

Session Title:	Workshop 4.5: Invictus Room Regional Engagement 'The Good, The Bad and The Ugly'
Speaker(s):	Emma Jubbs, Curtis Reid, Jeff Chilton and Catherine O'Mahony
Chair:	Calum Fraser
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Speaker/Institution Bio/Information:	<p><i>Emma Jubbs (EJ)</i> Director of Marketing & Recruitment at University of Lincoln</p> <p><i>Curtis Reid (CR)</i> London Stakeholder Manager at University of Lincoln</p> <p><i>Jeff Chilton (JC)</i> Central England Recruitment Officer at Aberystwyth University</p> <p><i>Catherine O'Mahony</i> Schools & Colleges Engagement Officer (London) at University of Exeter</p>
Overview/Aim of session:	<ul style="list-style-type: none"> = Discuss the skills required for staff in regional roles = Consider the pros and cons of different working modes (including WFH, working away from home/ campus locations) = Consider some of the logistical challenges of working within a regional role and how these can be addressed/ managed effectively
Workshop Content	<p>Top 3 skills for regional role colleagues (JC)</p> <ul style="list-style-type: none"> = Excellent planning: with management and teams to focus remit = Relationship management: 2-way communication & relationship with advisors is essential. How to build relationships, bursaries and scholarships, providing support to help schools and colleges visit campus = Very self-motivated and trustworthy: Responsible for managing own workload effectively, also being proactive to create and maintain strong working relations with advisor contacts <p>Also essential to build time in for self-development This is important as a regional role holder as managing own workload</p> <ul style="list-style-type: none"> = External knowledge: UCAS, teachers and advisors, Teacher and Advisor Conferences (including held by other universities within the region you're based in) and communication with other regional advisors and organisations like HELOA. Last two are particularly helpful to share best practice, attend formal and informal meetings = Internal knowledge: This role can be quite isolating at times as there is extensive lone and independent working.

	<p>Academic departments, campus tours/ locations, other key stakeholders, recruitment cafés (online/ fortnightly meetings within the university to share subject level/ departmental knowledge and best practice) and academic virtuals</p> <p>EJ: Recruiting and Engaging Regional Officers Universities held interviews on-campus to appoint a regional officer in London. Appointed officer attended campus once a month and engaged in key days such as open days, graduation ceremonies so that they could understand the city and University of Lincoln, to meaningfully and effectively discuss this to prospective students from/ living in London. Sometimes Emma/ line manager would also travel down to London to meet colleague there. Regularly using Microsoft Teams has enabled relationship building within immediate teams, despite working remotely.</p> <p>CR: Workload and tasks of a regional role holder No such thing as a typical week = Communicating with internal and external colleagues/ stakeholders, essential to plan ahead Identifying the 'right' schools and colleges to work with</p> <p>Diary management – clashes and staffing = Communicating and collaborating with wider team, e.g. ambassadors trained to work at HE fairs. Also have some ambassadors that study at University of Lincoln and are originally from London, so they could also promote the university in London</p> <p>CM: Logistics, Practicalities and Tools = New starter procedures: Manager met CM in London in first week, brought some resources down to support initial physical setup and integration. = Personal logistics: Travel expenses around London/ up to Exeter are paid, travels to Exeter one a month to meet with team = Materials & equipment: All physical materials as required for events as well as digital, including presentations and workshop sessions = Working locations: Local region, campus activities, virtual delivery as well as academics and ambassadors = Effective, robust and digital reporting and recording for engagements. Varied promotion and collaborations with organisations and maintaining fortnightly (minimum) meetings with line manager and regular communications with team</p>
<p>Case Studies/Examples:</p>	<p>JC: Extremely varied roles. The engagement requests that come from schools and colleges span all ages, engagement request types (HE fairs/ talks/ interactive workshops) and several different locations within regions.</p> <p>CM: Discussed how practicalities shifted and changed whilst working during Covid lockdowns, essential to maintain consistent communication with management and team to mitigate isolation</p>

	<p>during independent/ lone working, such as organising cover for regional events and ensuring that staff were fully equipped with resources (such as home-based desk and chair) to work safely, comfortably and effectively</p>
<p>Scenarios/Roundtable discussions:</p>	<p>There isn't a one size fits all – managers of regional role holders should work with their institutions and have a very clear idea of how the role will work at that organisation. Equally important for management/ organisations to listen and be receptive to issues, concerns and requests from regional role holders as they arise</p>
<p>Questions and Answers:</p>	<p>= How long did it take for regional role holders to become settled in roles? EJ: Never 100% settled! Student markets, recruitment trends (internal and external) are ever-changing and so role requirements are always evolving CM: Can use data-led approaches to help inform own and institutional professional perspectives CR: Trust and respect of management is essential, regional role colleagues are experts in their field and of their area = Working within a very large region: How to navigate and prioritise contact lists? JC: Proactive leg-work: (Especially in the case of contact bouncebacks) Phone calls to schools & colleges, use student ambassadors effectively to do this too</p>
<p>Summary & Key takeaways:</p>	<p>= 2-way communication & relationship with advisors is essential = Managing own workload effectively is a key skill requirement for regional role holders = There isn't a one size fits all – managers of regional role holders should work with their institutions and have a very clear idea of how the role will work at that organisation = Logistics and practicalities for individuals and organisations with these roles may shift and change over time, so teams and institutions must prioritise communication and adaptable ways of working</p>