It’s not elementary: developing the evidence based service

EBLIP6 - June 2011
Overview

- Introduction
- Measuring 'impact'
- Evidence based practice in Learning Services - why
- Case studies - MIDAS, Customer Service Excellence, eLearning project
Context - Edge Hill University

- Founded in 1885 - women’s teacher training college
- Moved to present location in Ormskirk, Lancashire in 1931
- 2006 received University status

- Students (FTE) 14,347
  - 10,021 full time
  - 19,120 part time

- 3 Faculties – Health, Education, Arts and Sciences

- Library print and e-resource budget = £1,012,856
Over the years...

Assumptions → Satisfaction → Expectations → Impact
Evidence based practice....why?

Drivers for evidence based practice include...

- To demonstrate 'best practice'
- To be ahead of the game (or as good as...)
- To inform our operations, developments and continuous improvement cycle
- To support funding bids/additional resourcing and services
- To prove our 'worth' - value for money, our importance to the University
- To measure our impact on the student experience
Case study 1 - MIDAS

Project group set up to scope out access to up to date, accurate management information and data to inform 'library' practice.

- To define and create a shared understanding of what 'management information data' is in a HE context
- To audit current practice for the collection of management information, both qualitative and quantitative, within Learning Services
- To review stakeholders and their needs internally, both within the Service and University wide, and externally.
- To investigate good practice in the collection of management information and data, including freedom of information/data protection issues
- To review systems and software available to assist in the collection of management information and data
- To explore alternatives for the centralised management of the collected data
- To make recommendations and solutions for the future including the raising of staff awareness of the value and importance of information/data

- Phase 2 will look at qualitative information and data
Case study 2 - Customer Service Excellence

What is it?
An award issued by the government for excellence in customer care

“The Customer Service Excellence standard tests in great depth those areas that research has indicated are a priority for customers, with particular focus on delivery, timeliness, information, professionalism and staff attitude. There is also emphasis placed on developing customer insight, understanding the user’s experience and robust measurement of service satisfaction.”

http://www.customerserviceexcellence.uk.com/
Customer Service Excellence (or CSE) is based on a range of key customer priorities against which organisations are measured.

The award operates as....
1. A driver for continuous improvement
2. A skills development tool
3. An independent validation of achievement
The award is based on 5 criteria:

1. Customer Insight
2. The Culture of the Organisation
3. Information and Access
4. Delivery
5. Timeliness and Quality of Service

Evidence provided for the 57 elements. 11 partial compliances allowed.
Learning Technology Development

• Drivers for evidence-based practice:
  - CETL - SOLSTICE
  - Introduction of minimum threshold VLE provision
  - Institutional Audit 2010
  - VLE Review 2010

• Evidence drawn from:
  - Case studies
  - Data gathering from VLE
  - Surveys, focus groups, interviews, blog comments
Helen Jamieson
Customer Services Manager
Helen.jamieson@edgehill.ac.uk

Lindsey Martin
Elearning Strategy Manager
Lindsey.martin@edgehill.ac.uk

Ruth Wilson
Site Librarian – Woodlands, Chorley
Ruth.wilson@edgehill.ac.uk
References

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  http://www.edgehill.ac.uk/solstice

• Learning Edge Blog
  http://blogs.edgehill.ac.uk/learningedge

• Learning Services blog
  http://blogs.edgehill.ac.uk/ls

• EHU Students eLearning Survey
  http://www.edgehill.ac.uk/solstice/solsticeinaction/studentsurvey/

• CSE web site

• http://www.customerserviceexcellence.uk.com/