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# Using AI to Understand the Student Voice

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# Context of the England's education system: TEF

Assessment Criteria

Metrics and Evidence

Ratings

TEF Outcomes

Impact

Understanding the concerns and feedback of students is pivotal for improving teaching quality and overall institutional performance

**Question Poll**

How is student experience defined at your institution?

How is student experience captured at your institution?

What are the main challenges for enhancing student voice in your institution or role?

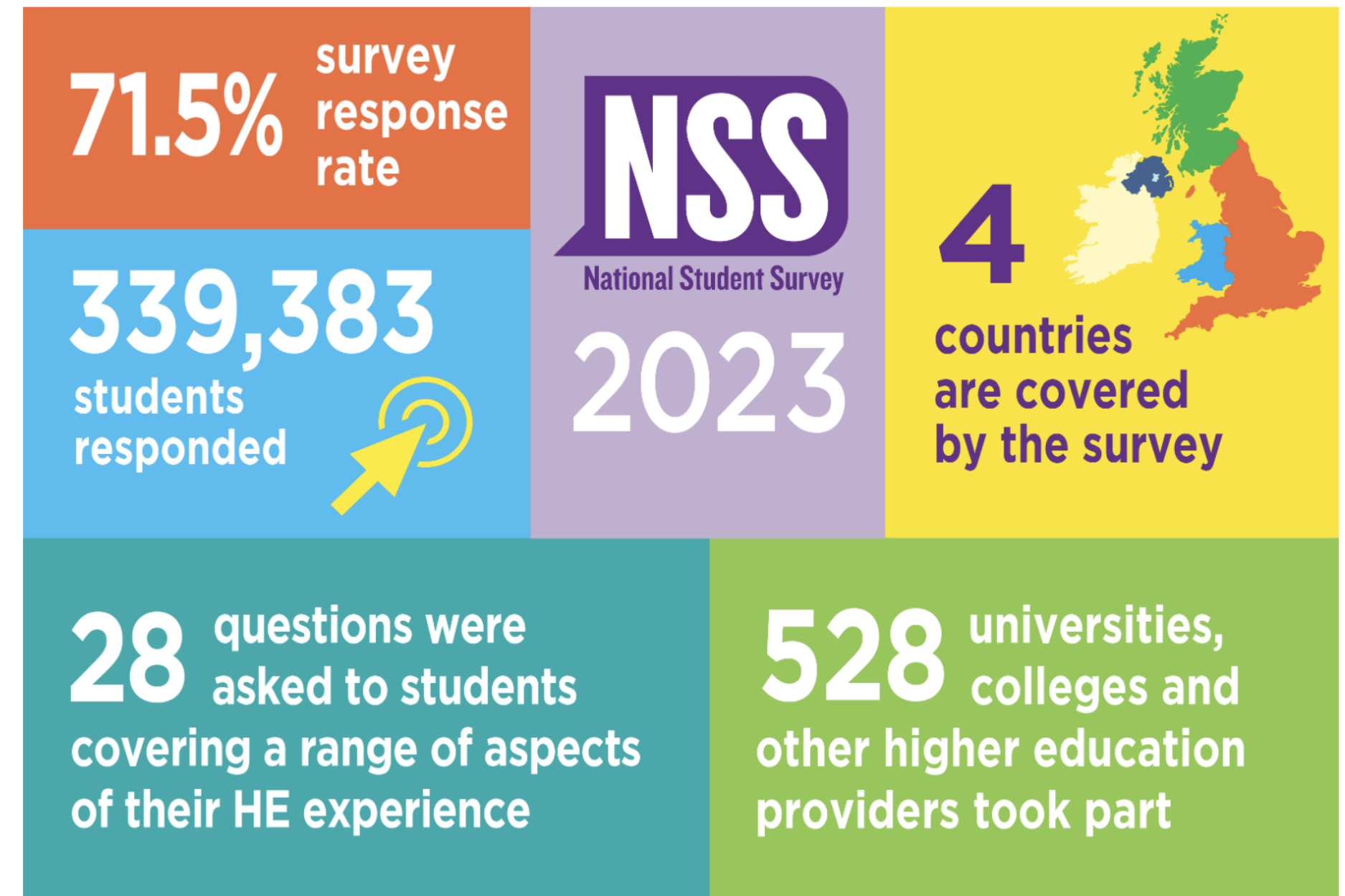How do you evaluate the impact of student voice initiatives or interventions?

STUDENT EXPERIENCE

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# Student experience defined

**QUESTION POLL 1 - DEFINING**

Office for Students

**: NSS questions used in the calculation of student experience measures**

| Student experience measure | NSS questions used |
|---|---|
| The teaching on my course. | Q1, Q2, Q3, Q4 |
| Assessment and feedback. | Q8, Q9, Q10, Q11 |
| Academic support. | Q12, Q13, Q14 |
| Learning resources. | Q18, Q19, Q20 |
| Student voice. | Q23, Q24, Q25<br>Note: Q26 has been excluded when calculating this indicator. |

**71.5%** survey response rate

**339,383** students responded

**NSS** National Student Survey **2023**

**4** countries are covered by the survey

**28** questions were asked to students covering a range of aspects of their HE experience

**528** universities, colleges and other higher education providers took part

**Student experience captured**

**Metrics and Evidence**

" Quantitative data tells us the '*what*', '*who*', and '*when*'.

Qualitative data tells us the '***why***'

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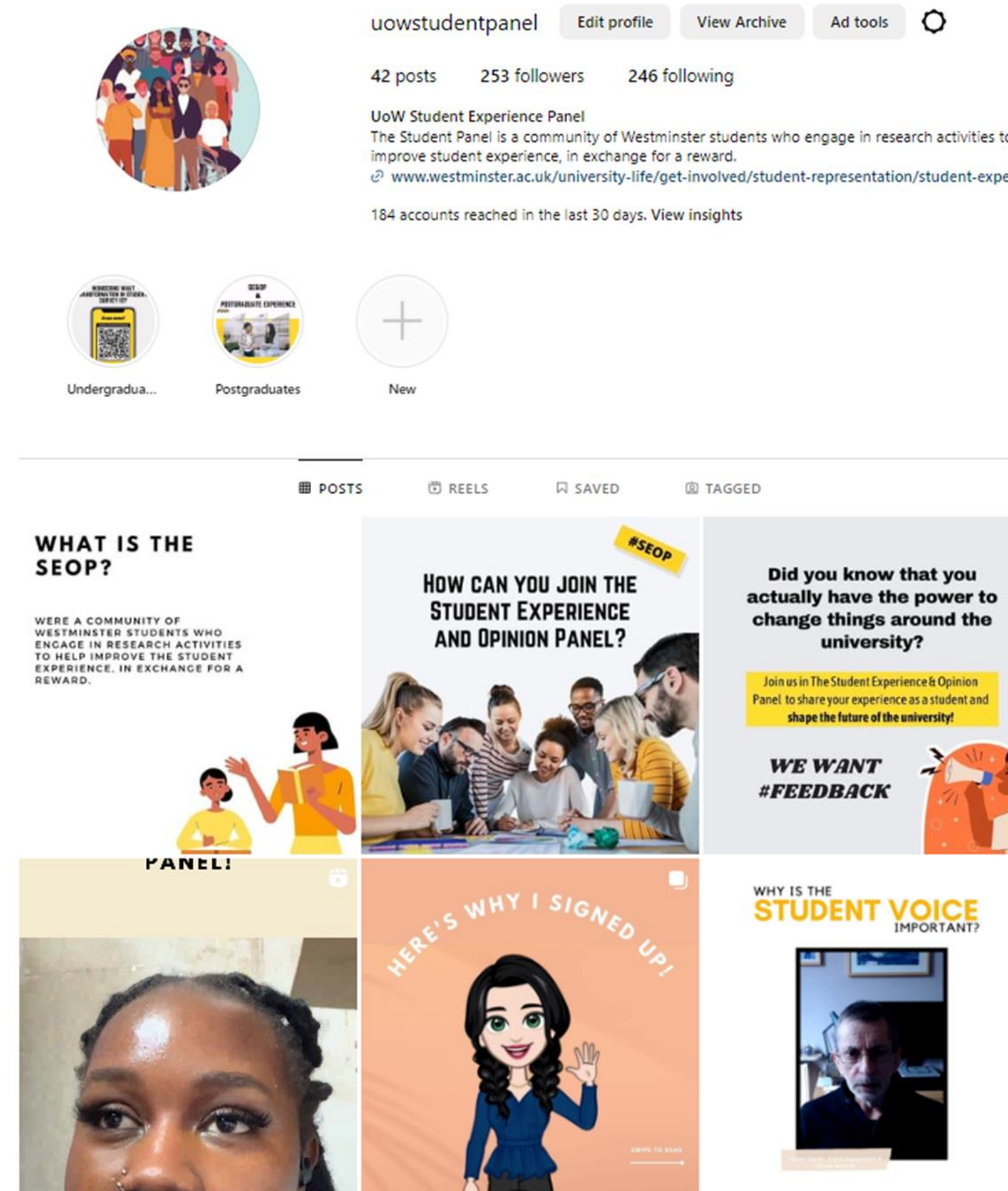explorance

# Student experience captured, qualitatively

## QUESTION POLL 2 - CAPTURING

Shared understandings

Student Experience & Opinion Panel

Internal surveys

External, benchmarked surveys

# Data Value Chain

## QUESTION POLL 3 - CHALLENGE

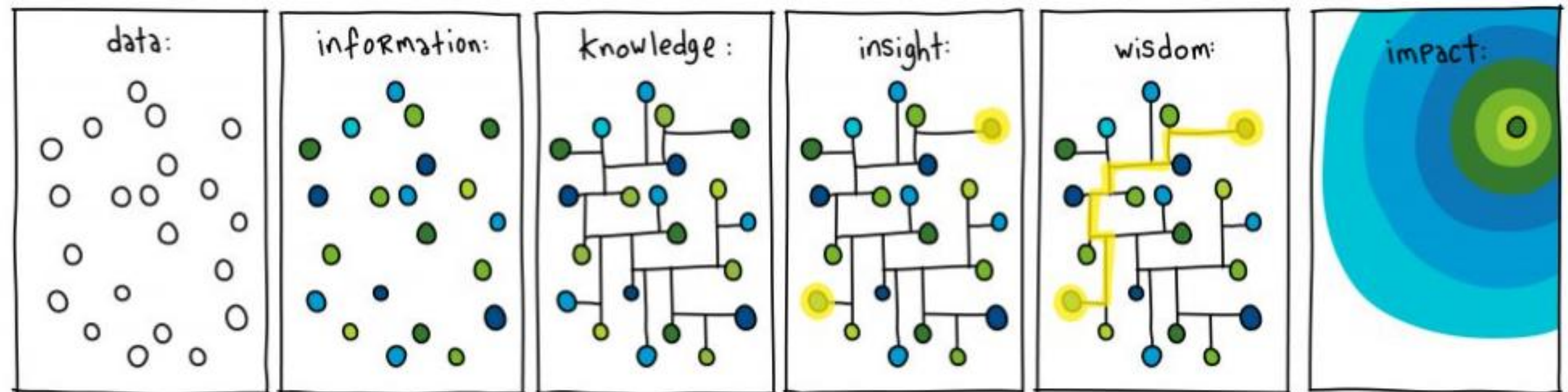**What's the difference between data and information?**

Data is collection of facts.

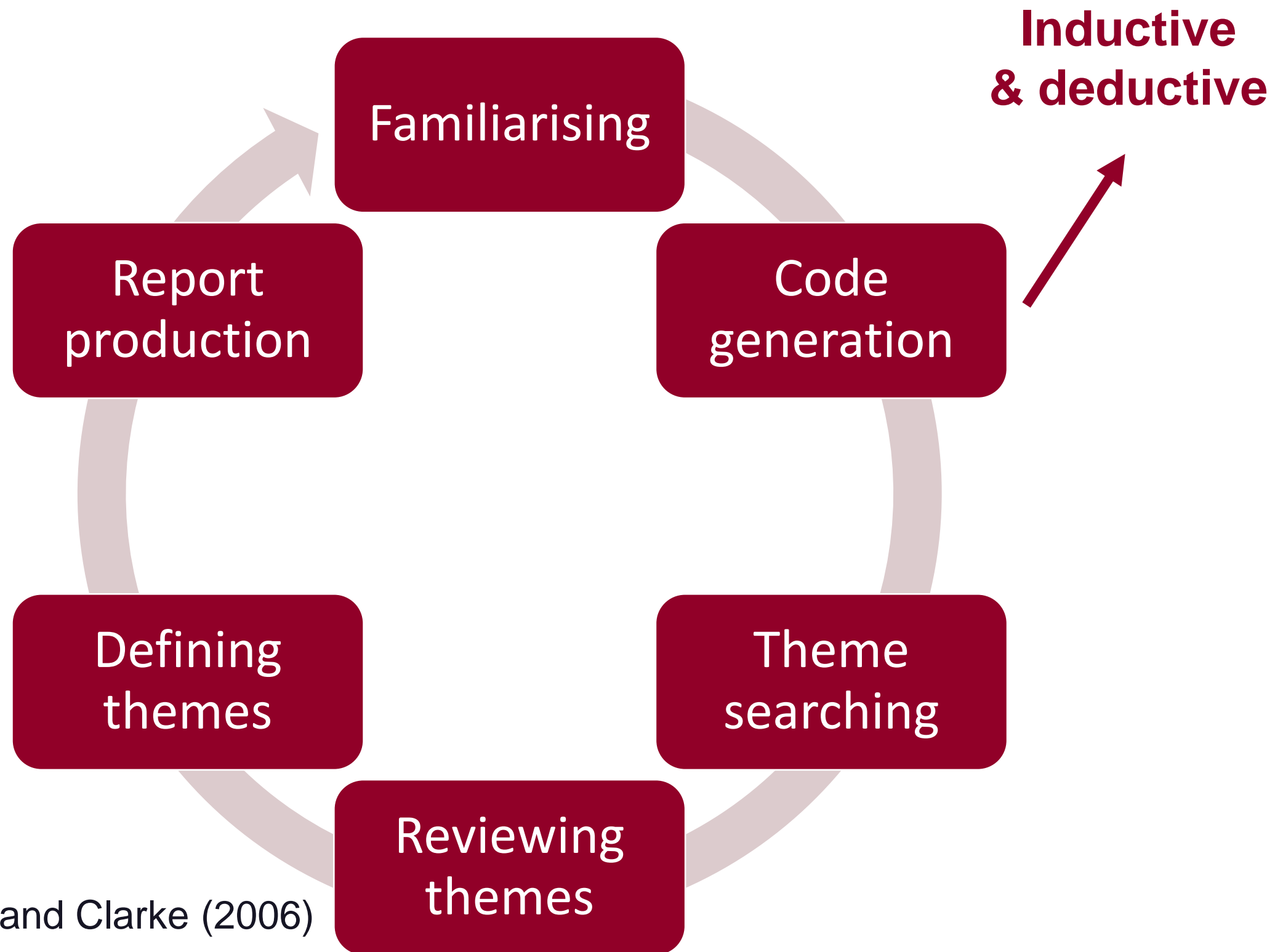Data requires interpretation and structure.

Information puts those facts into context.

Information is organised.

Information should be used to inform action.

# Before MLY

Familiarising

Code generation

**Inductive & deductive**

**QUESTION POLL 3 - CHALLENGE**

Report production

Theme searching

Defining themes

Reviewing themes

Braun and Clarke (2006)

**Team capacity**

**Training requirements**

**Time taken**

**Resource intensive**

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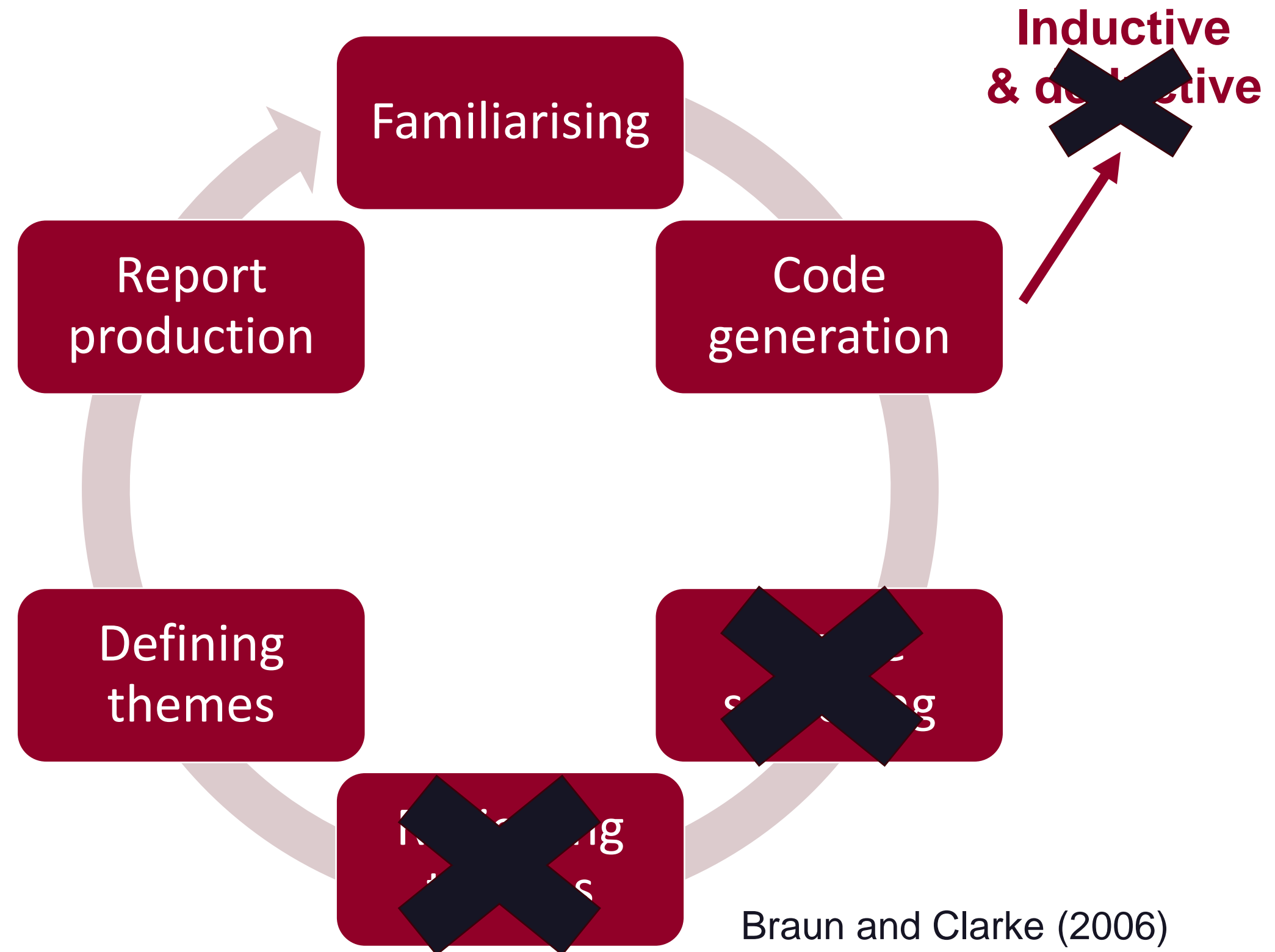
# ❖ Example academic support

| Indicator | NSS questions used |
|---|---|
| Academic support | Q12. I have been able to contact staff when I needed to. |
| | Q13. I have received sufficient advice and guidance in relation to my course. |
| | Q14. Good advice was available when I needed to make study choices on my course. |

**"Tutors immediately flagged up when I was struggling ... My personal tutor understood me ... I always felt encouraged and understood."**

**"Material is always accessible, and lecturers are always willing to help assist furthe**r. Lecturers are also **accessible through email,** and I always **feel that I am being heard."**
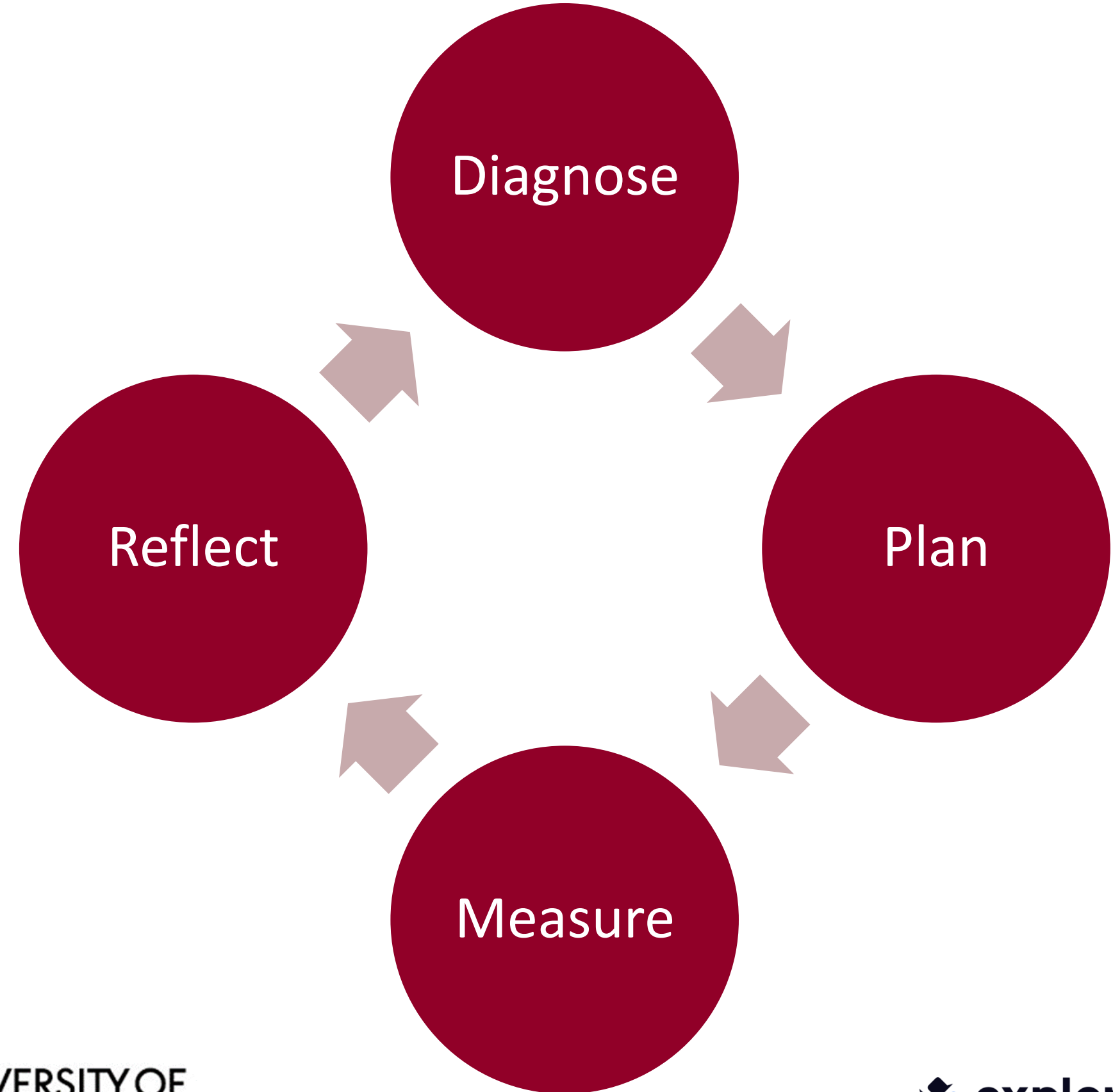
"Lecturers who create a **welcoming environment** and allow **space for discussions** to inspire students as well as greatly support learning."

"The support that the school provided me in emergency circumstances."

"They let us **express ourselves and support us with everything**, CV mentoring, travelling."

"Support from tutors when welfare is needed, and on work whenever we are behind."

"The chance to **speak with my lecturers** and **ask them questions** even after class."

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**Impact evaluation**

**QUESTION POLL 4 - Evaluating**

**The Evaluation Cycle**

Diagnose

Plan

Measure

Reflect

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# Our experience with MLY so far…

**High-level analysis**

**Deep-dive**

**Generate lead indicators**

**Action-led student feedback**

**Impact evaluation**



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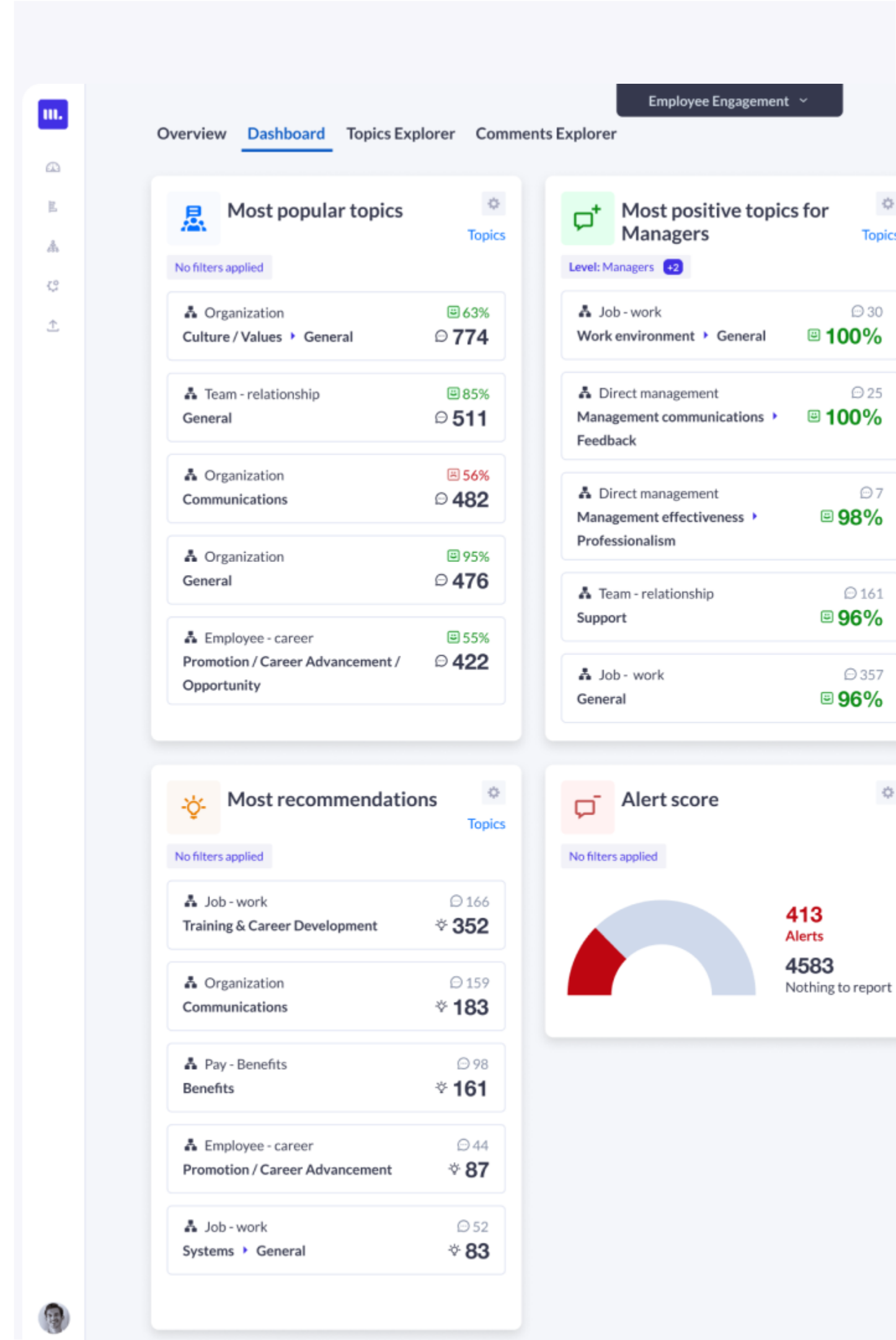
# Our predictions . . .

**Intelligent analytics**

**Segmentation & contextualisation**

**Culture shift**



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# Thank you
# Questions