



QAA
Scotland

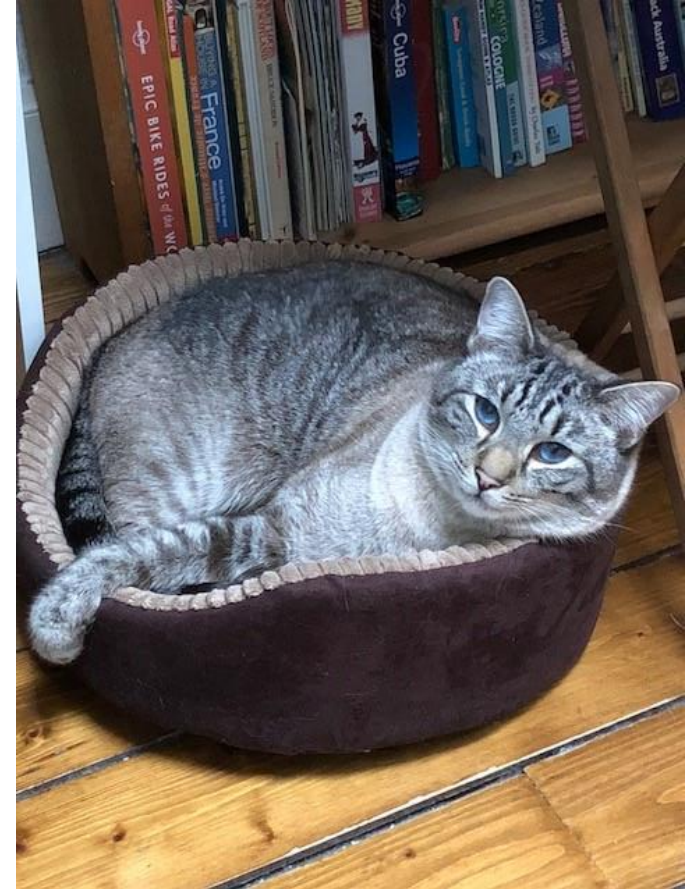
Does our relationship with students affect how we hear and respond to the student voice?

Bluenotes Conference 2020

Dr Ailsa Crum

QAA Scotland

Consumers or partners...?



Partners mostly...



Scotland's HEIs

UHI campuses:

- Argyll College
- Highland Theological College
- Inverness College
- Lews Castle College
- Moray College
- NAFC Marine Centre
- North Highland College
- Orkney College
- Perth College
- Sabhal Mór Ostaig
- SAMS UHI
- Shetland College
- West Highland College



THE GLASGOW SCHOOL OF ART

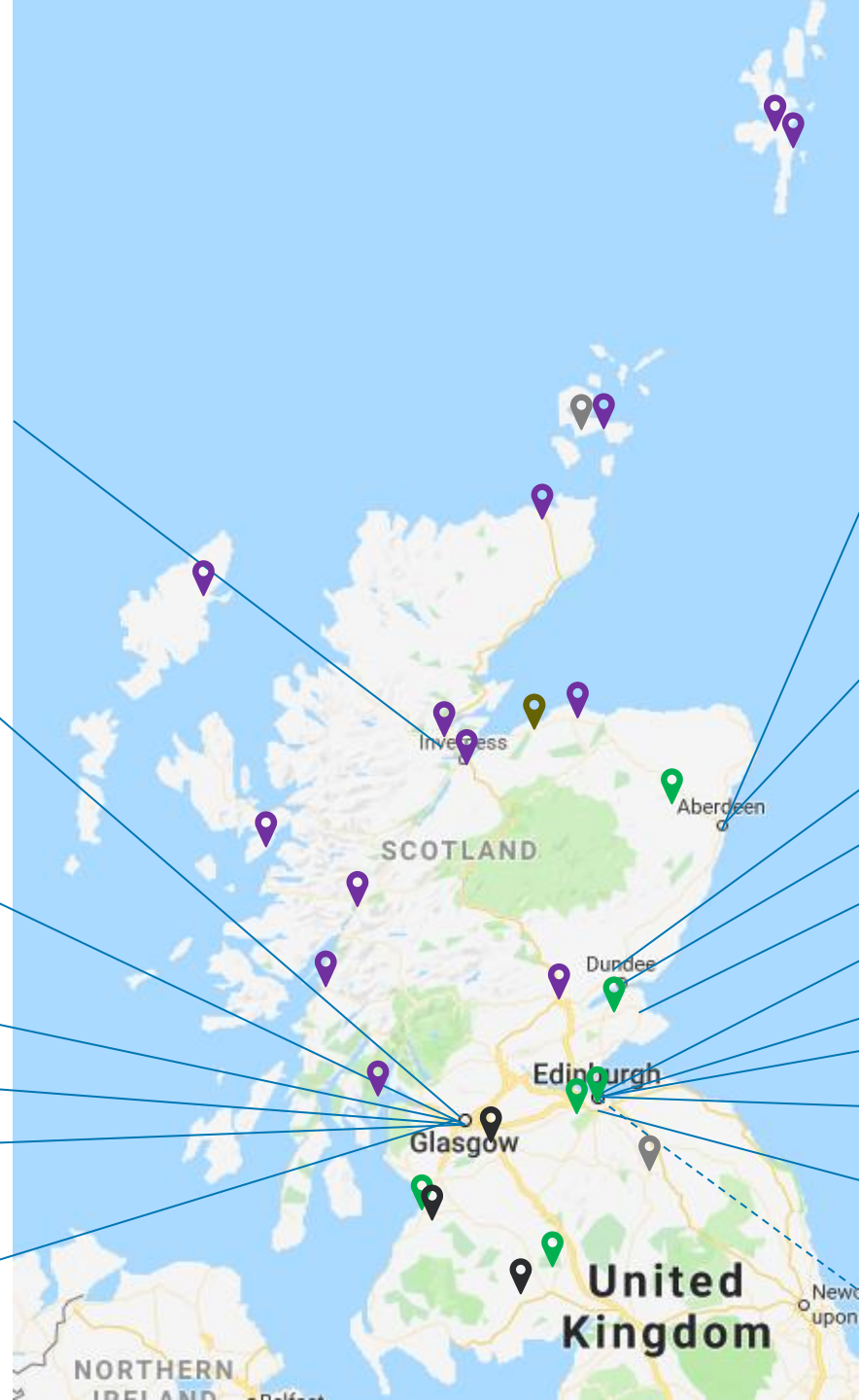
Glasgow School of Art campuses:

- Glasgow
- The Creative Campus, Highlands and Islands



UWS campuses:

- Ayr
- Dumfries
- Hamilton



Heriot Watt campuses:

- Edinburgh
- Scottish Borders
- Orkney



SRUC Campuses:

- Aberdeen
- Ayr
- Barony
- Edinburgh
- Elmwood
- Oatridge



Scotland's Higher Education Institutions



15 Universities



2 small specialist institutions



1 tertiary institution




The Open University in Scotland



Who are our students?

 253,475 students

 Including 64,320 postgraduates

 22.9% students from outside the UK

Source: HESA (2018-19)



But are they consumers or partners...?

- Around half of undergraduates say they regard themselves as a customer of their university (47%), while the other half say they would not (53%)
- Four-fifths of students (79%) value the relationship they have with their university and 87% say their university treats its students fairly, indicating high levels of trust across the higher education sector
- A high proportion of students (80%) said that personalised advice and support are among the top three things they want from their relationship with their university



‘What is clear from this survey is that students **value a personalised and collaborative relationship** [with their university] rather than a superficial consumer transaction. While students have clear expectations of their university, they also **expect to shape their own experience.**’

- Nicola Dandridge, Chief Executive of Universities UK



Much of the rhetoric about the value of a higher education market treats students as purchasers, customers or consumers. These terms are anathema to much of higher education... because teaching and learning are seen as symbiotic. **Students do not consume knowledge but construct it... they are co-producers and collaborators.**

- Graham Gibbs



As early as 400 BC, Socrates cautioned against creating 'merchants of knowledge' who are willing to give students what they want rather than what they need in order to keep the money flowing. He warned such a **market-based exchange would have a corrupting effect on the teaching and learning process.**



Impact of 'student-as-consumer' on academic performance analysis found:

Having a consumer orientation mediates the traditional relationships between learner identity, grade goal and academic performance

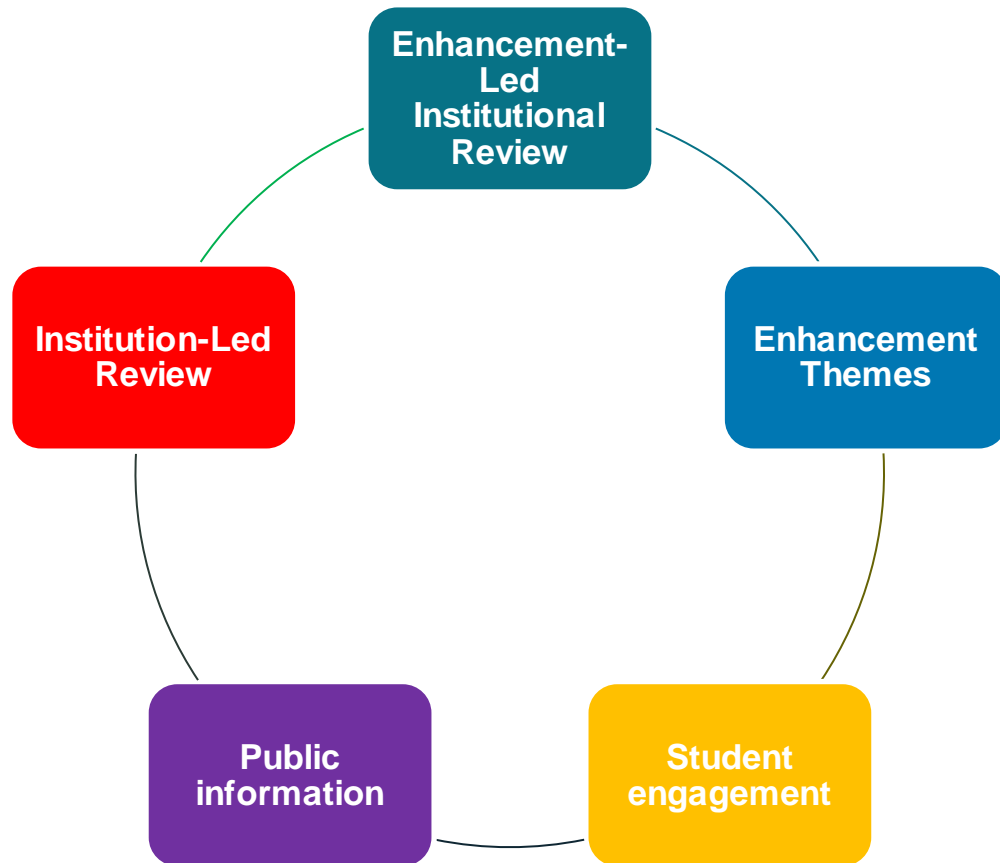
Having a higher consumer orientation was associated with lower academic performance



Louise Bunce, Amy Baird & Siân E. Jones (2017) The student-as-consumer approach in higher education and its effects on academic performance, *Studies in Higher Education*



Scotland's Quality Enhancement Framework



Evaluating the quality of learning & teaching through an enhancement-led approach since 2003

Partnership of agencies



QAA
Scotland



Scottish Funding Council
Promoting further and higher education



The Scottish Government
Riaghaltas na h-Alba



nus scotland
national union of students

sparqs
student partnerships in quality scotland

The Enhancement Themes

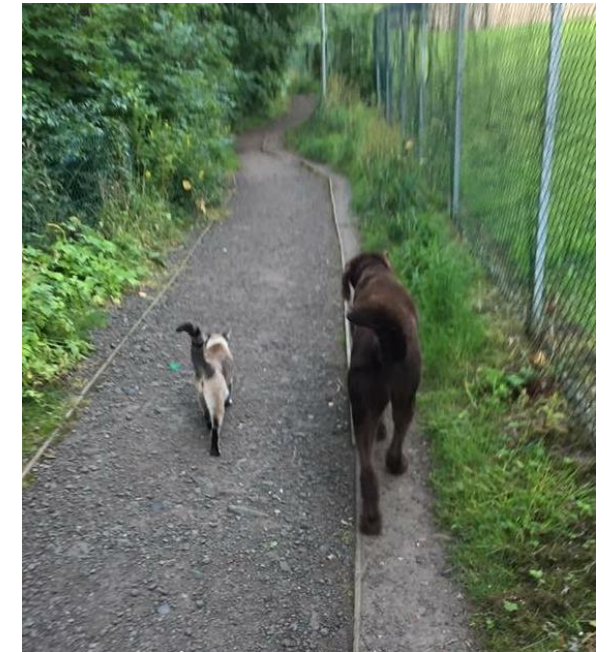
15 Years of Enhancement Themes



- Assessment and Integrative assessment (2003-04)
- Responding to student needs (2003-04)
- Employability (2004-06)
- Flexible delivery (2004-06)
- First year: engagement & empowerment (2005-08)
- Research-teaching linkages: enhancing graduate attributes (2006-08)
- Graduates for the 21st century (2008-11)
- Developing and supporting the curriculum (2011-14)
- Student Transitions (2014-17)



- **Evidence for Enhancement: Improving the Student Experience (2017-20)**



Evidence for enhancement: Improving the student experience

- What information is useful to help us identify and understand what we do well and what could be improved?
- Do we use the information we have in the best way possible?
- Do we have the right information?





Supporting Programme Leaders
Edinburgh Napier University



Learning analytics
University of Strathclyde



Creative disciplines
Glasgow School of Art



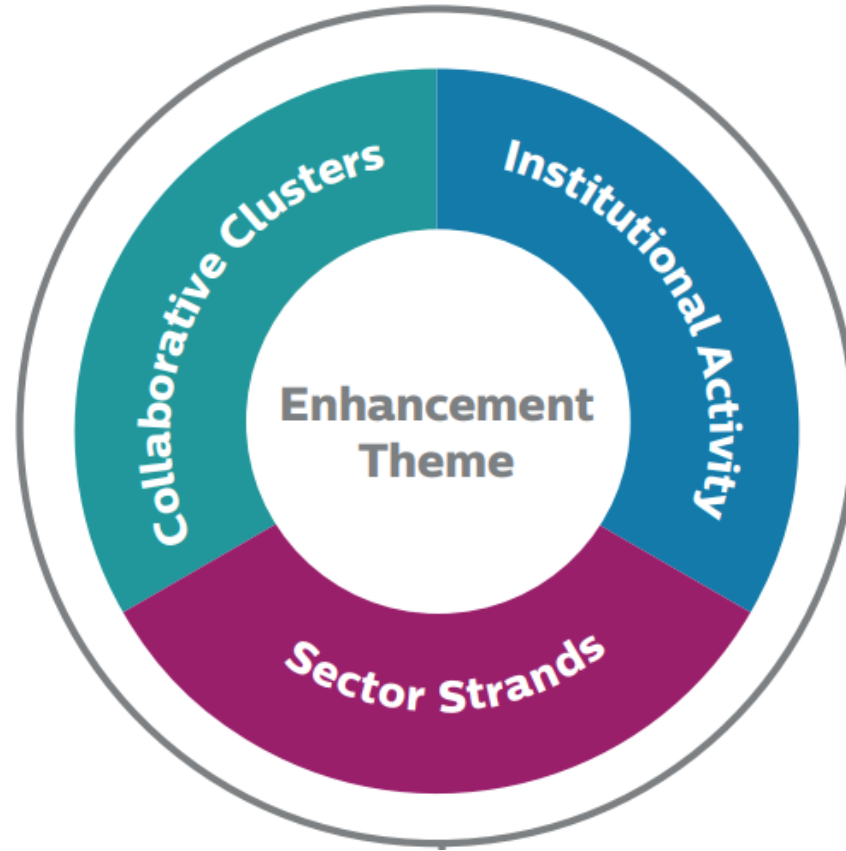
Distance learning
Queen Margaret University



Measuring beyond metrics
Abertay University



Graduate employment
University of Dundee



19 Institutions pursuing projects across the following areas:

- The nature of evidence
- Approaches to evaluation
- Staff upskilling and empowerment
- Learning analytics and dashboard development
- Quality assurance processes
- Student characteristics
- Student success, retention and employability
- Student engagement and belonging
- Learning space and curriculum development
- Digital technology, learning, teaching and assessment

Optimising the use of existing evidence

Student engagement

Student demographics, retention, and attainment

Student Engagement and the Theme

- Student representation and participation **throughout** and **across** management and delivery of the Theme.
- Specific student engagement strand with supported **student-led project**:
 - 2017-18 Student Voice
 - 2018-19 Students using data
 - 2019-20 Evaluation





Evidence for Enhancement: Improving the Student Experience

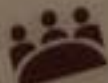
RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE CARDS INTRODUCTORY SHEET

What are the Responding to Student Voice: Principles of Practice cards?

Student feedback plays a crucial role in every aspect of higher education. Responding to student voice involves paying attention to how student feedback is processed and how the impact of this activity is communicated back.



WORK IN PARTNERSHIP



UTILISE REPRESENTATIVE SYSTEMS

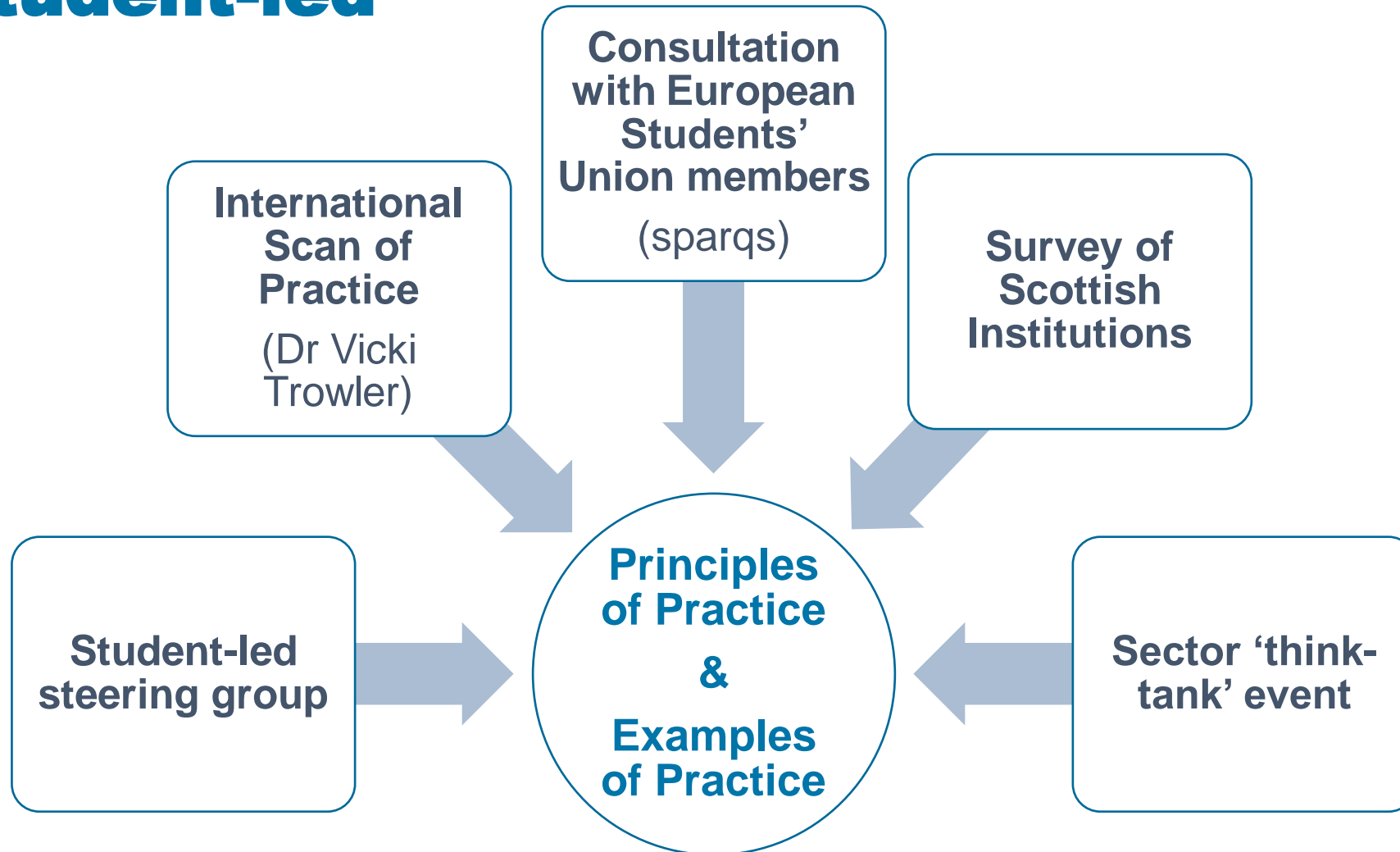
Utilise representative systems and structures to ensure that student voice is heard and acted upon.



ENCOURAGE DIALOGUE

Encourage respectful and open-ended dialogue between staff and students to ensure that feedback is processed and acted upon.

Deriving principles: sector-wide and student-led



RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE

In responding to student feedback, **institutions** and **students'** associations should...



WORK IN
PARTNERSHIP



UTILISE
REPRESENTATIVE
SYSTEMS



ENCOURAGE
DIALOGUE



BE TIMELY



ENSURE
TRANSPARENCY



EMBED ETHICS



SUPPORT
ENHANCEMENT-LED
APPROACHES



CELEBRATE
ACHIEVEMENT











WHEN CAN I USE THE CARDS?



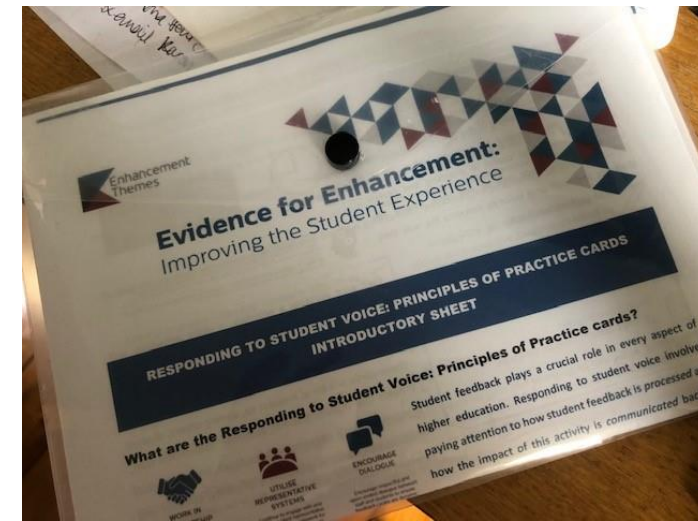
The principle cards can be used by individuals or groups in formal and informal contexts. Ultimately, the cards should be used in an active way rather than simply consulted as a check-list. You should write on them, annotate them, use them as a stimulus for discussion, and as mechanism for planning changes.

Here are some suggested uses, offered by students involved in the project which delivered these cards:

-  To audit Institutional or Students' Association policies
-  To gauge consistency and difference across Institution or Students' Association
-  As a framework for establishing student views
-  In staff development sessions
-  During programme or module review exercises
-  To identify, evaluate, and share effective practice
-  In workshops with students and/or staff
-  In staff and student representative inductions

Using the notes on the back of each principle card, the A3 planning grid sheet included in the pack can be used to plot activities and interventions across the principles.

<https://www.enhancementthemes.ac.uk/current-enhancement-theme/student-engagement-and-demographics/responding-to-student-voice>



RESPONDING TO STUDENT VOICE: PRINCIPLE OF PRACTICE CARDS - REVISED INSTRUCTIONS FOR USING ONLINE

Publication Date: 02 Jun 2020

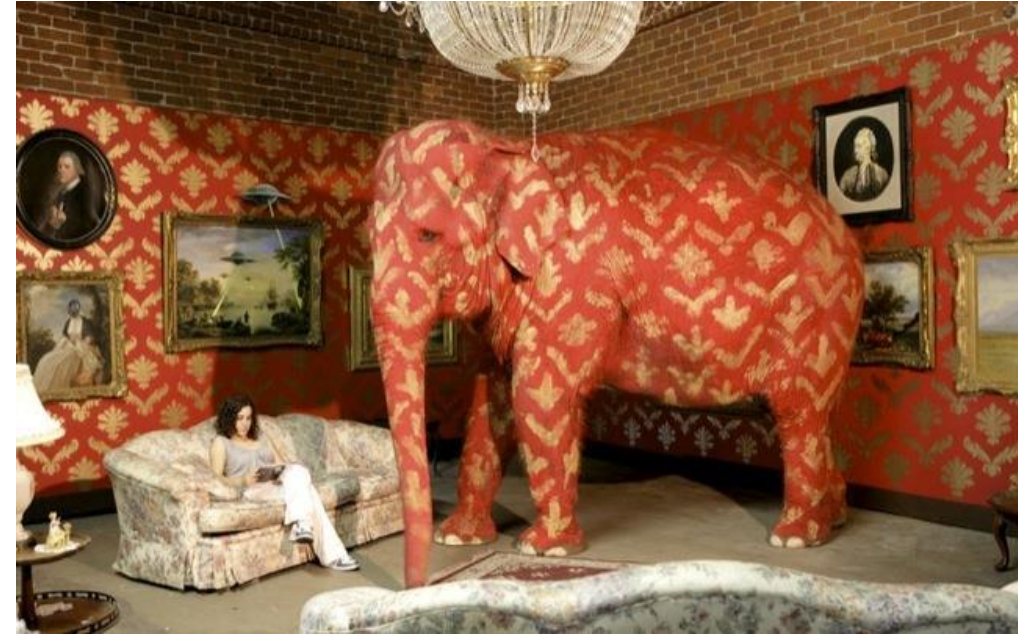
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National Student Survey

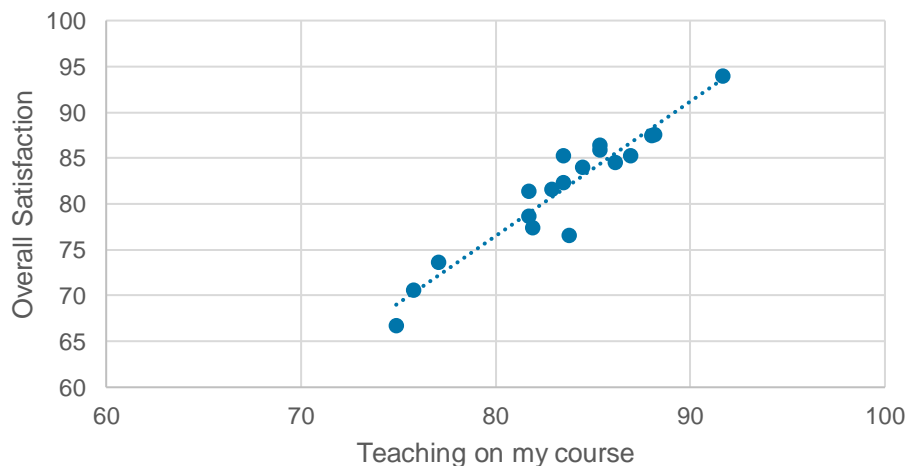
Scottish sector analysis

- Comparison with the rest of the UK
- Deep dive on particular questions
- Correlation with other sources of information
- Impact on enhancement activity across the sector

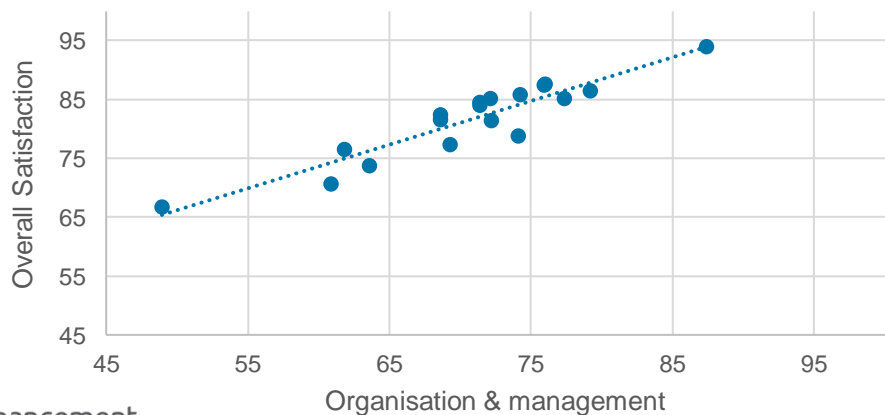


Strong correlation

Overall satisfaction v Teaching on my course

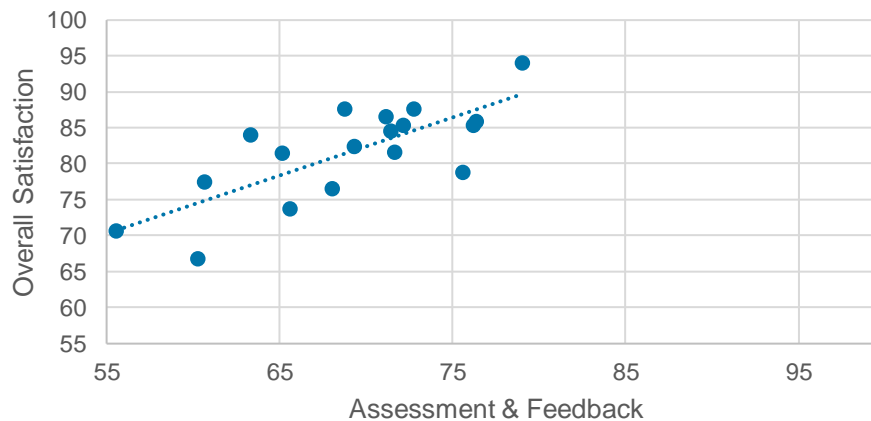


Overall satisfaction v Organisation & management

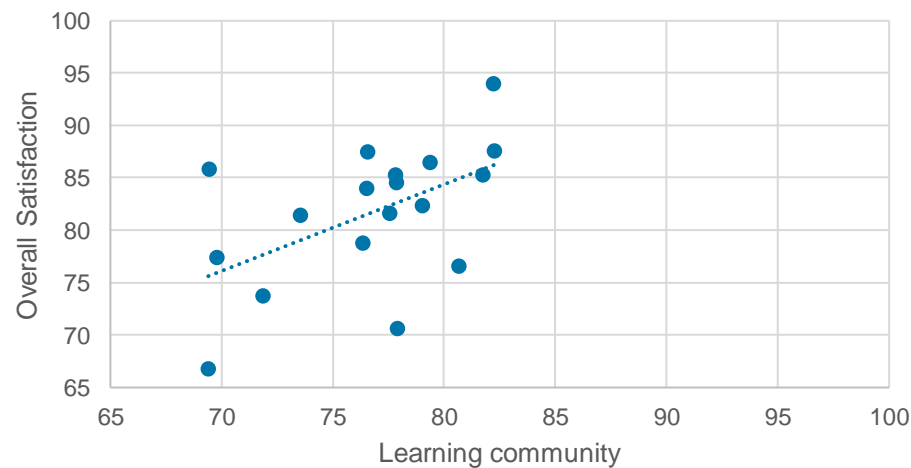


Weak correlation

Overall satisfaction v Assessment & feedback



Overall satisfaction v Learning community









Focus On projects

Completed projects:

- Focus On: Technology Enhanced Learning (2019-20)
- Focus On: Graduate Skills (2018-19)
- Focus On: Feedback from assessment (2017-18)
- Focus On: The PGR student experience (2016-17)
- Focus On: Institution-led review (2016-17)
- Focus On: Collaborative activity (2015-16)
- Focus On: Assessment and feedback (2014-15)



Focus On: Feedback from Assessment (2017-18)

Feedback was an area for development in 9 ELIRs in during the last review cycle.

What did ELIR teams think could be improved?

- timeliness of feedback
- helping students to use feedback to understand grades
- consistency of feedback across different subject areas
- overall quality of feedback



Focus On: Feedback from Assessment

FEEDBACK FROM ASSESSMENT FILMS



Sector progress and the future for feedback

How far has feedback come in the last 5 years and what still needs to change? What are the big things affecting the sector now? What progress have we made?



What do staff and students say about feedback?

What do students think works and what do staff think and is there a difference? What makes feedback useful for students and motivates them to use it? What responsibilities do staff and students have in making feedback work?



Using technology for assessment feedback

How can we use technology effectively to improve feedback? What works? What do students value?

Films feature contributions from:



Professor Linda Creanor,
Emerita Professor
of Digital Learning,
Glasgow Caledonian University



Abbey McLean, BA (Hons),
Criminology and Politics,
University of Stirling



Dr Stephen Robertson,
Lecturer in Operations
and International Business,
Edinburgh Napier University



Martina Bradacova,
BA (Hons), Activity Tourism
Management,
Scotland's Rural College



Kevin Ward,
MSc Mathematics student,
The Open University



Dr Andrew Wilson,
Lecturer in Mathematics,
University of Glasgow



Prof Susan Rhind
Assistant Principal Assessment and Feedback
University of Edinburgh



USING TECHNOLOGY FOR ASSESSMENT FEEDBACK

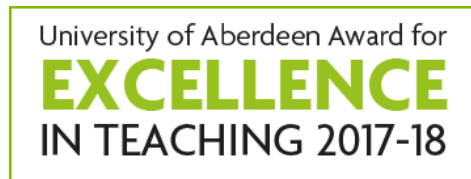
View the films at: www.qaa.ac.uk/scotland/focus-on

Webinar series, Twitterchats & a sharing practice event

Focus On: Feedback from Assessment

Teaching Awards Analysis project

What can we learn about what students value in feedback from the data we have in the sector?



What do Student-Led Teaching Awards tell us about student views on what 'good' feedback is?

What's important?

Nature of feedback



“ His feedback comments motivated me to learn and move forward ”

Students value...

- Forward-oriented feedback that helps develop future work
- Feedback that helps them understand their performance
- A variety of different approaches to feedback
- Timeliness more than turnaround
- Detail, fairness and personalisation in the feedback they receive
- Consistency in feedback practice across their educational experience

Personal qualities of the teacher



“ She has a very relaxed manner and I feel comfortable asking questions about feedback on my assignment ”

- Feedback that comes from staff who provide an open and welcoming learning environment
- Feedback from teachers who actively promote their subject and current research to students
- Dialogue and interaction around feedback

Support



“ She has been with me every step of the way during my dissertation and her assistance and advice are greatly valued ”

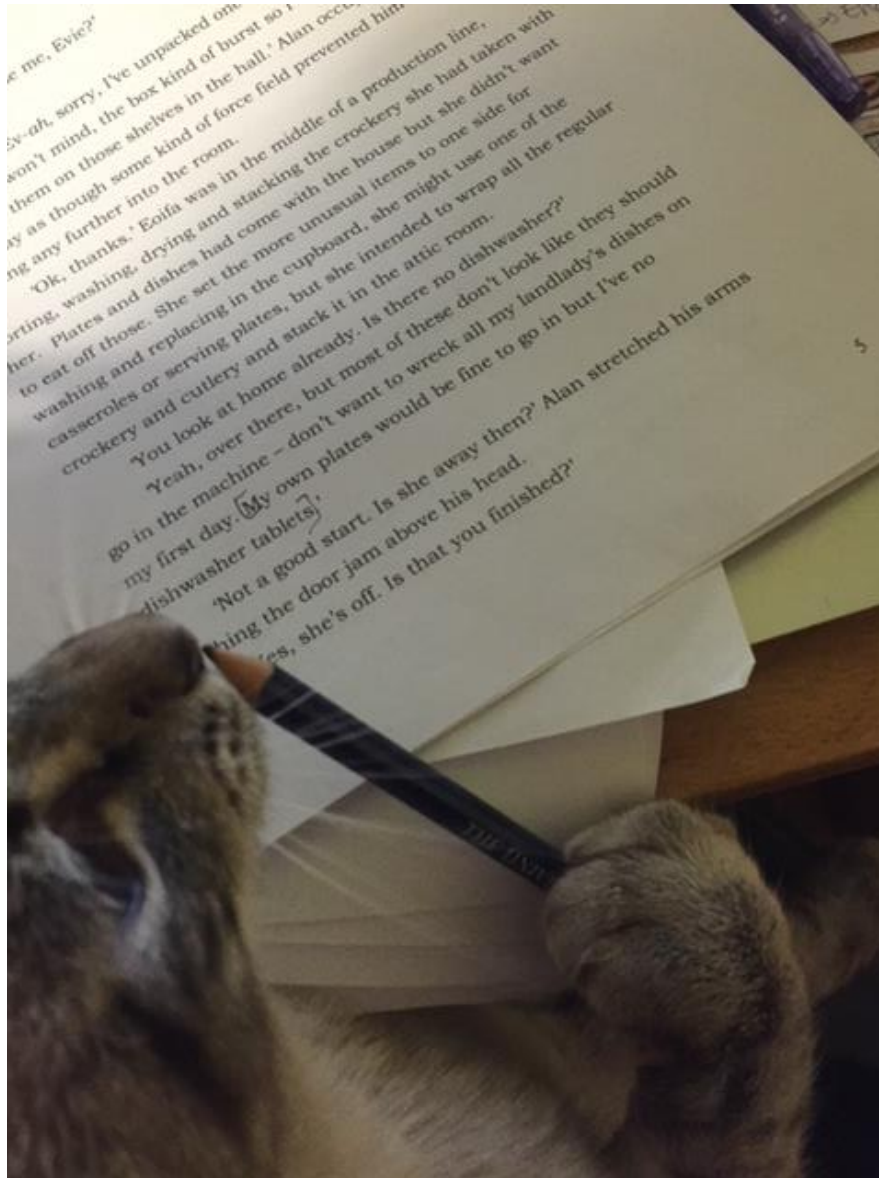
- Feedback that gives them academic expertise and guidance in their subject
- Time invested in providing feedback
- Teacher availability

For advice and guidance on how to improve your feedback practice, please read the project summary and full report:
What does Student-led Teaching Award Nomination data tell us about student perceptions of 'good' feedback?
An exploration of Student-led Teaching Award nomination data from Scottish Students' Associations

Available at:

www.qaa.ac.uk/scotland/en/focus-on/feedback-from-assessment

Questions?





QAA
Scotland

Thank you for listening!

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