DIVISIONAL REVIEW OF XXX SERVICES

FAQs

What is a Divisional Review?

The University has a rolling programme of service Reviews for all Professional Services, as well as a programme of Reviews for academic Schools. The aim of the Review process is: To provide an opportunity to periodically step back from day-to-day activity in order to reflect upon and assess the services being delivered by each Division with a view to ensuring alignment with the University Strategy, identifying (and then sharing) good practice, while considering the scope, quality, effectiveness and cost of those services. This is part of the quality assurance framework to support excellence in education and research at the University.

Why is it important?

The Review process is a great opportunity to showcase the strengths of our services, and for us to communicate our priorities and ambitions for the future. The Review can help us strengthen our mandate from the University to develop the Division, and ensure we are well-aligned to meet the needs of our key stakeholders/customers, including [students/academics/staff/etc. – amend as appropriate].

What will be the scope of the XXX Division's Review?

The XXX Division’s Review will be a ‘general health check’ with a broad focus to ensure the Division is well aligned to the University's strategic goals and values. X key ‘themes’ have been identified for the Review:

- XXX [add in as applicable once agreed by the Chair]
- XXX
- XXX

The Review will help to determine how we can build on our strengths and enhance the quality of our service for our users. The Review will also aim to make recommendations for things we might change, or which the University might do to help support us in delivering our service. The focus of the Review is not cost-cutting: it is intended to be a constructive process to explore what the Division does, commendable areas of best practice in our work, and recommendations of things we/the University might do differently to help deliver the best possible service.

Who decides the scope of the Review?

XXX (Director of XXX Division) has agreed the scope of the Review with XXX (the Chair of the Review Panel and [TITLE]) and [Robin Geller (Registrar) / Lynn Robinson (Deputy Registrar) – delete as applicable]

When will the Review take place?
The XXX Review will take place on XXX date. The Review will take place over [1/1 and a half/2 days]. [Include details of the Review programme if you wish] The final date is [DATE/to be confirmed].

Who will take part in the Review?

The Review Panel includes academic, student, faculty and professional services representatives:

- XXX (Chair)
- Lynn Robinson (Deputy Registrar & Director of Academic Services) / Robin Geller (Registrar)
- XXX (academic representative)
- XXX (faculty manager representative)
- XXX (Professional Services representative)
- Student Sabbatical Officer representation
- XXX (Divisional Head)

On the day of the Review, a range of XXX Division staff will be involved in group discussions with the Panel. All staff taking part in these discussions will be encouraged to speak openly in response to the Panel's questions. More information will be available nearer the time.

What can we do to prepare?

At the XXX Division, we will run preparation for the Review. There is a standard set of documents to prepare for the Review. This includes:

- A self-evaluation document (SED), written by the Division’s own Review Team. This is the key element of documentation provided to the Review Panel, outlining what we do, and the Division’s own assessment of its effectiveness as a service provider.
- Benchmarking information about the Division’s activities
- Feedback about the Division from a range of our stakeholders
- Other key data and information requested by the Review Panel.

What is the self-evaluation document?

This is the Division’s opportunity for to summarise our key strengths, where we are going, and also where we think we can improve. It is essential that as many staff as possible are engaged in the process of drafting the self-evaluation document. The process of preparing for the Review is as important as the outcome of the Review, and it is vital that everyone within the Division, and our stakeholders and service users, feel engaged with the processed. More information on how XX Division staff will be involved is given below.

How will we decide which staff the Panel should meet on the day?

This decision will be made [time period]. We will want to ensure a good match between available staff and the issues we highlight in the Self-Evaluation Document. It will be important that the staff involved in the Review itself can engage with the key themes that have been identified for the Review (outlined above).
What is the outcome of the Review?
The Review Panel will produce a Report, which will include the overall findings of the Panel, commendations of areas of good practice in what we do, and recommendations, to the Division and to the University. The Divisional Head will get a chance to make sure the report is factually accurate before it is finalised. Once the Report is finalised, the Division will need to draw up an Action Plan to implement the recommendations. The Review report will go to the University Planning and Resources Committee [tbc]. XXX (Divisional Head) will have subsequent meetings with the Panel Chair to ensure the findings are taken forward.

How can we ensure wide involvement from Divisional teams?

This is critical to the success of the Review. Please see the plan for staff involvement below.

What is the relationship between the Divisional Review and the Division’s Strategy?

The Strategy will develop our shared sense of priorities linked to the University’s strategic agenda. We would be doing this work anyway, regardless of the Review, but it will also feed into Review

How will staff be involved in developing our strategic priorities & preparing for the Divisional Review?

The Division’s action plan for the Divisional Review is designed to create opportunities for wide staff involvement in the process of preparing for the Review and building our strategic priorities. Actions involving Divisional staff are reproduced below [NOTE: THIS IS A SAMPLE]. Additional activity involving our customers will also take place.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involving XXX Teams</strong></td>
<td></td>
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<tr>
<td>Our Values – building a shared set of values about how we want to work with one another and our customers</td>
<td>All Divisional Staff via all staff meeting (July) &amp; team meetings (Summer)</td>
<td>By XXX date</td>
</tr>
<tr>
<td>Agreeing our strategic priorities – building a shared sense of direction linked to Bristol’s mission. Develop via a series of activities:</td>
<td>All Divisional Staff to have opportunity to contribute</td>
<td>End of XXX date</td>
</tr>
<tr>
<td>1. Divisional Management Team &amp; Senior Divisional Staff meeting workshops</td>
<td></td>
<td>Target is to have a short document at end of XXX date that pulls together our vision and strategic priorities. This will be available for consultation and refinement with our stakeholders in the run up to the Divisional Review</td>
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<tr>
<td>2. Presentation of outline at July all staff meetings</td>
<td></td>
<td></td>
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<tr>
<td>3. Three themed focus groups</td>
<td></td>
<td></td>
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<tr>
<td>4. Team Meetings &amp; Staff Review feedback</td>
<td></td>
<td></td>
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<tr>
<td>5. Our Priorities ‘Postcards’ – opportunity for all staff to highlight their priorities for Division</td>
<td></td>
<td></td>
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<tr>
<td>Managing Change - training &amp; development to build confidence in leading and managing change</td>
<td>All line managers</td>
<td>Programme to be agreed for 2013 to 2015</td>
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<tr>
<td>Establish a Staff ‘Change Team’ – a team of staff to help represent the needs of staff to the Divisional Management Team during the programme of work (strategic refresh, divisional Review, year 1 of strategic programme arising from strategy refresh)</td>
<td>Representative slice of staff from across the teams.</td>
<td>Aim to establish the team and agree scope &amp; training needs by end of XXX date</td>
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<tr>
<td>Team contributions to the Self-Evaluation Document (SED) – Team leaders to submit a short self-evaluation of their service area to help build the SED from the bottom up. There will be a set template for submissions and length of 1-2 pages maximum.</td>
<td>Team Leaders / Heads of Sections</td>
<td>By XXX date</td>
</tr>
<tr>
<td>Staff Feedback – via Director’s 1:1s and Discussion groups</td>
<td>Director / Cross-section of divisional staff</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final draft of Self-Evaluation Document (SED) – this will be drafted by the Director and will be a public document.</td>
<td>Divisional Head</td>
<td>By XXX date</td>
</tr>
<tr>
<td>Final Draft of SED, with annual operating plan &amp; Key Performance Indicators, ready for Divisional Review</td>
<td>Divisional Head</td>
<td>By XXX date</td>
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KEY FACTS FOR DIVISIONAL REVIEW OF XXX SERVICES

Timings & Schedule for the Review

XXX DATE

17.30 Tour of XXX XXX Location
19.00 Working supper XXX Location

XXX DATE

08.45 Panel meeting XXX Location
(Schedule attached)
Coffee and tea will be available from 08.30

Precinct map (URL LINK)

Review Panel

<table>
<thead>
<tr>
<th>Chair</th>
<th>XXX (PVC X)</th>
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<tbody>
<tr>
<td>XXX Service Line Manager</td>
<td>Lynn Robinson (Deputy Registrar) or Robin Geller (Registrar)</td>
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<tr>
<td>Academic Representative</td>
<td>XXX</td>
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<td>Student Representative</td>
<td>XXX</td>
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<tr>
<td>Faculty Manager Representative</td>
<td>XXX</td>
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<tr>
<td>Professional Services Representative</td>
<td>XXX</td>
</tr>
<tr>
<td>External Representatives X 2</td>
<td>XXX</td>
</tr>
<tr>
<td>Review Co-Ordinator</td>
<td>XXX</td>
</tr>
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Review Process

On XXX Date, the Review Panel will meet with a range of users and Division staff to gain an overview of the service. The schedule has been designed to support a ‘general healthcheck’ of the Division and its ability to support education and research.

Self-Evaluation Document

The Division has produced a self-evaluation document, supported by contextual and benchmark data from the service and from HR and Finance. This documentation is attached to this email and comprises:
Guidance Note
Divisional FAQs on Reviews for staff
Updated March 2017

- Self-Evaluation Document (including Appendix 1: Contextual and Benchmark Data)
- Appendix 2: xx
- Appendix 3: xx
- Appendix 4: x

Additional information

The Panel are welcome to contact the Division to request clarification and additional information in the run up to the Review. Please contact XXX (PA to Divisional Head).

Panel Report & Outcomes

The Panel will have time on the day of the Review (or shortly thereafter) to draw together top level recommendations and feedback verbally to the XXX Divisional Head. The aim is to produce the final report within one month of the Review meeting, and will need to be agreed by Panel members and the Chair.

The XXX Division will produce an Action plan in response to the Review and this will be monitored via liaison between the Divisional Head and the Registrar/Deputy Registrar.
XXX DIVISION

SUGGESTED APPROACH TO BUILDING THE SELF EVALUATION DOCUMENT FOR THE XXX’S DIVISIONAL REVIEW

What is the Self-Evaluation Document?
The XXX Division needs to produce a ‘self-evaluation document’ (SED) for the Divisional Review. This will help provide the Review Panel with background information, qualitative and quantitative data about the Division, including our own assessment about the service’s direction and what we see as our current strengths and challenges.

How will we capture information about our Teams for the SED?
There will be an opportunity to contribute to a ‘team’ Self-Evaluation Document in your area. These will be short summary documents of a maximum 1 A4 page each.

[It makes sense to group some teams together where activity is closely linked. ]

XXX Team
XXX (name) will produce an overview of this team. The following groups will be asked to put together a ‘team’ SED to help XXX (name) produce the overview:
- XXX (2 pages)
- XXX (1 page)
- XXX (1 page)
- XXX Overview document (2 pages)

XXX Team
XXX (name) will produce an overview of this team. The following groups will be asked to put together a ‘team’ SED to help XX (name) produce the overview:
- XXX (1 page)
- XXX (1 page)
- XXX (1 page)
- XXX (1 page)
- XXX Overview document (2 pages)

etc…

Will other staff on the Team be involved?
Team Leaders are encouraged to discuss the document with their Teams via team meetings.

Can I read the SED for my Team and the Division?
The aim is for all the Team SEDs to be filed in an open file area which all members of the Division can access. The Division’s Self-Evaluation Document will also open to all members of the Divisional staff. These will be ‘internal’ documents for our use only.
What will happen with each Team’s SED?
The Divisional Head (XXX Name) is responsible for writing the final draft of the Division’s SED. They will draw on the contributions from across the Division to create the service-level document which captures where are now, where we are heading, and how the Division supports the University’s mission. This is likely to be a maximum of 6-8 pages in total, plus benchmarking data in an appendix.

What will the Team Leaders need to include in the SED?
Set out below are the set questions that all Team Leaders are asked to complete. This forms the template for all teams.

What is the deadline for completing the Team SED?

Deadline for Responses: XXX time and XXX Date. This deadline is set so that responses can be read and Reviewed and absorbed into the Division’s service-level SED. The Division’s draft SED will be circulated to the XXX Group for comment before the draft is finalised. XXX (Names of people) are responsible for ensuring the team contributions and the overview reports, where required, are all completed by this deadline.

Overleaf – template for team SED contributions
Template for Team Self-Evaluation Documents

Please use this form to compile your team response.

Word Limit: Please limit your response to 1 x A4 page maximum.

1. Please briefly describe the aims of your team and how it supports education and/or research activity

2. Who do you see as your customers?

3. Please describe what you think you do well as a team – ie the strengths of the team and the service you deliver

4. Please describe what you think you do less well as a team – ie the weaknesses of the service you deliver and/or any obstacles to greater success

5. Please list your current top priorities or major team projects or longer term goals