Embedding Student Voice and Actionable Insights to Enhance the Student Experience

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- ## Presentation Outline:

Overview of enhancement, engagement and student voice in in Scottish Higher Education

University of Strathclyde – Reporting and using data and student feedback to enhance the student (and staff) experience.

Institutional plans for the integration of survey reports and data sets within an emerging Strathclyde Insights approach.

Scotland & the UK

Scotland's Universities

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
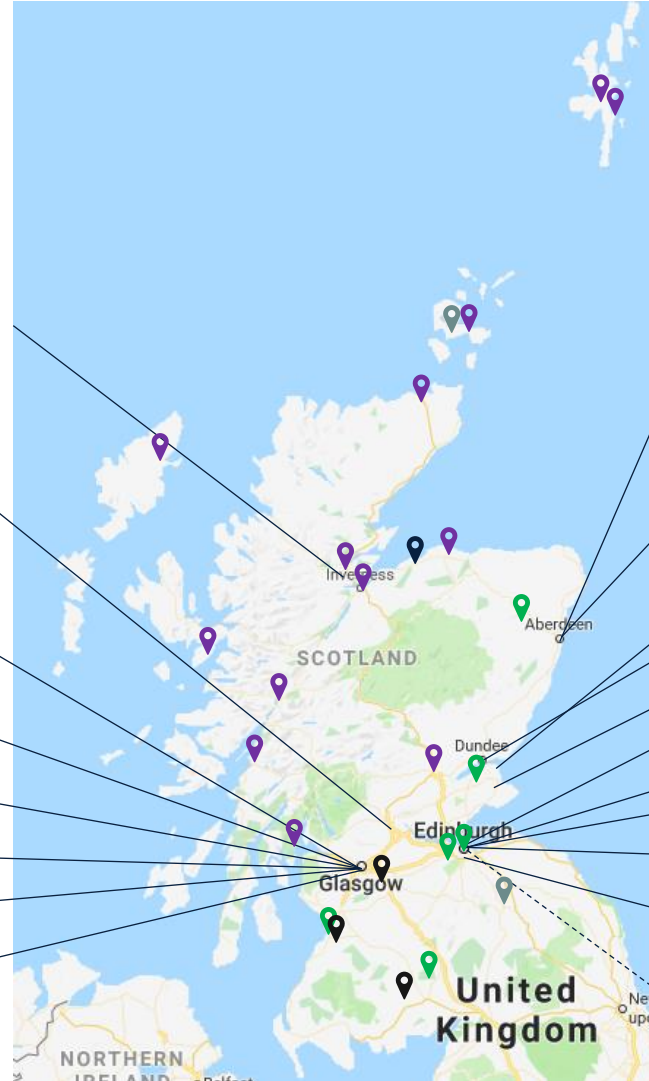- Shetland College
- West Highland College

Glasgow School of Art campuses:
- Glasgow
- The Creative Campus, Highlands and Islands

UWS campuses:
- Ayr
- Dumfries
- Hamilton

Heriot Watt campuses:
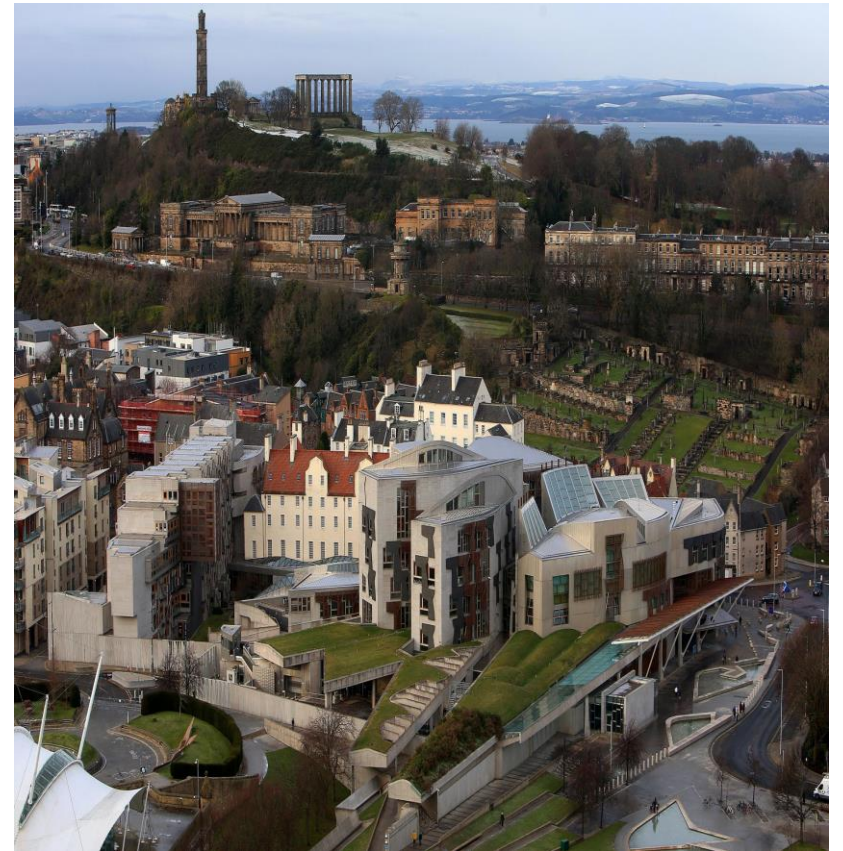- Edinburgh
- Scottish Borders
- Orkney

SRUC Campuses:
- Aberdeen
- Ayr
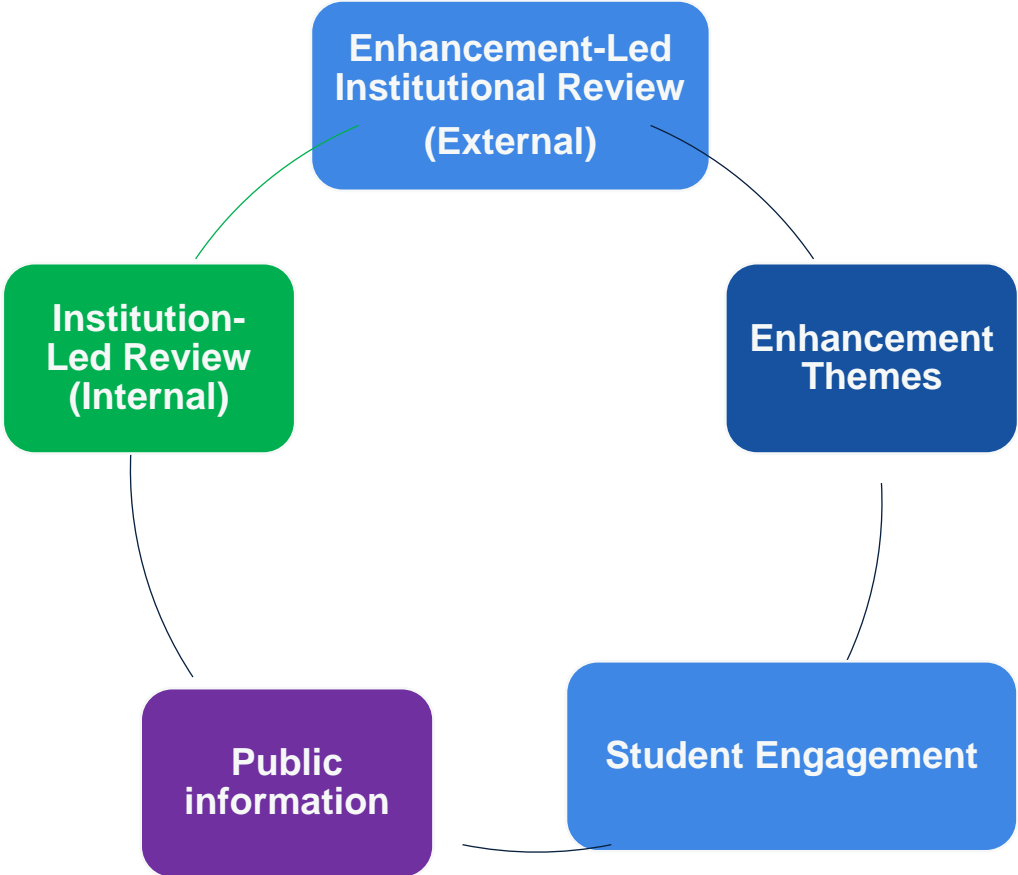- Barony
- Edinburgh
- Elmwood
- Oatridge

Quality and Enhancement in Scotland's Universities.

- **Core Characteristics:**
  - Academic Standards
  - Embedded **Enhancement**
  - **Peer review** and externality
  - **Evidence** Informed
  - **Student** Participation
  - Institutional Context & Ownership
  - Sector-Wide **Collaboration**
  - **Cyclical** Approach (reports, actions, follow up)

Scotland's Quality Enhancement Framework

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

Partner Agencies

Principles and Approaches to Enhancing Student Engagement and Impact

- Partnership
- Solution Focused
- Student Experts
- Representative Systems
- Evidence Based
- Constructive Dialogue
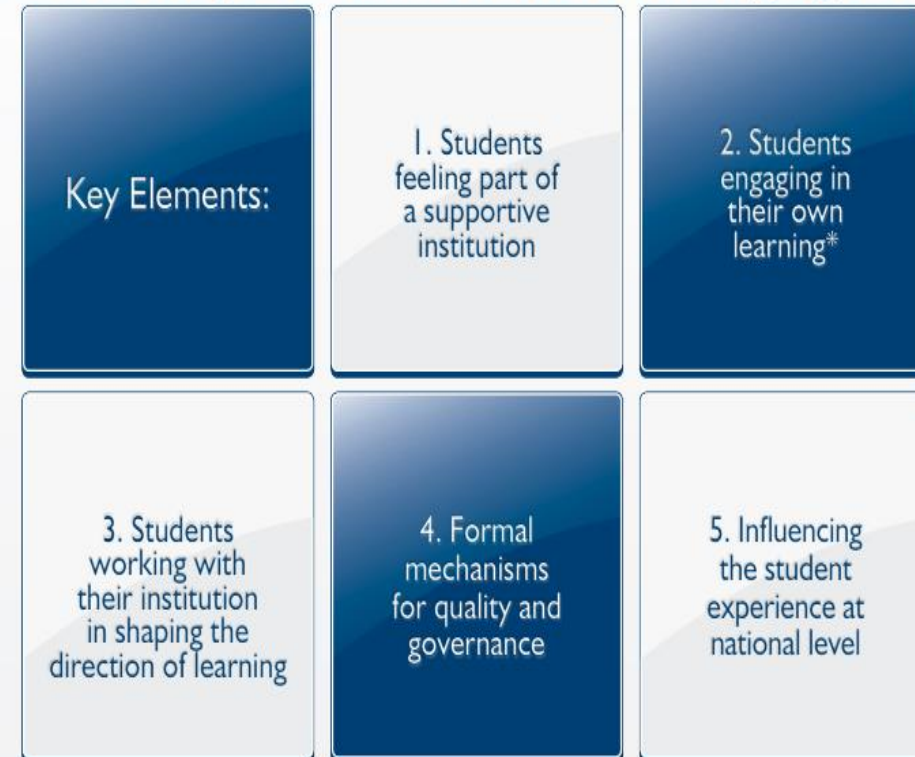- Shared Understanding
- All Student Voices

Scottish Student Engagement Framework

Partnership:

- Students role in shaping their experience

- More than feedback, problem solving and membership of committees, to opportunities for real enhancement.

- E.g. QEF, External Review, Student Partnership Agreements

The Five Key Elements of Student Engagement

Key Elements:

1. Students feeling part of a supportive institution

2. Students engaging in their own learning*

3. Students working with their institution in shaping the direction of learning

4. Formal mechanisms for quality and governance

5. Influencing the student experience at national level

University of Strathclyde

- Scotland's 3rd largest University

- Top 30 research-intensive universities in the UK (REF 2021)

- Times Higher Education UK University of the Year (2019 & 2012)

- Scottish University of the Year 2020
(The Sunday Times Good University Guide 2020)

- Queen's Anniversary Prize for Higher and Further Education (2019 & 2021)

- Scotland's Best Large Employer (200 employees or more) at the S1 Jobs Recruitment Awards (2022)

- **4 Faculties:**

  - **Engineering**

  - **Humanities and Social Sciences**

  - **Science**

  - **Strathclyde Business School**

University of
Strathclyde
Glasgow

Strathclyde: Working in Partnership

THE FACULTY OF ENGINEERING
www.strath.ac.uk/engineering

THE FACULTY OF SCIENCE
www.strath.ac.uk/science

THE FACULTY OF HUMANITIES & SOCIAL SCIENCES
www.strath.ac.uk/humanities

STRATHCLYDE BUSINESS SCHOOL
www.strath.ac.uk/business

Education Enhancement

Student Experience

Information Services

Organisational and Staff Development Unit
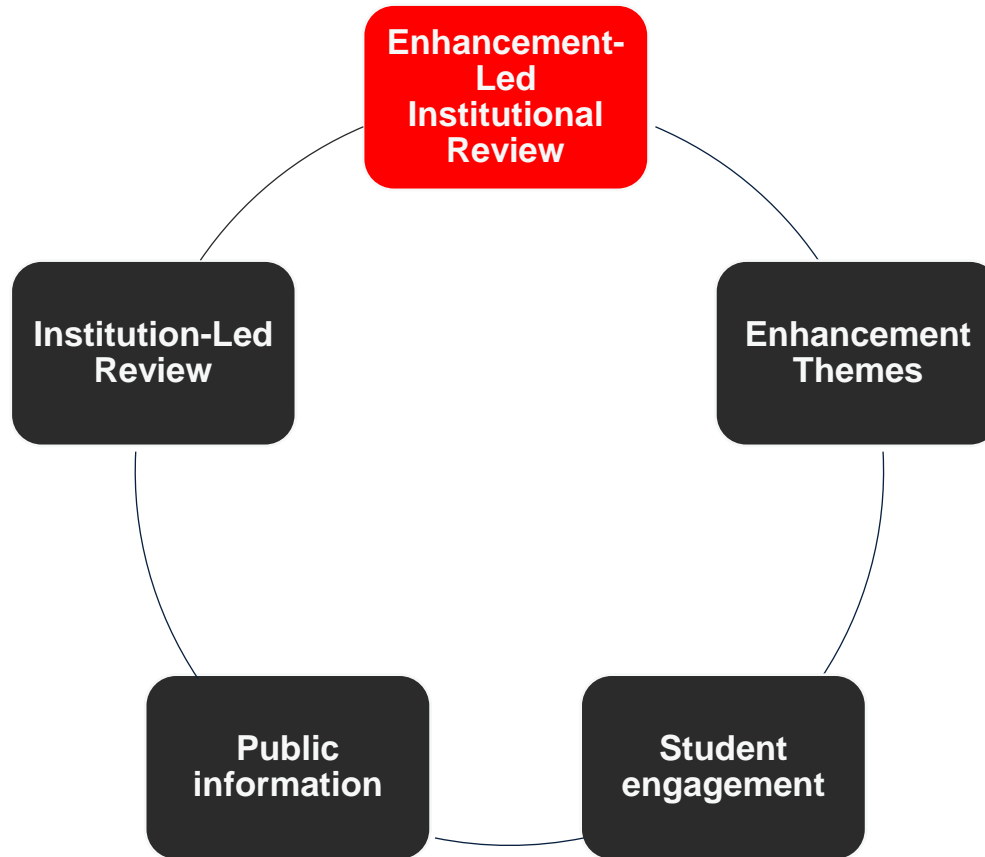
Strath Union

Student Voice at Strathclyde

- Full and Active Participation - Creating platforms for consistent and open dialogue

- More than feedback from surveys (but really important)

- Staff / Student Liaison Committees

- Student Experience Committee (Student President Convenes)

- Students on all key Committees and Working Groups

- Investing in Student Representation: StrathReps

- Major Infrastructure Projects

- Student Voice – An embedded culture

Quality Enhancement Framework

Enhancement-led Institutional Review (ELIR)

Enhancement-Led Institutional Review

Institution-Led Review

Enhancement Themes

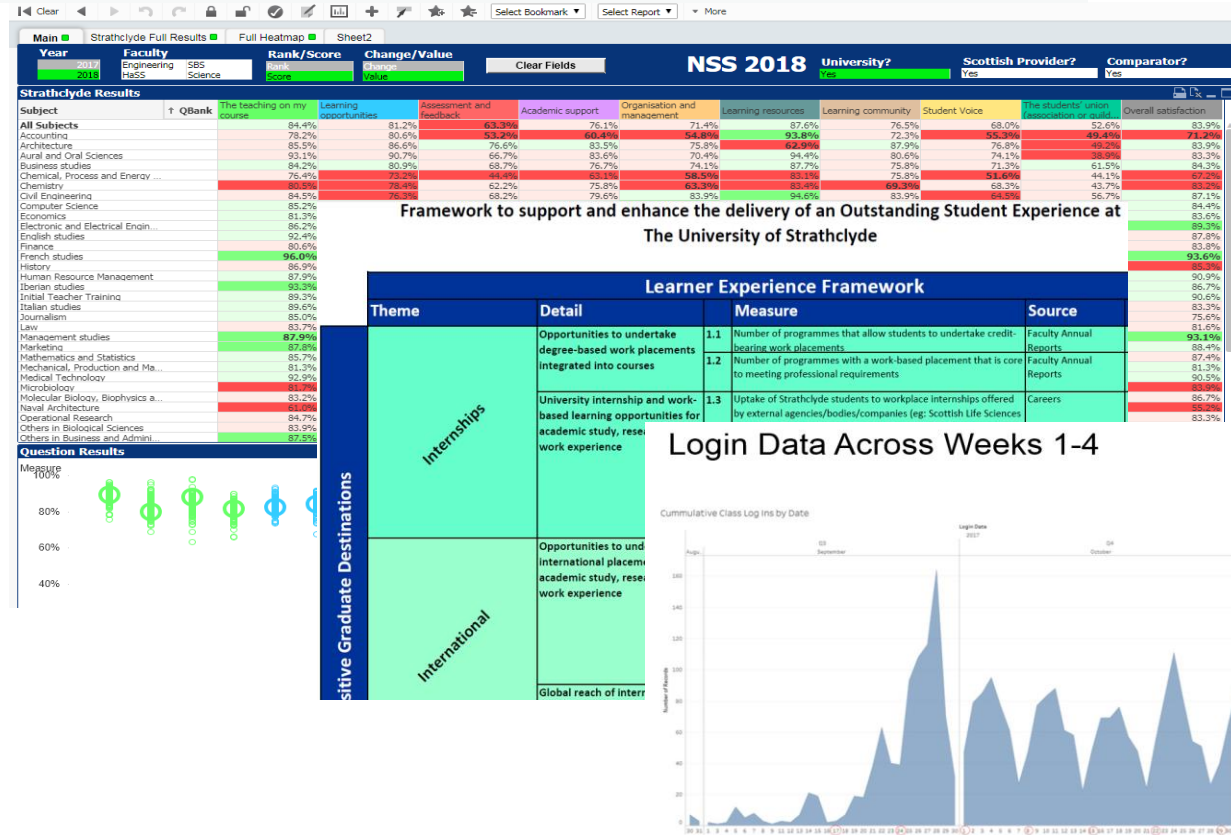Public information

Student engagement

- **Peer review** of all Scottish HEIs on a 4 / 5 -year cycle
- Student reviewers since 2003
- International reviewers since 2008
- Emphasis on Context and Strategy
- Threshold (Quality) judgement plus commendations & recommendations (Enhancement)
- Next Steps - Scottish Tertiary Quality Framework

QAA Scotland

External Review (2019) - Commendation

*"The University makes **extensive suites of data available** to academic and professional services staff which are **widely and actively used to inform evaluation and decision-making.**" (QAA 2019)*

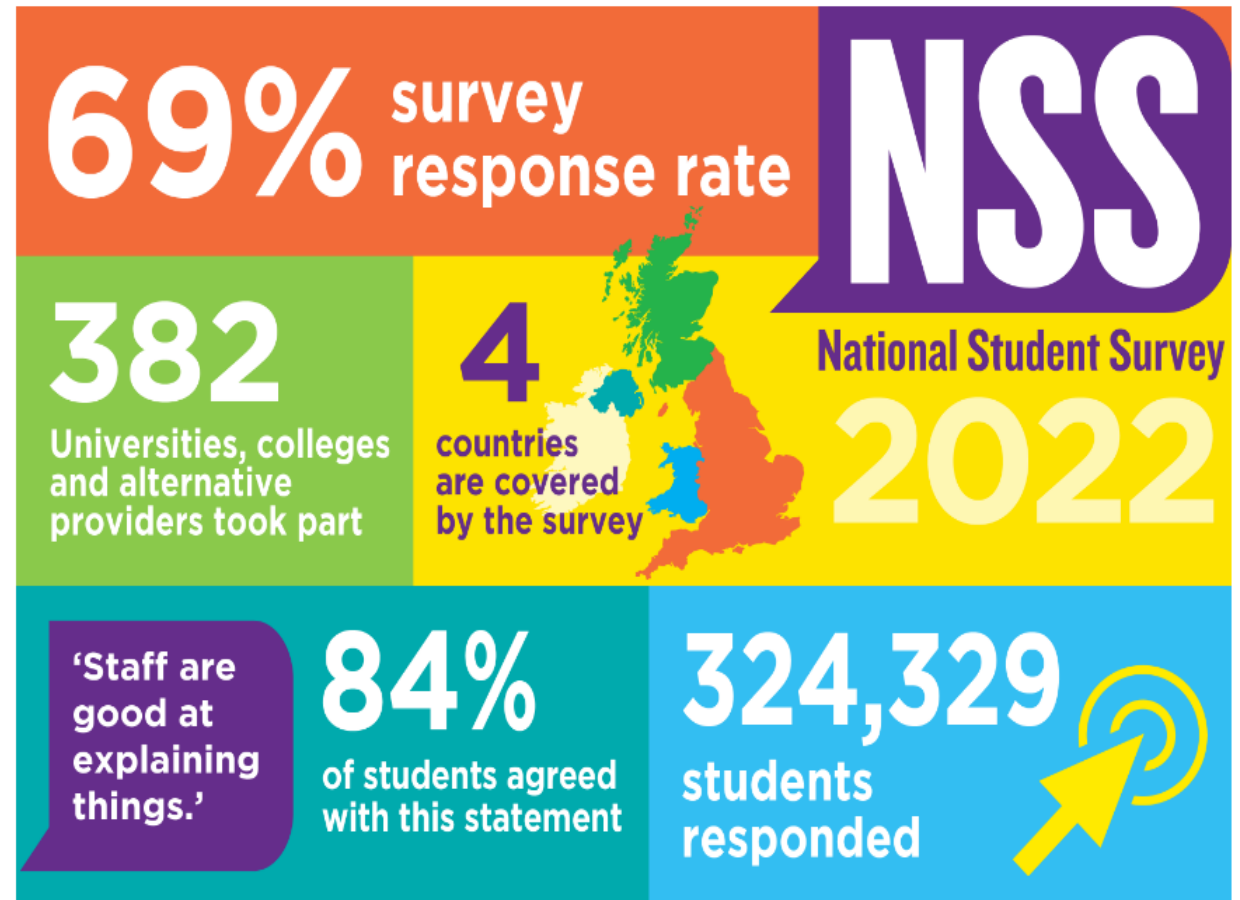Availability and use of data to inform decision making;

E.g. Surveys, Module Evaluation, Learning Analytics

Reporting: Surveys & Metrics Working Group, Assessment & Feedback Working Group, Education Strategy Committee

Student Surveys - NSS

- National (UK) survey conducted by Ipsos Mori for Office for Students

- January to April each year (results early July).

- 27 core questions:

- 8 thematic areas & Overall Satisfaction.

- UK NSS use: League Tables, Benchmarks & KPIs

2022 survey data

69% survey response rate

382 Universities, colleges and alternative providers took part

4 countries are covered by the survey

NSS National Student Survey 2022

'Staff are good at explaining things.'

84% of students agreed with this statement

324,329 students responded

NSS 2022 Results – Strathclyde Performance

- Strathclyde Overall Satisfaction Score for NSS 2022 is **81.84%**

- Retained **Upper Quartile/UK** position, for the 4th consecutive year

- Strathclyde is ranked **5th in Scotland** and **22nd in the UK** for Overall Satisfaction

- Institutional KPI – met overall satisfaction target for the 4th year in a row

- 6 out of 8 question sets in upper or upper middle quartiles – surpassing the KPI target of 5 out of 8 by 2025

	Strathclyde	Scotland	UK
The teaching on my course	83.94	81.60	80.05
Learning opportunities	80.49	79.49	79.37
Assessment and feedback	65.50	65.44	68.53
Academic support	76.94	74.49	73.88
Organisation and management	73.08	70.17	69.88
Learning resources	84.21	81.18	80.90
Learning community	69.04	66.68	68.22
Student voice	68.54	66.34	66.54
Overall satisfaction	81.84	78.58	76.29

An Example - The National Student Survey (NSS) Improvement Framework

Strathclyde's Approach

- Developed in depth NSS data set for each area, including sector subject comparators and longer trend data

- Approach based on department/school level activity with central facilitation and reporting

- Evolved out of a focus on release of NSS results and subsequent response

Framework approach:

- Detailed NSS data analysis for Faculty and Dept level provided centrally

- Evidenced action through plans

- Oversight and reporting centrally
    - Faculty Level
    - University Level

- Central review of subject plans for enhancement

- **Staff Engagement Forums**

Reflections and Enhancements

- Results too late to fit well with natural / education planning cycle

- Short time frame encouraged HoD level planning rather than full teaching team engagement

- Profile of NSS and senior level scrutiny resulted in tactical narrow focus on final

- Some HoDs felt the need to "explain" performance rather than focus on enhancement

- 12 month planning horizon too short for L&T enhancement and embedding good practice
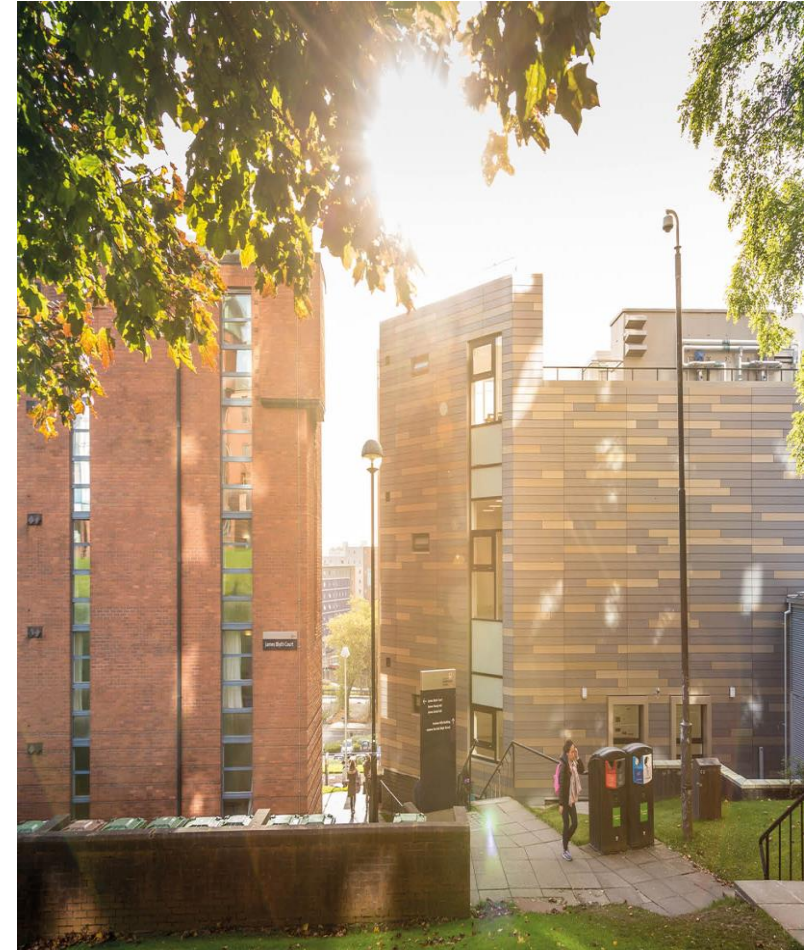
Need to move further away from reaction to focus on Enhancement

Learning and Teaching Improvement Planning

- Move away from NSS label for broader focus

- Pushed to start of the summer to fit with a more natural reflection point

- Planning template and timeframe supports development in advance of new academic year

- Template extended to 2 year rolling plan focused on embedding enhancements, with reflection/refresh points when new survey data or student voice feedback is available

- Personalised data sets bringing all Department / School data to a single access location (now includes Module Evaluation)

- Greater opportunity to integrate "local knowledge" in review, planning and actions

- Emphasis on whole picture rather reaction to single dominant data source

Still includes department/school level activity focus, facilitated by institution-wide events and system.

Learning &Teaching Improvement Planning: Personalised data sets:

Surveys:

- National Student Survey (NSS)

- Postgraduate Taught Experience Survey (PTES)

- Postgraduate Research Experience Survey (PRES)

- Graduate Outcomes Survey

- *Strathclyde Undergraduate Student Survey (SUSS)*

- *Welcome to Strathclyde Survey*

- *Shaping the Future Survey*
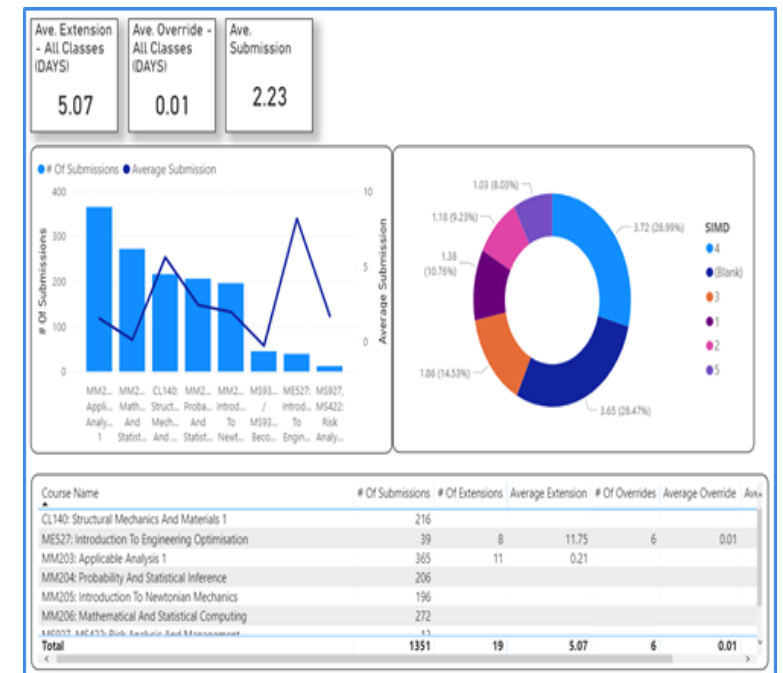
Supporting Information:

- SharePoint sites and Interactive Dashboards

- Background Notes:

- Survey Sampling

- Response Rate Information

- Data and Results

- Local Knowledge

https://www.strath.ac.uk/professionalservices/educationenhancement/studentsurveys/

THE UNIVERSITY OF STRATHCLYDE

Data Informed Enhancement –
Integrated "Strathclyde Student Insights"

- Learning from our approach to implementing Module Evaluation

- Increasingly Integrated

- Enhanced Thematic reporting: Surveys, Module Evaluation, Departmental Data Sets, Annual Reporting

- Free text and analysis and summaries

- Enhanced / Better Learning Analytics:

- High Level "pulse checks"

- Activity based "focused insights"

- Dashboard development

Acknowledgements and Thanks:

- Strathclyde Colleagues: Surveys and Module Evaluation Team, OSDU, Faculties and StrathUnion

- QAA Scotland

- sparqs

- Explorance

Questions?

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