



Transforming practices: Putting students at the heart

Keynote speaker:
Professor Ruth Whittaker, University of Brighton



University of Brighton



Transforming Practices



About the University of Brighton

- **18,000 students**
 - 81% undergraduate, 17% postgraduate taught, 2% postgraduate research
 - 86% UK, 5% EU, 9% International
- **Over 2,400 staff**
- **8 Academic Schools**
- **Multi- campus**
- Member of **University Alliance**, the voice of professional and technical universities
- Focus on “**practical wisdom**” with a wide range of subjects



University of Brighton



HE landscape (in England)

- Higher Education is devolved system across the 4 nations of the UK
- English context: responding to combination of political, financial, regulatory, and other pressures
 - Scepticism about the value of (some) higher education
 - Move from largely grant-funded model to one dominated by tuition fees
 - Multi-year tuition fee freeze leading to significantly diminished unit of resource
 - Critical need to offer support for current students studying in a highly challenging context
 - Increasingly robust and vocal sector regulator in the Office for Students



Regulatory context for HE in England

- Move from a funder model to a regulator in the Office for Students (OfS)
- Focused on promoting students' interests and increased choice and competition
- Recent significant regulatory change to which we have needed to respond includes:
 - Creation of a new register of providers
 - Implementation of a regulatory framework with conditions of registration
 - Minimum numerical baselines for student continuation, completion, and progression
 - Several adaptations to approaches to Access and Participation
 - Teaching Excellence Framework scheme which recognises excellence above minimum expectations
- Critical importance of regulatory compliance not overshadowing enhancement and innovation



University of Brighton mission and values

Our mission: To realise potential and shape futures through high-quality, practice-based learning, teaching research and enterprise.

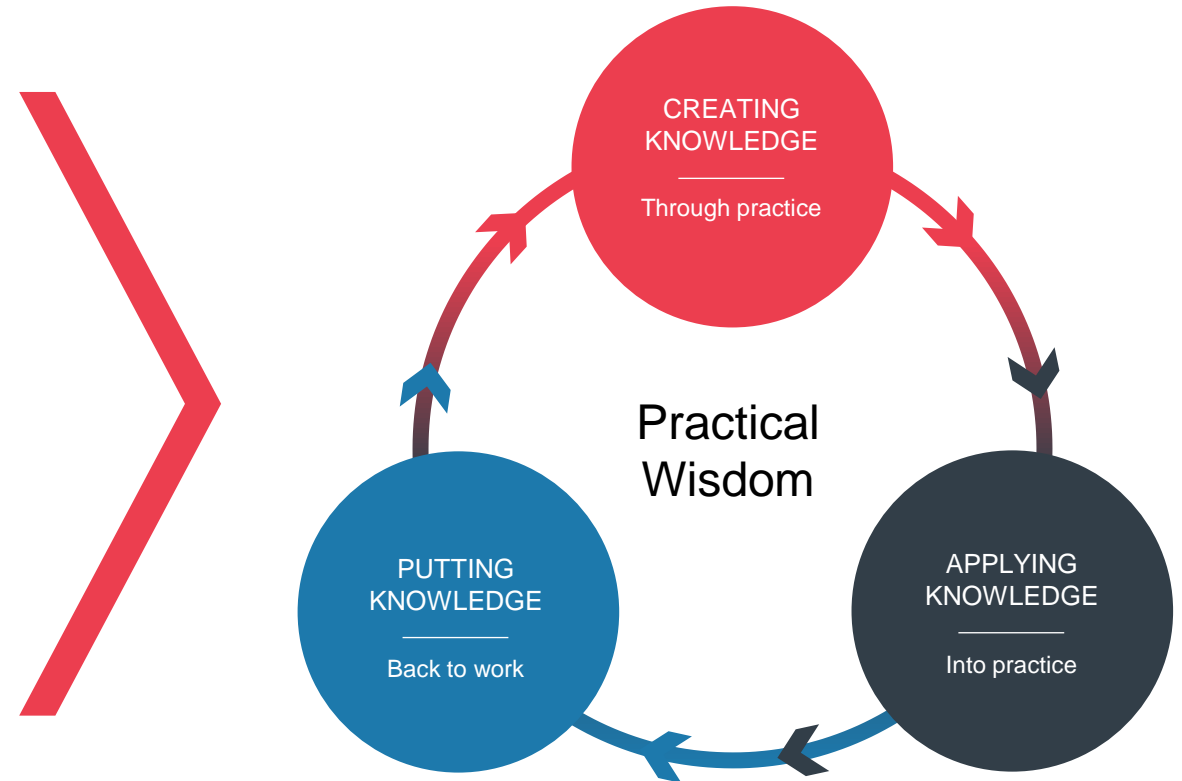
Our values:

Creativity

Sustainability

Inclusivity

Partnership



University of Brighton

Transforming university practices: Education and the Student Experience



University of Brighton



Putting Students at the Heart



University of Brighton

Our strategic objectives

Enable

Brighton Achieves:
Enable all our students to succeed and achieve their goals

Empower

Brighton Works:
Empower our students in terms of their employability and the confidence and capacity to make a difference

Strengthen

Strengthen student engagement in their own learning and in shaping the wider student experience

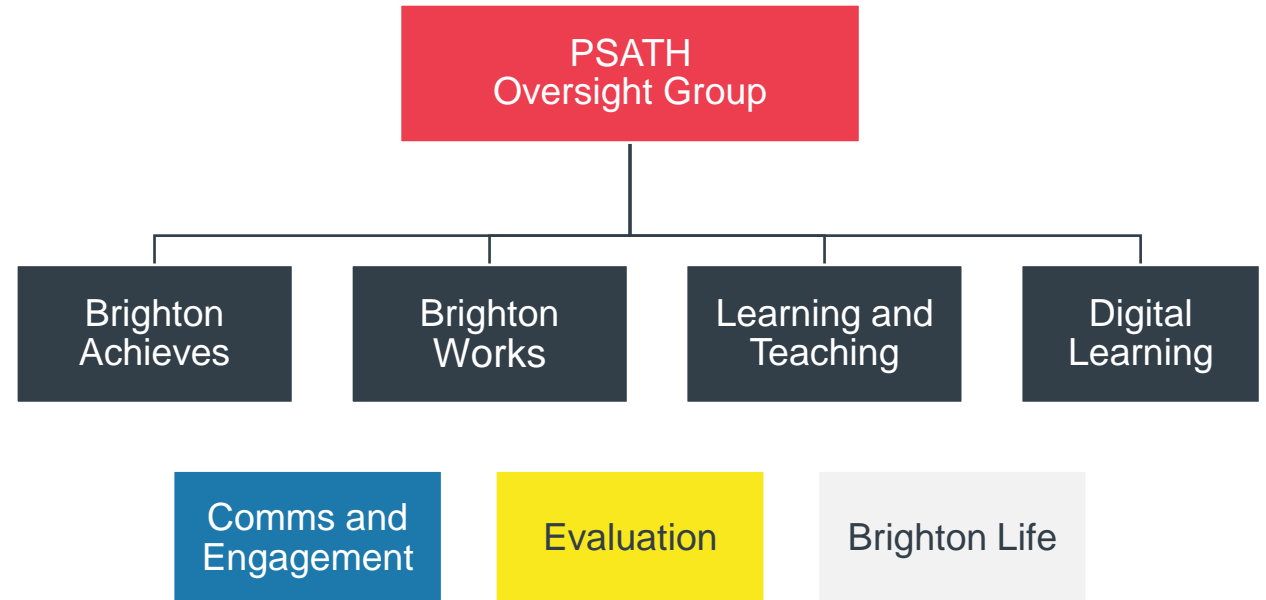
Develop and value

Develop and value our staff in terms of learning and teaching excellence and innovation



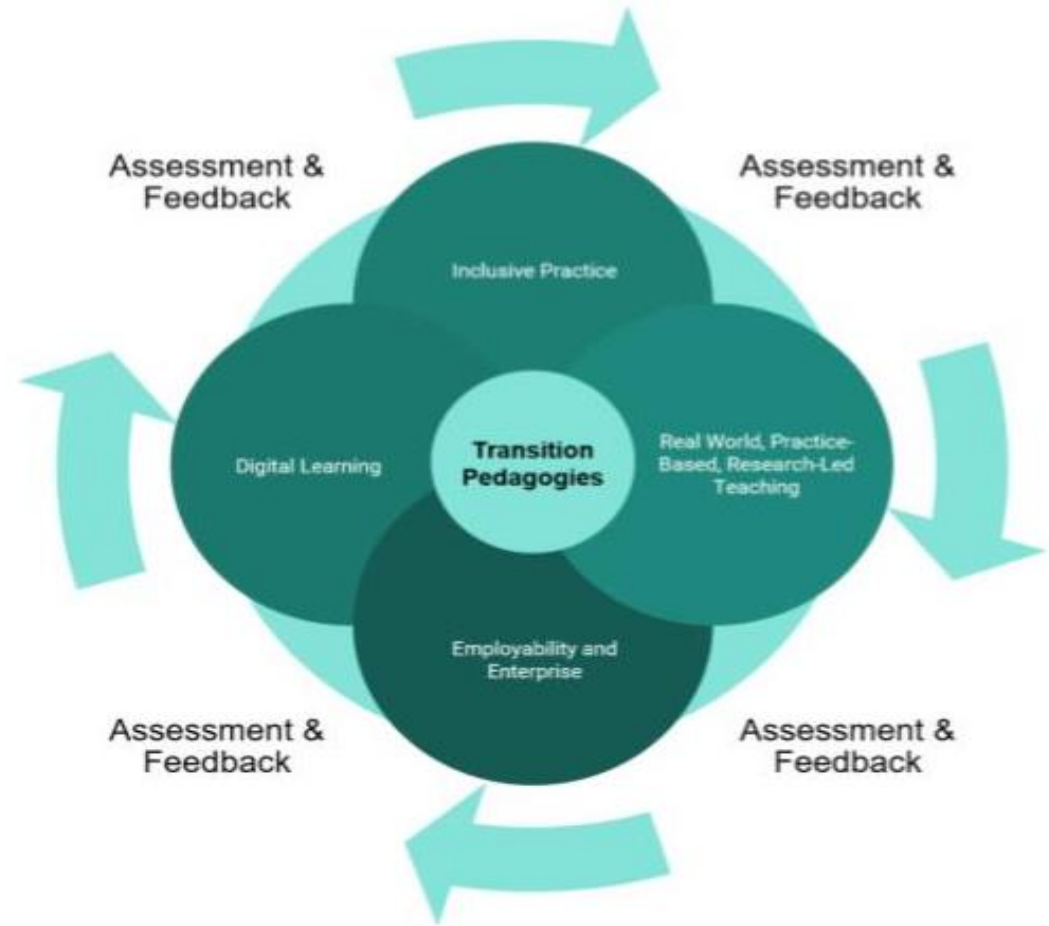
What is '*Putting Students at the Heart*' ?

- One of the workstreams underpinning the *Brighton 2025 Programme* to achieve *Practical Wisdom* strategy
- Focused on enhancing and transforming 'education and the student experience' at the university
- Work coordinated by the *PSATH Oversight Group* and undertaken by 4 strategic delivery groups and 3 cross-workstream delivery groups



Curriculum Design Framework

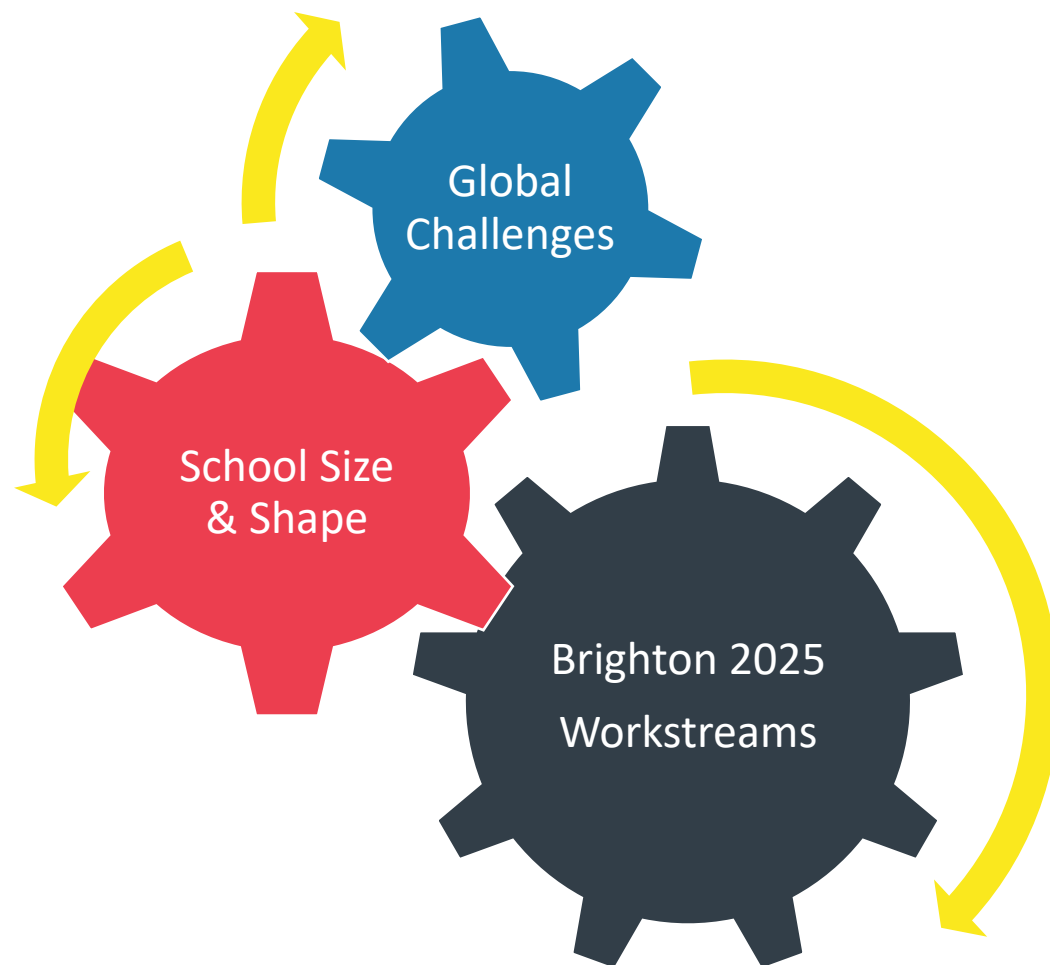
To realise potential and shape futures through high-quality, practice-based learning, teaching research and enterprise.



GLOBAL CHALLENGES AT BRIGHTON



Key enablers



Key outcomes for ESE transformation programme

1

Improve continuation
and completion

2

Improve quality and
consistency of learning
and teaching experience

3

Improve
graduate outcomes

4

Improve digital
learning experience



Transforming sector practices



University of Brighton

UK Policy Context

England

- Skills Bill; Post Augar HE Reform- Lifelong Loan Entitlement

Scotland

- SFC Review of Coherent Provision and Sustainability

Wales

- Tertiary Education and Research (Wales) Bill

NI

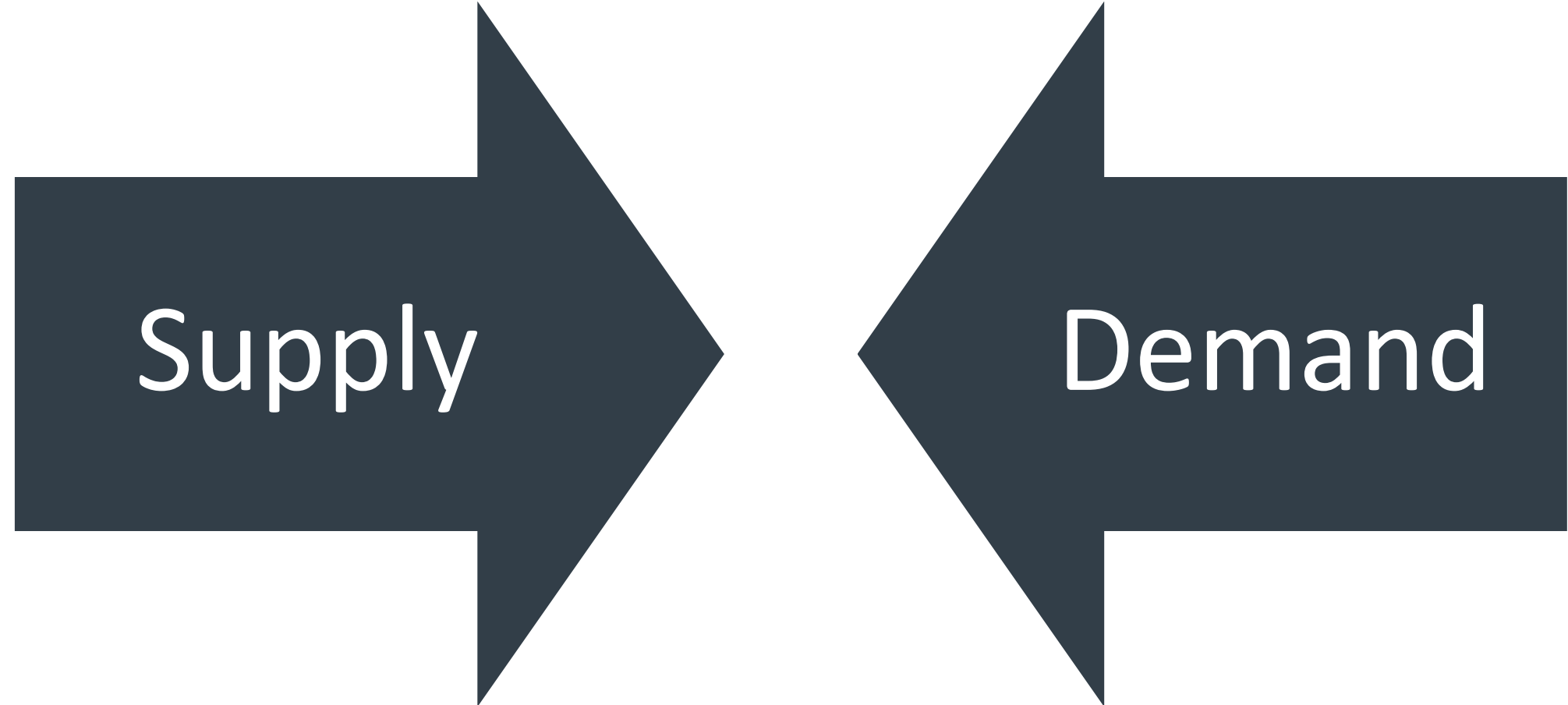
- Skills for a 10x Economy



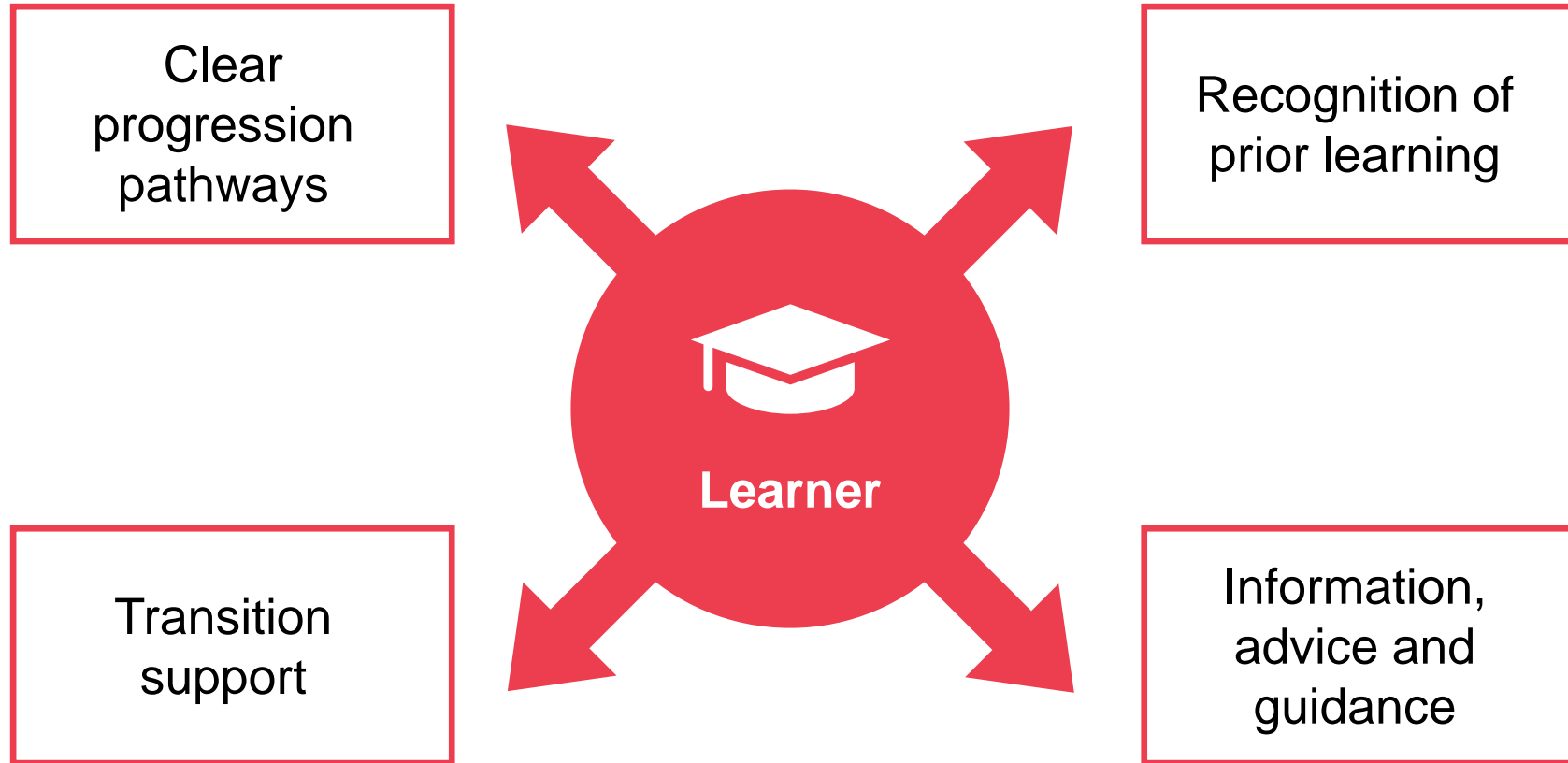
Flexible pathways into and through HE



How can we make this work?



How can we make Flexible Learning pathways work?

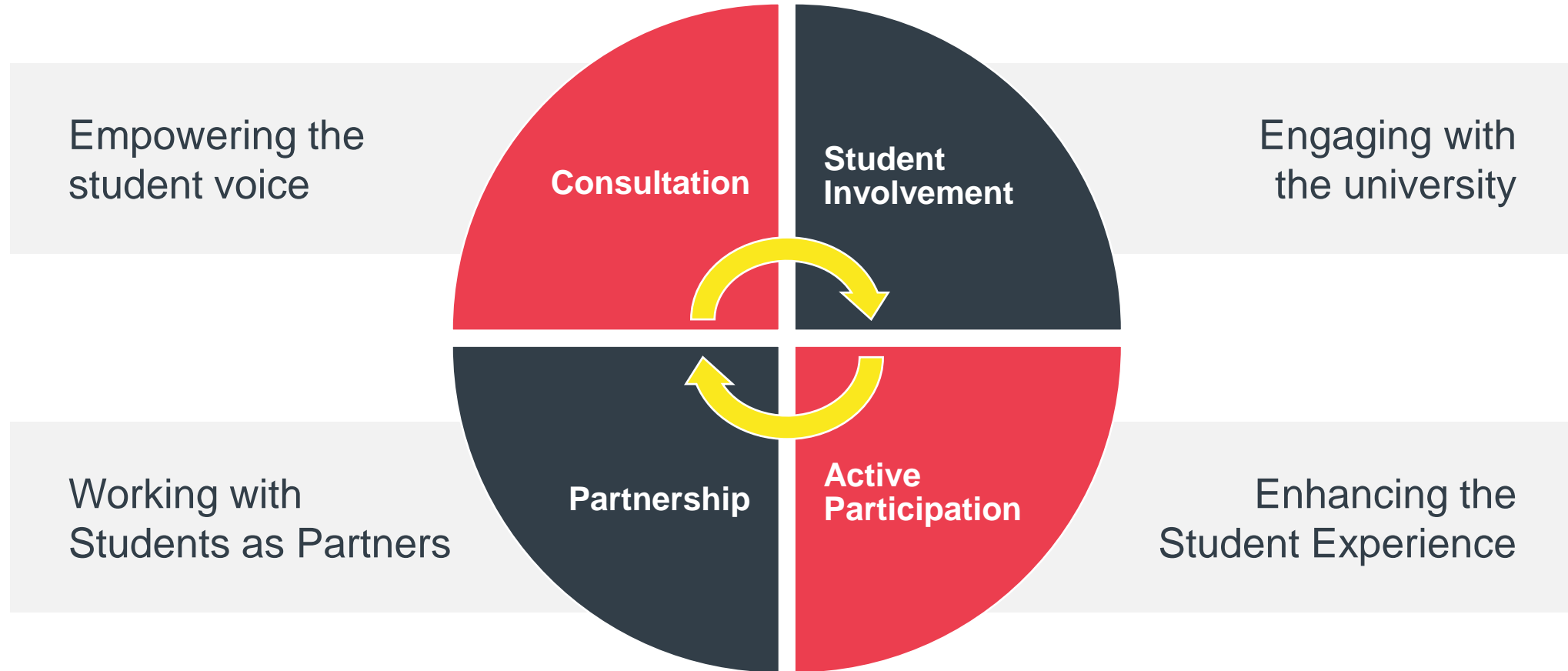


Transforming practices through student engagement



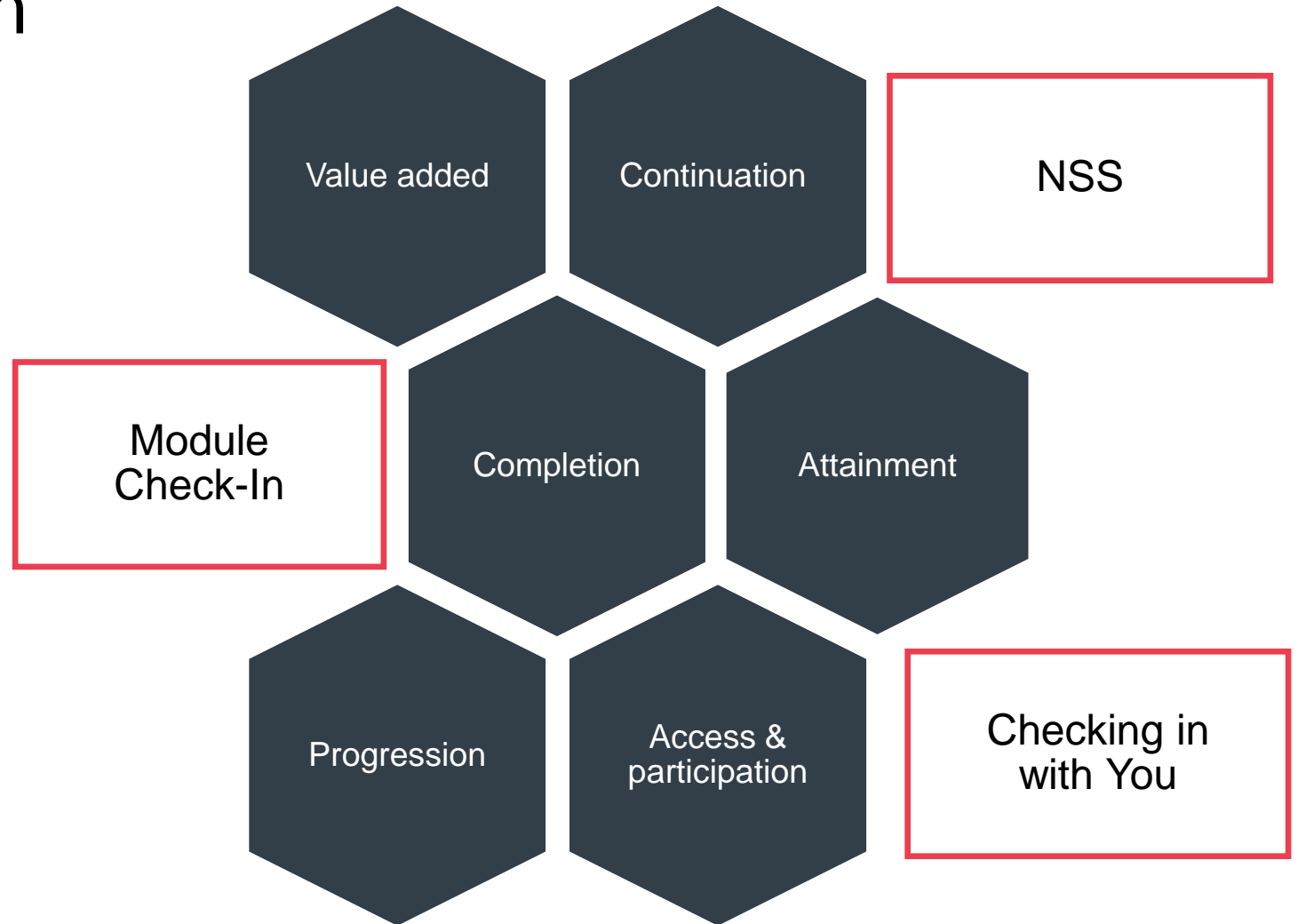
University of Brighton

Student engagement: a spectrum



Feedback and evaluation

Linking Module Evaluation data to outcomes, and other sources of student feedback.



**Do we need to transform our
student feedback practices?**



University of Brighton

Differential outcomes, text analytics

- POLAR4 quintiles, English index of multiple deprivation (IMD) quintiles, ethnicity, age and disability
- Text analytics of free text for thematic context where not possible to redact



Authentic co-creation and student involvement



**YOUR VOICE
SHAPES OUR
UNIVERSITY**

- Closing the feedback loop:
Instant results back to students
with module leader diagnosis
- Involvement with
Brighton Student Union
- Use of Course Reps and Super Reps
by automating reports to this groups



Embedding processes and structure

Integrating and embedding
in School Education
and Student Experience
processes and structure.

Brighton
Achieves

School Education
and Student
Experience Committee

Periodic Review

Annual Quality
Assessment



Expanding the use of Blue to capture Student Voice elsewhere

- Pulse surveys at relevant points in the calendar
- Induction (Belong at Brighton)
- Campaigns (Never OK, Sustainability)
- Checking-In-Survey
- Evaluation of strategic initiatives (Inclusive Practice Partnerships)



A constant state of transformation





BELONG AT BRIGHTON

