

Enhancing student engagement through data sharing and partnership

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About the University of Bath

Over
17,000
students

Awarded
GOLD
status in TEF

Ranked in the
TOP 10
Of UK
universities⁺

More than
85%
of graduates in
employment or
further study*

**data from HESA Destinations of Leavers from HE 2014/15*

+ 6th in the Guardian University Guide 2019, 4th in THE Student Experience Survey 2018, 5th for graduate prospects in The Times and Sunday Times Good University Guide 2019

Stakeholders and Partners

The SU Bath

Full-time Officers
Academic Reps
Staff Team
All students

Doctoral College

Doctoral
Enhancement
Manager
Head of Doctoral
Development &
Student
Experience

Departments

Directors of
Studies
Directors of
Teaching

Faculties

Student
Experience
Officers
Student
Engagement
Managers

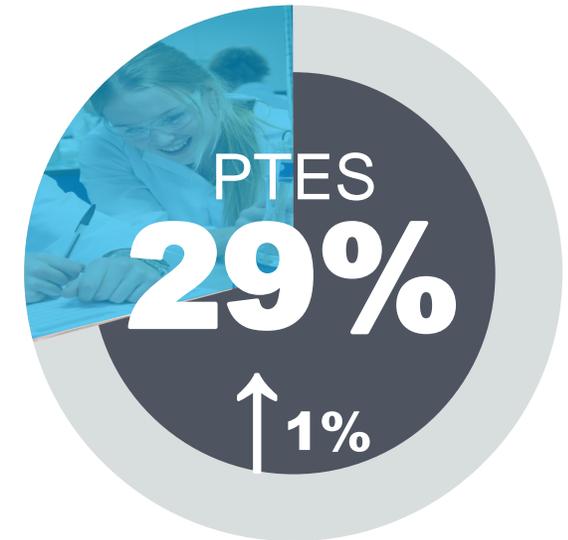
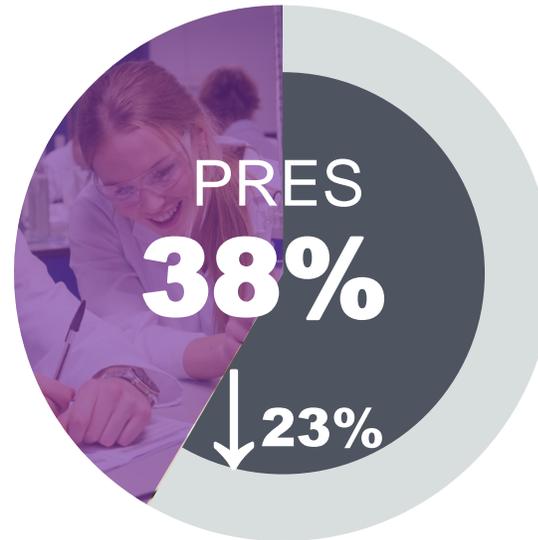
Sources of student engagement insight at Bath

- › Student Engagement at Bath
 - › Governance
 - › Student academic representation
 - › Evaluation & Surveys
- › New scope and direction
 - › Co-creation
 - › Change Champions
 - › SEAs



Sources of Student Engagement insight & data

- Historically all four surveys contains student engagement questions
 - NSS B6 optional bank
 - Our own student voice questions
- Unit Evaluation
 - Discretionary questions



Areas of Insight – UKES & PTES

Education Strategy – Curriculum Transformation

Assessment

Tell us about a time you have used feedback to improve your performance in an assessment.

Employability

How has your course provided you with practical opportunities to apply your learning?

Sustainability

How has your course to date enabled you to engage with citizenship, sustainability and other global issues?

Inclusivity

Is there any way that the University could better support your specific learning needs?

Areas of Insight – UKES, PTES & PRES

Student Voice

NSS Q23.

I have had the right opportunities to provide feedback on my course

NSS Q24.

Staff value students' views and opinions about the course

NSS Q25.

It is clear how students' feedback on the course has been acted upon

Old NSS Q21.

I am satisfied with the Students' Union at the University of Bath

Use of insight by students and their elected reps

- Briefings on survey data by SU Academic Rep Coordinators
- Top Ten – Key Priorities for the SU
- Academic Reps Conference #BathARC18



“Academic Representation is dead, long live Academic Representatives!”

“So you filled out a survey; now what?”



The Top Ten represents key priority issues impacting on the student experience at the University of Bath and are the focus of the SU Bath work for the year ahead.

The SU Bath will work to...

- Improve the quality and quantity of study spaces.
- Reassess the requirement for students to submit hard copies for printed coursework and dissertations.
- Ensure the quality of supervision is consistently high for all doctoral students.
- Embed sustainability within the formal curriculum and wider university environmental practices.
- Secure commitment to a location and timeframe of building full sized 3G sports facilities on campus.
- Enhance the conditions, training, and development opportunities for postgraduates who teach.
- Provide focused mental health support across the student community.
- Improve space provision for students in the Edge.
- Ensure that students with disabilities have equal access to the university infrastructure.
- Review current processes to ensure students have an effective understanding of plagiarism.

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thesubath.com/topten
[#TheSUBathTop10](https://twitter.com/TheSUBathTop10)

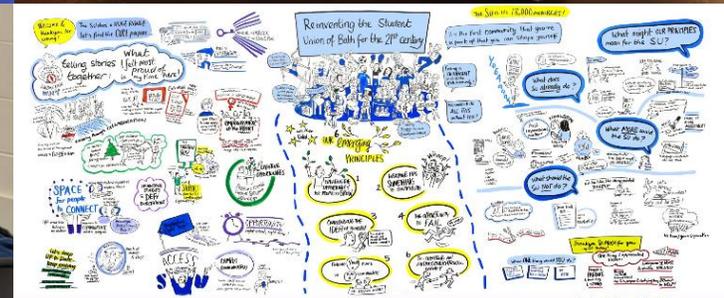
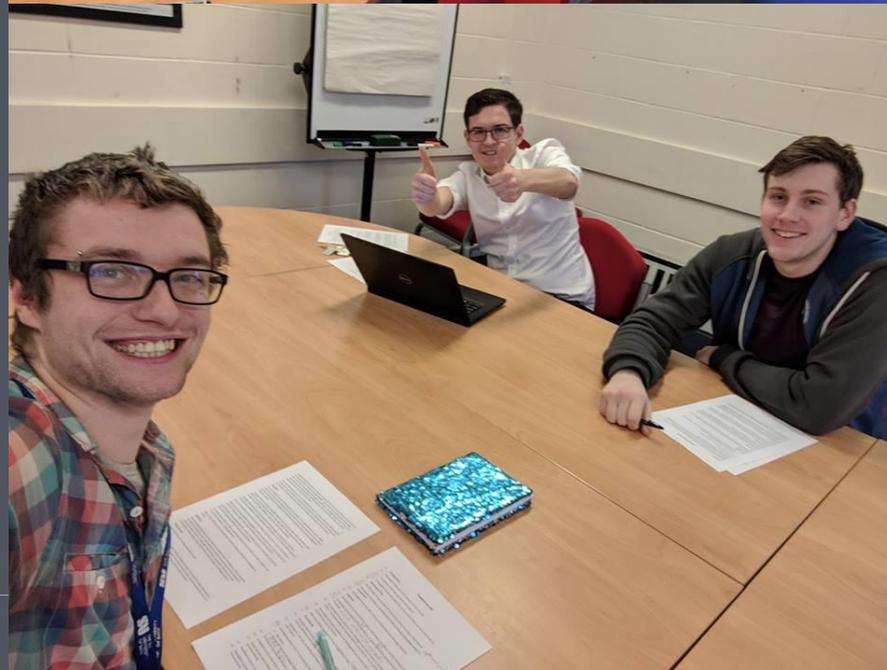
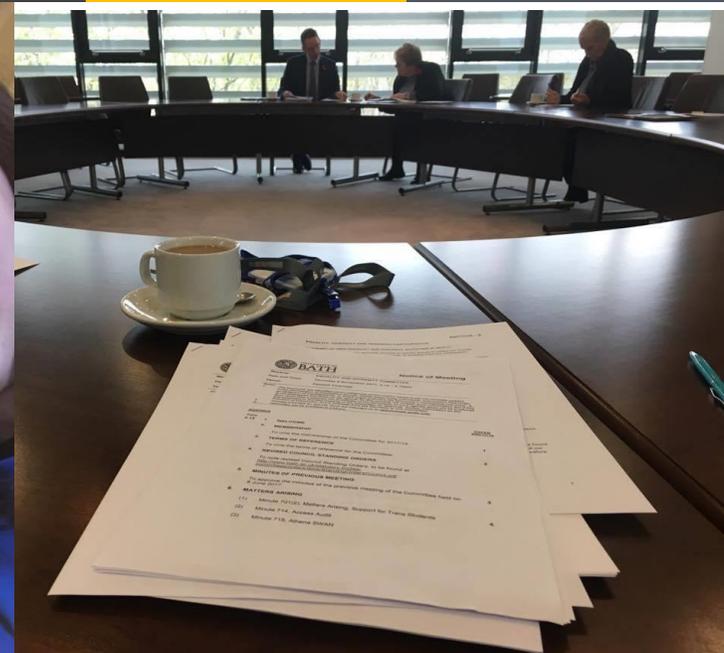
“Power in Papers”

THE SU VOICE
[@thesubath](https://twitter.com/thesubath)
thesubath.com/topten



Use of insight by students and their elected reps

- Face-to-Face briefing
- Committee Papers
- Role of Open Comments
- Focus on Student Voice questions



Student voice

- I have had the right opportunities to provide feedback on my course.
- Staff value students' views and opinions about the course.
- It is clear how students' feedback on the course has been acted on.
- The students' union (association or guild) effectively represents students' academic interest.



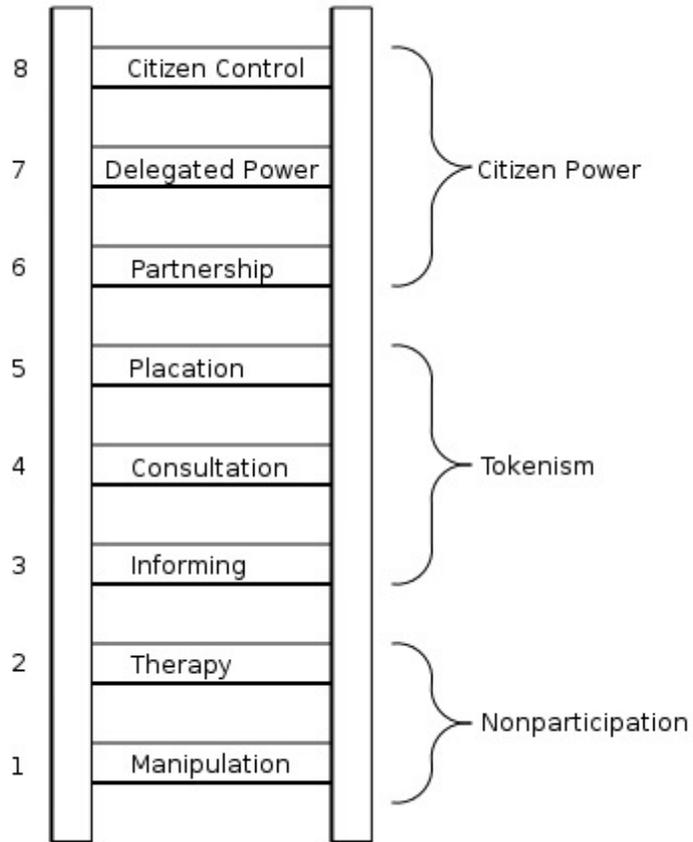
New strategic approaches

- University Strategy 2016-2021
Curriculum Transformation inc SEAs
- PGT Distance Learning
- New Centre for Learning & Teaching
- Doubled the staff support for Student Engagement
- Refreshed committee structure



Where would we place ourselves currently on this theoretical ladder of student engagement?

-borrowed from Sherry Arnstein (1969)



What opportunities does Curriculum Transformation present for us to climb the ladder?

Framework for enhancing student engagement through Curriculum Transformation

Led primarily by Departments with the support of CLT and the SU

Led by Student Engagement Ambassadors with support of CLT and the SU

Led by Departments and their students; with scaffolding from CLT and the SU

Led by students, supported by their Departments

2018/19

2019/20

2020/01

Phase 1

- Focus groups
- Workshops
- Lecture discussions
- Alumni survey
- Employability data
- Town Hall events
- Analysis of existing survey data
- 'Engaged' & 'Edufest'

Phase 2

- Focus groups
- Workshops
- Confirmation of Student Engagement Plans
- Development of the informed student voice
- Raising profile of 'excluded voices'
- Student engagement in debate (e.g. Talk Teaching; CLT Conference/seminars)
- Vox pops – 'The University of the Future'

Phase 3

- Co-creation through dialogue; idea generation; evaluation
- Possible development of scheme wide units on cross cutting themes
- Progression of PAL/Peer mentoring
- Student-led research; student-led pedagogical research/evaluation

Why is Student Engagement important?

"Ladders are best designed by people who know what it's like to climb one"
Duncan Exeley



Student Engagement Ambassadors



What do we do?

Support students to become genuine partners in the Curriculum Transformation project.

Ensuring our specific themes are embedded into your courses, as well as, the culture of the university as a whole.

- Creating resources such as:
- Stakeholder engagement strategies
 - Workshops
 - Tool kits
 - Good practice case studies

Engaging the wider student body in learning and teaching.

- ENGAGED
- Things That Make You Go WOW
- SE facebook page

Matthew Dawes
Who are we and what do we do?
• Sustainability and Citizenship
• Working with students to develop...
• Developing...
• Developing...
• Developing...

Luke Parr
Who are we and what do we do?
• Working with...
• Working with...
• Working with...
• Working with...

Alice Palmer-Ross
Who are we and what do we do?
• Working with...
• Working with...
• Working with...
• Working with...

Tamara Reid
Who are we and what do we do?
• Student...
• Student...
• Student...
• Student...

The University of Bath is currently undertaking an institution-wide project to review and enhance all curricula, course structures, and modes of delivery at undergraduate and taught postgraduate level.

Four Student Engagement Ambassadors have been employed to work directly with staff and students in support of the development of innovative and sustainable approaches to partnership.

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The SEAs have been central to developing resources to support the embedding of four key themes within the wider curriculum...

RAISE September 2018

SEA Newcastle September 2019

SEDA Student Engagement Workshop Belfast, May 2019

RAISE SIG University of Westminster January 2019

CONFLICTING EXPECTATIONS

INTERNAL POLITICS

EXTERNAL FACTORS

NAVIGATING Student Engagement in Curriculum Transformation

The University of Bath's Student Engagement Ambassadors represent an innovative attempt to engage students as active partners in their education. The Ambassadors are current students employed and co-managed by the Students' Union and Centre for Learning & Teaching.

In their journey thus far, the SEAs have found themselves navigating between three key communities - staff, students, and the Students' Union. With each they have attempted to build partnerships through meaningful interactions that build upon and extend existing understandings of student engagement activity. The novelty of the Ambassadors' role within the institution has invited critical reflection on existing relationships, processes, and structures. By the nature of their identity as placement students, the Ambassadors' have also challenged the student-staff binary.

The SEAs have identified three particular points of challenge that they have encountered - 'conflicting expectations', 'internal politics', and 'external factors'. Between each of these a number of debates and dichotomies are seen to be held in tension. Together, this 'Bermuda Triangle' acts to keep apart the key communities of practice, and make navigation between them complex and unwieldy. For the Ambassadors, this has been experienced as a lack of power to direct travel, with ideas and resources often pulled in competing directions.

In the pursuit of local-level goals, it has been important to maintain contact with the wider community of practice. The SEAs' own engagement and active participation in this has proved to be a vital source of support and inspiration for them, as well as an opportunity to build relationships that model the very forms of partnership they continue to promote.

How can students engage?

- Students as:
- Evaluators
- Participants
- Partners
- Change Agents

- CDT members
- In Class forums
- Students as Recruiters and Reviewers
- Assessment for/as Learning
- Workshops
- Students as Curators
- Students as Researchers
- Advisory Panels
- Departmental Learning and Teaching Quality Committee
- Student Staff Liaison Committee



vodafone UK 14:42 58%

Tweet

LEGO Educator @EducatorLego

Student Engagement Ambassadors representing @clt_bath at @RAISEnetwork Special Interest Group for Partnership meeting on power relations in student-staff partnerships!

Future – Data, insight and Student Engagement

Curriculum Transformation implies:

- Fewer, larger units
- Emphasis moving from units to programmes

Investment in Business Intelligence

THE European Student Survey

OfS pilot PGT Survey

Student Engagement Strategy



Whose survey data is it anyway?

How does your role:

- Shape or influence surveys?
- Act in response to survey data?
- Work with other stakeholders?

Conclusion

- Challenges nationally and locally for student engagement
- Opportunities to work in closer partnership to overcome this
- Data and insight sharing provides the context to improve the student experience
- SEA power navigating *'The Bermuda Triangle of Engagement'*



CENTRE FOR
LEARNING
& TEACHING

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