

**CUSTOMER
SERVICE
EXCELLENCE**



The Government Standard

CUSTOMER SERVICE EXCELLENCE INITIAL ASSESSMENT REPORT

for

**Nottingham Trent University, Student
Accommodation Services.**

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1. Key Information

Assessor Name	DAVID MELTON
Document Review Date	09/03/12
Visit Date	27/03/12
Assessment Reference Number	12/0095

2 Introduction and Background

This Assessment Report covers the services provided by the Nottingham Trent University, Student Accommodation Services.

The report includes a brief description of the organisation, the assessment methodology and an overview of how the Service demonstrated compliance against the Customer Service Excellence, the UK Government's national standard for excellence in customer service.

The Organisation provides services in several locations. The staff are situated in the Newton-Awkwright Link Building in Nottingham City Centre. There are also many halls of residence as follows:

City Sites. 14.
Clifton Campus. 3.
Brackenhurst Campus. 5

There are several ways in which accommodation is owned, however the Student Accommodation Services team co-ordinate every aspect, so the transition from booking (with the University Staff), to living in accommodation (owned by someone else) is seamless. The various ownership details can be summarised as:

1. University Partnerships Programme (UPP) is a national provider of university accommodation, which offers a wide range of high-standard, purpose-built residences. It is the University's official residential accommodation partner and preferred provider.
2. University-owned residences. There are a number of these across your Clifton and Brackenhurst campuses. These provide similar facilities to the UPP residences but tend to be in smaller blocks of accommodation.
3. University-managed residences. You also offer accommodation that is managed by Student Accommodation Services, but owned by private landlords.
4. Multi-occupied private residences. The University works closely with several large accommodation providers in Nottingham.
5. Accredited private sector rooms are shared houses, and flats are also available from private landlords.

If students accept a place on a course at NTU as their first choice, they are guaranteed an offer of high-quality accommodation, as long as they book before 31 July.

The Head of Student Accommodation reports to the Head of Customer Services. Three managers report to the Head of Student Accommodation; they are the Accommodation Team Leader, the Student Community Liaison Manager, and the Residences Team Leader.

Partners include:

- UPP.
- Nottingham City Transport.
- Private Landlords.
- Security.

3 Methodology

A detailed portfolio of evidence was sent to the assessor before the half-day pre-assessment meeting, which took place on 27th February. The portfolio showed that the key documents cross-referenced with the elements of the Customer Service Excellence criteria. Details of the people to be seen on the assessment visit were also discussed at the pre-assessment.

Some additional evidence requirements were identified, which could reduce any potential non-compliances. The additional information was made available prior to the on-site assessment, and I was given a well prepared assessment plan, which provided the facility to cover the areas of service requested.

The on-site assessment visit started with the assessor meeting two members of staff who were leaving after fifty plus years' service between them. There followed a meeting with two managers and the Intern, who had done a splendid job in preparing an extensive and impressive portfolio. I then met four partners, followed by some students within one of the halls of residence. It was then time to interview the third manager, followed by a focus group of other service users, such as the International Development Office and Marketing. Finally I met some SAS staff at their desks.

The application for accreditation is supported by the University. During the assessment, it became clear that you have a totally customer orientated vision, and your values relate entirely to the vision. It also became clear that your practices and the beliefs of staff, students and partners comply with the requirements of the CSE Standard.

Following completion of the assessment, I provided feedback on the organisation's compliance, partial compliance, or compliance plus, against all the elements of the Customer Service Excellence Criteria. I was therefore able to confirm that I would make a positive recommendation to emqc Ltd Certification Committee.

4 Summary of Strengths

The commitment of the senior management team to deliver the best possible customer service to all users is clearly visible.

- You have a complete understanding of the requirements of all customer groups, and your engagement with them is first class.
- Staff commitment, feeling of empowerment, being valued and level of morale is very high.

Arrangements made with partners are very clear and partners work in a similar way to the university staff, their systems, their policies, their practices, their procedures and their culture.

You carry out very effective benchmarking and₄ corresponding actions.

I spoke to several customers who all believed that they received the information, which was important to them, and their needs were well catered for.

There are some aspects where improvements could be made:

- Customer Journey Mapping is only just beginning. You have seen the excellent work carried out at Coventry University, and you may also benefit from emqc-run courses on this topic.
- Although we all agreed, at the feedback meeting, that students do not actually want much information in terms of feedback, you could publish more satisfaction levels. These could be most useful to future students, parents, or funders.
- Several students were unclear about the complaints procedure.

5. Assessor's Findings

5.1 Criterion 1 – Customer Insight

You have a clear, and in-depth, understanding of the characteristics of your various customer groups. This is illustrated on your Customer Segmentation Chart, the information being obtained from statistics, focus groups, the NTU Annual Accommodation Survey, and Roadshows.

You have developed customer insight from the methods described above, but Customer Journey mapping is in its infancy, and you have not yet garnered the full benefit from such an activity.

You make particularly good efforts to identify hard-to-reach groups through feedback from Resident Assistants, surveys and information from welcome week. You also have a document called 'Student Support Services for Hard-to-Reach & Disadvantaged Customers' which outlines the mentoring system for Aspergers students, Mental Health appointment requests, Dyslexia Support Drop-in Sessions, Triage appointments, etc.

You have recently produced a Customer Engagement Strategy, and you work with many of the Strategic Platforms in the Strategic Plan. The range of methods appropriate to the needs of customer groups include:

- NTU Strategic Plan 2010-2015:
- Our Ethos and Culture – Section 3.1 – P 5-6
- Strategic Platform 3 – The application of market insight & management data – Section 7 – P 14
- Strategic Platform 4 – Freedom to Invest – Section 8 – P 15-16
- Strategic Platform 6 - Gold standard customer service – Section 10 - p 19-20
- Quantitative Surveys.
- Annual NTU student satisfaction survey.
- 2010 accommodation results.
- Open Day Presentation.
- Exit Questionnaires.
- UPP/NTU customer satisfaction survey.
- SAS Feedback Survey

The results of consultation exercises are discussed at Away Days, and you also consider 'What needs reviewing and by when'. Examples of consultation exercises are:

- January 2012 Focus Group.
- Research Briefs and Discussion guides.
- Open day results- Method for capturing feedback.
- Feedback from students and staff.
- One Stop Shop Focus Group Research – 2009.
- Discussion Guide for Students and staff.
- Redbrick Research Peverell Halls Focus Group.
- SAS General Compliments mailbox
- Customer Journey Description.
- Customer Satisfaction Private house hunting road show.
- Maintenance Customer Journey Mapping

You regularly review your strategies for consulting and engaging customers in ways that include:

- Learning from best practice, by Liaising with the Student Services Centre and how they achieved Customer Service Excellence Award.
- University visits to Lancaster, Loughborough and St Andrews universities.
- Investigating how De Montfort University and Cardiff University operate with UPP

There is good evidence that, this year, you have run very effective focus groups and have been able to establish what is going well and what could be done differently. You have also thanked the many students who took part in the Annual Survey. A good example of the survey results being turned into action is the poor response to one question in Gordon House, where the resultant action is to employ additional Residence Assistants.

You publish the results of surveys and, this year, you have produced a 'You said – we did' document, which highlights necessary improvements in;

- Broadband provision, which is now free.
- Receiving information prior to arrival; you have created @NTUStudentAccom on twitter.
- Photographs of accommodation, (students had previously complained about unrealistic photographic images). You have now produced 360 degree photographs of all residences, together with a Comparison Table with all necessary information.

Other methods of measuring satisfaction levels include the Times Higher Education Student Experience Survey, Exit Questionnaires and Accommodation Questionnaires. You have used many tools and acknowledged methodologies to ensure the various surveys have been carried out in order to result in improved customer service.

You measure timeliness, effectiveness of information to customers, access, and other questions relating to the quality of service through:

- Comparisons of actual results with the aims within the NTU Strategic Plan 2010-2015.
- Similarly with the Strategic Platform 6 - Gold standard customer service.
- January Focus group.
- SAS Feedback Survey results.
- NTU/UPP Survey results.
- International IDO Students' results.
- NTU Student Satisfaction Survey:

You set challenging targets within 'The Student Accommodation Service – Our service Standards'. They include:

- To not keep enquirers waiting for more than ten minutes when staff visit halls.
- Answering phone calls within ten seconds.

- Responding to faxes or letters within five working days, and sending a full response within ten working days.
- Responding to e-mails within forty eight hours.
- Giving twenty four hours notice prior to visiting a hall.

You have made positive changes to services as a result of analysing customer experience by using:

- Surveys and Results,
- Student Satisfaction Survey.
- National Student Survey.
- Post Taught Experience Survey (PTES).
- Post Research Experience Survey (PRES).

As stated earlier, however, you have not yet fully taken on board the huge benefits of customer journey mapping.

Partial Compliance.

Element 1.1.2.

You have not yet fully benefitted from customer journey mapping. You have carried out the process in small sections and intend to widen the scope, so as to show the 'heartbeat', in all important areas of the student journey.

Element 1.3.5.

Your lack of comprehensive Journey Mapping denies full compliance with this element. You do appreciate the potential benefits, especially the 'Moments of Truth' which will emerge.

Areas for continuous development.

Element 1.3.2.

You should consider how to publish more information about the results of your action plan.

5.2 Criterion 2 – The Culture of the Organisation.

Your Corporate Commitment to putting the customer at the heart of service delivery is contained in the Ethos and Culture section of the Strategic Plan.

'Our commitment to our customers, staff, partners, communities and environment is an integral part of the way we work. Our Corporate Social Responsibility Policy will promote and take forward these aspects of our activity'.

The Gold Standard Customer Service, included within the Strategic Platform 6 also illustrates commitment. Additionally, Staff Job Descriptions adequately define the paramount issue of customer service.

The SAS Customer Service Charter includes:

- Deliver high-quality, accessible service that meet your needs.
- Be friendly, polite and professional, putting you first.
- Give you accurate and comprehensive information.
- Ensure cleanliness, comfort and security.

You use Customer Insight to inform policy by the constant analysis of survey results. For example, the Customer Services Project – One Stop Shop, Newton Arkwright contained the result of research into items which included:

- What do students want to know?
- How would they like to be communicated with?
- Will the design suit their needs?
- What do they expect from catering facilities?

The policies and procedures to support customers' rights to expect excellent levels of service include:

- Single Equality Scheme.
- NTU Equal Opportunities Policy.
- A Training Matrix which records training in many aspects of customer care. It is also noted that training in Gold Standard Customer care is now mandatory.

I talked to a good range of students and staff who all said that equality is very well embedded in the SAS.

The NTU Policy on handling personal data is succinct, and all staff and students said they believed data is very well protected, both in face-to-face discussions, and in the transfer and storage of written and electronic information. Students are informed about the way in which you handle personal data in the 'How your personal data is handled by the University' web pages.

You are very good at empowering all employees. Managers are trained in the art of carrying out rich and valuable PDCRs, (Personal Development and Contribution Review). You also have a comprehensive Competency Framework, which illustrates the actions required of an empowered workforce. Additionally there is a training event where you link the Competency Framework to the Gold Standard. Attendees are expected to understand the importance of the Gold Standard Customer service as defined in the NTU Strategic Plan.

Positive staff testimony on this aspect could not be much stronger. Everyone described how they felt fully empowered, and were fully involved in the SAS's customer focussed approach. Staff describe this feeling of empowerment as being at the forefront of their pleasure in working for the SAS. Their morale is high, staff retention is excellent and people describe an ethos of mutual support and team working. Your Person Specifications and Job Descriptions explain, in detail, the competencies, knowledge, skills and attributes that are needed to deliver excellent customer service.

Recruitment, and training/development policies are robust, and there is a lot of evidence, written and verbal, that sufficient training takes place. Training is identified by request, observation or in the PDCR process. Training activities include:

- Safety Code of Practice.
- CRM – Enquiry Management.
- CRM – Customer Relations Management.
- Recruitment and Selection.
- Student Code of behaviour.
- Management Development Programme.

Your Service Standards outline the need for polite and friendly approaches to customers, and the HR Policy and Procedure adds to the paper-based evidence. Section 6 is the Procedure for Contribution Award and Accelerated Progression, where reward is offered for customer service 'above and beyond'. Observation, however, is even more powerful. Your staff are extremely polite, they show a genuine interest in the customer, and their whole approach is of a friendly and approachable nature. It was also possible to ask students directly about the way they interacted

with staff and their responses were extremely positive:

- “The staff are great. I think we all get on really well with the Residence Assistants and the Accommodation Managers”.
- “The staff here are very good. They are very helpful, and they appear to have our interests at heart”.
- “I missed the orientation and I tried to catch up at the Student Union. The staff were particularly helpful, though”.
- “I feel that the staff consult with students very well. We are always being asked our opinions and how things could improve”.

Every PDCR contains references to customer feedback. Staffs views and experiences are used to drive change and potentially policy and planning.

You have a whole document called ‘Managing PDR reviews and Contribution Awards’, which shows that you value and recognise the contribution made by your staff. Staff testament is, once again, extremely strong as illustrated by the following quotations:

- “We’ve both been here for a very long time and I think we feel fully empowered to talk to any of our students. These can be 16 to 18 year olds or mature families. Whatever we do here is always recognised”.
- “There are regular meetings and, where there have been focus groups, the results are always discussed. The PDR process is useful, but I have my boss right next to me and we have an excellent on-going relationship”
- “PDRs are really useful here. Some organisations have difficulty in keeping them fresh, but not here”.

Compliance Plus.

Element 2.1.6.

Staff believe they are fully empowered to promote and participate in the customer-focussed culture of the organisation.

Element 2.2.1.

Following the comments in Element 2.1.6, one of the reasons that staff feel so empowered and highly motivated is the amount of effective training and staff development carried out.

Partial Compliance.

This Criteria is fully compliant.

3 Criterion 3 – Information and Access

There is a Student Accommodation Services web page for both current and future students, with details of how the service can be contacted. There is also an Organogram which details the various roles carried out by staff, when dealing with customers. The A-Z Guide to Professional Services at NTU is also a vital piece of information, which informs students about the areas of responsibility for various aspects of the service offered, (such as catering and hospitality).

Charges are clearly laid out in your NTU Accommodation Price List, and students confirmed that they are perfectly clear about charges and what is included in the price within various halls.

You have student accommodation guides for all the various forms of accommodation, (which explain clearly what students can expect). Service standards add to the information, as does the

document '[**SAS - Our commitment to customers on the Timeliness of response to our service**](#)'.

You have taken particular care in asking the relevant questions for your surveys and also on incentivising students to complete the questionnaires. Results of the most important aspects, (which include the question "To what extent was the information you received prior to and on arrival regarding your accommodation sufficient?") were conclusive. Considering various questions, the replies of 'Very Important' or 'Important' were:

Choice of flat mates	86.7 %
Location	94.7 %
Price	92.8 %
Facilities	89.4 %
Security	82.4 %
Etc., etc.	

Questions about satisfaction could therefore be tailored to the most important aspects for students. Results are again given in the percentage of replies which said "Very Satisfied" or "Satisfied".

Satisfaction with wardens and Residents' Assistants	67.1 %.
Satisfaction with laundry Facilities	48.6 %.
Safety and security	70.2 %
Internet	28.9 %
Etc., etc.	

The level of dissatisfaction with laundry facilities is due to lack of adequate numbers of machines, machines out of action and expense. The resultant actions are that the numbers, cost and servicing arrangements are being examined with a view to making improvements. The level of dissatisfaction with the internet provision is due to the slow operating speeds and lack of wireless provision. The resultant action is that wireless is provided free in all halls, and the internet speed has been increased from 1 or 2 mb to 10 mb.

Other channels used to provide customers with the information they need are:

- Accommodation Guide.
- Managed City and Clifton accommodation guide.
- Managed/owned Brackenhurst accommodation guide .
- NTU Price List .
- UPP Guide .
- Essential House Hunting Guide 2012-13 .
- The use of the website.
- The use of front desk.
- Use of smartphone 'apps' during welcome week and open days.
- Welcome Week 2010 App Presentation.
- Open Day.
- SAS Mailbox – general enquires.
- Welcome to NTU Accommodation.

You have improved the range and content of all forms of information in ways that include:

- The use of 'twitter' message broadcasting.
- Increased information on the Working Wall.
- The distribution of Away Day minutes.
- Improvements to the cancellation Policy for stated reasons.

Like all policies and procedures, they are reviewed annually

In order to ascertain customers' belief in the accuracy of information provided, groups were asked:

- "How accurate, do you believe, is the information you receive about your accommodation"?

Replies were:

- "There are some symbols on their web pages that are not clear". (This has now been rectified).
- "Some halls have cleaners and some do not, but it is made clear when you book".
- "We're told about the arrangements with UPP, and it's all perfectly clear".

You have used surveys to ascertain the different, and most appropriate ways of communicating with students and the improvements made are:

- The use of Twitter.
- A separate departmental telephone system.
- Students really value the 'You said – we did'. They do not like lots of graphs and tables, but this process tells them that their concerns and ideas have been listened to and activated.

Students were asked about their Hall of Residence and the Newton Arkwright building and all said that they were clean and 'suited their purpose'. You also have a vastly improved maintenance reporting called Badger. Students report maintenance requirements on-line.

You evaluate how customers interact with you through access channels which include:

- Feedback from Residence Assistants.
- E-mails.
- Feedback from student experience of booking accommodation.
- Results of the use of website and contact to staff.
- Redbrick Research Peverell Focus Group.
- The outcome of surveys into the current uses of the common room.

Arrangements with other providers are particularly good. I conducted a focus group with UPP, the Student Union and The Hall Manager of a Private Hall of Residence. The results of the questioning were:

- Service level agreements, which are regularly reviewed.
- Regular meetings to share experiences and good practice.
- A complete agreement about values, methods of working and the need for excellent customer service.

As stated earlier, students are aware that, when they have booked their accommodation, they may well be in a hall operated by a partner organisation. All student interviewees said the transition was seamless, and they were treated by UPP staff, or any other partner, in just the same way as SAS staff.

Your interaction with the wider community revolves heavily around volunteering and community projects, such as Cares for Kids breakfast clubs, Right to Read, etc.

Partial Compliance.

The Criteria is fully compliant.

5.4 Criterion 4 – Delivery

You certainly set challenging standards, which appear in the Strategic Platform, (Gold Standard Customer Service), the NTU Service Charter, the SAS Customer Charter, and the SAS Customer Service Standards. You also have standards for sickness absence and procedures for managing them

You monitor all your targets through the following procedures:

- Summary of availability, where a huge peak is visible in early May.
- The results of clearing and confirmation are:

70%	Managed to stay in same residence
76%	Managed to stay in same residence between 18th Aug - 31st Aug
43%	Managed to stay in same residence from 1st Sept onwards
85%	Managed to offer something without cost increase for student

- Your Traffic Light System for the management of KPIs.
- The Customer Charter, which is now published on the web site.
- The 'You said – We did' publication is also good evidence of monitoring standards.

Your consultation and reviewing of standards is sound. The UNIPOL Dash Code ensures that both owners and tenants enjoy the benefit of good standards of housing management. It also ensures that misunderstanding and disputes are reduced.

The Unipol Dash Code ensures, for example, that:

- In the provision and letting of housing or associated services and in the letting of contracts for services, no person or group of persons applying will be treated less favourably than any other person or group of persons because of their race, colour, ethnic or national origin, gender, disability, appearance, marital status, sexual orientation or social status.
- All property details are reported accurately without misrepresentation to prospective tenants.
- All prospective tenants are granted an opportunity to view the property, having due regard to the rights of existing tenants.

You use many of the documents referred to already to agree, at the outset, what customers can expect. Accommodation Guides, Service Standards and Timeliness and Quality Guidelines ensure this. Students also say that they are clear about what to expect. You deliver these standards, as witnessed by the results of surveys, but students are not always aware of the results of such surveys. All say they take part in surveys, but there appears to be some lack of customer feedback.

Your benchmarking is good. Comparisons of service delivery at St. Andrews, Lancaster and Loughborough Universities have proved that you provide a high level of provision. You have learned from best practice as outlined in the ANUK National Code, and there is sound e-mail evidence of co-operative working between the University and UPP on this matter.

Identification of dips in performance is best illustrated by the Telephone Statistics. Where waiting times increase, you have a flexible staff provision to accommodate the fact, so remedial action can be taken straight away.

Your Complaints Procedure is succinct. It is posted on the web and a full explanation of the actions to be taken is available. A brilliant example of complaints being rectified is the car parking issue at Clifton Campus. After simple discussions with students (who were not breaking the law), the Student Community Liaison Manager received an e-mail from the Chair of the Local Residents' Association thanking the SAS for their persuasive actions to combat the problem.

It was interesting to note, however, that a discussion took place in one of the focus groups, where it became clear that some students understood what had to be done, whereas others did not know how to make a complaint. The early morning activation of fire alarms was a case in point.

Staff training in how to handle complaints, on the other hand, is very good. All staff are able to explain, in detail, what they are expected to do in the event of a complaint.

You explained that the Complaints Procedure, originally produced in 2008, is reviewed every year, and no improvements have been necessary to date. You do however agree that a further review is now necessary.

Examples of learning from mistakes are:

- Two complaints in 2011/12 regarding how students were not expecting noise in their residence resulted in a rewording of the cancellation policy to include wording to warn students particularly of these issues. The new guide will be included in the final portfolio as evidence but it's currently in the final proofing stages.
- A mistake had been made in not controlling a drugs problem in Simpsons. The Warden and senior staff investigated. Action is being taken by the warden service. (This is an extract from the Complaints and Request Refund Tracker).

There is good evidence that the outcomes of complaints, where the complaint is upheld, are properly communicated to the complainant. I witnessed e-mails to students about revised tenancy agreements, etc. A good example of feedback from a customer on the outcome of the complaints procedure is the extract from an e-mail shown below:

"Thank you for your email and your prompt response.

I quite understand the University's position and note what you say. I'm authorised on behalf of xxxxxx to accept the offer of a revision of the terms of his tenancy agreement/licence so that it ends on 28 January. I note that xxxxxx's liability will be limited to £286.25 which is the balance of rent due to 28 January. I'm grateful to you and thank you for the sensitive manner in which you've dealt with these unfortunate circumstances".

Partial Compliance.

Element 4.2.2.

Surveys are conducted and most students can describe being involved in some form of survey or focus group. They do not, however, always receive feedback about the surveys.

Element 4.3.2.

Some students are not totally aware of the complaints procedure. They expressed confusion about actions to be taken when they clearly had a complaint to make.

Areas for continuous development.

The complaints procedure is clear. Staff are well trained in its administration, but some students are not fully aware of the procedure, and it has not been amended since 2008. A further review would be extremely useful.

5.5 Criterion 5 – Timeliness and Quality of Service

You set appropriate and measurable standards for the timeliness of response in your:

- Timeliness and Quality Guidelines.
- Customer Service Standards.
- Customer Charter.
- 2011 to 2012 KPIs.
- The ANUK Code is also useful here.

I am satisfied that you have comprehensive standards for all levels of customer service. The many documents referred to already are good evidence and there are interesting additions, like the Copywriting, Proofreading, Spelling and Grammar, and Style Guide. This is used to ensure clarity of publications in paper and web format.

The published information on promises about timeliness is clear, and you have good auto messages for out-of-hours services.

There is good evidence that you identify individual customer needs, and a good example is the Monthly report of 2012. The detail of individual customer needs is illustrated below:

Customer Feedback:

- 12 exit questionnaires sent. This represents 80% of exiting students
- 41 students took part in Customer Journey mapping
- 6 compliments recorded
- 100% of formal complaints (n=4) were responded to within published time guidelines (Traffic Light: Green)

Occupancy:

15 voids (including 9 x New Hall studios) = 0.31%

5 students secured replacements for contacts in December bringing the total number to 53 so far in the 2011/12 year

3 students requested to be released from their contracts in December bringing the total number to 33 so far in the 2012/12 year. 0 (zero) requests were agreed to in December.

Maintenance/Phone:

Maintenance and Phone KPIs are currently being revisited and will be included in future reports.

Information is shared with colleagues and partners through meetings, e-mails and telephone calls. Staff and partner testimony to this is very strong. A good example of reduced, unnecessary contact for customers is an e-mail explaining that an error has been made in all travel cards, because your staff used last year's final date and not this year's. New cards were immediately produced for all students affected.

Where service is not completed at the first point of contact, the next steps are discussed. Maintenance is a case in point, and there is good evidence of interviews with individual students about maintenance issues having different priorities.

There is no doubt that you respond to initial enquiries promptly. The General Comments Mailbox is one element of the proof of this.

You monitor your performance against standards for timeliness and your 'SAS – Our commitment to customers on the Timeliness of response to our service' is constantly reviewed, at monthly meetings.

You certainly meet your current standards for timeliness. The best example is illustrated by reference to your comparison of average wait times for incoming calls, which is only 2.48 minutes against a target of 10 minutes.

As detailed earlier, your benchmarking is of a high standard and you are fully aware that your performance compares well with like institutions. You have also attended the east Midlands Regional ASRA Conference, and the National Codes (UUK/ANUK) Conference, in order to compare and contrast your performance.

Partial Compliance.

The Criteria is fully compliant.

6 Conclusion and Recommendation

Nottingham Trent University, Student Accommodation Services complies with the requirement of the current version of the Customer Service Excellence Standard. I have highlighted some of the Service's strengths, and also areas for further development.

There are no actions that require immediate attention, and I am pleased to pass on my recommendation to emqc's Certification Committee that the Service be recognised as meeting the Customer Service Excellence Standard. Subject to confirmation by the Certification Committee you will be awarded the Customer Service Excellence certificate which will be valid for three years subject to annual monitoring.

There are a few areas in which you are not fully compliant and I would recommend that you develop an action plan to help address these. Progress against the areas of partial compliance will be reviewed at your next assessment visit which will take place in 12 months' time.

I would like to take this opportunity to thank you for your kind hospitality and co-operation during this assessment.

David Melton.
2nd April 2012.

7 Compliance against the Customer Service Excellence Standard

Criterion	Sub-Criterion	Non Compliant	Partial Compliant	Compliant	Compliance Plus
1	1.1.1			X	
	1.1.2		X		
	1.1.3			X	
	1.2.1			X	
	1.2.2			X	
	1.3.1			X	
	1.3.2			X	
	1.3.3			X	
	1.3.4			X	
	1.3.5		X		

Criterion	Sub-Criterion	Non Compliant	Partial Compliant	Compliant	Compliance Plus
2	2.1.1			X	
	2.1.2			X	
	2.1.3			X	
	2.1.4			X	
	2.1.5			X	
	2.1.6				X
	2.2.1				X
	2.2.2			X	
	2.2.3			X	
	2.2.4			X	
	2.2.5			X	

Criterion	Sub-Criterion	Non Compliant	Partial Compliant	Compliant	Compliance Plus
3	3.1.1			X	
	3.1.2			X	
	3.2.1			X	
	3.2.2			X	
	3.2.3			X	
	3.2.4			X	
	3.3.1			X	
	3.3.2			X	
	3.3.3			X	
	3.4.1			X	
	3.4.2			X	
	3.4.3			X	

Criterion	Sub-Criterion	Non Compliant	Partial Compliant	Compliant	Compliance Plus
4	4.1.1			X	
	4.1.2			X	
	4.1.3			X	
	4.2.1			X	
	4.2.2		X		
	4.2.3			X	
	4.2.4			X	
	4.3.1			X	

	4.3.2		X		
	4.3.3			X	
	4.3.4.			X	
	4.3.5			X	
	4.3.6			X	

Criterion	Sub-Criterion	Non Compliant	Partial Compliant	Compliant	Compliance Plus
5	5.1.1			X	
	5.1.2			X	
	5.2.1			X	
	5.2.2			X	
	5.2.3			X	
	5.2.4			X	
	5.2.5			X	
	5.3.1			X	
	5.3.2			X	
	5.3.3			X	