

AMOSSHE 2022/23 Residential meeting

28 to 29 July 2022 | The Midland Hotel, Manchester

Minutes

Attendees

- Jill Stevenson (JS), Chair
- Simon Lee (SL), Vice Chair
- Helen McNeely (HM), Vice Chair (Operations)
- Chris Warrington (CW), Vice Chair (Professional Development)
**attending virtually due to testing positive for COVID-19*
- Rotimi Akinsete (RA), Executive Member
- Emma Bales (EB), Executive Member
- Craig Best (CB), Executive Member
- Sarah Cavendish (SC), Executive Member
- Sammy Li (SLi), Executive Member
- Ravteq Singh Desi (RSD), Executive Member
- Claire Slater (CS), Executive Member
- Sarah Sweeney (SS), Executive Member
- Anya Barbazza (AB), Operations Manager, AMOSSHE National Office
- John Bloomfield (JB), Executive Director, AMOSSHE National Office
- Hiba tul Habib (HH), Admin and Comms Officer, AMOSSHE National Office
- Benjamin Parsons (BP), Head of Engagement, AMOSSHE National Office

Apologies

None.

Thursday 28 July

Reserved business

None recorded.

Introductions

JS and JB opened the residential meeting by running through the main aims of the meeting: introductions to AMOSSHE, inductions for new Executive members of the team, how the AMOSSHE Executive works, agreeing AMOSSHE's priorities for the year and adding further value to the membership (see papers for full details).

External environment update

SL gave the Executive Committee an overview of AMOSSHE's external environment updates, found in this presentation here: [External environment presentation](#).

The Committee then discussed the following: how we can become more diverse as an Executive; partnerships with third parties and outsourcing; increasing Office for Students regulation; a forthcoming APP (Access and Participation Plans) consultation. The Committee considered how these will impact the future of Student Services and upcoming CPD (continuing professional development) planning. The Executive agreed there is a need to define who AMOSSHE represents, and on which issues (not just mental health and similar common issues).

Strategy review

SL ran over the latest Strategy updates for the Executive, covered here in the papers: [22-23-01 AMOSSHE strategy workstreams overview](#). No questions from the Executive.

SWOT analysis

SL then led the Executive Committee in a SWOT (strengths, weaknesses, opportunities and threats) analysis of AMOSSHE as an organisation. The team split into two groups for smaller discussions. Once the team came back together they gathered the following thoughts on each corner of the SWOT analysis of AMOSSHE.

Strengths

Our 'why' – AMOSSHE's aims and vision. Supportive network. Membership expertise and willingness to share best practice. Reputation. Current five year strategy. CPD. Knowledge amongst the membership. Great National Office and Executive teams who are very engaged. Our identity and influence. Student Services isn't homogeneous in the sector. International connections. Number of members.

Weaknesses

Perception of relevance to non-directors. Diversity of members and leadership modelling. UK focussed. International perspective. Lack of understanding of AMOSSHE's purpose and identity externally. Behind the curve on policy. Some members that don't engage. Understanding our members. Membership structures and benefits. Exclusivity. Succession planning. Resource management. USP (Unique Selling Point) of AMOSSHE. Some areas get more attention than others (for example mental health). AMOSSHE acronym is / can be confusing.

Opportunities

Representation across the country, including home nations. Engaging new members. International position and connections. Individual impact. Diversity. Increasing staff resource and remit. Leveraging funding (for our members, and in the sector). Further education connections (for example NAMSS – National Association of Managers of Student Services). Universities pay for membership, which enhances our standing and influence. Proactivity with purpose and awareness raising. Digital footprint.

Threats

Perceptions of AMOSSHE as exclusive, 'not for me'. Not specific enough for disciplines, not clear who we represent. Engagement with leads / non-leads. Individuals hold their hierarchical relationship with AMOSSHE, not necessarily filtering down to teams. Understanding of what AMOSSHE means / represents. Remit and models of service delivery. The relevance and currency of AMOSSHE. Attacks by government policy. The media and media perception. Rising costs. Do we know our unique USP?

Risk register

ACTION: HM and JB to prepare a strategic risk register and a business continuity plan, for review at the October 2022 Executive meeting, to then be reviewed by the Executive as a whole once a year.

ACTION: ALL to suggest risks for the register to HM and JB.

ACTION: ALL to identify an Executive champion for the risk register and/or establish an external, independent reviewer, perhaps from another sector organisation. JB to add this on to the next risk register discussion in the October 2022 meeting.

Finance updates

JB gave an overview of the following papers to the Executive: 22-23-03 TOTAL budget 22-23. No comments from the Executive.

ACTION: JB to send through updated finance reserves explanation for all to review.

Resources workstream update

The workstream leads started with an open discussion about the professionalisation framework: is the behavioural framework still relevant? What does it look like and what level is it pitched at? How would it differ from other frameworks? Please see an overview of papers here: 22-23-04 AMOSSHE Strategy resources executive progress report - July 2022.

The team then broke into smaller groups to discuss, and returned to feedback the following:

- There was a need for those coming into the sector to know the parameters of Student Services and what you need to know.
- A competency and values framework for Student Services may still be required.
- We need to show how the skills of one area of Student Services can transfer to other areas.
- Understanding the university and the higher education sector.
- To identify audiences: new to Student Services, practitioners who don't want to be leaders, potential leaders and (recognition for) current leaders – what behaviours apply to the different audiences, and do they cover everything we need? Remember that the current leaders form the majority of our members.
- Can we partner with AUA, HEA or Advance HE to develop a Student Services aspect of their framework?
- It would be better to collaborate with existing frameworks than reinvent the wheel.
- Would it be more useful to partner with the HEA framework than the AUA one, in order to establish the professional standing of Student Services vis-a-vis academic colleagues.
- Do these frameworks track the impact and development of their framework – are they impactful? How can we make them so for our members?
- We're not best set up to be a qualified CPD provider, however we need to help members develop their staff teams.
- How can we link our CPD programme into the behaviour and knowledge framework?
- Peer buddying / networking is important, as well as mentoring and feeding back.

ACTION: Professionalisation group to consider and investigate utilising an existing framework from either HEA, AUA or Advance HE to develop a matrix of behaviours / knowledge based on an existing framework (once established, the framework can be mapped across the CPD to programme to show how our CPD will contribute to development).

ACTION: Resources workstream and Professionalisation group to discuss and agree information for new AMOSSHE members.

The Executive Committee then reviewed the Resources workstream objectives, and came to the following conclusions:

- Remove 'create a working group'.
- Alter 'agree how we measure the impact of the platform' to be more about 'use data to...?'
- We need to agree how we can evaluate and gather feedback about our platform.

ACTION: Resources workstream leads to review the objectives and identify priorities and resource requirements.

Any other business / reflection time

No minutes recorded.

ACTION: BP to find the form for Executive members to use to suggest collaboration projects and send through to Executive to review and use.

Friday 29 July

Recap of day 1

JS started the day with an overview of highlights from Thursday 28 July 2022. JS outlined the following to continue discussion and reflection during today's conversations: we have identified a requirement for a communications strategy, we need the resource and skills to be able to be more politically and socially engaged, and finally, we need to devise ways to retrieve membership opinion quickly – perhaps with a reference group.

Membership engagement workstream session

The workstream leads presented the Executive Committee with a list of priorities for this workstream. Please see the papers here: [22-23-06 AMOSSHE Strategy member engagement executive progress report 2022.07.29](#) and an overview of priorities below:

1. Roles and communications of current structure
2. Outreach AMOSSHE
3. New starters framework for induction
4. Membership models / structures
5. Professionalisation priorities will be actioned separately.

The team reviewed and fed back thoughts on the priority order of outcomes for this workstream:

- It would be better to define lead members' roles, and (engagement with) the membership offering for non-lead members, including what is public versus behind the firewall.
- Increasing member engagement is more of a priority than increasing member numbers, so focusing on engagement, outreach, and membership offering / benefits.
- Communities of practice / thematic groups are a real member benefit and should be added to the workstream engagement objectives.
- Any change in membership structure should ensure our revenue stream of universities paying for membership is not affected.
- Group to look at some case studies of when an active lead member has changed and how the institution and its members get involved with AMOSSHE.

- Some lead members in control the budget of the institution can decide who gets AMOSSHE membership, this is something worth noting when considering membership structures.
- 40% of the membership are engaged through the newsletter.
- Have we defined what membership engagement is and how do we measure it?
- Rewrite the membership engagement objectives so they are easily understandable.
- We should check member engagement every three years. Continue to monitor it every year.

Overall, the Executive agreed they were happy with the current membership structure, so no change will be made, and the member engagement workstream will continue work on defining the role of lead members and how to measure the engagement of the membership.

ACTION: Member engagement team to look at all the objectives and redraft to make them more succinct and focused for the Executive.

ACTION: BP / HH to consider an ongoing engagement measurement model to capture ongoing engagement with the newsletter and CPD.

External Development workstream session

The workstream leads presented a brief overview of the workstream's progress, along with a list of priority organisations for the Executive to review. Please see papers here: [22-23-07 AMOSSHE Strategy external development executive progress report - July 22](#).

The leads updated on objectives and where we are with each of them, providing time for questions and thoughts. This is part of the 'collaborate and influence' section of the strategy, aiming to ensure that AMOSSHE is influencing key stakeholders, policy makers, university leaders, etc. Aiming to ensure that AMOSSHE is the 'go to' organisation for expertise on a range of factors relating to the student experience. CW outlined three key outcomes for the workstream:

- AMOSSHE members have increased opportunities to network and be represented throughout the sector and beyond (outcome 3).
- We have developed and nurtured strong, mutually beneficial collaborations with key influencers (including academics, sector bodies, policy makers, funders and government), based on our understanding of the key challenges and opportunities facing students and Student Services, to deliver impact on behalf of our members (outcome 4).
- AMOSSHE mutually influences and learns from a global network of Student Services leaders, for the benefit of our students (outcome 8).

So far the group has created a stakeholder map, a statement of what we mean by meaningful / impactful links and connections, and established a 'checklist' of criteria to use if considering engaging with an external organisation. Please see these papers: [22-23-08 AMOSSHE Stakeholder mapping sheetv2](#).

The team then ran through a stakeholder mapping exercise to determine which organisations should be priorities for AMOSSHE to engage with. The Executive fed back with suggestions and the following thoughts:

- What is the purpose of the priority lists? The relationships should be driven by our strategy.
- What are the relationships we're looking for? What are the hierarchies (influencing up and down)?
- Consider the incentives for others to collaborate with us. We can focus on developing relationships with those with broad sector influence in the high priority list.

ACTION: Workstream leads to review amendments to the stakeholder mapping spreadsheet and evaluate before the next October 2022 Executive meeting.

ACTION: BP to establish meetings for all the subgroups to get started.

CPD review 2021/22

CW gave an overview of the last academic year's CPD programme. Please see these papers: [22-23-09 AMOSSHE CPD programme 2021-22 review](#). No comments from the Executive, all happy with the progress and outcome of the 2021/22 programme delivery.

CPD and conference topics 2022/23

CW then asked the Executive to review the 'expressions of interest' document for final decisions to be made about who will lead on various events, strategy workstreams, working groups, etc. All final decisions agreed and outlined here: [AMOSSHE Executive leads 2022-23 expressions of interestv2](#).

The Executive agreed and confirmed the CPD agenda for the year ahead, including leads for each of these. These will be added to the diary to enable the National Office to start putting meetings in place.

ACTION: NO to start organising all meetings for CPD and National Conference.

Any other business / reflection time

ACTION: BP to put all Executive meetings in the diary, with 20 January 2023 as a virtual meeting.

It was agreed that we need to have a Communications Strategy in place to enable us to answer some of the wider questions about our member engagement, our organisation and 'brand' etc.

ACTION: NO to add in meetings for the new Communications Strategy group.

JS thanked the Executive Committee for their time taken to attend. The meeting ended slightly earlier than expected due to train cancellations and delays.

It was agreed that we should have an EDI (equality, diversity and inclusion) working group, given the work that is needed across the organisation to ensure we are consistent in our work.

ACTION: ALL to establish an EDI central working group to look at AMOSSHE EDI policy, events checklist and coordinating EDI approach through the workstreams.

AMOSSHE Executive residential meeting

28-29 July 2022 | The Midland Hotel, Manchester

Agenda

N = Noting
D = Discussion
A = Approval

Thursday 28 July

Welcome, introductions, icebreaker and external environment: 10:30 – 12:45

Item	Title		Presented by	Paper
1	Welcome and conversation time (until 11:00 at the latest)			
2	Introduction to the residential meeting and reserved business	N	Jill Stevenson	
3	Icebreaker activity	D	John Bloomfield	
4	External environmental update presentation	D	Simon Lee	
5	Strategy review	N	Simon Lee	22-23-01

Break: 12:45 – 13:30

SWOT analysis, finance update and risk register

Item	Title		Presented by	Paper
6	SWOT analysis	D	Chris Warrington	
7	Risk register – to be presented at the meeting	A	Helen McNeely	22-23-02
8	Finance update	A	John Bloomfield	22-23-03

Lunch: 15:00 – 15:30

Resources: 15:30 – 17:00

Item	Title		Presented by	Paper
9	Strategy workstream update	D	Leads	22-23-04
10	Professionalisation project discussion	D	Helen McNeely Emma Bales	22-23-05
11	Review of resources workstream objectives	D/A	Leads	22-23-04

Any Other Business and reflection time: 17:00 – 17:30

Item	Title		Presented by	Paper
12	Any Other Business	D	Jill Stevenson	
13	Reflection time	N	Jill Stevenson	

Friday 29 July

Recap of day 1: 09:00 – 09:30

Item	Title		Presented by	Paper
14	Recap of day 1	D	Jill Stevenson	

Membership engagement: 09:30 – 11:15

Item	Title		Presented by	Paper
15	Strategy workstream update	D	Leads	22-23-06
16	Membership structure and disengaged members discussion	D	Leads	
17	Review of membership engagement workstream objectives	D/A	Leads	22-23-06

Break: 11:15 – 11:30

External development: 11:30 – 12:30

Item	Title		Presented by	Paper
18	Strategy workstream update	D	Leads	22-23-07
19	Stakeholder mapping and prioritisation discussion	D	Leads	22-23-08
20	Review of external development workstream objectives	D/A	Leads	22-23-07

CPD and Conference discussion: 12:30 – 13:15

Item	Title		Presented by	Paper
21	CPD review 21-22	N	Benjamin Parsons Hiba tul Habib	22-23-09
22	CPD and Conference topic and leads decided – to be presented at the meeting	D/A	Chris Warrington	22-23-10

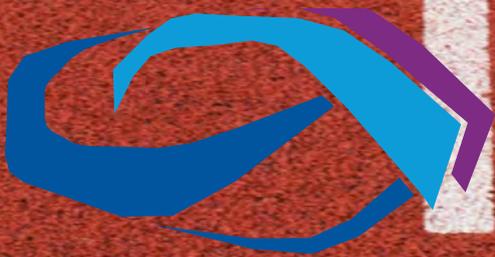
Lunch: 13:15 – 14:00

Executive responsibilities and representation: 13:45 – 14:45

Item	Title		Presented by	Paper
23	Expectations of a Director and AMOSSHE	D	John Bloomfield	
24	Regional and National representation	D	Simon Lee	
25	Executive meetings planning	D	Jill Stevenson	

Any Other Business and reflection time: 14:45 – 15:00

Item	Title		Presented by	Paper
26	Any Other Business	D	Jill Stevenson	
27	Reflection time	D	Jill Stevenson	



AMO SSHE

The Student Services Organisation

AMOSSHE
strategy
2019 to 2024

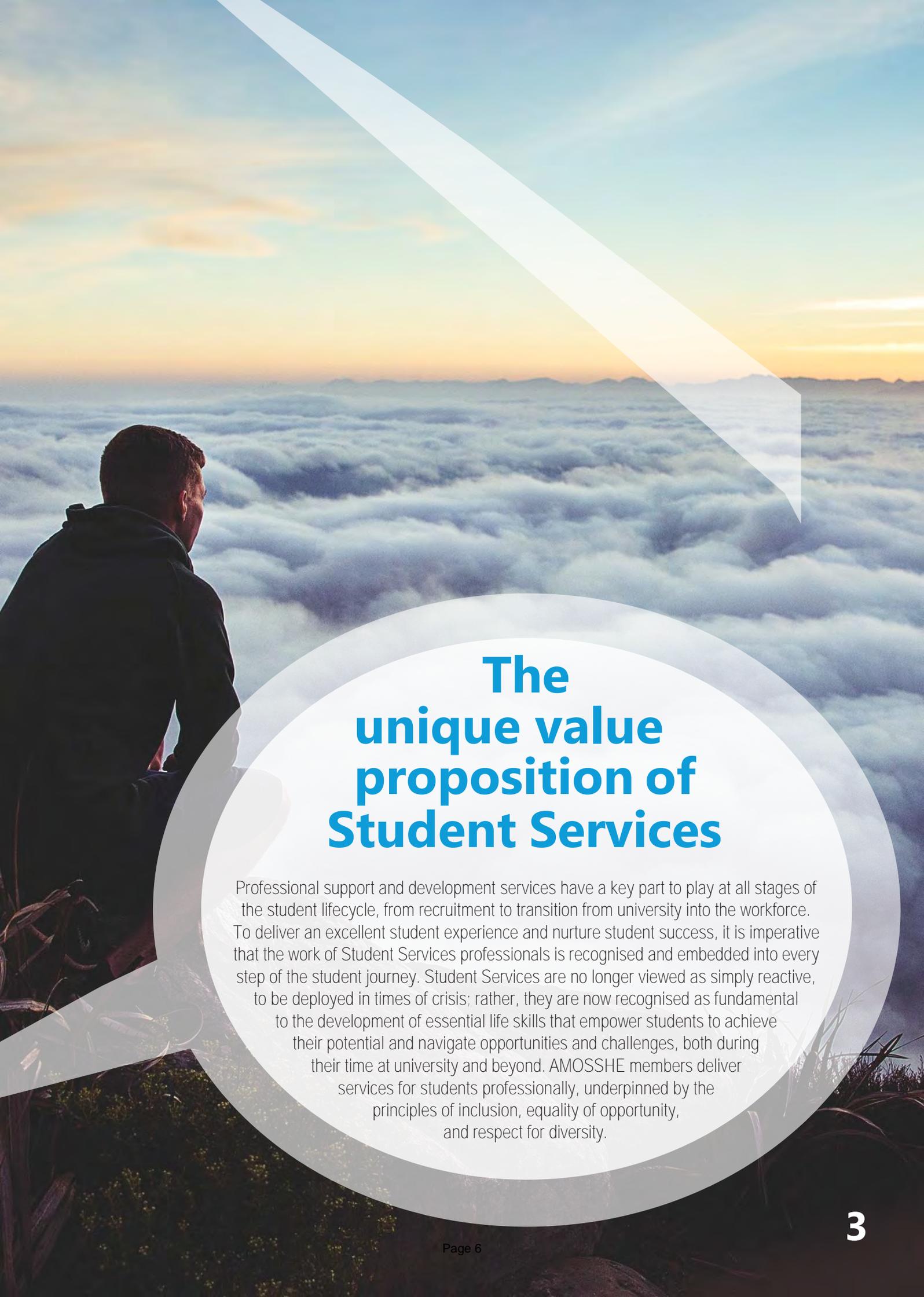
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AMOSSHE and our members

AMOSSHE, The Student Services Organisation is a membership association representing, largely, Directors of Student Services in higher education, plus professional colleagues with a remit for and interest in establishing sector-leading standards for the delivery of an excellent student experience and student success.

AMOSSHE, through the elected Executive Committee and National Office, informs, supports and upskills its members, and represents, advocates for and promotes the enhancement of a positive student experience globally. Our members support students to fulfil their academic potential and enjoy a fulfilling and empowering student experience through all phases of the student lifecycle, while developing lifelong skills and attributes that make them some of the most employable, resilient, skilled and adaptable graduates in the world. They do this through collaboration with students, academic and professional services, and external stakeholders, ensuring that students, regardless of gender, age, origin, discipline, mode of study or residential status are sufficiently prepared, connected, supported and developed before, during and after their time at university.

Many of our members' services are targeted to ensure that the most vulnerable or challenged students (such as those who are care-experienced, disabled, estranged from their families or who have experienced social deprivation) are able to access and experience university life without barriers and on a level playing field. Those designing and delivering Student Services are committed to adding value for students in a way that enables their academic ability – irrespective of background or personal characteristics – through a culture of recognition, respect, nurturing talent and championing achievement.



The unique value proposition of Student Services

Professional support and development services have a key part to play at all stages of the student lifecycle, from recruitment to transition from university into the workforce. To deliver an excellent student experience and nurture student success, it is imperative that the work of Student Services professionals is recognised and embedded into every step of the student journey. Student Services are no longer viewed as simply reactive, to be deployed in times of crisis; rather, they are now recognised as fundamental to the development of essential life skills that empower students to achieve their potential and navigate opportunities and challenges, both during their time at university and beyond. AMOSSHE members deliver services for students professionally, underpinned by the principles of inclusion, equality of opportunity, and respect for diversity.

AMOSSHE vision

what we seek to achieve by 2024

UK Student Services are some of the best in the world, and are universally recognised as being fundamental to the achievement of:

- Student success
- A globally regarded world class student experience
- The strategic goals of UK universities

AMOSSHE mission

what we will do to achieve our vision

AMOSSHE will nurture a collaborative, skilled, passionate and empowered movement of leaders and partners who deliver innovative, impactful, world class services that are proven to enhance the holistic experience and enable student and institutional success.

By "movement" we mean a committed community of professionals with aligned aims and values. We will advocate on behalf of that movement to influence key stakeholders in the pursuit of our vision, by articulating the value of professional Student Services that transform the student experience and promote student success.

We recognise that the global and national political, economic, social and legislative environment will continually evolve during the period of this strategy. Together, the vision, mission, values and strategic goals create a holistic framework that we believe will be sustainable over the five year time period. Regardless of the changing environment, we have identified seven **values-based guiding principles** that underpin the implementation of our strategy and will enable us to remain focused, as a movement, on the achievement of our vision.

Supportive

Consider the wellbeing of our members: nurture a strong and **supportive community** of Student Services leaders and practitioners, including facilitating opportunities for sharing good practice and joint solutions to be generated

Diverse

Recognise the **diverse needs** of students and AMOSSHE members across the UK and take steps to ensure that our policies, practices and programme of work are reflective of this

Collaborative

Work together as a movement to build strong, influential **partnerships** with key external agencies and stakeholders, and also with our peers and institutional colleagues, to influence positive change

Innovative

Be bold and continually seek **innovative** and improved ways to achieve our vision, including funding evidence-based research that informs new practices

A sustainable five year strategy founded on values-based guiding principles

Evidence-based

Invest in and utilise data and **evidence-based** research to inform our decisions and evaluate the impact of our work

Developmental

Invest in the **continuing professional development** of our members and their teams, equipping them with the professional skills, knowledge, experience, opportunities and networks to influence change and enhance student success

Proactive

Continually scan the horizon to identify developments likely to impact on our sphere of work, and take **proactive action** to mitigate against risks and influence policy and investment decisions that will impact on **Page 8** student success



AMOSSHE

strategic priorities 2019 to 2024

Over the period of this strategy, the focus of the AMOSSHE Executive Committee and National Office will be to facilitate the cultures, behaviours and infrastructure necessary to make significant progress towards the achievement of our vision. To do this, over the next five years we will:

Enable members

Provide our members with the cutting edge tools, skills, knowledge, opportunities and networks to successfully deliver innovative and impactful Student Services programmes

Collaborate and influence

Collaborate with and influence university leaders, policy makers, funders, government (local and national), students, advocates, and other key stakeholders – in the UK and globally – to ensure that the impact of Student Services is clearly recognised during conversations about the enhancement of the student experience

Establish a movement

Nurture a dynamic and integrated movement of Student Services leaders – in the UK and internationally – focused on facilitating and promoting student success; a collaborative consortium of partners speaking a common language and dedicated to

the achievement of the highest quality outcomes for our students

Vision

- Student success
- Globally recognised world class student experience
- Achievement of institutional goals

Priorities

- Enable members
- Collaborate and influence
- Establish a dynamic and integrated movement

Mission

Collective, skilled, empowered movement focused on strategic vision
Delivery of and continued investment in world class, innovative, impactful Student Services

Collaborative

Diverse

Evidence-based

Values-based
guiding
principles

Supportive

Proactive

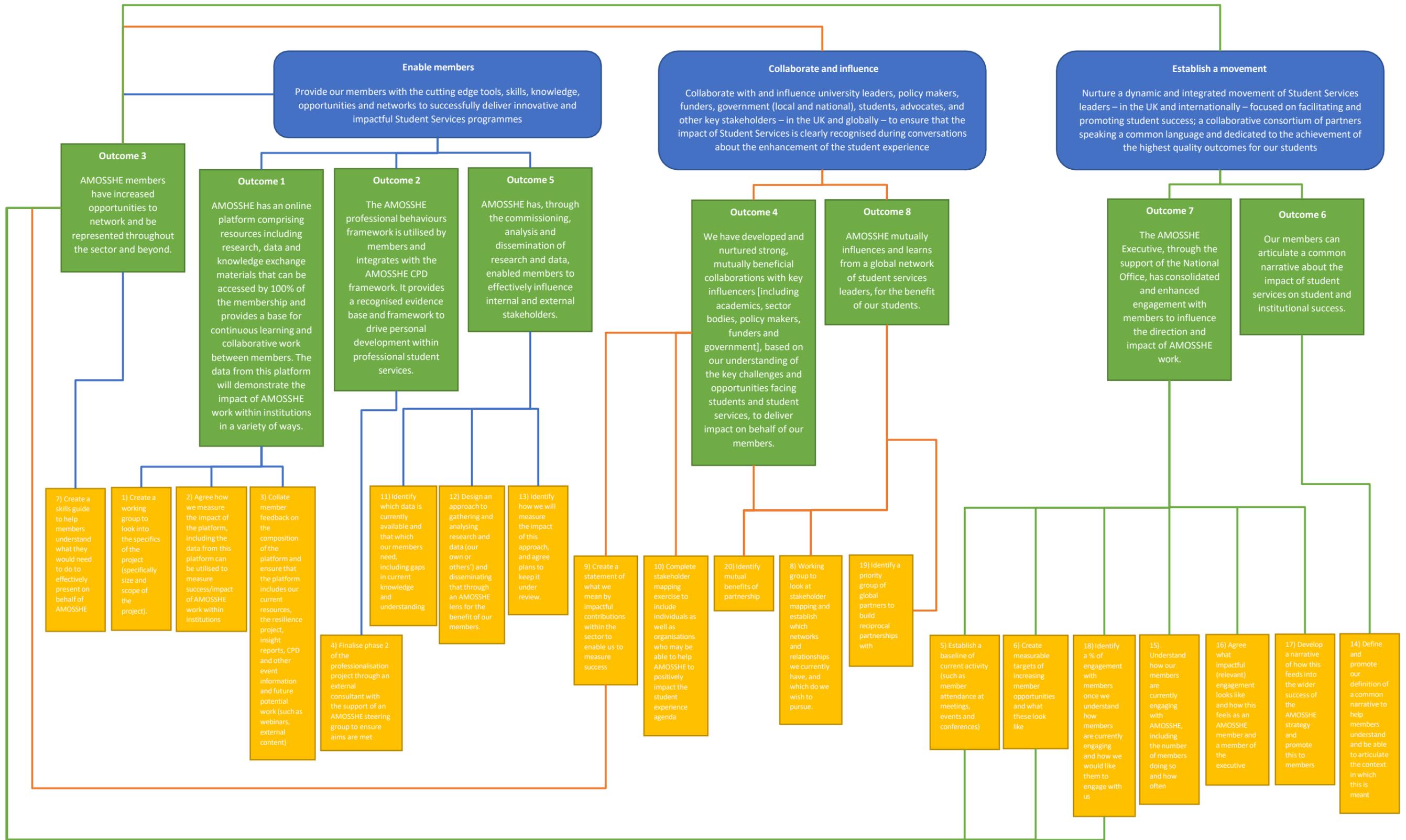
Innovative

Developmental

Student Services leaders
(AMOSSHE members)

AMOSSHE Executive and National Office

Partners and sector stakeholders



KEY

- Strategic priority** (Blue rounded rectangle)
- Outcome** (Green rounded rectangle)
- Objective** (Yellow rounded rectangle)
- Workstream: resources (1)** (Blue line)
- Workstream: member engagement (2)** (Orange line)
- Workstream: external development (3)** (Green line)

Department

Code	Month Description	1 Aug	2 Sep	3 Oct	4 Nov	5 Dec	6 Jan	7 Feb	8 Mar	9 Apr	10 May	11 Jun	12 Jul	
Income														
4000-4020	Membership income	44,492	44,492	44,492	-	-	-	-	-	-	-	-	-	133,475.13
4100-4104	CPD income	-	-	10,185	10,185	-	-	20,200	880	4,050	4,050	-	-	49,550.00
4200-4204	Conference income	-	-	-	-	-	-	-	-	-	148,230	-	-	148,230.00
4300	Project / research grant	-	-	-	-	-	-	-	-	3,000	10,000	3,000	-	16,000.00
4400	Sponsorship Income	-	-	1,998	1,998	13,986	25,000	5,994	37,787	1,198	1,198	-	-	89,159.00
	VAT adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-
	Release of capital grant	-	-	-	-	-	-	-	-	-	-	-	-	-
		44,492	44,492	56,675	12,183	13,986	25,000	26,194	38,667	8,248	163,478	3,000	-	436,414.13
Expenditure														
Staff Related Costs														
6010	Permanent Staff Costs	12,555	15,305	15,305	15,305	15,305	15,305	15,305	15,305	15,305	15,305	15,305	15,305	180,912.15
6020	Executive Director	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	4,988	59,850.00
6030	Operations Coordinator	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	2,620	31,443.62
6040	Head of Engagement	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	3,463	41,550.50
6045	Admin and Comms Officer	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	17,818.04
	Policy and Research Officer	-	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	30,250.00
6060	Temporary Staff	-	-	-	-	-	-	-	-	-	1,000	-	-	1,000.00
6070	Employers NI	1,507	1,837	1,837	1,837	1,837	1,837	1,837	1,837	1,837	1,837	1,837	1,837	21,709.46
6080	Employers Pensions	753	918	918	918	918	918	918	918	918	918	918	918	10,854.73
6090	Recruitment Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
		14,815	18,060	18,060	18,060	18,060	18,060	18,060	18,060	18,060	19,060	18,060	18,060	214,476.33
Other Direct Costs														
7000	Marketing	-	-	-	-	-	-	-	-	-	3,500	-	-	3,500.00
7020	Venue Hire cost	4,000	-	4,384	3,350	-	-	5,590	504	-	76,842	504	-	95,174.00
7030	Speaker Fee	-	-	300	300	-	-	600	-	-	3,700	-	-	4,900.00
7310	Conferences misc	-	-	-	-	-	-	-	-	-	-	-	-	-
7040	Website Maintenance	360	2,760	360	360	360	360	360	360	360	360	360	360	6,720.00
7060	Subscriptions	30	30	30	30	30	30	30	30	30	30	30	30	360.00
7070	Staff training	250	250	250	250	250	250	250	250	250	250	250	250	3,000.00
7080	Insurance	-	1,200	-	-	-	-	-	-	-	-	-	-	1,200.00
7090	Telephone	150	150	150	150	150	150	150	150	150	150	150	150	1,800.00
7100	Travel	900	200	1,780	1,080	200	100	1,520	900	200	1,400	900	200	9,380.00
7110	Hospitality	-	-	-	-	150	-	-	-	-	10,500	-	-	10,650.00
7130	Subsistence	20	20	160	160	220	20	230	20	20	620	20	20	1,530.00
7140	Refreshments	400	-	120	-	-	-	-	120	-	10,100	120	-	10,860.00
7150	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
7160	Postage and Carriage	-	-	-	-	-	-	-	-	-	450	-	-	450.00
7180	Stationary	10	10	10	10	10	10	10	10	10	10	10	10	120.00
7190	Accounting Fee	84	1,800	84	84	2,300	84	84	1,800	84	84	3,500	84	10,072.00
7200	Consultancy fee	-	-	-	-	-	-	-	-	-	-	-	-	-
7210	Tenancy costs	3,410	5,160	37	37	5,160	37	37	5,160	37	37	5,160	37	24,308.34
7220	Equipment Hire	-	-	-	-	-	-	-	-	-	11,500	-	-	11,500.00
7230	Minor Equipment / Software purchases	430	430	540	650	430	430	830	540	540	540	430	430	6,220.00
7300	Miscellaneous/Contingency	64	64	523	496	475	64	1,182	349	349	7,630	64	64	11,324.38
9000	Bank Interest Paid	-	-	-	-	-	-	-	-	-	-	-	-	-
7500	Bank Charges and Stripe bank fees	100	100	100	100	100	100	100	100	150	150	150	150	1,400.00
7005	International engagement costs	-	-	-	-	-	-	-	-	-	-	3,000	-	3,000.00
	VAT non-allowable	-	-	-	-	-	-	-	-	-	-	-	-	-
		10,209	12,174	8,828	7,057	9,834	1,635	10,973	10,293	2,180	127,853	14,648	1,785	217,468.72
Depreciation														
41	Fixture and Fitting Depn	-	-	-	-	-	-	-	-	-	-	-	265	265.00
31	Office Equipment Depn	-	-	-	-	-	-	-	-	-	-	-	3,361	3,361.00
		-	-	-	-	-	-	-	-	-	-	-	3,626	3,626.00

Code	Total Expenditure Description	25,024 Aug	30,234 Sep	26,888 Oct	25,118 Nov	27,894 Dec	19,695 Jan	29,033 Feb	28,353 Mar	20,240 Apr	146,913 May	32,708 Jun	23,471 Jul	435,571.05
	Net Surplus/(Deficit)	19,468	14,258	29,787	- 12,935	- 13,908	5,305	- 2,839	10,314	- 11,992	16,565	- 29,708	- 23,471	<u>843.0</u> TOTAL AMOSSHE
														5,662.19 Projected save on contingency (50%)
														6,505.26 TOTAL
														1,301.05 Corporation tax
														<u>5,204.2</u> TOTAL AMOSSHE
	One - off project costs (potential)													
	Professionalisation project	£ 50,000.00												
	Website and resources transition and build	£ 7,000.00												
	Temporary staff costs (from 21-22)	£ 3,000.00												
	TOTAL	<u>£ 60,000.00</u>												
	AMOSSHE Reserves position 2020-21													
	Updated 20/03/2022													
	Staffing	£ 214,476.33												
	Website maintenance	£ 6,720.00												
	Insurance	£ 1,200.00												
	Telephone	£ 1,800.00												
	Accounting fee	£ 10,072.00												
	Bank charges	£ 1,400.00												
	Tenancy	£ 24,308.34												
	IT support	£ 2,000.00												
	TOTAL	<u>£ 261,976.6</u>												
	Current reserves	£ 201,006.39												
	Minus one-off project costs	£ 141,006.39												
	Cost per month (average)	£ 21,831.39												
	Calculated reserves (months)	6.5												
	Remaining reserves, 6 mths contingency removed	£ 10,018.05												

AMOSSHE Strategy Workstream Executive progress report: Resources

Executive meeting: July 2022

This sheet is designed for AMOSSHE Strategy members to briefly report back on the progress of their workstream activity to the AMOSSHE executive committee. Answers should be short and to the point, some can be explored further within the meeting.

Please note within the respective objective notes section any resources you think you will need to complete the objective along with potential costs and timelines for completion. Also note any help/conversations you wish to have at the executive meeting to ensure this is highlighted at the meeting.

Each objective should have a status attached to them rating:

RED: None or little progress made

AMBER: Starting to make progress but behind on original timelines

GREEN: Going well and making expected progress

Outcome 1:

AMOSSHE has an **online platform** comprising resources including research, data and knowledge exchange materials that can be accessed by 100% of the membership and provides a base for continuous learning and collaborative work between members. The data from this platform will demonstrate the impact of AMOSSHE work within institutions in a variety of ways.

Outcome 2:

The **AMOSSHE professional behaviours framework** is utilised by members and integrates with the AMOSSHE CPD framework. It provides a recognised evidence base and framework to drive personal development within professional student services.

Outcome 5:

AMOSSHE has, through the commissioning, analysis and dissemination of research and data, **enabled members to effectively influence** internal and external stakeholders.

Progress report

Status	Outcome	Objective
	1	Create a working group to look into the specifics of the project (specifically size and scope of the project).
	Notes	Complete. The working group is established with consistent contributions from members and executive members as part of the group.
	1	Agree how we measure the impact of the platform, including the data from this platform can be utilised to measure success/impact of AMOSSHE work within institutions
	Notes	The group has evaluated the website and produced a list of must have areas based on the survey results. The group will feed back the direction of the work to the Executive committee. The group may wish to change how this statement works as it is hard to measure impact in the same way as we originally saw it.
	1	Collate member feedback on the composition of the platform and ensure that the platform includes our current resources, the resilience project, insight reports, CPD and other event information and future potential work (such as webinars, external content)
	Notes	Feedback is complete, the member engagement group and resources group have met for the first time and discussed areas of cross over, namely about access to resources based on membership structures. A document has been created that evaluates each of the areas of the website to consider if our current setup is appropriate for this work.
	2	Finalise phase 2 of the professionalisation project through an external consultant with the support of an AMOSSHE steering group to ensure aims are met
	Notes	The professionalisation group met again recently and will be leading a discussion at the executive meeting on how to take this forward appropriately
	3	Create a skills guide to help members understand what they would need to do to effectively present on behalf of AMOSSHE
	Notes	Not currently prioritised, partly as we have not yet developed further opportunities for members to present. This will be discussed with the external development group once priority stakeholders are agreed.
	5	Identify which data is currently available and that which our members need, including gaps in current knowledge and understanding.
	Notes	The results for the feedback groups have identified some of this. It is clear that we provide some very useful material that we need to organise differently on the site in order for members to take full advantage. It is also clear that we cannot provide everything that members need but we can work with. The priority is changing the structure of the website and making resources easier to access and more visible. At this stage we will be in a position to evaluate the gaps easier. Some have been identified in relation to information and links we can provide to external work that AMOSSHE members will need sight of.
	5	Design an approach to gathering and analysing research and data (our own or others') and disseminating that through an AMOSSHE lens for the benefit of our members.
	Notes	The new role is out for recruitment at present and due to be in place between September and December
	5	Identify how we will measure the impact of this approach, and agree plans to keep it under review.

Status	Outcome	Objective
	Notes	Once we set the work for the new role we will be able to use a variety of measures to understand the impact of the role, this will take time to build the evidence base and evidence.

[Resources that have been identified to complete the project at this stage:](#)

We will need to invest in the website to ensure that resources are adequately accessible. We are looking to complete specifications that we need before looking at alternative providers and bolt on sites for the work that we need. This will cost approximately up to £7000 nfor one off work and a further £3000 per year extra depending on the best option.

[Questions / considerations for the Executive Committee at this stage:](#)

- We would like the executive committee to agree provisionally with our plans to overhaul our digital presence
- We would like the executive committee to discuss and agree on the main needs for changing the website presence



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Professionalising Student Services: Feasibility Study

AMOSHE – The Student Services Organisation

Phase 1 Report

June 2019

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Professionalising Student Services: Feasibility Study
AMOSSHE – The Student Services Organisation
Phase 1 Report

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Professionalising Student Services: Feasibility Study

AMOSSHE – The Student Services Organisation

Background

1. Referencing the rapidly changing landscape in UK HE and the agenda around the student experience growing in complexity and expectation, AMOSSHE wishes to explore the feasibility of developing a competence framework to support Student Services professionals leading and managing in this challenging environment.
2. Dependent on the outcomes of the feasibility study/Phase 1, there is the potential for a Phase 2 project to further develop an interlocking accredited continuous professional development offering for AMOSSHE members enabling them to demonstrate and enhance their expertise within their specialised field. This could provide a professional pathway and career progression opportunities for staff working at leadership and management level within Student Services.
3. AMOSSHE has commissioned **AUA Consulting** to support the feasibility study. Key deliverables in Phase 1 include:
 - Agreed breadth and depth of fieldwork/desk based research.
 - Selected membership engagement to inform Phase 1.
 - Ascertaining the viability and added value of a competency framework for the AMOSSHE membership and for AMOSSHE as an organisation.
 - Proposed options modelled for consideration, with clear recommendations on feasibility.
 - Consideration of costings and dependencies.
4. The above would form the first Phase of what the AMOSSHE Executive Board envisage as a two-phase project. At the end of Phase 1, upon receipt of the feasibility and options report the Board intend to consider the findings, engage with the membership and commence Phase 2 with the chosen model being developed, implemented and rolled out to the membership. Phase 2 will be undertaken following a separate tender and commissioning exercise.
5. AMOSSHE contacts for the Phase 1 project are:
 - John Bloomfield, Executive Director, AMOSSHE National Office
 - Jayne Aldridge, AMOSSHE Chairperson
6. AUA Consulting contacts are:
 - Andrew West, Managing Consultant
 - Jan Shine, ConsultantMore information on AUA Consulting can be found in Appendix 4.

Executive Summary

1. AMOSSHE is a well-established organisation with a strong reputation for its professional development mission. AUA Consulting is delighted to have been asked to assist the AMOSSHE Executive in this feasibility study towards a continuing professional development framework for student services leaders. Thanks go to members of the Executive and other AMOSSHE members who have participated in the study.
2. AMOSSHE's 2018 member survey demonstrated broad support for work in the area of 'professionalising' student services. This support has been reinforced in the member consultation within the feasibility study.
3. Numerous existing professional development frameworks are available to form a reference point for AMOSSHE if it proceeds to develop a framework specific to student services leaders.
4. Considering the range of potential approaches, it would make most sense for AMOSSHE to develop a professional framework focussed on leadership behaviours, rather than tasks/activities. A behavioural framework would articulate the attributes and characteristics which exemplify the ethos, values and mission of AMOSSHE: what it means to be an effective HE student services leader or manager.
5. Thinking of the ways in which AMOSSHE might build engagement with a professional development framework, an approach based around individual accreditation seems likely to bring the most benefits for AMOSSHE and for its members.
6. Adoption of the framework, and accessibility, will be fostered if AMOSSHE adopts a straightforward, non-bureaucratic approach within this work.
7. Ongoing stakeholder engagement will be important in this development. In moving further with the work, AMOSSHE should consider establishing a member panel and/or stakeholder steering group.
8. AMOSSHE should agree a clear purpose for the framework at the outset, including identifying anticipated benefits and success criteria. It will probably be sensible to think in terms of a phased approach to implementation.

Feasibility Report

Part A - Consultation

The 2018 member survey demonstrated broad support for AMOSSHE's work in the area of 'professionalising' student services. The additional member engagement conducted as part of this feasibility study – in smaller scale but at greater depth – has also revealed support for the work. Further information on the member engagement exercise can be found in Appendix 2. Themes emerging from the consultation include the following:

1. A common view that the purpose of this work should relate both to the support of individual development and in relation to the contribution of student services in the HE experience. This reflects an aspiration regarding benefits for members; benefits for AMOSSHE as an organisation; and benefits for HE more generally (this should not be an exercise in AMOSSHE navel-gazing).
2. A preference for a professional framework focussed on leadership behaviours/attributes/characteristics rather than an emphasis on functions/activities. Key points include the following:
 - a) A functional approach could exclude a proportion of the membership who might not recognise their role within the functions and activities selected to underpin the framework.
 - b) Consensus might be much more difficult to achieve within a functional approach.
 - c) Other organisations have already developed (or are developing) professional frameworks/accreditations reflecting specialist functions within the broad student services domain.
 - d) A framework based on behaviours and attributes forms a more appropriate fit with the management/leadership roles within AMOSSHE. A task/competency emphasis would be less credible.
 - e) A focus on behaviours would more closely reflect practices in senior staff recruitment.
 - f) Behaviours/attributes are likely to be more enduring and the maintenance overhead associated with ever-changing tasks and activities would be mitigated. A behavioural framework should be more sustainable and fit for purpose over time, bearing in mind the continually changing HE sector landscape.
 - g) A behavioural approach has the potential to be much more inclusive; it would be unwise to develop a homogenous framework when the sector more generally celebrates institutional diversity.
 - h) It would be feasible for a primarily behavioural-driven framework to be augmented/exemplified with reference to selected functional themes, i.e. achieving a blended approach.
 - i) A question as to whether any behavioural framework should be further underpinned by an articulation of AMOSSHE values?

3. It will be important for any framework to have credibility both with those who are established in senior professional roles and to serve as a developmental tool for those aspiring to senior leadership positions.
4. Alongside credibility, a strong view that features like conciseness, simplicity of approach, accessibility/flexibility, and ease of ongoing maintenance should be key considerations, with return on investment (aka cost/benefit analysis) in mind. AMOSSHE should avoid developing a tool which is over-engineered, bureaucratic, burdensome, prescriptive, costly, and potentially seen as 'gold plating'.
5. Generally there is support for individual recognition/accreditation with reference to the framework. This might lead to a new membership category/status, perhaps awarded after peer assessment of an evidence 'portfolio' of some sort. This option would deliver added robustness/collateral to the framework, going beyond its (also valuable) informal use.
6. There is less enthusiasm for developments in the direction of team or institutional recognition by way of a quality standard, involving institutional audit/assessment/kitemark, etc, noting that various such schemes are already established in the sector.
7. Practical support for members (e.g. sharing best practice and professional learning) are seen as areas of particular strength for AMOSSHE. These approaches could be harnessed in implementing the framework e.g. conference sessions, workshops and facilitated events to help members draw most value from the resource in their own context.
8. There is general support for phasing within this development. For example:
 - I. Development of a professional framework.
 - II. Roll-out with support e.g. online 'toolkit' to support self-evaluation; events/workshops etc.
 - III. Designed link/s to AMOSSHE CPD programme.
 - IV. Recognition/accreditation scheme introduced subsequently, depending on member appetite once the framework is better embedded.
 - V. Potential for further development (e.g. PG qualification) only to be considered at a later point.
9. It will be important for AMOSSHE to plan at the outset for any framework to be periodically reviewed/refreshed/updated to ensure ongoing relevance. A member panel might assist with this in due course.
10. Member impact should be a key criterion. Examples include:
 - In considering whether a behavioural or functional approach is appropriate, which will achieve more impact for members?

- How can the practical roll-out of a framework bring most impact for members?
- Which subsequent developments (e.g. accreditation scheme) are likely to impact the most members?

11. Regarding external reference points, it is important for AMOSSHE to have the confidence to develop a framework which is distinctive for the student services community. Equally it seems sensible to draw on existing cognate models and to achieve a degree of ‘read-across’ where this is appropriate. In due course a wider consultation into the senior HE community (e.g. Vice-Chancellors) could be important as any framework is developed. At the same time, it would be counter-productive for AMOSSHE’s work to be unnecessarily constrained by external templates.

Part B - Desk Research

12. Desk research has been conducted to explore up-to-date practice, guidance and examples of developing and implementing competency frameworks and, where relevant, accredited professional development linked to such frameworks. The resources considered span UK and overseas HEIs, HE and non-HE professional bodies, generic occupational/function standards, student services specific professional standards, academic programmes and practice guidance. The full list of source material within the scope of the desk research is set out in Appendix 3.

13. The following range of format options have been considered:

- a) Functional framework – the skills, knowledge and abilities demanded by the areas of responsibility, tasks and nuances of a discrete function within an organisation. Figure 1 shows an extract from a functional framework.

M5 Web Development

The Web Development group of competencies encompasses two main areas, designing websites using professional tools and technologies, and the Client/Server side.

Analytical skills and coding will be a requirement at all levels and a methodical, organised approach. The creative designer will be able to offer solutions to complex problems and will be able to offer clear navigation through the product.

Required Outcomes

A designer able to:

- Create accessible, creative and functional web sites and applications;
- Develop and manage complex web sites.

MSA - Web Design, Development and Content Management Systems

This covers the capability to deliver internet and MOU Intranet solutions for the dissemination of information utilising code, history and animation, keeping up to date with changes to industry technology as well as providing solutions to MOD requirement.

Foundation - A web developer capable of:

- Designing flat web pages incorporating text and images using web page design software;
- Determining the best way to link information within the site;
- Using the guidelines for websites as set out by the E-Government;
- Understanding the various element and nested element tags in HTML5 (building up the structure of a simple web page);
- Amending and updating simple Cascading Style Sheets (CSS) to change the look and feel of a web site;
- Adapting content onto web page templates requiring basic layout and menu hyperlinks;
- Editing images to low resolution, any specific template size, suitable file size and format to enable to be displayed effectively onto MOD Intranet pages or web page templates.

Undeclared by criteria in 2013/DN06-43 Matrix 1.15.

Practitioner - A web developer capable of:

- Working from complex briefs, create interactive and adaptive websites that will enhance the end user experience and be viewed across a wide range of platforms, operating systems, browsers and display types;
- Developing, amending, incorporating and testing simple JavaScript code within HTML5 web pages;
- Designing, developing and incorporating Cascading Style Sheets (CSS) into a web page;
- Adapting existing templates using relevant industry web coding to provide bespoke solutions;
- Complying with the guidelines as set out by World Wide Web Consortium, and the E-Government and MOU Intranet, ensuring that accessibility and usability requirements are met;
- Explaining the limitations of the platform on which the site will sit and creating the site accordingly, following procedures as set out by the platform on which the site will sit;
- Producing dynamic data-driven web sites, with appropriate coding for server platforms.

Figure 1: Extract from Graphics Functional Framework, Ministry of Defence, 2017

b) **Competency framework** – the skills, knowledge and abilities required at different levels within an organisation. Figure 2 shows the structure of one competency area of a typical competency framework

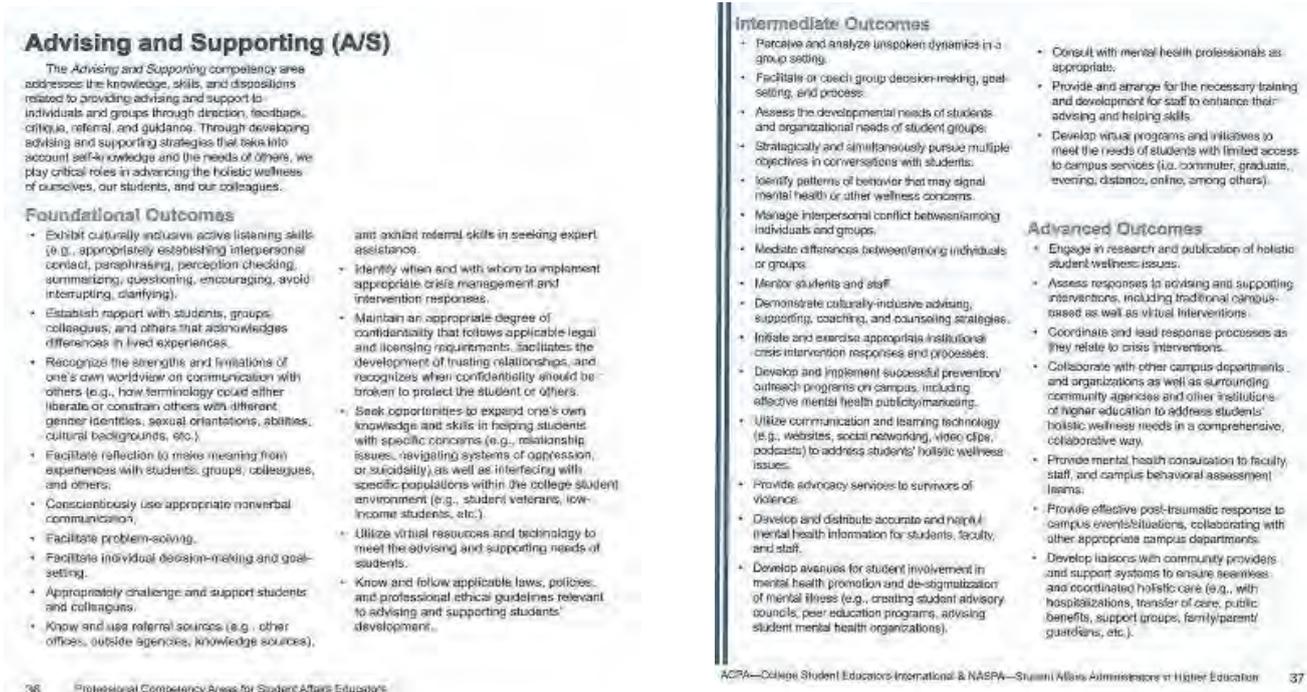


Figure 2: extract from Professional Competency areas for Student Affairs Educators, NASPA/ACPA, 2015

c) **Behavioural framework** – the observable behaviours that exemplify the values of an organisation. Figure 3 shows the structure of one area of a typical behavioural framework.

	Self	Others	Organisation
Embracing Change Being open to and engaging with new ideas and ways of working. Adjusting to unfamiliar situations, shifting demands and changing roles.	<ul style="list-style-type: none"> • Accepting that change is an integral part of life • Demonstrating a willingness to do things differently • Making suggestions for improvement • Taking a creative approach to change which challenges assumptions and is not based purely on enhancing existing practice • Viewing change situations as opportunities for improving and developing work • Remaining positive about moving forward despite being realistic about the challenges presented by change • Demonstrating that 'the way things are done here' does not restrict you • Challenging the status quo in a constructive way 	<ul style="list-style-type: none"> • Seeking a diversity of perceptions • Encouraging others to initiate and embrace change • Encouraging experimentation and new ways of working • Providing ongoing support and encouragement to others who are developing and testing solutions • Articulating the purpose of change and the context within which change is happening • Adapting approach to respond to changes outside of the organisation • Communicating change in a positive manner through influencing and persuasion • Recognising, respecting and acknowledging others' responses to change • Inspiring and motivating others to engage as a team member in identifying and implementing change 	<ul style="list-style-type: none"> • Creating a climate that encourages innovation and receptivity to change • Leading by example in supporting the organisation to break with traditional methods • Communicating upwards to influence policy formulation • Embracing new technologies, techniques and working methods • Scanning the wider environment to seek opportunities to develop the organisation • Modifying departmental/organisational strategy to adapt to changes in the wider environment
Examples of behaviours that may indicate a need for further development in embracing change	<ul style="list-style-type: none"> • Unable to move beyond negative reaction to uncertainty • Complaining instead of doing something about it • Consistently blocking change and failing to build on others' ideas for change • Generating numerous ideas but not following any of them through 		

Figure 3: extract from CPD Framework Professional Behaviours, AUA, 2017

14. The key points emerging from consideration of these options are:

- a) Whilst a functional framework might have the advantage of familiarity for student services professionals, this approach does not seem appropriate for AMOSSHE. To develop a framework encompassing all aspects and possible functions within the broad heading of student services across the sector would make for a cumbersome framework, would add very little value to AMOSSHE or its members, and would by far be the costliest and least agile of the options considered. Extensive research and consultation would be required to ensure an inclusive framework that covers the minutiae of a diverse range of student services structures. Job descriptions for HE student services roles and HEI structures and HR functions already provide this information. It would also be difficult to link any generic CPD to such a framework. A functional framework would also create confusion for members who are affiliated with professional bodies within their specialist area of student services. The framework would be vulnerable to structural changes within HEIs, sector-wide changes and Government or other policy changes requiring novel student services roles/functions.
- b) A competency framework should be widely understood as many HEIs employ this type of framework. However, there remains considerable debate about the definition of a 'competency' and 'capability framework' is often the preferred term. This has performance management connotations and can imply a 'deficit' model. This approach seems less relevant to a professional body as it would not be so relevant to distinguish between different role levels and there is no intention of formal assessment in terms of members' performance within their institutions. This is the role of local appraisal schemes and HR processes. A competency framework would require regular horizon scanning to update the skills and knowledge aspects of competency with new initiatives and trends. A set of generic core leadership competencies could be developed to avoid splitting the framework into levels, but such a framework would be highly generic and unlikely to add any value over and above similar frameworks in members' own institutions. In this sense it is unlikely to add value to AMOSSHE or its members.
- c) A behavioural framework seems to make more sense for AMOSSHE as the framework would articulate the behaviours that exemplify the ethos, values and mission of the organisation. In other words, what it means to be an effective HE student services leader or manager. The focus of a behavioural framework is developmental and there is equal emphasis on individuals' strengths as well as areas for development. This seems much more in keeping with the mission of a professional body. One dependency related to this option is the review and/or updating of the AMOSSHE values and strategy 2015 to 2018. Such a

framework would have longevity: it would require updating only infrequently, unless the core values of the organisation change significantly. Cross-references might be made to functional themes in student services to support practical adoption.

15. A comparison of the above three options is summarised in tabular format in Appendix 1. The table includes references to costs likely to be associated with each option. Deliberately at the feasibility stage we have made no attempt to attribute specific monetary values. Self-evidently, any calculation as to costs will depend on choices for AMOSSHE should the organisation proceed with Phase 2 of this development. For example, the grade and FTE of any project management role bearing in mind existing roles in the AMOSSHE team/buy-out options, etc.

Dependencies applicable to each option are also referenced in Appendix 1. The following dependencies apply across all three options:

- the timely appointment to project management/coordination roles
- the availability and engagement of AMOSSHE members for steering group membership

16. The range of options considered for recognition to support engagement with the framework were:

- a) Organisational accreditation – recognition for an organisation’s application of the framework against a set of criteria
- b) Individual accreditation – recognition of an individual member’s CPD linked to the framework
- c) Qualifications – formal academic study leading to a recognised qualification specific to student services

17. Less emphasis has been placed on this aspect of the feasibility study on the basis that a more detailed analysis will need to be guided by objectives set at a later stage. In any event it is unlikely that this aspect of any framework could realistically be delivered in parallel with the initial development phase. The key points emerging from consideration of the three recognition options are:

- a) Organisational accreditation would be of benefit to AMOSSHE in terms of the raised profile a ‘kitemark’ type award might bring. However, as noted above there are many other such awards available and engagement requires significant investment by institutions. There appears to be little benefit to AMOSSHE members.
- b) Individual accreditation benefits both AMOSSHE and its members. This option provides opportunity for developing, extending and refreshing AMOSSHE’s membership categories. It is the option most likely to achieve the stated ‘professionalisation’ objective.
- c) There is limited academic provision specific to student services available. Two possible routes have been considered. The MA in

Student Affairs offered by Anglia Ruskin University and the PG qualifications offered by the AUA in collaboration with Nottingham Trent University. A student services specialist route through the AUA's accredited programme would offer more flexibility for AMOSSHE members.

Summary of Recommendations

The following points are based on the assumption that AMOSSHE will proceed to develop a professional framework. Further information can be found in the relevant paragraphs within the main body of the report, as cross-referenced below in brackets.

1. The Executive should agree a clear and concise purpose for the framework at the outset, and identify the anticipated benefits, the success criteria and how these will be communicated and measured. (1, 10)
2. AMOSSHE should develop a professional framework focussed on leadership behaviours, rather than tasks/activities. Cross-reference might be made to functional themes in student services to support practical adoption. (2, 14)
3. In designing the framework and any associated processes, AMOSSHE should prefer a concise, non-bureaucratic approach - also with ease of ongoing maintenance in mind. (4, 9)
4. AMOSSHE should ensure the framework is credible with established leaders and supports aspiring leaders. Ideally the framework would speak to all HE student services professionals to enable members to apply the framework widely in their organisational setting for broader staff development, professionalisation and succession planning. (3, 14, 17)
5. The Executive should prioritise ongoing stakeholder engagement – for example consider establishing a member panel and/or stakeholder steering group to support framework development and the associated communications. (7, 11)
6. AMOSSHE should adopt a phased approach to implementation, perhaps proposing the overall desired direction of travel at the outset. For example, it may be too ambitious to aim to link accreditation to the framework at the time of launch. This might form a subsequent stage of implementation. (8, 17)

Comparison of options for development of AMOSSHE framework

Option	Advantages	Disadvantages	Cost implications	Dependencies
Functional approach	<ul style="list-style-type: none"> • Easier to identify with as student services professionals • Provides clarity about what student services function includes 	<ul style="list-style-type: none"> • Limited in value – replicates what job descriptions already tell us • Would need to be lengthy to encompass all functions included within student services sector wide • Frequent review required to ensure framework remains comprehensive across sector 	<ul style="list-style-type: none"> • Project manager and admin support – p/t 12 months • Steering Group • Member questionnaire to capture functions • Membership focus groups x 10 • Consultancy support • Testing • Marketing • Website development • Briefing / training 	<ul style="list-style-type: none"> • Timely appointment of PM • Availability/engagement of members for steering group • Sector changes • HEI structural changes • Government policy changes requiring new functions to be added
Competency approach	<ul style="list-style-type: none"> • The concept of skills, knowledge and attributes is widely understood 	<ul style="list-style-type: none"> • ‘Competency’ or ‘capability’ might be associated with performance management and other HR processes • Core competencies already identified by individual HEIs • Not easily applied to professional body – i.e. ‘levels’ • Regular review required to reflect changing skills and knowledge needs of sector 	<ul style="list-style-type: none"> • Project manager and admin support – p/t 6 months • Steering Group • Membership focus groups x 5 • Consultancy support • Testing • Marketing • Website development • Briefing / training 	<ul style="list-style-type: none"> • Timely appointment of PM • Availability/engagement of members for steering group • If adapted from existing framework, longevity of AMOSSHE framework in event of updates to the original or the original becoming obsolete • If developed independently, regular review and updating
Behavioural approach	<ul style="list-style-type: none"> • Added value - the ‘how’ rather than ‘what’ (which is already known) • Observable behaviours, so easier to apply/assess/identify evidence • Developmental focus • Many HE examples and good practice to draw on • Easily mapped to AMOSSHE/HEI values 	<ul style="list-style-type: none"> • Some react against the term ‘behaviours’ • Behavioural approach not universally understood 	<ul style="list-style-type: none"> • Project manager and admin support – p/t 6 months • Steering Group • Membership focus groups x 5 • Consultancy support • Testing • Marketing • Website development • Briefing / training 	<ul style="list-style-type: none"> • Timely appointment of PM • Review of AMOSSHE values • Availability/engagement of members for steering group • If adapted from existing framework, longevity of AMOSSHE framework in event of updates to the original or the original becoming obsolete • If developed independently, regular review and updating

Stakeholder Consultation

The feasibility study has been informed by a series of conversations with AMOSSHE members, as a means of ensuring the Phase 1 work is grounded in membership perspectives. The following members have participated:

Jayne Aldridge, University of Sussex and AMOSSHE Chair

Kevin Child, Swansea University

Jan Daley, Leeds Beckett University

Chantalle Hawley, University of Suffolk

Amy Low, AbilityNet

Helen McNeely, Queens University Belfast and AMOSSHE Executive member

Oliver Pritchard, University of Sunderland

Jill Stevenson, University of Stirling and AMOSSHE Executive member

John Bloomfield, AMOSSHE Executive Director, has also been consulted.

References

AGCAS qualifications

<https://www.agcas.org.uk/AGCAS/Warwick-qualifications>

AHUA Professional Directors' Programme

<https://ahua.ac.uk/resources/psdp/>

Association for University and College Centres Directors: <https://www.aucd.ac.uk/>

AUA CPD Framework

https://aua.ac.uk/wp-content/uploads/sites/37/2018/12/AUA_CPD_Framework_Fourth_edition_November-2018.pdf

AUA professional qualifications

<https://aua.ac.uk/professional-development/pgcert/>

CAS standards, 2015

<https://www.cas.edu/generalstandards>

CIPD: <https://www.cipd.co.uk/knowledge/fundamentals/people/performance/competency-factsheet>

CSE generic standards

http://www.customerserviceexcellence.uk.com/media/1069/cse_standard.pdf

CSE – leadership <http://www.customerserviceexcellence.uk.com/resource-centre/customer-focused-leadership/>

Educational Council of New Zealand: Leadership Capability Framework

https://teachingcouncil.nz/sites/default/files/Leadership_Capability_Framework.pdf

English UK Certificate in Student Services Management

https://www.englishuk.com/uploads/assets/training/qualifications/cert_ssm/Cert_SSM_introduutory_in_formation.pdf

IASAS global survey on student affairs (currently in progress)

<http://iasas.global/global-competencies-in-supporting-college-student-success-study/>

ILM

<https://www.i-l-m.com/learning-and-development/leadership-and-management-qualifications>

IMA: <https://www.imanet.org/career-resources/management-accounting-competencies?ssopc=1>

MA Student Affairs in Higher Education, Anglia Ruskin University

<https://aru.ac.uk/study/postgraduate/student-affairs>

Ministry of Defence, Graphics Functional Competence Framework

<https://files.civilservicejobs.service.gov.uk/admin/fairs/apptrack/download.cgi?SID=b3duZXI9NTA3MDAwMCZvd25lcnR5cGU9ZmFpciZkb2NfdHlwZT12YWVmZG9jX2lkPTcxNTY5MyZ2ZXJpZnk9Y2I4MmRmYjgzNTFiYzQyNmJhZTM1NDVIODU1ZjE5OTk=>

NASPA/ACPA Professional Competencies

https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competerencies_FINAL.pdf

NASPA Online Learning Community

<https://olc.naspa.org/>

National Association of Disability Practitioners: <https://nadp-uk.org/accreditation-scheme/levels-of-accreditation/>

National Association of Student Money Advisers: <http://www.nasma.org.uk/Training-Events/>

National Occupational Standards – Management and Leadership 2011

<https://www.instructus-skills.org/apprenticeships/apprenticeships-qualifications-nos/nos-index/nos-management-leadership/>

The Open University Leadership Competency Framework, 2015

Oxford University Hospitals Leadership and Talent Framework

<https://www.ouh.nhs.uk/about/trust-board/2014/september/documents/TB2014.102-leadership-and-talent.pdf>

PraxisAuril professional recognition scheme core competencies

<https://www.praxisauril.org.uk/core-competencies>

Southern Cross University Leadership Capability Framework

<https://www.scu.edu.au/staff/hr-services/organisation-development/leadership-and-management/leadership-capability-framework/>

UKCISA PG Cert International Students Advice and Support

<https://www.ukcisa.org.uk/Training--Events/Professional-development/PG-Cert-in-International-student-advice--support>

UNESCO guide The Role of Student Affairs and Services in Higher Education

<https://unesdoc.unesco.org/ark:/48223/pf0000128118>

University of Edinburgh competency framework: <https://www.ed.ac.uk/human-resources/learning-development/planning-your-development/competency-framework>

University of Glasgow Leadership Behavioural Framework

https://www.gla.ac.uk/media/media_453130_en.pdf

University of Leeds Leadership Excellence Behaviours Framework

<https://www.sdduonline.leeds.ac.uk/behaviours/introduction/>

The Sheffield Professional:

<https://www.sheffield.ac.uk/sheffieldprofessionals/theshefprofessionalframework>

University of Sheffield Leadership & Management Framework

<https://www.sheffield.ac.uk/hr/archive/2.5341/man/lmf>

About AUA Consulting

This feasibility report has been produced by AUA Consulting - a new service for higher education provided by the Association of University Administrators (AUA).

AUA is the professional association for higher education administrators and managers. With heritage stretching back more than 55 years, our vision is to develop and serve the talent and ambition of higher education professionals to assist the advancement of the sector.

[AUA's CPD Framework](#), alongside the related Mark of Excellence, our Postgraduate Certificate qualification, membership accreditation routes, and our suite of CPD provision together support the career development of higher education professionals.

Consultants within AUA Consulting are HE practitioners, meaning we offer the latest expertise based on a foundation of experience from across the sector and covering the full spectrum of HE administration, management and services. AUA's head office is in Manchester and our consultants are based across the UK.

More information can be found at <https://aua.ac.uk/consultancy-with-the-aua/>

The consultant for this project is Jan Shine

Jan's HE professional services career spanned 25 years including posts in academic departments and specialist roles in HR and staff development, during which she developed innovative mentoring, competency frameworks, 360° feedback and other management development initiatives. Since becoming self-employed in 2007, Jan has worked throughout the UK providing bespoke programmes, coaching and organisational development consultancy through her business Paullus People Development.

Jan worked with AUA to develop its CPD framework and she has been instrumental in its implementation across the HE sector. Alongside her work with AUA, Jan has contributed to professional services staff development through working with many HE institutions and professional bodies, including the Leadership Foundation for Higher Education, AMOSSHE (Jan developed resources which formed part of the Value and Impact project), ARMA and NUS. Jan is a qualified coach, holds a PGDip in Management and is a Fellow of the AUA, and member of CIPD.

The managing consultant for AUA Consulting is Dr Andrew West

Andrew is former University Secretary at the University of Sheffield. His career in Higher Education spans nearly 30 years, including 11 years leading student-related services encompassing student recruitment and admissions, academic services and learning and teaching support, registry and student administration, careers and employability, and a broad range of student support and wellbeing services.

A former Chair of AMOSSHE – The Student Services Organisation, now providing consulting in the HE sector, Andrew has an impressive depth of expertise in student affairs, with a strong reputation and immediate credibility in the AMOSSHE context. Andrew has a highly-developed international network within the student services community, including links within NASPA fostered over many years. He is a former Board member at IASAS – the global student affairs network.

As Chair of Professional Development for AUA, in 2008-09 Andrew led the national working group which initiated AUA's Continuing Professional Development Framework for professional services staff in HE. He also chaired AUA's follow-on project supporting the relaunch of the CPD Framework in 2016.

The contact in the AUA Office is Kathy Murray, Director of Operations

Kathy has worked with AUA in a number of roles since 2009, progressing to her current position as Director of Operations. In this role Kathy oversees the delivery of all AUA activity and services. Working closely with the Board of Trustees, she leads the strategic development of the Association.

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AMOSSHE Strategy Workstream Executive progress report: Member Engagement

Executive meeting: July 2022

This sheet is designed for AMOSSHE Strategy members to briefly report back on the progress of their workstream activity to the AMOSSHE executive committee. Answers should be short and to the point, some can be explored further within the meeting.

Please note within the respective objective notes section any resources you think you will need to complete the objective along with potential costs and timelines for completion. Also note any help/conversations you wish to have at the executive meeting to ensure this is highlighted at the meeting

Each objective should have a status attached to them rating:

RED: None or little progress made

AMBER: Starting to make progress but behind on original timelines

GREEN: Going well and making expected progress

Outcome 3:

AMOSSHE members have increased **opportunities to network** and be represented throughout the sector and beyond.

Outcome 6:

Our members can articulate a **common narrative** about the impact of student services on student and institutional success

Outcome 7:

The AMOSSHE Executive, through the support of the National Office, has consolidated and **enhanced engagement with members** to influence the direction and impact of AMOSSHE work

Objectives and progress report

Status	Outcome	Objective
GREEN	3 and 7	(5) Establish a baseline of current activity (such as member attendance at meetings, events and conferences)
	Notes	Data analysis of newsletter and CPD engagement trends has identified groups of members who are more or less engaged than the average member overall. The member engagement group has discussed these outcomes in further detail, the report has been shared with the Executive

Status	Outcome	Objective
		team for internal review and discussion about what is working well and what needs to be done to even up engagement overall. This conversation will continue at the present Executive residential.
	3 and 7	(6) Create measurable targets of increasing member opportunities and what these look like
	Notes	Dependent on objective 5 and will look to develop this from July onwards.
	6 and 7	(14) Define and promote our definition of a common narrative to help members understand and be able to articulate the context in which this is meant
	Notes	<p>The Faces of AMOSSHE campaign is continuing on a monthly basis. No-one has volunteered (or been volunteered), but members are willing to take part when approached.</p> <p>The group is planning webinars to highlight the diversity of members across the coming year, related to Black History Month and other national campaigns. We have identified dates for these and included them in our CPD calendar.</p> <p>We have also identified dates for Member discussion forums for 2022/23.</p> <p>The group also facilitated a discussion on the work of this workstream at the AMOSSHE NC. This included member's feedback on how AMOSSHE can engage better and help in the career progression of its members. This included a discussion on Professionalisation project amongst other things.</p>
	7	(15) Understand how our members are currently engaging with AMOSSHE, including the number of members doing so and how often
	Notes	A research survey is in development to understand the diversity of membership. This needs more work to ensure that we are gathering the correct information.
	7	(16) Agree what impactful (relevant) engagement looks like and how this feels as an AMOSSHE member and a member of the executive
	Notes	As per objectives 14 and 15 above. Dependent on objective 5 and not addressed yet.
	7	(17) Develop a narrative of how this feeds into the wider success of the AMOSSHE strategy and promote this to members
	Notes	Dependent on objectives 14, 15 and 16. Cannot complete until 14,15,16 have been completed.
	3 and 7	(18) Identify a % of engagement with members once we understand how members are currently engaging and how we would like them to engage with us
	Notes	Dependent on objective 5 and not addressed yet.

[Resources that have been identified to complete the project at this stage:](#)

Leads, National Office and Executive time to review member roles / responsibilities.

JB time to contribute to modelling potential restructure of membership.

National Office time to administer 'faces of AMOSSHE' campaign, conduct interviews, devise, implement and analyse diversity survey.

Leads time to review and adjust the above.

National Office and leads time to plan and run National Conference session.

Exec volunteers to host regular discussion sessions, and to speak at the topic-related webinar. National Office time to administer these sessions.

Executive time to discuss what's working with member engagement in some groups, and what can be done for less engaged groups.

[Questions / considerations for the Executive Committee at this stage:](#)

Consideration of restructuring AMOSSHE membership to increase reach and promote engagement.

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AMOSSHE Strategy Workstream Executive progress report: External Development

Executive meeting: July 2022

This sheet is designed for AMOSSHE Strategy members to briefly report back on the progress of their workstream activity to the AMOSSHE executive committee. Answers should be short and to the point, some can be explored further within the meeting.

Please note within the respective objective notes section any resources you think you will need to complete the objective along with potential costs and timelines for completion. Also note any help/conversations you wish to have at the executive meeting to ensure this is highlighted at the meeting.

Each objective should have a status attached to them rating:

RED: None or little progress made

AMBER: Starting to make progress but behind on original timelines

GREEN: Going well and making expected progress

Outcome 3:

AMOSSHE members have increased **opportunities to network** and be represented throughout the sector and beyond.

Outcome 4:

We have developed and nurtured strong, mutually beneficial collaborations with key influencers [including academics, sector bodies, policy makers, funders and government], based on our understanding of the key challenges and opportunities facing students and student services, to deliver impact on behalf of our members

Outcome 8:

AMOSSHE mutually influences and learns from a **global network of student services leaders**, for the benefit of our students.

Progress report

Status	Outcome	Objective
	3	Create a statement of what we mean by impactful contributions within the sector to enable us to measure success
	Notes	Complete. The statement has been created and shared with the executive for use when looking at building relationships
	4	Working group to look at stakeholder mapping and establish which networks and relationships we currently have, and which do we wish to pursue.

Status	Outcome	Objective
	Notes	Complete. The executive will review the stakeholder mapping priority order as part of the AMOSSHE residential.
	4	Complete stakeholder mapping exercise to include individuals as well as organisations who may be able to help AMOSSHE to positively impact the student experience agenda
	Notes	Individuals are not included yet, this will be part of the second phase of the spreadsheet once we are content with the process for development
	4/8	Identify mutual benefits of partnership
	Notes	Complete. Some organisations have been identified as part of the stakeholder mapping exercise and an engagement decision sheet has been devised to help identify how best to approach a conversation. This is to be reviewed after each interaction and due to get underway this summer.
	8	Working group to look at stakeholder mapping and establish which networks and relationships we currently have, and which do we wish to pursue.
	Notes	Completed as above
	8	Identify a priority group of global partners to build reciprocal partnerships with
	Notes	Complete and added to the stakeholder mapping spreadsheet

Resources that have been identified to complete the project at this stage:

Executive member time to build relationships that have been identified

Questions / considerations for the Executive Committee at this stage:

The list of priority organisations to engage with will be updated at the executive residential meeting to be pursued across the year

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AMOSSHE CPD programme 2021/22 review

19 July 2022



This report summarises the impact of the AMOSSHE continuing professional development (CPD) programme for the 2021/22 academic year, based on performance against estimates and delegate feedback.

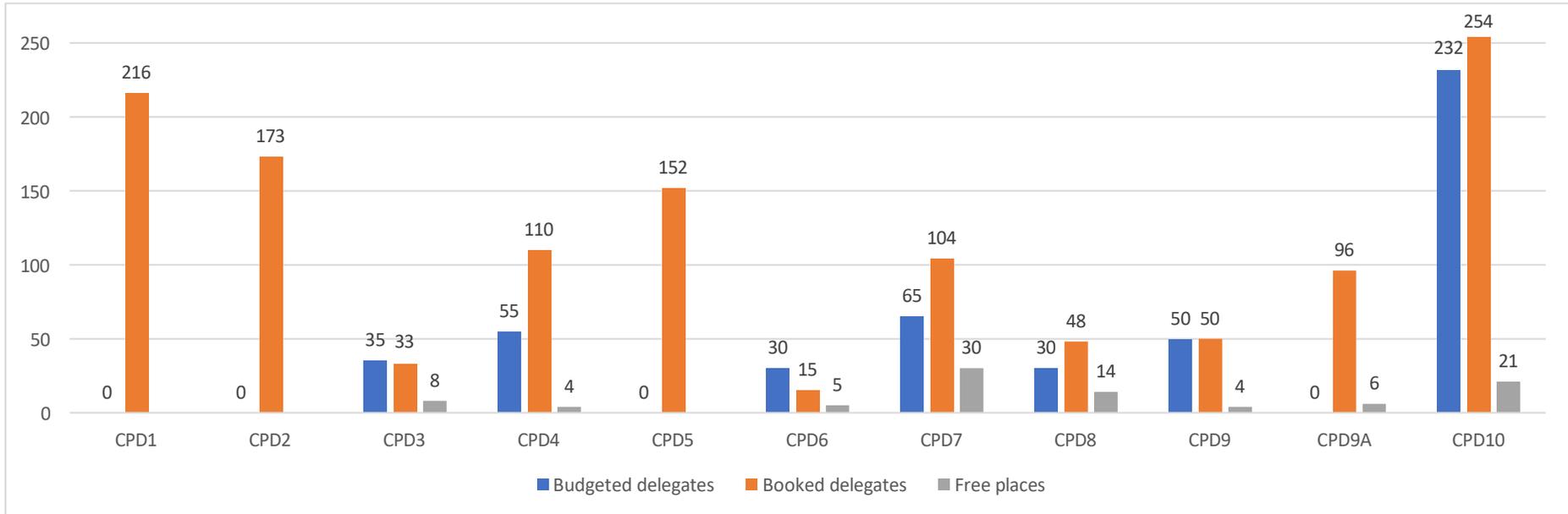
Programme overview

Here are the events that comprised the CPD programme in the 2021/22 academic year:

- **CPD1 – ‘Innovative and collaborative approaches to improving mental health outcomes for students’** on 18 August 2021. Free webinar led by the Office for Students.
- **CPD2 – ‘Working together to improve student outcomes for all students’** on 16 September 2021. Free online event led by UKAT. 173 registrants, roughly half of these attended. No delegate feedback form as this was an event set up and run by UKAT.
- **CPD3 – ‘Re-setting expectations for students, parents and our teams post-pandemic’** on 3 November 2021. Half day online event.
- **CPD4 – ‘Suicide prevention’** on 18 November 2021. Webinar.
- **CPD5 – ‘Working with third-party providers: showcase for Student Services’** on 8 December 2021. Free full day online event. 22 attendees at each session (on average).
- **CPD6 – ‘Four nations, one big picture: Student Services across the UK’** on 19 January 2022. Webinar.
- **CPD7 – ‘AMOSSHE Winter Conference 2022: healthy lifestyles’** on 17 February 2022. Full day online event.
- **CPD8 – ‘Diversity, inclusivity and cultural competency in Student Services’** on 7 April 2022. In-person 1 day event (Birmingham).
- **CPD9 – ‘Managing specialist services as a non-specialist’** on 11 May 2022. Webinar.
- **CPD9A – ‘Student mental health declarations and use of emergency contacts’** on 19 May 2022. Half day online event.
- **CPD10 – ‘AMOSSHE National Conference 2022’** on 13 to 15 July 2022. Three day blended in-person and virtual event (Newcastle upon Tyne and online). Delegate feedback data is not yet available for the AMOSSHE National Conference 2022.

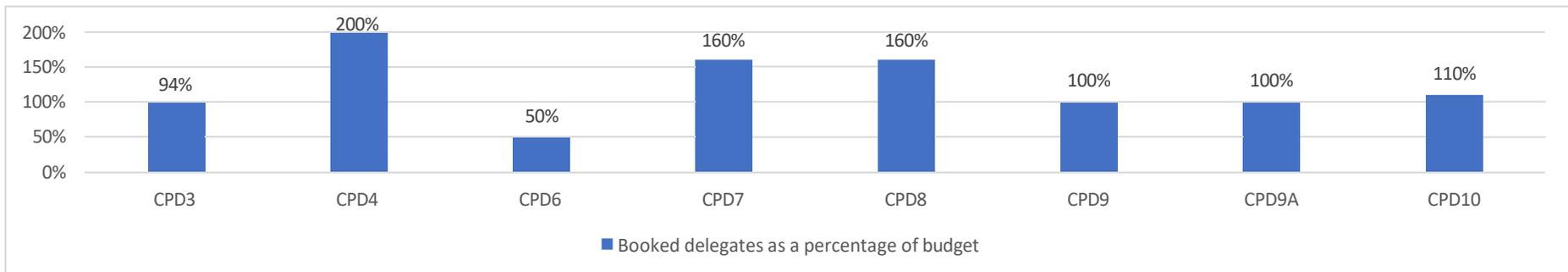
Attendees

This table shows the number of delegate bookings for each event, compared to the budgeted number, with the number of free places given to leads, speakers and sponsors.



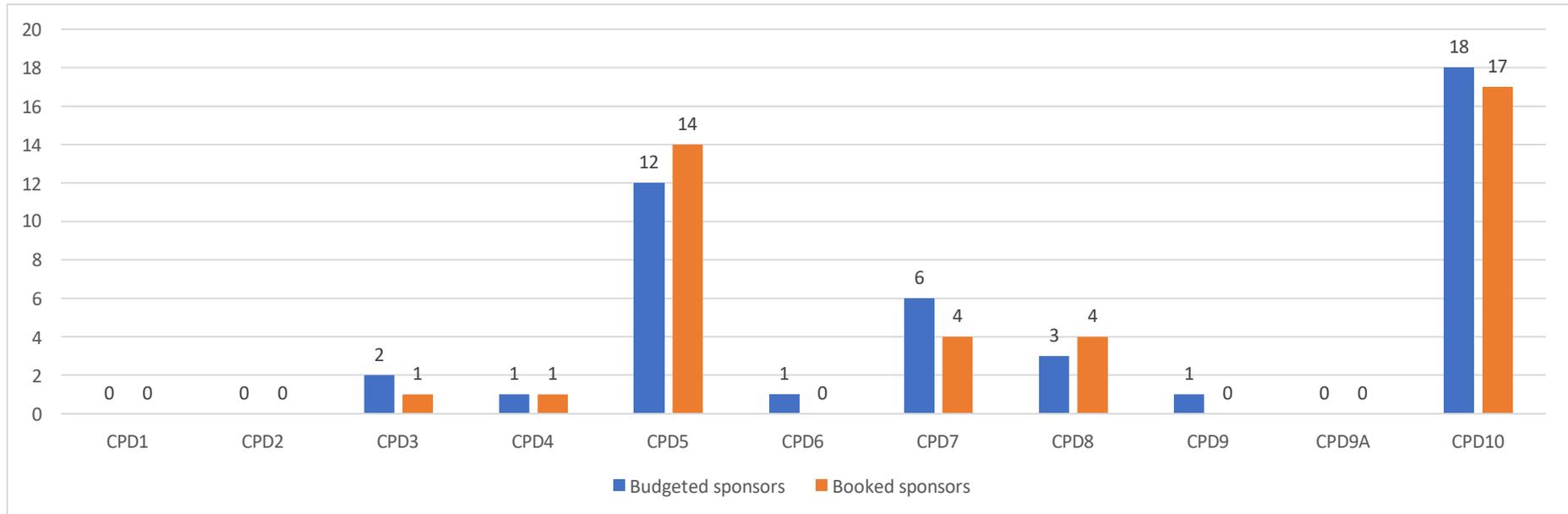
Performance against budget

For chargeable events, this table shows bookings as a percentage of budget.



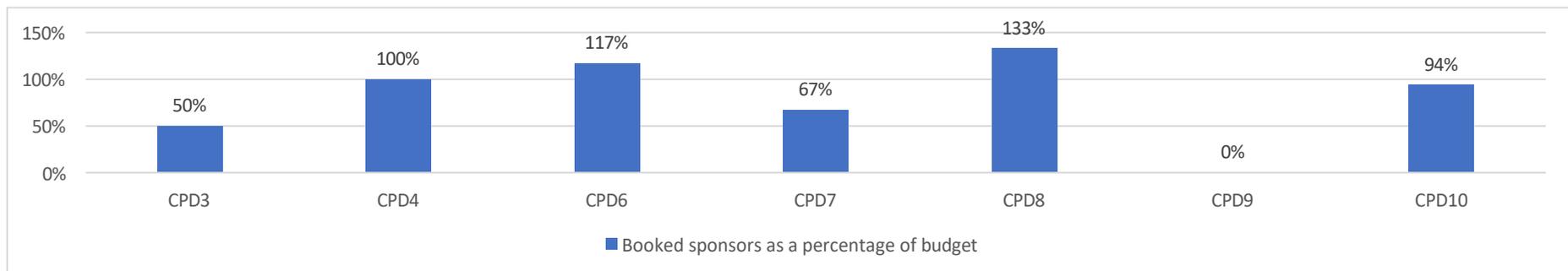
Sponsorship

This table shows the number of sponsors for each event, compared to the budgeted number.



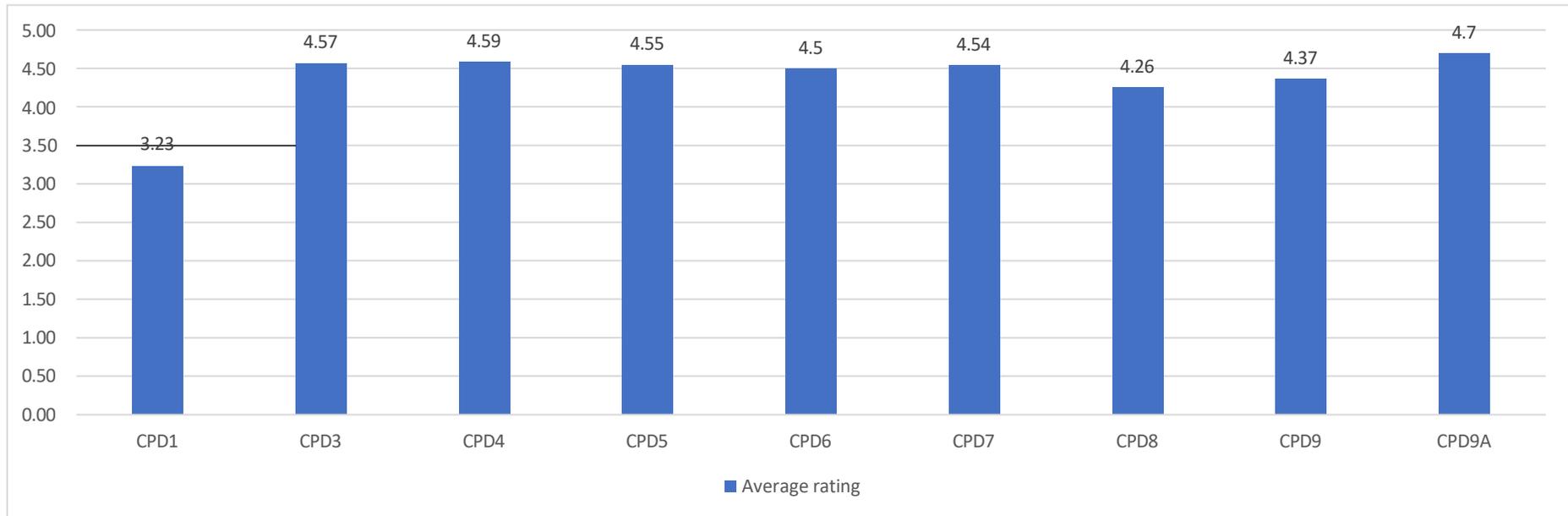
Performance against budget

This table shows sponsorship as a percentage of budget, for the events for which sponsorship was budgeted.



Delegate rating overall

This table shows the average overall rating that delegates gave to each event for which we have feedback data. On the rating scale 1 = Poor and 5 = Excellent.



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