal and many of the outcomes, objectives and metrics **P1&2**		
4.4.7		• There is a suggestion to ensure all channels (virtual and face to face) are easily available to cater to all students and ensure desired customer services outcomes are achieved **P1&2**	• Agreed. The best channels in the world are pointless if no one uses them or knows how to access them. Ensuring students have that awareness will form part of the 'education and awareness raising' component of implementation.	No change
4.5	**Nomenclature/Naming**			
4.5.1		• There is a suggestion that students have a multifaceted/multidimensional role/identity which could include: developing professional, client, co-producer, constituent **P1&2**	• Agreed that the students will have multiple roles/identities throughout their time at Unitec. The model, the Student Service functions and the processes try to address the student for each particular role. For instance Achievement focusses on the developing professional and Student Life engages the student as a co-producer. • However it is acknowledged this is still an area needing further development during Phase Two and we will be seeking staff input to assist with this.	No change Consideration for Phase Two
4.5.2		• There is a perception that naming of the PG COE is corporate/government centric, awkward, clunky and poorly conceived **P2**	• As stated in the proposal all names are working names only – which means they are simply place holders to call it something until the concept is more clearly defined and then properly named. (Note that once established, the 'Production House' became 'Te Waka Urungi'). • Staff and student input into what things should be named will be part of Phase Two development.	No change Consideration for Phase Two
4.5.3		• There is also a perception that the Priority Group COE title does not represent Pacific people in a positive way (deficit thinking). And further concern that Pacific staff were not consulted on this name **P2**	As above.	No change Consideration for Phase Two
4.5.4		• Pacific Centre like the idea of being termed the 'Pacific Centre of Excellence'. They feel they have been operating as a	As above.	No change Consideration for Phase Two

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		'centre of excellence' in everything but name already, as opposed to a more deficit approach as a 'support centre' being the 'ambulance at the end of the cliff' **P2**		
4.5.5		• There is a suggestion to change the term 'Help Desk" to 'Customer Solutions' **P1**	• As described above, all names are currently working names only – placeholders. • Student feedback will be sought on what the 'help desk' should be called so that it resonates with their preferences.	Seek student feedback for customer services names.
4.6	**Priority Groups Centre of Excellence**			
4.6.1		• Some staff viewed the 'Realising potential' as a deficit approach. **P2**	• It is acknowledged that the 'realising potential' approach may not be a framework that fits well with all groups. This framework was referenced as it is a tenet of the Māori Success Strategy. However, there is no reason why alternative frameworks can't be used. This can be explored further in the development of Phase Two.	No change
4.6.2		• Concerns about clumping Māori with 'special needs' groups. **P2**	• We would challenge the statement that the other identified priority groups are 'special needs'. It is not proposed to clump groups together as a homogenous service.	No change
4.6.3		• A perception that the future shared Hub space is the current Hub space and that aside from being crowded and noisy, each service unit will lose its own distinctive identity. **P2**	• In discussions with the Property team the expectations and feedback from staff and students have been shared (as to the requirements of future spaces). • The aim is to have converged and co-located services but this does not mean that it will be homogenous or one-size-fits-all. • Part of the development of Phase Two will be to explore how all these aims can be realised.	No change
4.6.4		• It is suggested that there is merit in the concept of the Priority Group COE, but it doesn't mean that Maia and the Pacific Centre disappear, but instead become part of a larger delivery option **P2**	• These ideas and more are great discussion starters for the engagement process as Phase Two components are developed. We will be asking stakeholders including students to assist with this development.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
4.6.5		• A contention there is a lack of research to support the PG COE **P2**	• A range of information contributed to the development of this idea, not just research. However as stated previously, the PG COE is an indication of 'direction of travel' and is not set in stone.	No change
4.6.6		• A concern that the PG COE is about a homogenous service to students that is one size fits all. There is concern that distinct identities will be lost. **P2**	• Please see above plus responses at 1.2.5 and 2.4.1	No change
4.6.7		• A view that the current structural positioning limits the potential of PG COE and a suggestion for a more strategic rather than operational position (links to comment about strategic Māori leadership). **P2**	• As previously stated one of the aims of the PG COE is to enhance strategic impact so this idea is one to explore further. • This will be done as part of the Phase Two development.	No change
4.6.8		• A question about which group will have a leadership role as whoever it is - other groups will feel marginalised. **P2**	• Working out these types of details will be part of Phase Two development. • We will be asking stakeholders including students to assist with this.	No change
4.6.9		• A suggestion that PG COE needs to be linked to government strategies (e.g. Tertiary Education Strategy). **P2**	• Agreed. This is one of the proposed functions of the PG COE.	No change
4.6.10		• Noted that there are links between Sector Alignment and PG COE e.g. guidance on pedagogy that need to be drawn out and made explicit. **P2**	• Agreed. • Working out these types of details will be part of Phase Two development. • We will be asking stakeholders including students to assist with this.	No change
4.6.11		• It is proposed that the Priority Group COE and its focus on promoting/supporting success for priority groups should be extended into Academic structures **P2**	• As above	No change. Consideration for future phases.
4.6.12		• It is proposed that the model must ensure structures to support the separate Māori, Pacific and International centres of excellence. • Feedback further proposes that this should be led by an executive leader whose main focus is to ensure that each of these centres priorities are met	• Any decisions pertaining to the structure and leadership of the Phase Two elements will be made after stakeholder participation in development, consultation etc. • We will be seeking stakeholder assistance with this. • With regards to the under 25s, while it is agreed that under 25s	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		under each of these centres General Managers. • It is suggested that Under 25s are the responsibility of each of these centres and should not singled out under a particular age group i.e. Under 25s are represented across the institute and within these centres in particular Māori and Pacific. **P2**	do indeed make up significant proportions of each priority group (and as such have distinctive needs and aspirations to be considered), we disagree that this group should not be singled out. The particular needs of young people is a key consideration.	
4.6.13		• The name feels corporate/government and is awkward and clunky. **P2**	• As stated in the proposal all names are working names only – placeholders until the 'right' names are worked out. • Working to define names will be part of Phase Two development.	No change
5	**Transition, Implementation and Operation**	*Overall Summary: There is concern about the loss of face to face contact between staff and students, and about Concentrix processes being driven by quantity rather than quality. Suggestions made include the need for clear business processes to support implementation, the need to develop and enhance PeopleSoft functionality and the opportunity for linkages with the marketing strategy. There are concerns about the rate and scale of change and the risks around the interface points between SBP and SAP. There are also concerns about who will manage the relationship with CNX and how we will successfully integrate the multitude of systems needed. Feedback suggested a lack of detail around the intended operating approach and a need for specific information on how the IT Help Desk will be run. A number of suggestions were made including comprehensive induction for staff and the need for a centralised framework to capture all customer feedback.* *There is a perceived cultural mismatch between Concentrix and Unitec and a concern that Concentrix will not be flexible enough to adapt to Unitec needs. There are privacy and security concerns and a concern that initial*		

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		service levels may not be achieved or meet needs of students. There is also concern about loss of institutional/specialist knowledge and experience. There is concern about the close timing between the implementation of Phase One and Two and the need for substantial staff training. There are concerns about the tight timeframe for implementing the technology required and about the assumption that all students have a certain level of digital literacy. There are some concerns about the impact of outsourcing on professional relationships, the loss of institutional knowledge and the perceived conflict of interest around students working for Concentrix. There are also some suggestions about how services could be merged and additional roles required to ensure coordination. *Staff appeared concerned that the new Priority Group COE will combine all the priory groups together into one space, which will mean a loss of cultural identity, service quality and effectiveness, safety and privacy. There is a suggestion that a clear plan is needed to culturally support students through all phases and for accessible options for face-to-face encounters at all three campuses.*		
5.1	**Business Processes**			
5.1.1		• Feedback suggests that there needs to be clear business processes to ensure the proper functioning of proactive services along with appropriate training for staff **P1&P2**	• Agree. In light of this there areb BAs (Business Analysts) who have been working alongside subject matter experts from services to develop those processes. • Appropriate training is also part of the planning and implementation plan.	No change
5.1.2		• There is concern that Concentrix processes will be driven by quantity rather than quality, with a prime focus on "converting inquiries to customer sales". Enrolment processes will need to be robust, with the ability and	• Work is underway to build robust processes throughout, not just for Enrolment. It is agreed that the quality of our engagement to customers is crucial to Unitec and there will be a number of mechanisms in place to work with Concentrix to	No Change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		flexibility to cater to and support all students and this will require that Concentrix staff have a cultural awareness and understanding of all student types and their particular needs throughout the process **P1**	deliver the best possible experience. This will be set out as part of our agreement with Concentrix through strong service levels that are set to deliver strong customer centric outcomes, personnel schedules that ensure the right resource profile and recruitment matrix, training based on brand values, gold standard customer service, and our new ways of working. • This will be supplemented by the new processes being implemented across the student lifecycle that will encourage collaboration with Unitec service teams.	
5.1.3		• There is a suggestion that there is a need to implement processes that provide and maintain services (both face to face and virtual) that are relevant to students **P1&2**	• Both face to face and virtual services remain. There is confidence the proposed new model provides services that are relevant to students because they are based on evidence and feedback. • If student needs change and there is a requirement for us to change our services, the new model will provide more robust business intelligence from which to make decisions.	No change
5.1.4		• There is a suggestion to address significant issues with the application process through the overdue development and enhancement of PeopleSoft functionality **P1** • Feedback suggests that the enrolment process must be robust and cater to all students (through various channels) in order to enable the institute to gain greater retention rates **P1** • There is concern over the outsourcing of the enrolment process. Feedback suggests there is a need to develop clear processes around this, in particular around the timing and approach of communication between Concentrix and relevant departments and the	• Agree, the system developments from a technology perspective are fundamental to our future state. There are over 300+ business requirements being factored into the technology enhancements coming. • It is agreed that achieving the business benefits cannot be realised if we continue to run the application and enrolment processes as we do today. Consequently a key initiative identified to support the new operating model is a re-engineering of the enquiry, application and enrolment processes. A working party has completed a review of the current state and has put forward a recommendation to implement a centralised admissions "centre" which is highly automated. (Noting that	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		organisation and facilitation of interviews, police vetting etc **P1**	there will be exceptions that do not meet standard criteria & require human intervention to progress). It aims to provide "Line of sight", as required from the customer perspective. It will be based on algorithms using information input by the customer to help guide the customer through an anticipated study-path. *In other words – to make it quicker and easier for prospective students to enrol, or current students to re-enrol.* • This initiative has now been formally setup as a project to deliver all of the technology changes required. There are considerable interdependencies being factored in. This includes all our legislative requirements during the application and enrolment stages. The relevant co-dependency between Services Blueprint and Sector Alignment are fundamental to ensuring our future as a high performing Institute of Technology.	
5.1.5		• Feedback indicates that face to face contact between staff and students is an important part of the student-centric service as it ensures students feel valued and welcomed and may be the only option for some students who do not have access to technology **P1 &2**	• Face to face contact is indeed important to many students and there is NO intention in the proposed model to remove this element. All current channels that exist for students will still exist, and there will be new channels as well (such as ORM) for those students who prefer this.	No change
5.1.6		• There is a suggestion to include/embed Marketing customer experience strategies in the acquisition and transition phases of the Student Lifecycle to align with brand values and recruitment and retention strategies **P1**	• Agree. Collaboration with Marketing on how that looks and feels in practice is underway.	No change
5.1.7		• Feedback indicated that Maia already have some successful processes in place to support students (e.g. relationships with Course Facilitators/Leaders, online service, study toolbox, facilitated group sessions) **P2**	• Noted. It is not intended to lose service functions that are proven to be successful. As we work together to develop Phase Two staff will assist in identifying these elements to ensure they are transitioned into the Phase Two implementation.	No change Consideration for Phase Two

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
5.1.8		• There is a concern that the Blueprint will have an impact on timetabling related services. **P1**	• A project was initiated in September 2014 called Timetabling Planning and Auto Scheduling (TPAS) that was initiated to automate the current timetabling process. This project is underway for the transition to automated timetabling being for the Semester B 2016 as the timetables until that period have already been set. • Sector Alignment also proposes that all Institutional and faculty staff responsible for timetabling will be integrated into a single team reporting to the Dean Teaching and Learning.	No change
5.1.9		• There is concern that there is a lack of clarity on the process for international queries - when should these be separated out and passed on to relevant international staff **P1**	• There are currently a number of options currently being considered for International enquiries, applications and enrolments. International will come into scope at phase 3. Until then there are interim measures in place. • One of the phase one workstreams involves identifying what constitutes a tier 1 generalist query and what constitutes a tier 2 specialist query.	Implication for EAE project
5.1.10		• Phase 1: Acquisition – if students need help to set goals at this early stage (Raising awareness and aspiration) it is suggested that extra resource (career support/lecturers) may be needed to provide this **P1**	• The acquisition phase is (as yet) an untapped area of potential. There is considerable scope for us to improve the information, self-service resources, and decision making functions we can provide for prospective students. That is an aim of the new model and we will be working with the future marketing department to develop this. • It is agreed that there are many types of resources (including career) that should be available up front to enable prospective students to make well informed decisions.	No change Consideration for Phase Two
5.2	**Implementation**			
5.2.1		• It is proposed that there needs to be proper processes in place to correctly identify a student and provide the appropriate service **P1**	• Agree. There is significant potential we have yet to realise in the area of student profiles, segmentation, and personalisation. The processes	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			and technology that are have been developed and identified for phase 1 will start realizing these aims.	
5.2.2		• Feedback suggested there was a lack of detail in the proposal for change around the intended operating approach, which made it difficult to provide feedback. There needs to be some specific information on how the IT Help Desk will be run by Concentrix (staff location and tasks) to ensure the same level and range of services currently provided by IMS HD can be provided by Concentrix **P1**	• Concentrix will have a master contract agreed, with service definition and service level defined. Once the contract is signed, a key deliverable of the transition plan will be a detailed Standard Operating Procedures document, indicating how all the IT services will be delivered. This will be part of the exit criteria before handover of services to Concentrix. • Detailed process mapping has been undertaken to establish the breadth and detail of services currently delivered by IMS.	

5.2.3		• It is proposed that the help desk will need to operate in a similar manner/deliver similar services to current HD with the same amount/measure of flex/adaptability **P1**	• The future state will be a different operating model from today. Supporting this will be:
			   • Improved use of self service options for students and staff
			   • Better use of knowledgebase to resolve common repeatable requests.
			   • Strong commercial service levels on performance and expectations that capabilities are in line with Unitec requirements.
			   • Also as above in 5.2.2	

5.2.4		• It is suggested that staff need to experience consistency in terms of quality of service, high level responsiveness, understanding of students situation (past history/issues/concerns), knowing that privacy is key (where appropriate) **P1**	• Agree. With regards quality of service and consistency we are working to ensure simple streamlined processes with clearly defined roles and responsibilities. Education and training on the new processes and enabling technology will significantly improve the quality (and consistency) and responsiveness of service. Technology that provides for a consistent overview of the student and the interactions with the student will provide customer services with a better,	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			clearer view of the student's situation. Access to the technology and the data would be governed by our privacy policies and security processes. It is a 'non-negotiable' that privacy and confidentiality are protected for all students and staff.	
5.2.5		• It is suggested that staff retention is critical for students to enjoy a consistent high quality service **P1**	• It is agreed that having a stable staff base is beneficial for many reasons. It is also important that staff are supported with the right processes, technology, training, leadership and capability development. These and many other factors need to be considered in order to create an environment where students enjoy a consistently high level of service. • There will be no **reduction of students' ability to connect face to face with staff** in the new model. Relationships are a primary 'enhancement factor' that impact positively on student persistence and sense of belonging. As such we will be looking for ways to optimise this further, not remove it.	No change
5.2.6		• There is a perception that the new model has heavy reliance on Knowledge Base, and this will require commitment from teams and individuals across the organisation to participate and submit knowledge articles and for these to be assessed and maintained. **P1** • It is proposed that there be a centralised framework set up to capture ALL customer feedback, that ensures the information is organised in a meaningful way to enable decisions to be made across the organisation, both strategically and operationally **P1**	• Yes the development of a KNOWLEDGE MANAGEMENT SYSTEM will require input from service teams to ensure all necessary information is captured. This process will be lead and managed by a member of the project team. • The ongoing maintenance of the KNOWLEDGE MANAGEMENT SYSTEM will be led by the Benefits Realisation team in the proposed new model.	No change
5.2.7		• There is a concern that privacy and the associated access to systems and records could be an issue and needs to be	• It is a 'non-negotiable' that privacy and confidentiality are protected for all students and staff.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		properly addressed before implementation **P1**	• Both Concentrix and Unitec successfully employ a large number of students in front line customer service roles right now. Both organisations have privacy policies and security processes that are applied to the recruitment and employment of all new staff. This would be no different.	
5.2.8		• It is suggested that Programme Advisors need to be located close to academic staff to make it easy to navigate and resolve the all related matters **P1**	• The future state will be extremely different to the current state. This is in regards to our approaches, processes, requirements, technology enhancements and physical presence. An example of a key shift is the critical importance of workflow activity through the system. This enables tracking transparency and efficiencies of time.	No change
5.2.9		• There is concern that the implementation may impact key student functions (e.g. graduation, start of semester etc) **P1**	• Part of the decision to implement in April was to ensure we did not interrupt business continuity for semester 1 2016. However it is acknowledged that part of transition planning is to clearly establish how we transition from current to future state without negative impact to students.	No change

5.2.10		• There is concern that Unitec is not able to successfully integrate the multitude of systems needed/required **P1**	• For clarity, there has been 12 technologies identified that are required to enable the new student services Blueprint model. Of the 12 technologies;
			  ○ 5 are already implemented and in use at Unitec but will require configuration changes for the new processes.
			  ○ 2 are proposed to be provided by Concentrix as part of their scope of services
			  ○ 5 are new technologies, of which only 1 is required for phase 1.
			• However this concern is acknowledged and will be actively managed as a risk to the project.
				No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
5.2.1 1		• There is concern about the ability of some areas to provide or sufficiently resource activities to implement Phase 1 (e.g. Library – KNOWLEDGE MANAGEMENT SYSTEM) **P1**	• This concern is acknowledged. Whilst Subject Matter Experts (SMEs) from the various services are not required to develop or build the KNOWLEDGE MANAGEMENT SYSTEM they will certainly be required to participate in identifying correct suites of information to be included. • The implementation of phase 1 is the work of the project team and service staff are not required to undertake implementation activities	No change
5.2.1 2		• Suggestion that all new staff need to undergo a comprehensive induction – systems, processes etc **P1&P2**	• Agree. In light of the changes to processes and technology the project team are working with the Professional Development team to develop a comprehensive induction for all new staff. Also being developed are education and training on the new processes and systems for existing staff who may be impacted by the changes.	No change
5.2.1 3		• There is concern about the interface points between the SBP project and SA project and the risks it will raise **P1&P2**	• Staff feedback throughout this consultation process has highlighted some key areas of interface that need further consideration. These are outlined in a separate section in the outcome document as well as in this feedback sheet in section 6.	No change
5.2.1 4		• It is suggested that we need tiered enquiry levels **P1&P2**	• Agreed. Recruitment of resource to undertake this vital work for this project has been done.	No change
5.3	**Implementation - risks**			
5.3.1		• There is a perceived cultural mismatch between Concentrix and Unitec. **P1** o There is a concern that Concentrix will have no 'flex'/ability to adapt to Unitec needs and Concentrix staff will only do the base minimum to resolve an issue (no value add), operating times. o There is concern that Concentrix will apply 'call centre' ways of working when providing services to Unitec and its staff, i.e.	• The ability to flex to Unitec's changing requirements was part of the rationale for outsourcing. This is due to the fact that services can be turned up or down based on demand and that isn't available in the way we provide services today. • To ensure that the services delivered are more than minimum Concentrix will also be included as part of the Guiding Coalition. This coalition would be made up of the General Managers, Managers, and the	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		impersonal, limited, filtered and rigid.	Executive Leadership Team member. Working together as an alliance across the entire service model. • We will not be engaging with an external provider in a 'call centre' model, because our requirements for Student Services go beyond that and any agreement with a provider will reflect the nature of our business and requirements.	
5.3.2		• There are privacy and security concerns (accessibility to the data/security provisions). **P1**	• The systems that are provided to Concentrix for managing student and staff data will still be owned by Unitec. • Access will only be provided based on the needs of the role. The access rights will be assigned by Unitec. • As part of their proposal Concentrix also bring increased monitoring by providing voice recording and logging of all interactions. This will be audited frequently to ensure compliance to our policies and standards. • Overall it is expected that the new model with Concentrix will improve our privacy and security capabilities above what is in place today.	No change
5.3.3		• There is concern that Contract management/SLA's including pricing/service requests will not be properly drafted/measured or monitored and managed resulting in greater costs/less effectiveness/efficiencies realised. A concern that initial service levels may not be achieved or meet needs of students. **P1**	• Contract management is important, and it is important to ensure it is managed well. The contract is around service and there is distinct schedules that will cover this and will be managed by particular individuals. They will report regularly from our side and validate the findings. Students will be surveyed on a routine basis to ensure these have been met.	No change
5.3.4		• There is a concern that there will be a loss of institutional/specialist knowledge and experience (turnover or secondments) **P1**	• This is a concern indeed. Currently a great deal of institutional knowledge rests within somebody's head and is not readily accessible for everyone. It is our aim (and is currently underway) to capture institutional knowledge within a KNOWLEDGE MANAGEMENT SYSTEM that enables easy access	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			to staff, is updated in real time and monitored regularly.	
5.3.5		• There is concern that the close timing may present challenges to the implementation of Phase Two (as Phase One would still be in process). Time is needed to embed changes to process, people and technology. Concern that we don't learn from lessons from past projects or build on current successes. There is also a perceived lack of alignment and interface between SAP and SBP implementation. (Timing/implementation of changes) **P1 & P2**	• The approach that was taken was reviewed against options for a single proposal for change across all student services, a 3 phased approach, as well as the release with the Sector Alignment proposal for change. • The decision to phase the proposals was to ensure that: ○ The totality of change is clear for staff to be able to respond to the proposal for change. ○ The phased approach allows for Unitec to take learnings from each phase to apply and fine-tune each subsequent proposal ensuring a robust process based on evidential feedback. ○ The timing of the phases was to minimize the risk of change fatigue to staff affected.	No change
5.3.6		• Feedback suggests that this is a complex operating environment requiring comprehensive understanding (capability and competency) to operate efficiently/effectively. **P1**	• Yes it is a complex environment that is why so much time in this phase is spent going through all the various elements of this process to ensure all the necessary components are captured.	No change
5.3.7		• There is concern over the possibility of technology implementation delays and the impact this will have on the process, and further concern that the scope is not clearly or fully defined/agreed. **P1**	• As this model is a technology enabled one, the emphasis on getting the right technology solutions has been a top priority. • Approx. 15 technology solutions and 300 business requirements (in the Customer services area alone) have been identified, that technology must be able to meet. A wide range of stakeholders have been involved in this process to ensure we have the right requirements. • Many solutions are now currently in development and will also undergo a testing stage to validate and improve their functionality.	No change
5.4	**Transitional Arrangements**			

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
5.4.1		• Concern over risks if the transition is not planned or managed effectively **P1** • There is a suggestion that there should be a trial and review process for each of the phases, in order to measure and make adjustments where required, to ensure the change will work **P1&2**	• Transition will be managed very carefully with measures around milestones, deliverables, and so on. Clearly if milestones are not met, that will raise risks which will have to be closely monitored. • There will be a testing phase before 'Go Live' in order for any glitches to be remedied.	No change
5.4.2		• Feedback has suggested that the documents should be clear about decisions made, re: outsourcing. Be explicit about the why, how, when. • Feedback has further suggested the need for clarity around the role of the ORM and the link to Concentrix and how this will impact Phase Two **P1&P2**	• Noted. The current proposal for change document, the questions asked during the consultation process and the answers provided all provide a detailed view of the current proposed option to outsource. Additional information is provided in this sheet (see Outsourcing above). • The ORM (and therefore the Relationship Managers) are the link between the student and the services that students seek (not just Admissions and Enrolment). Concentrix will be providing the ORM service and there will be clear escalation paths so that CNX staff know when, how and who the query needs to be escalated to.	No change
5.4.3		• There was a proposal for clear plans to culturally support students through all phases (e.g. location of cultural spaces) **P2**	• Noted. We will work with all our stakeholders, through the development of all phases, to better plan to support students, including culturally. This plan would include involving students to help us understand what would work best for them and the services to be delivered (and where they should be delivered).	No change Consideration for Phase Two

5.4.4		• Feedback suggested that there needs to be a defined technology roadmap that sets out the requirements and solution implementation timeline together with plans to build staff capability (e.g. international applications) before/during implementation. (Need to show timelines aligned to phase implementation dates). Concern that timeframe for delivery is reliant on having	• Yes there is a technology roadmap which identifies 12 technologies that are required to enable the new student services Blueprint model. Of the 12 technologies;
			   o 5 are already implemented and in use at Unitec but will require configuration changes for the new processes.
			   o 2 are proposed to be provided by Concentrix as
				No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		technological infrastructure ready (ORM, KNOWLEDGE MANAGEMENT SYSTEM, CRM) **P1**	part of their scope of services o 5 are new technologies, of which only 1 is required for phase 1.	
5.4.5		• Suggestion that staffing arrangements for TMLU need to be confirmed for BP transition (P1 and P2) to ensure service commitment throughout process **P1**	• This is a vital part of the work currently being done now. Understanding the variations to process, the diversity of the SLAs, and arrangements (including staffing) we have with various other organisations is critical to ensuring we do not lose or damage those relationships or negatively impact the student/customer experience.	No change Implications for EAE project
5.4.6		• Suggestion to utilise existing institutional knowledge and expertise in regards to transition planning and processes (transition to tertiary education). Concern that existing good practice has not been factored in to the new ways of operating and that links between SBP and SAP have not been considered/established **P1&P2**	• This is a concern indeed. Currently a great deal of institutional knowledge rests within somebody's head and is not readily accessible for everyone. It is our aim (and is currently underway) to capture institutional knowledge throughout each of the project phases. Using the KNOWLEDGE MANAGEMENT SYSTEM will enable easy access to this information for staff that is updated in real time and monitored regularly.	No change
5.4.7		• There is concern that increased use of/focus on technology will affect the accessibility to students who do not all have the same level of digital literacy. Need to ensure adequate training is provided to staff and students **P1&P2**	• Noted. Technology is a key enabler for the Blueprint project and it is planned to educate and train staff in the new processes and systems for each phase of the project. The current channels (face to face and phone) for non-digital literate students will still be available.	No change
5.4.8		• There is concern that the timing between phases will be disruptive and may impact student retention and success. The short timeframes do not allow for assessment and review between phases. Suggestion that the Blueprint goes slow for phases 2 and 3 **P2**	• Our main focus during this period of change will be ensuring students are not impacted negatively as implementation work is carried out. • An Implementation Project Team have been established who will plan transition arrangements. These will be planned to minimise impact on enrolments and teaching and learning.	No change Establishment of a task force

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			• A task force will be established who will be troubleshooting and identifying any teething problems to minimize disruption to student experience. That being said though, we will all need to work together to minimize issues for our students.	
5.4.9		• Prior to implementation staff will require substantial training - specific reference was made regarding Funding Options and the importance for oversight/monitoring during admissions activities **P1**	• Noted. The Enquiry to Admissions and Enrolment processes currently developed includes making students aware of the funding options available. It will still be up to the students to action their funding choice. It is planned to educate and train staff in the new processes and systems for each phase of the project.	No change Implications for EAE project
5.4.10		• Proposal that key experienced specialists retention should be considered during the transition phases **P1**	• It is acknowledged that institutional knowledge and its importance in business continuity. We are working with impacted departments to put in measures to retain this knowledge during transition including incentive and implementing a KNOWLEDGE MANAGEMENT SYSTEM to capture key knowledge items.	No change

5.4.11		• There was a suggestion that we need to consult with our third party partners and include them in the transition plans: **P1**
		  o Construction Site Safe
		  o Skills Update Training Institute (SUTI)
		  o Animation College
		  o North Tec
		  o Mindlab
		  o NZ Police
		  o STAR and Gateway (Transition Programmes)
			• This is a vital part of the work currently being undertaken now. Understanding the variations to process, the diversity of the SLAs, and arrangements we have with various other organisations is critical to ensuring we do not lose or damage those relationships or negatively impact the student/customer experience.
			• We are working with SMEs to identify and understand these interdependencies.
				No change Implications for EAE project

5.4.12		• Customer services staff (including those responsible for ORM) need to be trained (in advance) on the industry sector and academic pathways **P1**	• Agree and this is outlined in further detail in the Sector Alignment and Blueprint Interface section in the outcome document.	No change Implications for EAE project
5.4.13		• Feedback clearly indicated that the changes brought about by the implementation of the model need to be properly	• Noted and agreed. There have been lessons drawn on from previous change initiatives regarding planning, transition and implementation. This is	No Change. Consideration for phase 1 transition planning

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		assessed, planned for and carefully implemented **P1 & 2**	especially vital for a complex and significant project such as this and is why we are now, and will be continuing to, engage with SMEs (Subject Matter Experts) to ensure all facets of the change are identified and planned for.	
5.5	**Infrastructure and Property**			
5.5.1	IT Systems	• There is concern whether April is a realistic timeframe to capture the business requirements from all Stakeholders, and develop, test and implement the technology (ORM, KNOWLEDGE MANAGEMENT SYSTEM, CRM) required to support the future state processes and customer centric experience **P1**	• Work is already well progressed on establishing the new business processes, requirement definition and technology business cases.	No change
5.5.2		• There is a suggestion to merge the teams that manage other academic systems (e.g. Moodle and Research Output Management System [ROMS]) and other student interfaces (e.g. Unitec website) to become part of the IMS team along with the Library Resources team **P1&2&3**	• These possibilities will be reviewed after phase 1.	No change for phase 1.
5.5.3		• There is a concern that under resourcing in the past for developing technology has led to a lot of frustration. This project is an opportunity to develop and enhance PeopleSoft functionality to address issues with the current application process **P1**	• Agree with this feedback. This project is being setup with the right priority, resources, funding and capability to provide the best opportunity for success. This is also demonstrated in the holistic approach of the proposal taking into account people, processes and technology. • We have also learned from previous change projects how important it is to have this planned correctly.	No change
5.5.4		• There is a suggestion to build in a security measure to track who has viewed student records in PeopleSoft **P1**	• Agree - the audit functionality has already been enabled in PeopleSoft.	No change
5.5.5		• Feedback strongly suggested that all hardware, software and licences should be owned by Unitec. This included the specialists required to maintain and manage these.	• Agree, all hardware and software will be owned by Unitec, or Unitec will have the rights to own in the event of a termination of the contract with Concentrix.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
5.5.6	**Buildings/ Space**	• Feedback indicates that Infrastructure is in poor condition and underinvestment has diminished utility. Suggest a need to engage staff/students who use these spaces/facilities to establish clear deficits (e.g. classroom capacity, air-conditioning and ventilation, Wi-Fi, computing and video facilities) **P2**	• The development of the HUB space is not in scope for the Blueprint. There have been many discussions with the property team to pass on staff and student feedback about requirements for space with regards to services.	No change
5.5.7		• There is a concern that the new Priority Group COE will combine all the priory groups together into one space, which will mean a loss of cultural identity, service quality and effectiveness, safety and privacy. Need to clarify how they could remain their own separate entities, while also sharing space and working collaboratively **P2**	• Please see responses at 1.2.5, 2.4.1 and 4.6	No change
5.5.8		• There is a suggestion that it is important that there are accessible options for face-to-face encounters at all three campuses. Need clarity around how this will work and Concentrix's role **P1**	• As articulated in the proposal there is no intention to remove face to face options. • Concentrix will provide on-site face to face 'help-desk' at all three campuses, and in most cases, for extended hours than currently offered.	No change
5.5.9		• Feedback highlights the importance of co-locating services in a central hub to allow easy access for students and enable service groups to develop closer working relationships, flexibility and adaptability **P1&2**	• Agree. This is the intention and is the basis of discussions had with the property team.	No change
5.5.10		• It is proposed that combining priority groups together into one space will mean a loss of cultural identity, service quality and effectiveness, safety and privacy **P2**	• It is not proposed to combine priority groups together. • Please see response at 1.2 (Rationale for Change)	No change. Consideration for future phases.
5.5.11		• Suggestion that Maia have a clear presence in any student learning space - conceptualised as a Māori academic space that supports indigenous teaching and learning praxis **P2**	• There is interest in exploring these ideas further to develop the model in detail for Phase Two. • We will be engaging with key stakeholders across the organisation to assist with this.	No change. Consideration for future phases.
5.6	**Roles**			

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
5.6.1		• It is suggested that the GM Benefits Realisation role should be in scope for Phase One as it is critical in managing the Concentrix relationship. Or that there is an introduction of a management position to facilitate the Unitec and Concentrix relationship. **P1**	• There will be an interim role within the Executive Leadership Team that manages this relationship	No change
5.6.2		• There is concern that long standing professional relationships that have been built between the Programme Leaders, Curriculum Leaders and Student Admin team (all responsible for the department's student admissions process) will become less collegial as the Student Administrator role is outsourced to Concentrix. **P1**	• It is acknowledged in some programmes there are long-standing relationships and also acknowledge that changes of staff at any time can have an impact. Both the Sector Alignment and Blueprint Student Services new operating models are aimed at enhancing collaboration and collegiality and building robust processes to ensure minimum impact if there are staff changes. We could expect and have service level agreements in place to monitor any external partner delivering these services. Academic Leaders will remain a key link with the Customer Services team.	No change
5.6.3		• There is a concern that students will be placed in temporary or contract roles, over staff who work for longer periods of time, resulting in a loss of institutional knowledge. **P1 & P2**	• Agreed to the importance of institutional knowledge, but also acknowledge that this is fluid as staff move in and out of the organisation. The project is implementing processes and technology (such as a KNOWLEDGE MANAGEMENT SYSTEM) to help retain and improve this institutional knowledge. • We currently employ students in a variety of roles across Unitec and we will continue to employ a range of candidates, some of whom may be students, to continue to meet our staffing needs.	No change
5.6.4		• Also a perceived conflict of interest around students who work for Concentrix because of issues with privacy. **P1**	• It is a 'non-negotiable' that privacy and confidentiality are protected for all students and staff. • Both Concentrix and Unitec successfully employ a large number of students in front line customer service roles right	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			now. Both organisations have privacy policies and security processes that are applied to the recruitment and employment of all new staff. This would be no different.	
5.6.5		• Suggested requirement is that whoever is doing the current Programme Administrator functions will require written administrative processes to link function between all areas from the outset. **P1**	• As part of the implementation of Phase 1 Blueprint Student Services, Programme Administrators will be provided with training relevant to new admissions processes. Written process documentation will be accessible by all relevant staff	Capability Development Workstream Phase 1 Ensure link to EAE project
5.6.6		• It is suggested to introduce a Campus Manager at Waitakere to bridge a gap with Albany campus. **P2**	• This falls outside of the current scope of the blueprint project. We will continue to review roles and responsibilities during this (and other) transformation projects.	No change
5.6.7		• It is suggested that there needs to be a role identified in each network that has explicit responsibility for co-ordinating with the International team. **P2**	• International are in scope for phase 3 and until then an interim measure will be put in place. • This will include dedicated international student administration support. This position will embed and administer the new EAE process for International.	Change to impacted staff as current Student Administrator – International to be transferred to International to provide generalist and specialist support until phase three.
5.6.8		• It is proposed to alter the job title GM Student Experience to GM Student Achievement and Experience **P2**	• Any changes to position names will be undertaken as part of the development of Phase Two	No change

5.6.9		• There is concern that a level of service will be lost in the new model. IMS technicians currently provide support to students and staff helping to set up iPads and laptops, install/maintain and update specialist software and troubleshoot remotely or locally (e.g. Disability Liaison Centre). Suggestion is to consider who and how this support will be provided **P1**	• The services to be provided in the new customer services team will be agreed and defined in the contract with Concentrix through;
			  • A services schedule including a Service operations and procedures guide across all support activities currently provided by IMS helpdesk.
			  • Improved use of self service options for students and staff
				IMS, and specialist support services it provides, will be considered outside of the SBP. This will be to ensure continued support for specialist systems.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
			• Better use of knowledgebase to resolve common repeatable requests. • Strong commercial service levels on performance and that capabilities are in line with Unitec requirements.	
6	**Sector Alignment and Blueprint Interface**	***Overall Summary:*** *Numerous submissions express concern that the two proposals are not aligned and could result in a bifurcated student experience. It is recommended that the two proposals be integrated and evaluated as a whole rather than as two separate proposals, and a number of opportunities have been identified to make the links between the two proposals clearer. There are concerns about the relationship between academic and student service roles (particularly between Programme Administration and Student Administration) and the impact of the Student Services Blueprint on academic staff (especially Academic Leaders). There is a view that quality advice cannot be provided under the new Student Services model as students pose a wide variety and complexity of enquiries. It is suggested that the role of academic staff and their links with services through various phases of the student lifecycle could be made clearer. There is concern about the disestablishment of FOMs given the likely negative impact on EFTs of proposed changes to Student Services. There are also a number of concerns about the timing of the two proposals including impact on the student experience and the level of disruption it will cause.*		
6.1	**Alignment**	• Numerous submissions express concern that the Sector Alignment and Student Services Blueprint proposals are not aligned and are based on different language, assumptions and thinking;	• Recognise and acknowledge that there was a lack of alignment in some areas across the two proposals. It is indeed critical that the student experience is seamless and not bifurcated. As part of the development of	No change Consideration for Phase Two

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		Blueprint is customer-centric while Sector Alignment is focused on academic organisation and structure. The consequence is a lack of cohesion as the two proposals reflect and emphasise differing approaches to student success, retention, wellbeing and wider outcomes, and potentially reinforce different organisational cultures. For students this could potentially drive a bifurcated student experience and identity, rather than the seamless engagement sought. The design of each and both must demonstrate convergence for the student experience to avoid the need for them to constantly make paradigm shifts within the organisation. More details on alignment can be found at the end of the document	Phase Two of both Sector Alignment and Blueprint the project teams will be working to ensure closer alignment at the interfaces between Student and academic services. We will be engaging with key internal stakeholders across the organisation to assist with this. • There are three members of the Steering Group who sit across both projects for the purpose of understanding and aligning each of the models.	
6.2	**Structure**	• Concern as to how the relationship between Academic Leaders and ORMs (proposed new positions under Student Services Blueprint) will work, in particular that ORMs will have to rely on ALs to address enrolment issues outside their knowledge areas. • Recommendation for Maia as a student support service but with the academic courses currently sitting with Maia being more appropriately situated within the Networks. • The Pacific Centre, Maia and TPA learning centres all straddle the line between service functions and academic functions and there is a concern that we have failed to recognise the implications of this or outline how this works in practice. • Suggestion for the establishment of one committee tasked with collective impact responsibilities across the	• A new enquiry to applications to enrolment process has been developed (to be implemented as part of Blueprint Phase 1 for April 2016) and this will minimise the requirement for referral to Academic Leaders. However where there is still requirement for intervention by Academic Leaders this will be managed through a standardised escalation process. All relevant staff will be advised of this and training will be provided during implementation. • The place of Maia as a provider of student services will be considered in Phase Two of the Blueprint; we will be engaging more broadly with Māori staff and students to develop the model together. • Acknowledge that the Pacific Centre, Maia and TPA learning Centres are currently key areas of interface between student service and academic functions. As part of the development of Phase Two Blueprint, we will be	No change Implications for EAE project

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		Networks and Student Services. This does not exist currently.	considering through consultation what form these services take and how to achieve closer alignment at the interfaces between student and academic services. We will be engaging with key internal stakeholders across the organisation to assist with this. • Agree that there is a need for collective and collaborative strategic leadership across Networks and Student Services. We consider that the establishment of such a function will be a key responsibility of the incoming Deans Innovation and Development, General Managers Benefits Realisation (for both Networks and Student Services), the Student Services Guiding Coalition, and the Deans Teaching & Learning.	
6.3	**Programme Administrati on Interface with Student Services**	• There is a concern that the relationship between Programme Administration and that of the Blueprint-affected areas has not been fully considered and this could have a detrimental effect on students. There are also variations to Programme Administration practice across the institute that would need to be mapped at a programme-by-programme level. • Concern that long standing professional relationships that have been built between the Programme Leaders/Curriculum Leaders and the Student Administration team responsible for the department's student admissions process will become less collegial as the role of the Student Administrator is outsourced to a separate company. • Concern that Programme Administrators will be required to support students through various changes associated with the new Student Services model; concern that	• Phase Two of Sector Alignment will include a comprehensive review and relook of the Programme Administration function across the organisation. As part of this process we will be looking to ensure the interface with Student Services has been fully considered and aligned. Extensive mapping of relationships and processes is to be completed. • We acknowledge in some programmes there are long-standing relationships and also acknowledge that changes of staff at any time can have an impact. Both the Sector Alignment and Blueprint Student Services new operating models are aimed at enhancing collaboration and collegiality and building robust processes to ensure minimum impact if there are staff changes. We could expect and have service level agreements in place to monitor any external partner delivering these services. Academic Leaders will remain a key link with the Customer Services team.	No change Implications for EAE project

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Future Phase
		Programme Administrators are located close to academic staff and students rather than being physically centralised into one location. • Suggestion that Programme Administration functions will require Written Administrative Processes from Student Services to link function between all areas from the outset (given the new suite of processes emerging from Student Services). • The connection between the admissions centre and academic departments needs to be outlined – this is key to Unitec improving conversion of enquiry to enrolment.	• There is currently no intention to physically co-locate Programme Administrators. Any change to the way Programme Administration is carried out will be considered as part of Phase Two Sector Alignment. • As part of the implementation of Phase 1 Blueprint Student Services, Programme Administrators will be provided with training relevant to new admissions processes. Written process documentation will be accessible by all relevant staff via a real-time cloud-based solution. • Agree that the connection between admissions and academic areas needs clarification. Currently the entry criteria for all 137 active academic programmes are being considered and rationalised. This will clarify the points of interface between Customer Services and Practice Pathways in regard to the admissions process.	
6.4	**Impact on Academic Staff**	• Concern that the implementation of the proposed new Student Services (Blueprint) model – particularly Phase One with the outsourcing of customer services to Concentrix - will likely have a significant impact on the work of academics and especially the Academic Leaders, as it did around 2009 when the Student Central model was introduced. • Question the potential impact of the establishment of a Priority Groups Centre of Excellence (as part of Student Services Blueprint) on the Dean T&L MM as the Dean's role should be seen as the embedding of MM for ALL staff and students (not just Priority Groups).	• Lessons have been learned from the 2009 restructure of Student Central with regards to ensuring the proper technology solutions, processes, and training are in place to ensure a smooth transition. Having clear transition arrangements and a robust implementation plan in place will minimise any negative impact. • We acknowledge that we have had a number of submissions around the concept of the Priority Groups Centre of Excellence including the potential inclusion of the Dean T&L MM within scope. These suggestions will be considered as part of the development of Phase Two Blueprint Student Services. We will be consulting with key internal stakeholders across the organisation to assist with this.	No change

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6.5	**Language Learning Centre**	• Concern regarding the future of the Language Learning Centre which doesn't appear to be addressed by either proposal (either in relation to the Bridgepoint Network or the Hub and Student Services development), beyond a reference to the review of LLC Administrators roles in Phase Two. (Note – this was out of scope for SBP).	• At this stage the Language Learning Centre is proposed to be part of the Bridgepoint Network. The role in future of the Language Learning Centre will be considered in Phase Two Sector Alignment and will also be influenced by the outcome of the Student Services Blueprint proposal for change.	No change. Phase Two Consideration: Role of the Language Learning Centre
6.6	**Student Experience**	• Concern that there is no mention in the Network structure of providing academic support and guidance for students in choosing a programme and courses; the view is that quality advice cannot "be scripted into a call/service centre environment" (i.e. cannot be dealt with under the new Student Services model) as students and potential students pose a wide variety and complexity of enquiries.	• The implementation of Phase 1 Blueprint Student Services will introduce a number of self-service technology solutions to enable students to make more informed and simplified decisions about programme pathways. This will be supplemented by Customer Services generalists and specialists who can provide face-to-face guidance to deal with a wide range and complexity of enquiries, and escalation to Academic Leaders as required. We will not be engaging with an external provider in a call centre model, our requirements for Student Services go beyond that and any agreement with a provider will reflect the nature of our business and requirements.	No change
6.7	**Disestablishe d Roles**	• Concern about the disestablishment of FOMs given the likely negative impact on EFTs of proposed changes to Student Services (Blueprint) as FOMs play a key role in "determining strategies to increase/maintain EFTs).	• Determining strategies to increase/maintain EFTs will be the responsibility of the GMs Benefits Realisation with the support of Resource Coordinators.	No change
6.8	**Timing**	• Concern about the timing of Phase Two of Sector Alignment coinciding with Blueprint Phase Two changes; in particular: o Given that Programme Administrators are key to supporting students, suggestion that enough lead time should be allowed for each of these changes as both deal directly with student	• Our main focus during this period of change will be ensuring students are not impacted negatively as we work through implementation. • We have established an Implementation Project Team who will plan transition arrangements. These will be planned to minimise impact on enrolments and teaching and learning.	No change Implications for EAE project Establishment of task force

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		well-being and student learning. ○ Suggestion that HoPPs and ALs be given time to immerse in their new functions and get familiar with the students' and programmes' needs and issues before the re-look on programme administration and Phase Two of the Blueprint for Student Services are implemented. • Disestablishment of Programme and Curriculum Leader roles by June 2016 will exacerbate student dissatisfaction and confusion as it coincides with changes to Student Support Services and will impact on the provision of advice on programmes and courses. • With the proposed Sector Alignment and Blueprint being implemented at the same time, the workforce within Unitec that deals directly with programmes and students have been diminished substantially. It leaves only the current programme administrator roles who can ensure continuity of existing processes within programme. • General concern about the level of disruption to the organisation across multiple fronts with the implementation of both proposals occurring at the same time.	• We intend to establish a task force who will be troubleshooting and identifying any teething problems to minimize student issues arising. That being said though, we will all need to work together to minimize issues for our students. • Timing for the relook of Programme Administration (as part of Phase Two Sector Alignment) has not yet been confirmed, but cognizance will be taken of interdependencies with the implementation of Phase 1.	
6.9	Opportunities for Alignment Between the Two Documents	• Recommendation that the two proposals be integrated and evaluated as a whole rather than as two separate proposals. A number of opportunities have also been identified to make links between the two proposals clearer	• Responses have been provided below.	N/A
6.9.1	Leadership and Operation	• Benefits Realisation notes connection and networking across teaching and learning and student services via cross	• Recognise that there are multiple opportunities for the GMs Benefits Realisation to work collaboratively across the	No change

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		organisational functions. Opportunities for the GM Benefits Realisation in both SBP and SAP work together in a converged manner. • More detail is required around how the Guiding Coalition works with the leadership structure of Sector Alignment. This should include alignment of the student experience through consistent organisational KPIs across both. • The centralised oversight of Student Services processes, data, and outcomes needs to be aligned/linked with the KPIs in the Sector Alignment document. • In Sector Alignment there is a focus on enterprise-wide engagement, co-creation and innovation, with teams working as communities of practice - the seamlessness needs to be inclusive of services. • Links to Sector Alignment positions/functions are not evident in the position descriptions for key Student Services positions (e.g. Admissions Advisors and Team Leaders). It would be logical to assume that a key relationship in these positions would be with Pathways and Practices Groups and Networks but these are not included • Attributes in position descriptions and for selection criteria should be aligned.	organisation. This is an expectation of those positions and is reflected in their position descriptions. The GM BRs from both Sector Alignment and Blueprint will work as a network along with the GM IMS, GM People & Culture, GM Decision Support, GM Procurement and Director Facilities Management. • Agree that there is a need for collective and collaborative strategic leadership across Networks and Student Services. We consider that the establishment of such a function will be a key responsibility of both the incoming General Managers Benefits Realisation (for both Networks and Student Services) and the Student Services Guiding Coalition, working with the Sector Alignment leadership team. • We consider the KPIs to be congruent across both models although they may currently be presented in different formats and language; we will be working to ensure these are aligned through the development of Phase Two Blueprint Student Services. • The intention is that Communities of Practice will span all functions of the organization as required. • The links to Sector Alignment will be made clear through key relationships in the position descriptions for key Student Services roles. • The foundational capabilities referenced in the Sector Alignment Proposal for Change apply across all Unitec positions and are the attributes that we expect all Unitec staff to demonstrate. These capabilities form part of the selection criteria for the recruitment of new positions, along with specific job requirements. These will inform the recruitment and selection process for the	

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			recruitment of new Customer Services positions.	
6.9.2	**Background and Approach**	• The background to the Sector Alignment proposal is more explicit about the broader contextual drivers of change and could be used to pull both proposals together more effectively. • There needs to be a clarity around shared purpose – the opportunity to take a "whole-of –institution" approach is key. However the language of each proposal separates them significantly. • Significant differences in the diagrammatic representations of the two proposals. Where Sector Alignment demonstrates links, flow, movement and a degree of flexibility as well as ambiguity; the SSB seems very hierarchical and siloed.	• Contextual information in the outcome documents will be aligned. • We believe there is a clear shared purpose reflected in both documents which is to enable better futures for students, communities, public and private enterprise. The ultimate goal of both projects is to achieve this. • Regarding differences in diagrammatic representations, it should be noted that the proposal was for consultation on Phase 1 of Blueprint Student Services only. The model for Phase Two Blueprint has not yet been developed to the level of detail to enable alignment of diagrammatic representation across the two proposals. We would expect this to evolve through significant input from staff during the development of Phase Two.	No change. Notes for Change Team: Ensure alignment and consistency across outcome documents as far as possible.

6.9.3	**Specific Service Areas and their links with Academic Functions**	• The role of academic staff and their links with services through various phases of the student lifecycle could be made clearer:
		  ○ Career communities indicate a greater alliance with teaching and learning, within the Achievement Team. Stronger links to Careers Services.
		  ○ The connection between ORMs and the Help Desk (Student Services) and Networks and Pathways and Practice Groups needs to be seamless for students.
		  ○ Opportunity for stronger linkages of Curriculum and Research KPIs across both proposals.
		  ○ Academics role in supporting student transition into the
			• Links between academic staff and services will be clarified and articulated during the development of Phase Two Blueprint Student Services. We will be engaging with key stakeholders across the organisation to assist with this.
			• A new section has been added to both outcome documents to highlight the key points of interface.
			• With regard to KPIs, we will be working to ensure these are aligned through the development of Phase Two Blueprint Student Services.
			• We have received a lot of feedback regarding the visibility of Māori in both proposals. We acknowledge all the contributions and will engage with Māori staff and students to co-create a solution.
			• We acknowledge that current Service Level Agreements between Student Services and academic areas will need to be
				New section to be added to both outcome documents highlighting key points of interface between academic and student services.
				
				Note for Change Team: Confirm that all PDs reflect networked collaborative working.

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		organisation (e.g. social orientation) o The connection between student academic induction and its significance for academic success that goes beyond engagement and choosing Unitec. o The role of teaching staff in student retention in relation to the students' learning experiences o The role of Matauranga Māori in connecting services and pathways (could be a key role for PGCoE here). o Academic aspects of student extension (engagement with alumni etc.) • Both professional (student) and academic services need to be viewed as resource pools to work in co-creative partnerships with staff, as outlined in Academic Development support in Sector Alignment Proposal. • Need for stronger and more explicit accountabilities for the viability and credibility of academic portfolios and related products and services in both proposals • Links re referrals of students to services and also from services to departments through Heads of Departments and Programme Leaders are currently key for student services – but there is no acknowledgement of this key relationship or the pastoral dimension in the new roles of Heads of Practice Pathways or of any others at this point. • No mechanism across both proposals to ensure that the current reliance on personal networks and relationships is going to be addressed; this	reviewed as part of the development of Phase Two Blueprint Student Services to capture those referrals. • We recognise that in many cases processes are not currently embedded across the organisation, therefore there has been a strong reliance on personal networks and relationships. Part of the aim of Blueprint Student Services and Sector Alignment is to embed new collaborative ways of working across the organisation, supported by robust systems and processes, to mitigate any potential for reverting to silo'ed behaviour. This will include shared responsibility for KPIs and an expectation, detailed in position descriptions, that staff will work in a collaborative and networked way. • There are multiple perspectives and philosophies regarding students which we acknowledge, and we acknowledge that a shared understanding and positioning is important across all proposals and operating models.	

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		reinforces the risk of two "megasilos". Key areas of concern are:
		  ○ Sector Alignment & Customer Services
		  ○ Bridgepoint/Te Miro & Student Services
		  ○ Sector Alignment PDs & connection with Student Services
		• Sector alignment proposal gives little recognition to the importance of relationships with students and refers to them in multiple ways (e.g. students, learners, customers etc. but not as stakeholders). Blueprint feedback suggests students are more than customers but also developing professionals, clients, co-producers and constituents. There is a need to examine our understanding further of the role and position of students.
		• Suggestion that the OSA Model (Student Services Blueprint) could be used as a way to envisage connections and convergence to strengthen both proposals and to demonstrate collective impact (Note: Draft diagrammatic representation provided of the OSA Model linking Blueprint, Sector Alignment & Unitec Student Identity).		

6.9.4		• It is proposed that the link and alignment between the Admissions and Practice pathways needs to be made clear including processes, roles and responsibilities, e.g. all-important interface between initial enquiries and the sorts of detailed queries about course advice and cross credits that academic staff need to respond to **P1**	• Agree. Currently the entry criteria for all 137 active academic programmes are being simplified. This will clarify the points of interface between Customer Services and Practice Pathways in regard to the admissions process.	No change. Implications for EAE project
6.9.5		• It is suggested that all members/participants within Guiding Coalition have specific KPIs linked to Academic Sectors (Pathways) **P2**	• Noted. We will be working to ensure KPIs are aligned through the development of Phase Two Blueprint Student Services.	No change. Consideration for future phases (KPIs)

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6.9.6		• It is suggested that the End-to-end view of Student Lifecycle requires alignment to SAP (Student Engagement – Practice Pathways/Network) **P1&2**	• Agree. We will be working to ensure there is greater alignment between Sector Alignment and Blueprint across a number of areas during the development of Phase Two.	No change. Consideration for future phases
6.9.7		• It is suggested that the academic teams need to be engaged and properly involved in the development of the student induction, academic retention (e.g. Early Experiences working party) **P2**	• Agree. The OSA model has articulated an aim of working collaboratively and collectively. How this looks and feels on the ground is still to be worked out in detail and this is something can be explored further during the development of Phase Two. We will be engaging with key stakeholders to assist with this.	No change. Consideration for future phases
6.9.8		• It is suggested that the model should elaborate on roles that may be affected (Programme Advisors) some of who may be specialists **P1**	• Potentially impacted staff at phase 1 have been advised of the potential impact to their role. • Decisions around this will be presented in the outcome document.	No change.
6.9.9		• It is proposed that the ORM (and related systems) must be closely tied to the Academic systems (such as timetabling) to be able to communicate effectively between all parties (Student – Academic) **P1**	• We agree that timetabling should be tied to the function of the ORM. • There is scope to further develop this functionality as we plan and develop Phase Two. • We will be engaging with key stakeholders to assist with this.	No change. Consideration for future phases (timetabling)
6.9.10		• It is proposed that the impact on the administrative workload (for both professional and academic staff) requires detailed analysis prior to implementing the Blueprint **P1&2**	• Noted. For Phase Two this analysis will be undertaken.	No change. Consideration for future phases
6.9.11	**Benefits Realisation**	• It is proposed that there is centralised oversight (SSB), which needs to be properly aligned to SAP KPI's **P1&2**	• Noted. We will be working to ensure KPIs are more obviously aligned through the development of Phase Two Blueprint Student Services.	No change. Consideration for future phases (KPIs)
6.10	**Priority Groups CoE**	• It is suggested that the success for priority group learners could be strengthened within academic structures by the Priority Groups CoE providing guidance on pedagogy (rather than service delivery only). • It is suggested that the Strategic Leadership of Priority Group Outcomes (particularly	• The concept of Priority Groups CoE providing guidance on pedagogy is an opportunity that we can explore further in the development of Phase Two Blueprint Student Services. We will be engaging with key internal stakeholders across the organisation to assist with this. • A new section has been added to both outcome documents to	New section to be added to both outcome documents highlighting key points of interface between academic and student services.

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		for Māori) needs to be linked to Sector Alignment • There is concern that it is unclear where the Priority Group Centre of Excellence aligns or converges with the Sector Alignment Proposal.	highlight the key points of interface.	