- National Student Survey (NSS)

- Student Experience and Satisfaction Survey (SESS)

- Early Student Experience Survey (ESES)

- Postgraduate Taught Experience Survey (PTES)

- Postgraduate Research Experience Survey (PRES)

- End of Module Surveys

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WHY SURVEYS?

- Measure student satisfaction across the partnership (HISA specific) ↓

- Results can be broken down:
  - Academic Partner
  - Course
  - Subject Network
  - FE/HE

- Allows precision in identifying areas for improvement

- Students can improve HISA

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- Survey fatigue – too many?
- Is the data meaningful? – tick-box effect
- Low numbers can mean skewed results
- Is it tokenistic?

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- Key Performance Indicators
- Indicators of how well we are performing in certain areas
  - E.g. Student Satisfaction

- Targets that we set ourselves

- Targets we are set by others

- Usually statistical

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- They are the most important areas?

- We have criteria to meet?

- We have targets to meet in certain areas?

- We want to compete with the rest of the sector?

- They could be leverage for more funding or other resources?

- We are measuring how much we have improved?

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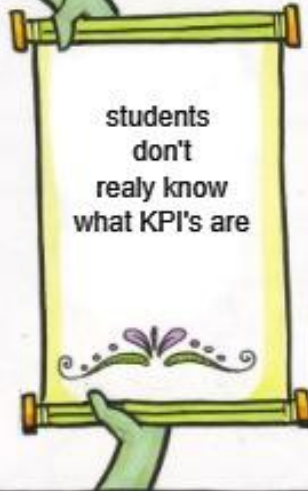**Comann Oileanaich na Gàidhealtachd agus nan Eilean**

- Are we measuring the right areas?

- Do students care/know about KPIs?

- Are we measuring areas students care about?
  - Should we be measuring ourselves based on students perspectives and standards?
  - Our focus could be misdirected to areas that engage students the least?
  - Hitting KPIs can get us more funding/resources – these should go to the areas students care about the most?

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- Number of sign-ups

- Drop-out rates

- Number trained

- Demographic data

- Numbers attending meetings

- Numbers engaging in online training

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WHY CLASS REP DATA?

- Student Rep engagement - meaningful

- Monitoring numbers

- Scale of student voice

- Equality of representation

- Is the data accurate?

- Difficult to keep track

  - 13 locations
  - Different levels of representation
  - FE + HE
  - Variation in terminology

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- Are we using data correctly?

- Could we use it better?

- Do Students' Associations engage with data the same way across the sector?

- Should there be more student ownership over data?

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