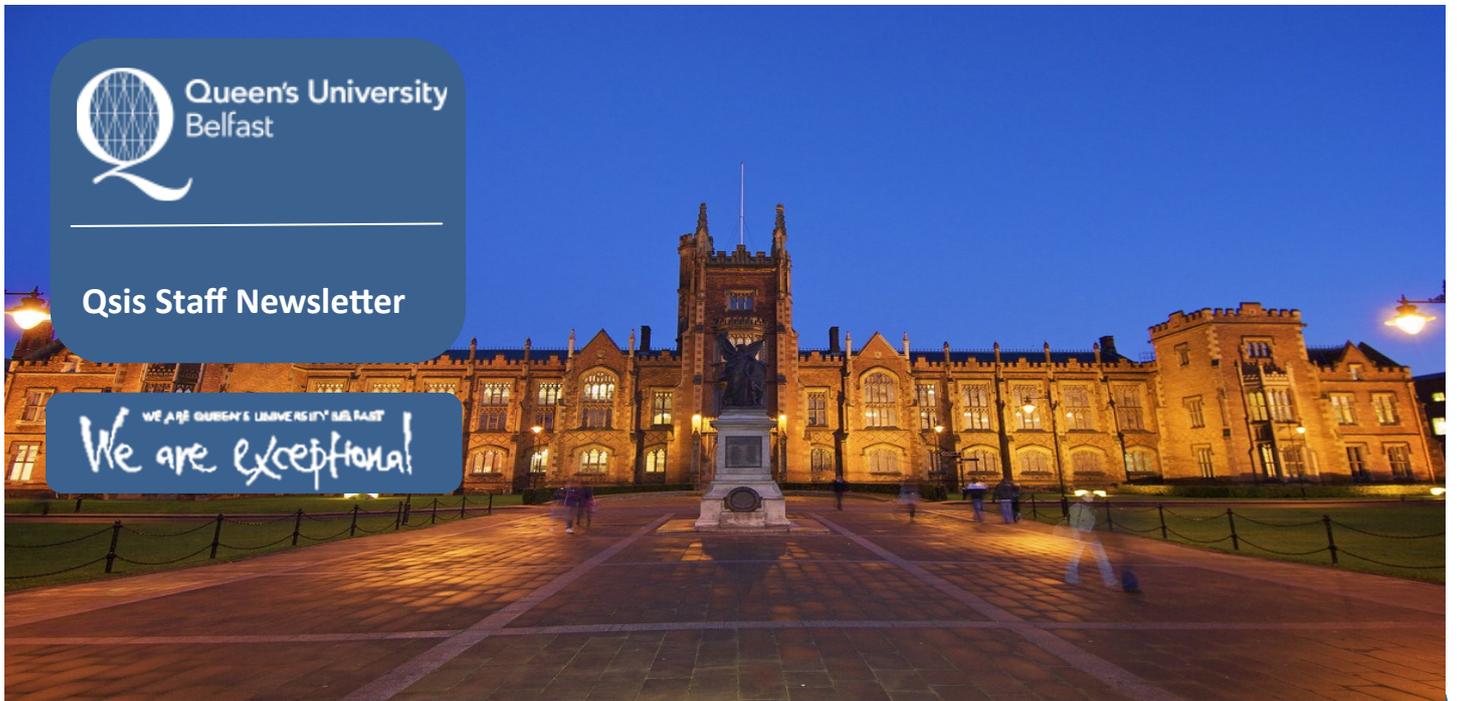




Queen's University
Belfast

Qsis Staff Newsletter

WE ARE QUEEN'S UNIVERSITY BELFAST
We are exceptional!



Qsis
Student Information System

Staff Newsletter

Volume 1, Issue 3, March 2014

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Our Vision, Mission and Values

The Qsis Development Programme has set out its vision of how Qsis will help to grow an efficient, effective and sustainable enterprise. The foundation of the Vision is the provision of an exceptional online experience for all Qsis stakeholders including prospective students, applicants, students and staff.

The new vision for Qsis has been approved by the Qsis Programme Board and can be found through the link provided below:

[Qsis Vision](#)



Queen's University
Belfast

Qsis Projects Update

UCAS Paperlight

Aim: Removal of paper based application process.

Status: Live

Applicant Financial Record

Aim: To create an accurate applicant financial record including scholarship information and deposit payments against active applications.

Status: User Acceptance Testing Stage

Student Finance Reporting Phase 3

Aim: To produce two additional tuition fee reports by Nationality and Academic Plan.

Status: Solution Design Stage.

Financial Aid Pilot

Aim: Establish Qsis as a single point of reference for DEL funded Student Support and the privately funded Hardship Funds.

Status: Business Requirements Stage.

Management Information Services Reporting Phase 2

Aim: Provide capability for accurate management reporting and detailed analysis of student data held in Qsis.

Status: Build and Unit Test Stage

Management of Examination Papers

Aim: Establish Qsis as a single point of reference for submission, proofing, printing and reprinting of examination papers.

Status: Business Requirements Stage

Key Information Sets (KIS) 2014/15

Aim: To meet University obligations for 2014/15 return, facilitated by the capture of KIS data within Qsis

Status: Business Requirements Stage

HESA Student Return

Aim: To ensure that the University is able to successfully meet its statutory obligation in relation to the HESA Key Information Sets 2014.

Status: Business Requirements Stage

Recruitment Management

Aim: Maximising the University's ability to recruit the best students through the provision of increased reporting and a connected experience for prospects

Status: Build and Unit Test Stage

Focus on Projects

Research Student Management

- **Approximately 1,300 full and part-time research students**
- **20 Schools/Departments**
- **Aim of project is to streamline the management of Postgraduate Students within one core system**



Current Business Process



- The management of Postgraduate Research Administration is currently split over four areas. Schools/Departments, Academic & Student Affairs, Student Services & Systems, and Postgraduate Centre. A different approach adopted by each School such as databases or spreadsheets

Business Benefits



- Use Qsis to manage the end to end PGR student lifecycle from Admission to Graduation. Progress Tracking, Thesis Submission, Examination Supervision, Timeline Management and therefore enhancing Student Experience

Proposed Business Process



- Streamlining PGR business processes across the University
- Enhanced visibility of each stage of the PGR student lifecycle
- Improved Student and user Experience
- Improved Data Quality and reporting capabilities
- Management of risk in relation to appeals

Achievements in 2013

The following projects have been completed and closed in 2013.

Document Management Phase 1

Direct Applicant Portal Phase 1

Student Loans Company

E&R Wizard 2013/14

Student Finance Reporting Phase 1

KIS 2013/14

DLHE 2013/14

Qsis Management Reporting Phase 1

Student Finance Phase 2

Applicant Deposits

Enrolment & Registration 2013

Background

Based on feedback from various stakeholders, improvements have been identified and require incorporation to enhance Enrolment & Registration Facilities. The project objectives propose to enhance the student experience and satisfaction by improving current functionality, user-friendliness and the efficiency and effectiveness of data collection/validation and correspondence.

Student Feedback

Welcome Website

Overall Very Good & Good

73%

Onsite Assistance

Overall Very Good & Good

73%

Registration Wizard

Overall Very Good & Good

57%



Social Media

22 November

Enrolment and Registration 2013 adopted a pro-active approach through the use of social media. Sites were used to support students during the E&R period.

On Facebook, the QUB Student Services page was updated regularly with the E&R team posting hourly updates. The team successfully exploited the direct message facility within Facebook to resolve over 400 individual student issues quickly and efficiently. Facebook posts reached 26,116, in 45 countries across five continents within the first two weeks of the Wizard opening. QUB Student Services Twitter presence also grew substantially, with the team responding to over 400 tweets. The refreshed Welcome Website received 174,451 hits during the same period as was rated highly by students during the student satisfaction surveys.

Anecdotal evidence suggests that the increased focus on social media enabled issues to be resolved more quickly and reduced the level of complaints posted by students. This approach will also be adopted in 2014.

Unlike · Comment · Share

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Qsis Operational User Group



Meetings took place on the 12 December 2013 and 20 February 2014.

Key areas discussed and demonstrations included:

- E&R Wizard 2014
- Pilot Project - Upload of Exam Papers
- Course Catalogue
- Changes to Humanities PGT
- Academic Advisement – Plans for 2014.

The next Operational User Group is scheduled for 17 April 2014

Qsis Strategic User Group



Meetings took place on the 19 November 2013 and 21 January 2014.

Key areas discussed included:

- Management of Examination Papers
- Qsis Access
- Nursing Requirements
- Updated Qsis Development Plan

Currently this forum is being reconsidered after recent discussions on communications with Schools

Stakeholder Interviews

Lorraine Higgins

School of Sociology, Social Policy, and Social Work

What is your role within the School of Sociology, Social Policy and Social Work?

PGR Secretary. Dealing with administration with respect to the PGR Students.

When did you start working with Queen's

I started at Queen's in January 2008 in the Personnel department, and then moved to the School of Sociology in February 2011. This is when I started working with Qsis.

What is your involvement on a daily basis with Qsis?

I mainly work with the PGR element of Qsis. I do have some experience with Undergraduate Enrolment and Registration and exams but mainly for PGR. I use the system quite regularly to ensure that PGR students records are continuously kept up to date with regard to supervisors, student milestones and thesis titles because it's important for REF and Annual Programme Review that we are involved in. I am also involved in Admissions and Withdrawals.

What do you think is good about Qsis?

Qsis has all the information held within the one place with easy access. I find it useful for linking with other departments within the University, for example I would be liaising with Student Records quite regularly when students are submitting their thesis. The reports in Qsis are useful as well, especially the registration reports, with the ability to use in Excel. Personally I find the student summary page in Qsis quite helpful. When you are dealing with student queries and phone calls all the information is right there especially when dealing with Tuition fees and module queries. The improved Registration Wizard and user friendly



features have also aided a reduction in student queries during the enrolment period.

What do you find most challenging about Qsis?

Changes in regulation have led to challenges with the D-Child Programme. D-Child Students initially undertake taught modules and then transfer to research modules changing their classification to PGR. On Qsis this change in student type is not recorded and they remain as PGT for the length of their programme. This can cause problems with tuition fees, library access and course access when students are not treated as PGR Students. This is a challenge for the office and means these students need to be manually adjusted. Separate databases are required to manage and separate these unique student types.

Qsis Response: An interim solution has been introduced this year which has successfully addressed the issues of library access and course access. A permanent solution is currently being investigated.

What are the major up incoming events within your School?

I will be involved in Data Quality, dealing with Students with missing data in their records. I am also working with the School Manager in reports in relation to UCAS. So my role will be changing again in the future.



Trevor Johnson

Careers, Employability and Skills

DLHE Project

How long have you been working at Queen’s?

I joined Queen’s in January 2013 to take up the post of Head of Employer Engagement within Careers, Employability & Skills.

What does your role entail?

My role is to bring a strategic approach to employer engagement. I manage and develop relationships with employers to ensure that their brands are established on campus and that students have access to employment opportunities both during their studies and after graduation. My team is also responsible for delivering the Destination of Leavers Survey whereby all graduates are surveyed six months after graduation.

What is the significance of the DLHE survey?

The University has a statutory obligation to complete and return the Destinations of Leavers Survey to HESA (Higher Education Statistics Authority) within a set time frame and an overall response rate above 80%. The University seeks to gather this data through an online and telephone survey. The data produced from the DLHE provides excellent information in terms of employer recruitment, job roles and subject of study. This data is analysed by the Employer Engagement team.

What were the challenges to completing the DLHE survey?

The main challenge for the team was the labour intensive process of transferring information from paper copies to Excel spreadsheets. Whilst this system worked and enabled us to meet the requirements expressed by HESA, staff time with regards data input was a major drain on resources. Previously there have also been challenges with regard to alumni completing the survey and changes in data formatting requirements from HESA. The team has to work closely with Information Services, converting the survey data from Excel to XML format as to meet the changes in requirements.

How has Qsis helped overcome the challenges and what benefits do you expect from it?

Qsis has allowed the DLHE survey business process to become fully auditable with all survey data being stored centrally. Both alumni and staff have the ability to enter data directly into the core collection system within Qsis. This has helped to maintain a high

quality of data by eliminating the need to transcribe all data from handwritten survey questionnaires into the system. All student callers during the telephone contact period input the data directly into Qsis, with coding and submission now done from within Qsis. Central storage of the data has led to a reduction in Institutional risk as well as improvements in business processing. Qsis has overcome the previous challenges of collecting data from alumni who can now complete the survey online and submit it against their Qsis record. The new system means that all changes can be made to the core data which is then converted to XML for submission rather than amending the XML file to get it into an acceptable format for HESA.

How did your team find the Development Teams project implementation experience and what lessons were learned?

The project implementation experience went very well. The support and guidance provided by the Qsis Development team was excellent throughout the project. Inevitably there are always issues that emerge which are generally outside of our control; however the Qsis team provided support and clear communication throughout the process. The support from the Qsis developer was above and beyond and demonstrated excellent technical knowledge and understanding of the project and the DLHE process. The team managed the delivery of the project to an agreed timescale and ensured delivery on time to the agreed milestones, which gave me confidence, that the project would be completed on time and deliver the required solution. The additional delivery of a real time audit for use during the telephone survey period was the initiative of the Qsis developer and has proved really helpful for the six week telephone contact period as student callers can see their call progress in real time.

What other areas of your business could Qsis help with?

We would like to extend the development work further and provide reports for Schools directly from Qsis regarding graduate destinations. There are several areas which Qsis could help such as the integration of a new careers management system and monitoring students on placement.

Next Issue

- * Key Stakeholder Interviews
- * New Developments
- * Update on Qsis Development Plan

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Feedback: If there are any stories or issues you would like to see in the next issue please email: qsisnewsletter@qub.ac.uk

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