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HEIR NETWORK CONFERENCE 2015:

The stories we tell: using institutional research to enhance policy, practice and engagement

Thursday 10th and Friday 11th September 2015

UNIVERSITY OF THE WEST OF SCOTLAND (PAISLEY CAMPUS)

ABSTRACTS BOOKLET

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HEIR 2015 Network Conference

ABSTRACTS
Thursday, 10th September

BREAKOUT SESSION 1

PAPER 17 **A STUDY OF THE DEVELOPMENT OF AN INCLUSIVE CULTURE IN ONE HEI: FROM PRINCIPLES AND POLICY TO PRACTICE AND PARTICIPATION**

Victoria O'Donnell, University of the West of Scotland

This paper explores organisational change towards inclusive higher education through a research project carried out over several years at the University of the West of Scotland. Adopting a critical realist perspective, the research sought to investigate multiple levels of reality, from the empirical to the actual. Employing a tacit and explicit ethnographic approach, the project has therefore generated data through participant observation, through interviews with students and academic staff, through a self-evaluation process with university senior management, and through the analysis of policy and strategy documents, and practice guidelines. A complex picture emerges in which a vision for inclusion is variously articulated through high level documentation, but which does not straightforwardly impact upon the valued, everyday practices of the academic community. Such practices construct individual academic identities, and it is suggested that identity shifts are crucial to bringing about significant and sustainable cultural change to the university community as a whole. Using socio-cultural theory as the lens through which to view the data, this paper seeks to further our understandings of the complex processes of cultural change towards becoming an inclusive higher education institution.

PAPER 35 **"IT'S ONLY ROCK'N'ROLL, BUT…" – COLLEGE RADIO AS A COMMUNITY OF ENGAGEMENT**

Ari Hautanier, Henri Koukka, Lahti University of Applied Science, Finland

Universities are encountering challenges that require cultural and institutional change. New resource-effective ways are needed to produce high-class education that respond to the need for modern work life skills. Entrepreneurial mindset, innovation and risk-taking are the new vocabulary.

Although internationally acknowledged as an inspiring learning environment, college radio hasn't gained foothold in Finland. This is partly due to top-down management and lack of student involvement in the initial phases.

From 2013 the Lahti University of Applied Sciences (LUAS) has funded a college radio with an engaging angle: students have been key actors in planning, building and organizing the station from day one. This has led to an organizational culture with entrepreneurial spirit and meaning. With no paid staff, the radio runs on voluntary work and ideas of students and learning-by-doing method. LUAS staff work with the students as peers. Since its launch the radio has involved a hundred students and other community participants (students from other institutes, artists, sports teams etc.)

The students have been interviewed during the process. While it's "only rock'n'roll", they learn essential work life skills such as innovation, multidisciplinary teamwork, technology and communication. The findings make strong case for radio as an engaging learning community.

PAPER 15   GETTING OUR OWN HOUSE IN ORDER – USING INSTITUTIONAL RESEARCH TO TACKLE FEMALE PROGRESSION

Caroline Wilson, Christine Broughan and Richard Hillier, Coventry University, UK

Track: Communities of Engagement – to include student experience, staff experience, learning spaces, external stakeholders.

This paper reports on a study investigating gender imbalance as a career development issue for women in science careers in the UK university sector. We build on previous research investigating the career pathways of older women to see if themes previously identified are relevant to the career development of women at a wider range of stages of career development. Interviews were conducted with 21 female STEMM1 academics based at a UK university based on a framework using this existing literature. This framework proved a useful mechanism to elicit factors both internal and personal to women, and those that are more directly employer-related. The stand-out personal factor which helped women develop their careers was having a particularly supportive partner who could also work flexibly, or parents who could help with childcare. The employer-related factors that employers might focus on to address gender imbalance include minimising the impact of having a maternity break, encouraging women to stay engaged in their career during periods of part-time working, better organisation of part-time working and reviewing aspects of the criteria and processes by which staff move through a key gateway to senior career positions.

This paper uses STEMM as determined by the Athena Swan organisation, which includes maths and medicine as well as science, engineering and technology.

PAPER 28   HOW TO MEASURE AND UNDERSTAND STUDENT ENGAGEMENT

Nigel Ling, Kingston University, UK

A study conducted last year in the School of Maths at Kingston looked at some possible measures of student engagement and how these relate to the results in a number of modules. Many academics believe that attendance at lectures and tutorials is a useful measure of engagement and a good predictor of attainment in a module.

However, detailed analysis shows that simple regression of attendance data against marks can lead to a biased conclusion. Despite the view, often emphasised, that regular class attendance improves results, there is no evidence to support this in the data analysed. Failure to engage, therefore, is not so easily observed in attendance figures; nor are they necessarily a useful predictor of results — relatively good attenders sometimes do poorly.

Questionnaires were also circulated to the students to investigate their perceptions of their course and how it had altered during the first term and reasons they miss classes. These showed that motivation is influenced by a range of complex factors outside of teaching methods; and financial, travel and personal problems are for a significant number of students the main barriers to learning. A more subtle understanding of engagement is needed to improve retention and pass rates.

PAPER 25   DISTRIBUTED ACADEMIC LEADERSHIP CONSTELLATIONS: ORGANISATIONAL LEARNING IN ALLIANCES AND SCHICKSALGEMEINSCHAFTEN?

Ben Kokkeler, University of Twente, Netherlands

Keywords

distributed academic leadership constellations; emergent research organisations; learning spaces

Abstract

The presentation is based on the PhD thesis that the author successfully defended in October 2014. The thesis comprised three longitudinal case studies, 15 years each, about academic leadership in emergent research organisations (in nanoscience, IT and Open Systems). The research approach was based on longitudinal empirical research of a process-oriented nature in context; data were collected at the University of Twente via interviews with actors, archival research, and personal observations as a participant observer.

The presentation challenges the myth of individual leadership from the top as a prerequisite of entrepreneurial universities. A counter narrative is needed, as Burton Clark stated in 2000. Focus will be on constellations of distributed academic leadership, addressing the question if and under which conditions these constellations could serve as organisational learning communities.

The presentation will conclude that a new process layer of distributed academic leadership activities develops in which ambidexterity occurs in a diverse constellations of explorative and exploitative academic entrepreneurship. Leadership learning spaces that are to some extent orchestrated: explicitly and top down managed, delegated or collegiate orchestration. Often quite practical and thematic, as in more or less structured communities around multi-year multi-partner research programs, which emerge as alliances and evolve into "Schicksalgemeinschaften".

PAPER 18   SOCIAL INTERACTION, ONLINE ACCESS AND ATTENDANCE ON TAUGHT PROGRAMMES; A CROSS-DISCIPLINARY STUDENT PERSPECTIVE.

Julie Hendry, Ruth Wood, Daniele Sartori, Kingston University, UK

This research focuses upon undergraduate students' perceptions of the need to attend taught sessions on campus when access to online materials via Studyspace is available. As professional and vocational qualifications, attendance of radiography and education students on the taught programmes is an expectation and is closely monitored. If attendance becomes problematic, concerns are raised directly with students. In addition to the requirements and expectations of the respective programmes, the question also arises as to the way in which reduced social interaction through non-attendance might have an adverse effect on the developing professional attributes of students. This research seeks to better understand the students' perceived value of virtual learning / online interaction compared to their physical counterparts and how this perception relates to student attendance on campus-based programmes.

Currently, there is 'limited research available on the undergraduate students' reasons for non-attendance' (Stripling, Roberts and Israel 2013:47) Stripling et al. (2013) focus upon why undergraduates choose not to attend, whereas Lobo & Gurney (2014) explore possible links between student expectations, attendance and attrition.

As part of research examining undergraduate students' reasons for attendance / non-attendance, this work in progress will present a review of literature which examines the way in which digital technologies have influenced students' actions in terms of absenteeism. The design of a questionnaire has been informed by this review of the literature, with a view to capturing the student experience prior to undertaking focus group discussions. This will form part of the presentation of the work in progress.

PAPER 29   CONTINUING THE ENTERPRISING CULTURE BEYOND 2015: *EXAMINING ENTREPRENEURSHIP EDUCATION AND MULTI-LEVEL STAKEHOLDER ENGAGEMENT WITHIN FIVE UK HEI*

Robert Crammond, University of the West of Scotland, UK

Recent publications, such as Lord Young's *'Enterprise for All'* and the European Commission's *'Entrepreneurship Education: A Road to Success'* highlight the responsibility of Higher Education Institutions (HEIs) to educate students in making entrepreneurial contributions to society. Enabling and embedding an enterprise culture within HEIs, through Entrepreneurship Education (EE), aims to address political, economic and social issues surrounding enterprise and regional development.

EE, promoted by corporate and operational levels of universities, encourage growing enterprise environments, implementing recommendations from expanding literature. Establishing enterprising objectives within an HEI's strategic vision, helps support the new EE *'agenda'* increasingly seen throughout HE programmes.

This paper examines the levels of EE provision and enterprise support, and investigates stakeholder engagement, within five HEIs in the United Kingdom. Data, collected by telephone interviews, explores the roles of deans, research and teaching staff, and student support and graduate employability representatives.

Findings suggest that productive measures, promoting EE provision and *'incubation'* departments, have been facilitated. However, the majority of these, in their infancy, are subject to review, modification and dependent on continued internal or national funding. This paper will benefit EE-related stakeholders, advancing EE and HEI literature, addressing the need for universal EE provision towards sustainable and local economic development.

PAPER 31   MAGNIFYING THE "BRIGHT SPOTS": FINDING AND USING WHAT WORKS

Kjera Seregi Meghan Cisar, Kent State University, USA

Transitioning to the postsecondary learning environment is an important factor for students' success. First Year Experience (FYE) courses are designed to help new students by covering many of the skills and tools helpful for a successful transition. However, a belief is that some students and instructors do not take this type of course seriously. Historically grades and survey responses from students and instructors have been used to help assess the course, and although helpful, did not provide as much information as desired. Therefore, at one institution the FYE coordinator teamed together with the Institutional Research office and tried a different perspective of assessment called "Bright Spots" from the book *Switch: How to Change Things When Change is Hard*. This research worked "backwards", by first seeing whose instructors' students were most successful (as defined by persisting in college), and then interviewing those instructors to learn what they did in their courses. Although a small sample, these instructors provided the researchers with seven working best practices. This presentation will discuss the "Bright Spots" lessons learned from the book *Switch*, the FYE best practices mentioned above and the current plans for how to share these best practices with more FYE instructors.

PAPER 72 JISC-ENABLED INSTITUTIONS: THE RELATIONSHIP BETWEEN COST AND VALUE

Mary Ulicsal, Marthie Cronje, JISC, UK

This paper discusses a pilot study by Jisc to compare the *cost* of an online service to its *value*. As an organisation Jisc can provide information about usage of the services it facilitates – how many pages viewed or how many downloads. However, the Jisc-enabled institution project tries to relate perception and value attributed to these usage figures using Digimap as an example. Specifically it will look at how decision makers (those that choose and pay) view the service compared to those that disseminate (be they librarians, lecturers, or in some cases students), with how it is actually used. In collaboration with FE and HE institutions and using a variety of techniques: for example interviews, observations, and structured walkthroughs, the paper considers how value is judged. Not solely in terms of money, speed, reliability or ease of use but how it relates to subjective metrics such as quality of work or the rationale for using (or not).

To conclude the paper proposes techniques for looking at value and how the findings can be fed into a wide range of activities, including the development of impact metrics and analytics and developing a framework for future studies into analysing Jisc services.

Thursday, 10th September

BREAKOUT SESSION 2

PAPER 22 YOU MUST BE JOKING: GAMES, COMICS AND STORIES TO PROVOKE DISCUSSION ABOUT INSTITUTIONAL DATA

Peter Bird, Rachel Forsyth and Claire Hamshire, Manchester Metropolitan University, UK

Session outcomes: at the end of the session participants will be able to evaluate the potential of some unconventional methods of sharing the results of institutional research

Abstract

Experience of producing and presenting institutional research had demonstrated that the production of a worthy report is necessary to achieve policy change, but not sufficient to support stakeholders in terms of getting the buy-in necessary for effective implementation. Achieving lasting change involves a complex network of 'actors' including staff, students, technologies and support services. This paper will review the use of board games, comic books and scenario-based role plays to provoke discussion about curriculum and cultural change with staff and students in a large post-92 university with very diverse practice. It will touch on game theory and actor network theory. There will be an opportunity to use some of the resources and discuss how they can be adapted to other contexts.

PAPER 33 IMPROVING ATTAINMENT THROUGH FLEXIBLE TECHNOLOGY ENHANCED LEARNING (TEL)

Anna Cheah, Kingston University, UK

This paper presents a 4 years study on the use of Technology Enhanced Learning (TEL) in Level 4 Structures modules in the School of Civil Engineering and Construction at Kingston University London. The aim of using TEL is to provide a diverse group of students the opportunities to practice their numerical work with minimal restriction. In order to achieve this flexibility of allowing students to attempt their exercise anytime and anywhere, the TEL needs to include variables which will generate different problems each time. A minimal restriction is set on these TEL exercise in terms of time allowed to complete each session and that there is no backtracking. To encourage students to do more practice, they are allowed to have multiple attempts and the highest marks scored will be taken as part of their summative in-course assessment. However, there is no detailed feedback given on the worked solution except the marks they have achieved for each session. This is rectified by incorporating *Review* sessions when the problems students have will be discussed and feed-forward to their subsequent attempts. The study is analysed through the number of attempts students used and the marks they have achieved over the 4 year period.

PAPER 24   DEMYSTIFYING INSTITUTIONAL MYTHOLOGIES ABOUT PERFORMANCE AND IMPACT MEASURES

Isaac Ntshoe, Centarl University of Technology, South Africa

Globally, economic austerities, increasing globalisation, decline in government funding to higher education, increasing private contribution and ensuing institutional competition, have forced higher education institutions to reconsider and diverse their strategic vision, missions and mandates. Alongside these developments has been the changing role and function of a traditional university, the rise of the commercialisation, commodification and entrepreneurship in higher education. The changes have further induced new ways of harnessing available data, generating new data at institutions and knowledge and resources to support institutional decision-making, engage with stakeholders, improve the student experience and student outcomes, and prepare our institutions for the future. This paper tells the story about performance measures, impact measures, rankings, league tables and institutional strategic planning in the differentiated system in South Africa. The primary methodology is desktop research to collect empirical data on purposes, foci and mandates of the different institutional types in South Africa. The paper deploys the multi-dimensional user-driven, U-Multiranking tool to analyse data and to develop an alternative model of evaluating teaching and learning, research, knowledge transfer, international orientation and regional engagement to analyse empirical data on the different institutional types. **The** paper will thus, implore current policies and practices that created current myths about institutional performances and quality in differentiated systems.

PAPER 43   QUALITY, IMPACT AND EFFECTIVENESS OF RDI ACTIVITIES AT LAHTI UNIVERSITY OF APPLIED SCIENCES

Dr Ilkka Väänänen, Dr Kati Peltonen, Lahti University of Applied Sciences

The universities of applied sciences (UAS) have been undergoing significant changes in Finland. The objective of the national reform in higher education is to achieve an internationally recognized, independent and responsible UAS that builds regional competitiveness, renews the employment sector and develops innovation. Keywords in its development are quality, impact and effectiveness.

Lahti UAS uses a quality system that is based on Deming's PDCA cycle for continuous improvement. The grounds and criteria for funding are determined on the basis of the statutory tasks, with special emphasis on impact and effectiveness. Funding of Lahti UAS is partly determined on the R&D activities, which serve the working life, promote regional development and modernize the industrial structure in the area. This is carried out in active cooperation with companies in the area as well as with actors from the public sector and the tertiary sector.

This paper focuses on the quality management of research, development and innovation activities at Lahti UAS and the results (strengths, weaknesses and areas in need of development) of external audit done March 2015 by international evaluators.

PAPER 21   TRANSLATING FLEXIBLE LEARNING POLICY INTO PRACTICE

Julie Brown, Glasgow Caledonian University, UK

Institutional research within Glasgow Caledonian University (GCU) provides evidence at a local level; a valuable mechanism for enhancing policy and practice within the university. GCU has a strong commitment to the common good and providing an outstanding, inclusive learning environment, offering flexible learning pathways into and through the learner journey. A robust evidence base to support policy and practice in this area was approved by GCU's central policy committee.

This paper will provide an overview of and opportunity to discuss the recently completed internal institutional research project; which explored the extent to which flexible learning policy at GCU was being put into practice. A mixed method approach was undertaken including: desk based research; informal interviews; secondary data analysis and an online staff questionnaire.

A summary of the key findings of the research will be presented highlighting the complexity of defining flexible learning, areas of flexible learning policy, flexible learning in practice and issues associated with recording flexible learning. An overview of the research report's final recommendations and accompanying action plan will be provided, in addition to an update on enhancements to policy and practice within flexible learning provision at GCU.

PAPER 57 PERFORMANCE AGREEMENTS IN THE NETHERLANDS; THEORY AND PRACTICE AT LEIDEN UNIVERSITY/ FACULTY OF HUMANITIES

Marian Wilts, Leiden University, Netherlands

In the Netherlands, all universities have made performance agreements with the Ministry of Education in order to improve the quality of education. 7% of the national budget for higher education is conditional upon achieving the agreed levels. This instrument is a response to current trends, where drop-out rates remain high and success rates low. In politics this was increasingly viewed as problematic, framed as a waste of tax payer's money.

Over the years, these agreements are increasingly criticized. They are said to have a perverse effect and in fact do not increase quality of education, but make university boards focus on output only.

In my paper I will discuss how Leiden University and the Faculty of Humanities approached these agreements. I will talk about questions like: how were the decisions made, how do people view these agreements? How do these views relate to the original goals of the performance agreements? Are we dealing with storytelling or (also) mythologizing? A major issue for my Faculty is that our success rate has not improved but in fact dropped: what does this tell us? And what is our story on that?

PAPER 73 RECOGNISING SMALL JOURNEYS: CREDIT RATING ALTERNATIVE PROVISION IN SCOTLAND'S UNIVERSITIES

William Hasty, Scottish Credit and Qualifications Framework Partnership, UK

This paper aims to generate critical discussion around the issue of recognition with respect to the journeys taken by learners on short courses in higher education. Pressures to widen access to the sector and offer flexible pathways through it, as well as the lure of profit, mean that summer schools, evening classes and day-release programmes, to name but a few kinds of short course, have proliferated in the teaching portfolios of Scotland's universities. Across the sector, and often within institutions, the credit rating of these short courses lacks the consistency which characterises the system developed for mainstream programmes. As well as running parallel systems of credit, a great many short courses carry no credit of any kind. Using data gathered from interviews and documentary analysis, this discussion paper will pose questions about the potential benefits and challenges of a standardised approach to the credit rating of these learning programmes within institutions and across the sector, alighting on issues such as the access agenda, learner articulation and Recognition of Prior Learning, and credit rating in the process. This paper seeks to constructively draw credit rating in to the stories we tell about learners on small journeys in higher education.

Thursday, 10th September

BREAKOUT SESSION 3

PAPER 58 **STRIVING FOR EXCELLENCE – EMBEDDING INSTITUTIONAL ENHANCEMENT FOR POSITIVE IMPACT ON THE LEARNER JOURNEY**

Alexandra Hopkins, Geoff Layer, University of Wolverhampton, UK

Background

As the University of Opportunity we have a mission to continue to offer students from underrepresented groups a high quality education experience leading to graduate employment. With a diverse student population of 23,000 spread across four campuses, identifying and disseminating excellence in professional practice and student support is a challenge. Previous Institutional Audit recommended development of a more strategic approach to enhancement of learning opportunities.

PAPER 66 **ENGAGING STUDENTS IN EMPLOYABILITY ACTIVITIES TO AID THEIR TRANSITION THROUGH HIGHER EDUCATION AND INTO THE WORKPLACE**

Lydia Ait Belkacem, Nigel Page, Louise Carey, Louise Kay, Adam Charlesworth, Kingston University, UK

Graduate employability exists at the heart of the HE agenda and developing frameworks to embed employability are key priorities. Crucial to our strategy is student/staff partnership to enhance greater awareness/demonstration of employability skills/career opportunities. We have surveyed/sound-boarded our bioscience cohort (level 4 to 6, n=278) on the effectiveness of promoting employability events, reasons for engaging in activities and perceived barriers; along with understanding their aspirations, key skills developed and confidence gained. Key drivers for HE entry were improved career prospects and subject interest with aspirations directed towards a diverse range of career sectors. Some key skills sets were developed from level 4 to 6 (e.g. confidence, presentation), yet some remained poorly developed (e.g. time management, independent working). Other skills were very poorly recognised. Face-to-face meetings were preferred to discuss employability/careers with tutor meetings favoured along with events attended by employers; information from lectures was least preferred. Overall, we are using our research to inform employability strategic aims to enable/encourage more students to get into their chosen career paths. In doing so, we are designing support structures through the tutor scheme/co-curriculum that not only complement the employability embedded within the curriculum, but also provide direct integration with the university's careers/employability service.

PAPER 37   IDENTIFYING GROUP PERSPECTIVES ON GOOD TEACHING

Caroline Heaton and Nathaniel Pickering, Sheffield Hallam University, UK

Research is currently being carried out in a post-92 University to clarify what is meant by good, inspirational teaching in Higher Education. We aim to use our findings to inform the professional development of teachers and help to develop their sense of belonging and empowerment. The first phase of the project involved an exploration of: literature on teaching excellence; the practice of academics recognised as Inspirational Teachers within the institution; and an analysis of institutional comments from the National Student Survey (2013).

Our research suggested that similar concepts of good teaching were prevalent amongst both student and staff groups and that students' confidence in the ability of their teachers has an impact on their levels of engagement.

The second phase of the research consisted of a series of participatory workshops with students and staff, to explore the validity of our findings, using identified key words. The workshops were conducted within four subject areas which have apparently contrasting pedagogies.

This paper will provide an analysis of the phase two methodology and will reflect on its perceived value, limitations and impact on findings. It will also invite discussion on potential alternative means of identifying and defining good teaching at an institutional level.

PAPER 26   MAKING THE TRANSITION: GRADUATENESS AND EMPLOYABILITY IN AN OPEN DISTANCE LEARNING UNIVERSITY

Naraisha Chetty, Elizabeth Archer, University of South Africa, South Africa

Universities are increasingly committed to producing graduates with the requisite skills and competencies for a knowledge-based economy. Furthermore, the employability of graduates following graduation is a central theme underpinning academic discourse in teaching and learning spaces. At the University of South Africa (Unisa), institutional research has prioritized understanding the student experience to inform efforts to increase student success. Employability of graduates is one such indicator of student success. Others include Unisa's ability to provide qualifications appropriate for the ever-changing demands of the globalized economy and graduates with the attributes relevant for the workplace and society. Efforts at Unisa have therefore subscribed to a more holistic view of employability as part of graduateness.

A baseline study in 2011 explored the student experience and their career pathways and journey after graduation. This was followed by a recent 2015 study. Both studies sampled graduates of Unisa and employed a quantitative research design in the form of online surveys. The research explored aspects such as the quality and relevance of the qualification acquired, graduate attributes, career management approach, graduate employment and attitudes and orientations to the job market. Results from both studies are compared to identify shifts, patterns and trends in graduateness and employability.

PAPER 74 BME ATTAINMENT – EXPLORING AWARENESS, PERCEPTIONS AND ATTITUDES OF STUDENTS ON OVERALL STUDENT ENGAGEMENT AND PERFORMANCE AT KINGSTON UNIVERSITY

Dhaya Perumal, Kingston University

D Perumal, Rasheed Ige, Adeola Adeniyi, A Ashrafi

'It's been tough because I've got kids and I messed up with making nursery arrangements, so I've been really struggling this term but for sure next term I will do better because the nursery is sorted now.'

A young mother struggles to juggle family life and studies. Is she likely to do as well as her non-BME counterpart?

Since 2003, the Black Minority Ethnic (BME) attainment gap has been a nationwide issue (Bhattcharyya et al, 2003). Depending on the institution and subject area this differential varied between 7–54% in 2011(ECU, 2011). A range of factors have been identified and even with regulating these, a negative effect on degree attainment still continues highlighting that, being BME is in itself a significant contributory factor that compounds the complexity of the problem (Broecke and Nicholls, 2007).

At Kingston University, BME students comprise 50% of the student population and a similar BME attainment gap picture exists with notable figures in certain departments. Several institutional initiatives are currently underway to address this. This study explores the pertinent personal, motivational, educational and institutional challenges that our students face. An understanding of these factors can help to inform existing or new institutional strategies to address the attainment gap.

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PAPER 38 A SYSTEMATIC REVIEW OF ENTREPRENEURSHIP EDUCATION PROGRAMMES WITHIN THE UNITED KINGDOM'S UNIVERSITIES: ENCOURAGING AND EQUIPPING THE ENTREPRENEUR OF TOMORROW

Robert Crammond, University of the West of Scotland, UK

Considerable study has highlighted the benefits of Entrepreneurship Education Programmes (EEPs) towards economic growth, thus supporting governmental and educational initiatives on their creation and delivery. EEPs assist in developing entrepreneurial mind-sets, influencing intentions and nurturing enterprising behaviours. The notion of creating entrepreneurially-minded individuals is acknowledged, valued and permeated throughout institutions facilitating EEPs. With the job market remaining intense, EEPs facilitate students into recognising unique abilities and skills in becoming employable individuals.

This paper reviews recent literature and reporting in assessing developments in the provision of EEPs in UK universities. A systematic literature review process and resultant conceptual framework understands and acknowledges the greater depth and richness displayed in the research, to date. Advancements seen in the country's HEIs, through academia and practice are highlighted and critically commented upon.

Findings confirm that EEPs, and their varied delivery methods, have been facilitated in greater numbers in the country. Particular HEIs document the introduction, progress and legacy of EEPs. However, the majority of EEPs are subject to review, modification and at the mercy of consistent funding. Implications for this research include recommending and advancing new aspects of EEPs that enhance the student journey, making efficient and effective use of economic and personnel resources.

PAPER 48 NEVER TWO WITHOUT THREE: THE IMPORTANCE OF MEASUREMENT, INTERPRETATION AND NARRATION IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONAL RESEARCH

Rod Bally, University of Fort Hare, South Africa

The functions of institutional researchers are many; amongst them is the conversion of measurements into something useful that can be useful, in other words, their interpretation. This is what IR practitioners are skilled at to varying degrees; ultimately the outcome of this interpretation should be to usefully inform decision-makers. The process of transmitting this information from transmitter (the IR practitioner) to receptor (boss, Senate, regulator, etc.) is critical and must be adapted to suit each audience and situation.

It is at this point that things so often break down. Information is not easily understandable, misunderstood, overshadowed by other issues, prejudices or lack of time, or simply fails to stimulate listeners. This is most likely to occur in the absence of a well-founded narrative that can carry the information in a meaningful direction.

This paper looks at experiences and instances of narratives, both good and bad, applied to audiences, receptive or inert, critical or passive, that have influenced the author's institution as well as the national higher education system of South Africa over the last 15 years. The impacts of these narratives are discussed and some flexible rules are suggested to assist in enhancing their effects.

PAPER 64 SEDUCTION BY NUMBERS: HOW FAR CAN LEARNING ANALYTICS ENHANCE INSTRUCTIONAL POLICY AND PRACTICE?

Dr Helena Lim and Aisling McKenna, HL4 Education Insights and Consultancy, UK

As the amount of institutional data available has increased in recent years, some universities are looking at the potential of learning analytics to support and enhance institutional policy and decision making. The advent of big data ushers in opportunities for understanding the digital footprint of student interactions and using this information for enhancement and development. However, the harnessing of such data in education settings is still in its infancy, particularly in the UK sector, and it is all too easy to be seduced by the numbers game. But what are the underlying narratives the numbers are telling us and how far are these used to debunk myths and progress the institutional stories?

This discussion session aims to explore the differing perspectives on learning analytics, what it means, how it's done and more importantly how it can influence and shape learning experiences. It will also delve Into the dark side of learning analytics and consider the ethics of 'snooping on' students' online footprints. Following a brief presentation, there will be 20-25 time for open discussion and question and answer with the audience.

PAPER 50 USING STANDARDISED ATTAINMENT SCORES TO FACILITATE COMPARISONS BETWEEN GROUPS OF STUDENTS

Alan Donnelly, Helen Kay, Sheffield Hallam University, UK

This session will consider the development of an approach at one post-92 University to standardise student attainment data to allow comparisons between groups. This approach provides comparable data on student attainment across courses, subject groups and academic years by placing raw scores from different data sets on a common scale. The use of standardised scores has been particularly useful for monitoring differences in attainment and entry qualifications of various groups, for example white and black and minority ethnic students.

Our presentation will explain the methodology and its potential application within research and evaluation activities. We will reflect on our experiences of employing this approach and its perceived value within our own research. We will also invite a broader discussion on effective means of analysing student attainment data.

Friday, 11th September

BREAKOUT SESSION 4

PAPER 40 INCREASING ENGAGEMENT THROUGH LEARNER AGENCY: EMBEDDING REFLECTIVE PRACTICE IN STUDENT
LEARNING THROUGH THE USE OF LEARNING ANALYTICS

Neil McPherson, Gordon Heggie, Ian Gillan, University of the West of Scotland, UK

With universities capturing a wealth of data around student engagement and performance, work in the area of learning analytics is growing rapidly. However, it would appear that most institutions are at the stage of gathering data for purposes of measurement rather than to inform any deep analysis or action (see Sclater, 2014). Moreover, ethical concerns have been raised around, for example, informed consent, privacy, and the gathering, interpretation and integration of data (Greller & Drachsler, 2012; Slade & Prinsloo, 2013). This paper will outline a progressive project underway at the University of the West of Scotland, where learning analytics are being used not only to produce a developed understanding of student engagement and performance at the institutional, School and programme levels, but also to engage students in a critical reflective review of their own learning. By placing students at the centre of the processes of collation and analysis of learning data, they are encouraged to develop a deep critical awareness of themselves as learners through their data, as subject and primary user. The paper will consider how learner analytics can be engaged by students as a tool to develop and enhance learner agency, providing a framework for empowerment.

PAPER 44 EXPLORING AND ENHANCING THE PGT EXPERIENCE: OUTCOMES FROM THE POSTGRADUATE
EXPERIENCE PROJECT

Rachel Bowden, University of Brighton, UK

The attention of Government and policy-makers has of late finally turned towards the somewhat overlooked area of UK postgraduate study, in part as a result of the recent decline in number of UK-domiciled Master's students together with concern that those graduating at the end of this academic year, (the first of the £9,000 tuition fee regime), will move away from further study as a result of increased levels of debt. The sector is currently being consulted about forms of support for both PGT and PGR (BIS 2015) findings from this and other studies should assist our understanding about what is required.

The Postgraduate Support Scheme (PSS) launched in 2014-15 was the first phase of the Government's response to this issue, and this session will present some findings from one of the jointly funded projects under the scheme, the Postgraduate Experience Project (PEP). The University of Brighton was one of 11 HEIs involved, led by Kingston University.

Findings from the research, which set out to examine barriers to, attitudes and expectations of postgraduate study from the student perspective, will be explored; and how they, together with a range of other institutional data and intelligence, informed and led to the delivery of a sustainable practical outcome designed to enhance the PGT student experience.

PAPER 45   STUDENT DIVERSITY, ENGAGEMENT AND INTEGRATION: AN EXPLORATION INTO THE SOCIAL INTERACTION PATTERNS OF STUDENTS FROM A DIVERSE RANGE OF BACKGROUNDS AT KINGSTON UNIVERSITY

Annie Hughes, Peter Garside, Mary Kelly, Ryan Ashton, Louis Knight-Adams, Chelsie Cull, Jessica Mansell, Nona McDuff, Owen Beacock, Kingston University, UK

Kingston University, London is committed to educating a diverse student body. While a diverse enrolment is a necessary first step toward the broader social goal of inclusion, "integration is not an automatic by-product of campus diversity." (Tienda, 2013: 467) Recent evidence suggests that young people in the UK remain divided by economic class, education and ethnicity. This is, at a time, when the UK higher education sector is welcoming a larger proportion of students from non-traditional backgrounds. As a result, UK HEIs have the potential to act as vehicles for inclusion and social fusion. In order for Universities to devise effective strategies to promote integration and inclusion, it is essential that they assemble an evidence-base of the practices of student integration across their own institutions. This research examines the interaction patterns amongst students from a range of backgrounds at KUL. It explores the key factors which determine levels of interaction and assess the mechanisms through which students interact. Furthermore, it examines the impact that attending a higher education institution has had on students' interaction patterns with respect to integration, diversity and inclusion.

PAPER 53   TOGETHER, WE LEVEL UP! HOW TRANSITION MENTORING TAUGHT US TO USE THE DATA TO BUILD OUR
FAMILY, TO CREATE A COMMUNITY AND IMPROVE RETENTION IN THE PROCESS

Richard Duerden, Kerry Gough and Jamie Morris, Birmingham City University

The Level Up Transition Mentoring Programme began as a pilot project within the School of Media at Birmingham City University in Summer 2012. Its genesis began as a responsive intervention to assist us with managing and encouraging student retention, however while its development arose in response to emerging student retention data within the School, a key decision that we made at the offset, was to ensure that any intervention that we planned for our students needed to come from the students themselves. As such we employed them as our consultees and co-collaborators in the Level Up Venture Mentor programme design and implementation.

Since then it has undergone a process of development and redesign which has seen it shift and mould itself to fit the needs of a wide range of Schools across the university. Today, Level Up covers not only our students' transition to university life through our Summer online mentoring programme, but this also features an academic skills assessment and pre-entry module option selection support. It spans Induction Week, with a Scavenger Hunt across the city, film trips and tea parties, it introduces personal tutor meetings and preliminary student acclimatisation checks and has gone on to incorporate a series of embedded workshops across the first year of study. Amazingly, this is predominantly managed by our Student Success Advisers who are a team of former students, and our existing Level Up Venture Mentors, who are existing senior students of the course.

The programme, which has seen a number of integrations since its inception, retains at its heart the desire to support both the academic and social sides of our students' integration into life at Birmingham City University. Through the integrated assistance of both our students and our staff working together to build our BCU family and to create a community and network of support, this has gone on to improve not only our retention and progression for the participating Schools, but also the close-knit sense of community and shared adventure that the student and staff collaborative project has offered. In the School of Media alone we have seen a 7% increase in student retention since the development of the programme. However, in some ways, the resulting data improvements become a bit of an aside to the shared positive story that we have to tell. Although it is the data that makes the case for its continuation as a valuable activity, and acts as an exercise in the on-going support and investment in its future development, this has also allowed further and future financial investment to create shared communities of engagement. Together, we level up!

PAPER 56   "THE STORIES STUDENTS TELL"

Jane Kerr, Fiona Garry, Mary Young, University of the West of Scotland, UK

An intervention strategy was adopted in the form of Stop Continue and Start to support progression, retention and engagement through the identification and management of identifying and managing activities from pre-enrolment through to graduation.

It is a straw poll approach and it is designed to act as an early warning system of potential issues for the School to use. This activity was carried out in Trimester 1 and 2 in 2015 involving students identifying what they believe should Stop, Continue and Start within the core modules in the undergraduate suite within the School of Business and Enterprise. The use of paper and face to face contact, in class time, has been shown to be an effective way to capture the opinion of a large cohort of students about their current educational experiences.

One specific result showed that large class sizes are a cause for concern for example; controlling large numbers of students, being heard and understood in the large lecture halls; and lastly being able to keep students fully engaged in this learning environment.

This is an on-going evaluation to continually improve the experience of students within the School of Business and Enterprise.

PAPER 52   BUILDING A UNIVERSITY NETWORK OF COMMUNITIES OF PRACTICE FOR THE ENHANCEMENT OF LEARNING AND TEACHING

Dr Nick Almond and Dr Penny Haughan, Liverpool Hope University, UK

This work overviews the evolution and development of the Liverpool Hope University (LHU) Network of Communities of Practice. This network utilises an innovative nested structure of communities of practice to facilitate the targeted engagement of all members of staff in the university with the enhancement of learning and teaching practice.

Underpinned by the philosophy that learning and teaching enhancement should be a collegial process undertaken by all academic staff, the genesis of the project lies in the creation of a University Learning, Teaching and Assessment Strategy that was generated through a 'University Conversation'. This conversation was facilitated by a mass-collaborative writing methodology, which utilised Cloud Technology to harvest and iterate a vast amount of multi-stakeholder dialogue towards a coherent strategy that is owned by all staff (Almond, 2014). Using this strategy as an institutional Quality Model (Biggs, 2001) the network aims to be a mechanism that brings the innovation in learning and teaching that is generated in the 'significant networks'(Roxå & Mårtensson, 2009) at the local departmental level, out to the University.

We will overview the development of the network, the methodologies for embedding the network into the University systems and processes and we will highlight some of the institutional developments that have arisen from the narratives and innovation that has emerged out of the communities.
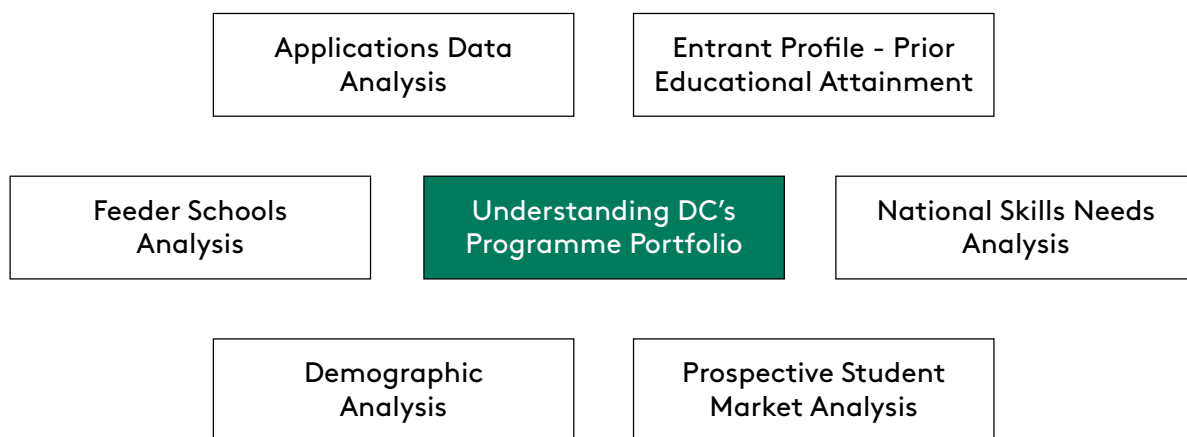
PAPER 71 TAKING A WIDE ANGLE LENSE TO "MARKET ANALYSIS" – A CASE STUDY ON REFINING INSTITUTIONAL BRAND AND IDENTIFYING STRATEGIC STRENGTHS IN UNDERGRADUATE PROGRAMME OFFERINGS

Aisling McKenna, Chris Spierin, Dublin City University, Ireland

The national reform of entry routes to undergraduate education in the Republic of Ireland[1], and a separate programme that will see Dublin City University (DCU) extend to a fifth faculty through the Incorporation[2] of two teacher-training colleges has created an significant opportunity for DCU to strategically reflected on its undergraduate offerings. In particular, it provides an opportunity to reflect on the current areas of regional and national strength in relation to undergraduate programmes, and how these offerings align with the long term strategic vision of the institution. To support university decision-makers in reflecting and planning for this change, Institutional Researchers at Dublin City University have undertaken a comprehensive analysis of DCU's current and post-Incorporation undergraduate portfolio.

The paper will explore the range of approaches used in completing this analysis, including "market-based" analysis techniques, demographic analysis and a series of externally commissioned qualitative research among prospective students to higher education.

The case study will explore the value of taking such a multi-faceted approach for a university in its attempts to better understand and potentially redefine its brand and reputation.

Applications Data Analysis		Entrant Profile - Prior Educational Attainment
Feeder Schools Analysis	**Understanding DC's Programme Portfolio**	National Skills Needs Analysis
Demographic Analysis		Prospective Student Market Analysis

[1] http://www.hea.ie/sites/default/files/transition_reform_steering_group_-_key_directions_update_-_easter_2014.pdf

[2] https://dcuincorporation.ie/

PAPER 47 STUDENT ENGAGEMENT USING TWITTER: BARRIER OR GATEWAY?

Peter Garside, Annie Hughes, Mary Kelly, Joe MacAllister,Caitlin Metcalfe-Bliss, Marvin Montoute, Damini Sureshgar, Ernesto Ruvalcaba, Sophie Bowden, Charlotte Adams, Kingston University, UK

This paper presents the work from a joint student/staff research project exploring whether using Twitter for student engagement acts as a barrier or gateway to learning. This research was undertaken because, whilst it is realised effective student engagement can improve self-esteem, cognitive development, student satisfaction and improved grades (Trowler, 2010) and this can be enhanced through innovative student response systems (Clickers and Socrative), there is little detailed evidence about using Twitter as a means of engagement. Even so, there are signs staff have been using Twitter supported by workshops offered by institutional research networks.

The research, supported through Kingston University's Student Academic Development Research Associate Scheme (May 2015 completion), is based upon an institution wide survey of staff and students, focus groups and interviews. With the guidance of staff the research is predominantly student-led and, so far, preliminary findings indicate a complex set of relationships between the use of Twitter and student perceptions of its value within teaching and learning. The emerging theme of developing a professional approach set against maintaining a virtual persona via social media is a critical area of concern. It is intended that the final conclusions will help inform University policy on the protocols of engagement.

THE ROLE OF E-PORTFOLIOS AS A REFLECTIVE TOOL FOR SKILLS DEVELOPMENT

Ann McKendry, University of the West of Scotland, UK

Given the shift from teacher centred instruction to student centred in education, multiple stakeholders are looking for documentation for the entire process of learning (Villano 2005), therefore the ability to demonstrate generic skills is an important feature to present to an employer. N=195 level three and four psychology and social science students from the University of the West of Scotland completed a questionnaire on skills development, learning and knowledge transfer. The results revealed significant statistical differences in skills development and learning linking to e-portfolio uptake. The conclusion therefore is that as a tool PDP, if used effectively and with relevant guidance, can be valuable in the recognition of a skills set which will enable the student to enter the employment market prepared. The ability to demonstrate the learning process which supported the development of said skills and evidence this through the production of an e-portfolio may also provide an edge for potential employees entering the career market. However the risk according to Hinchliffe and Jolly (2011), is educators may not guide the student in what they should reflect on, therefore PDP may only be used as tool by the student to list attributes and tick these off as achieved.

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PAPER 36   TELL THE STORY. USING INNOVATION WITH MODERN METRICS (AKA ALTMETRICS) TO TELL THE STORIES OF YOUR RESEARCH AND POSITION YOUR INSTITUTION

Stephan Buettgen, Plum Analytics, Germany

More and more research universities are adopting new methods to understand and communicate their research outside of traditional citations. Citation counts have long been the standard measure of academic research usage and impact. Specifically, published articles in prominent journals citing other published articles in other prominent journals equates to prestige. There are many problems with this method, but two can be the most devastating. First, this methodology favors older research that has had time to be cited. Second, it encourages a "rich get richer" scenario where the more prestigious the researcher or institution, the more likely they will get cited by an article in a high impact journal, effectively blocking out early career researchers or researchers from less prestigious institutions.

This session will involve a description of higher education institutions that are using modern metrics (aka altmetrics) to uncover and tell the stories of their research output.

Some of the use cases for modern metrics include:

• Knowing what is happening to research early in the research and publication cycle

• Highlighting non-traditional research outputs

• Understanding worldwide interactions

PAPER 54   STRATEGY IN HIGHER EDUCATION: RESHAPING PERSPECTIVES

Marian Mahat, The University of Melbourne

The concept of strategy in higher education is a highly contested issue. On the one hand, it is argued that business strategy does not apply to a substantially public and institutionalised sector such as higher education and is not achievable in complex, loosely coupled organisations such as universities. On the other hand, key issues shaping higher education drive universities towards new forms of management forcing them to make strategic choices for effective and efficient use of resources. Given this inherent tension, remarkably little empirical research has been conducted to understand how universities develop their strategy, the implications of this at the organisational and system levels and, more importantly, at the conceptual level. Efforts for operationalising this so far have been quite limited.

The aim of this paper is to contribute to the scholarly discussion of higher education management by firstly unpacking the concepts of strategy; and secondly, by proposing an analytical framework to underpin future inquiries and empirical research. The purpose of this paper is not to accomplish a comprehensive review but rather to build a framework for understanding strategy in higher education. The paper concludes by projecting opportunities and challenges for higher education institutions and systems alike.

Friday, 11th September

BREAKOUT SESSION 5

PAPER 55 **THE KINGSTON UNIVERSITY BIG READ: WHAT ARE THE BENEFITS AND BARRIERS TO IMPLEMENTING A SHARED READING PROGRAMME WITHIN A UK UNIVERSITY?**

Alison Baverstock, Naomi Peel, Rachel Stohler, Elle Waddington, Laura Bryars, Michael Kerin, Kingston University, UK

Kingston University's Big Read is a research project conducted within the SADRAS scheme, the research group consisting of an academic, one undergraduate and four masters students.

The project sought to investigate the feasibility of a shared reading scheme operating across the university, aiming to enhance a sense of community amongst new students, breach any divide between those coming from different backgrounds and walks of life, and promote staff-student relationships.

Similar programmes have long been implemented within US colleges and monitoring has revealed that first-year students who feel a part of the community early on are less likely subsequently to drop out.

The project sought to investigate the feasibility of a scheme that reached out to students before their arrival; creating commonality through both the shared reading and a series of associated events. It also sought to explore how such a scheme could be extended within the wider local community, thus benefitting the relationship between Kingston University and neighbours.

Through questionnairing a representative sample of first-year students, and discussions with academic and administrative staff, the prospects for successful delivery were encouraging; progress towards implementation was strongly encouraged by higher management. We report on initial outcomes, longer term plans and associated costs.

PAPER 68 **MUTUAL 'WEIRDNESS', EMBRACING THE PLURALITY OF REALITIES IN KNOWLEDGE EXCHANGES.**

James Johnson, Alan Murray, University of the West of Scotland, UK

The focus of this paper will be to address what CIHE (2012) found to be what they described as one of the chief barriers to successful Knowledge Exchange. Defined as co-formulation and consists of differences in values and "language" between knowledge base and business; issues of relationship management and trust; differences in timescales; discipline versus solution focus and different objectives for partnering. This view is supported by Bruneel, et al. (2009) argued that few studies have been completed that show how such industry–university barriers may be reduced or removed.

This paper suggests that the frequent call for efforts to establish a 'common language' in knowledge exchange activities is at best naïve or utopian. It will argue that it is more valuable and effective to consciously embrace the complex differences between participants and propose a model of knowledge exchange based on mutual benefit.

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PAPER 51   IDENTIFYING THE TRANSFORMATIONAL EXPERIENCES INFLUENCING UNDERGRADUATE ACHIEVEMENT

Will Bowen-Jones, University of Worcester, UK

This study seeks to better understand the extent to which recently graduated students perceive that their academic potential was realised during their undergraduate studies.

Using an Appreciative Inquiry approach, recent graduates completed an online survey requiring them to reflect on their aspirations and achievements during their course. This was followed by telephone interviews which drew on the outcomes from the survey and asked open-ended questions that sought to identify the factors that graduates felt either supported or inhibited their progress.

Findings indicate that students have differing conceptions of achievement. This supports Hattie and Timperley's (2007) assertion that the student experience is a complex issue, but a key aspect is their ability to understand how to access the resources available to them. Analysis also confirms previous research by Bowen-Jones, Barber and Breeze (2011) that highlighted the importance of effective staff/student partnerships in boosting progression and achievement rates.

The most significant factor which supported academic progress was found to be supportive academic tutors/lecturers – 62% of respondents reported this to be the case. Other significant factors stated by single participants included: Tutors emailing resources; effective tutor use of VLE; self-motivation/determination; creation of a positive learning environment and support of other students.

PAPER 61   PRE-OCCUPANCY PHENOMENOLOGICAL INQUIRY OF LEARNING SPACE

Gary Pavlechko, Pamela Harwood, Simon Bussiere, Jerrell Cassady, James Jones, Kathleen Jacobi, Joel Sterling, Ball State University, Benjamin George, Utah State University, USA

The purpose of this paper/work in progress is to identify initial, pre-occupancy student reactions to key spatial, material, and sensory phenomena in Interactive Learning Spaces (ILS) on the campus of Ball State University (Muncie, Indiana, USA). ILS design is deficient unless the intent articulated by the designer/teacher/facilitator is realized within the learning experiences of the students. The growth in uniquely functioning ILS areas gives reason to identify, before regular use of this space occurs, those phenomena in the learning environment that instigate reactions. This inquiry will survey undergraduate and graduate students on the first day of their ILS experience prior to any extensive communication or engagement between instructor and students. Preliminary data will be shared with instructors concerning their specific course(s). A small student sample will be interviewed using the pre survey data, and follow-up surveys will be administered at mid-term concerning the ILS qualities believed to help student reach maximum learning potential. Later data will be compared and contrasted to initial survey findings to see if expectations have been met and enriched by the spatial, material and sensory qualities afforded by the ILS classroom. Post-occupancy perceptions about collaboration and engagement in ILS and traditional spaces will also be collected.

PAPER 34   CREATING A VIRTUAL CENTRE FOR STUDENT PROGRESSION AND ACADEMIC ACHIEVEMENT

Lerverne Barber, University of Worcester, UK

At the core of this project is the desire to enhance the way the University communicates with its students and makes visible high quality learning resources which support students to maximise their academic potential. The virtual Centre will exist primarily to motivate students to develop their own approaches toward and responsibility for their own learning; to enhance visibility, accessibility and engagement with learning resources; to transform (where appropriate) existing resources into more student friendly structures and formats, and to co-create new resources related to the key areas of work identified by the students themselves.

While the Centre is currently coordinated by the University of Worcester's Lead for Student Progression and Academic Achievement, it is in essence a collaborative venture, bringing together the Students' Union and Professional and Support departments (Library and Student Services). In this its first year, it has identified a number of key areas linked to successful progression and academic achievement, including Academic Tutoring, Assessment and Feedback, Learning Resources and the First Year Experience. Students as academic partners have developed a clear picture of what academic support and guidance students ideally require and how best to present this information in a central and readily accessible location.

PAPER 46   ANALYTICS IN HIGHER EDUCATION: PLACING UNISA WITHIN THE CHANGING LANDSCAPE OF EVIDENCE-BASED DECISION MAKING

Glen Barnes, University of South Africa, South Africa

Abstract

The research of Bichsel (2012) draws important conclusions around the disjuncture between the interest and acceptance of analytics at executive level compared with the more operational levels within HEIs. The statement is made that analytics is a process that is more than just about metrics, the process of (a) starting with a strategic question, (b) finding or collecting the appropriate data to answer the question, (c) analysing the data with an eye toward prediction and insight, (d) presenting findings in a way that is understandable and actionable, and (e) feeding back into the process in order to identify new questions. This paper draws on the results of this research together with the analytics competitor roadmap of Davenport & Harris (2007) and places South African higher education, and particularly Unisa, within this changing landscape. In this case study, we consider the move towards effective evidence-based decision making and challenge some of the preconceived ideas around agile BI development, data visualisation and deployment, the role of the information analyst and emergence of the data scientist. The outcomes indicate the state of maturity of the institution and the changes required to further the agenda of effective evidence-based decision making and monitoring and evaluation.

PAPER 13   EXAMINING THE LEARNER JOURNEY THROUGH STUDENT FEEDBACK

Alun Evans, Coventry University, UK

The UK HE environment has seen rapid and dramatic changes in scope and focus over the past few years. Concepts such as student satisfaction and teaching quality that affect the learner journey are now more important than ever in the highly competitive contemporary educational landscape. As part of this, high quality course design, module design and assessment style are an essential part of delivering a consistently positive student experience.

Using institutional module-level satisfaction data from Coventry University, this paper will explore the learner journey across three distinct cohorts of undergraduate students. It will examine the possibilities of mapping the learner journey, from the first to the final year of undergraduate study and will highlight how both institutional issues and external influences have an impact on the learner journey through a satisfaction lens.

Drawing from over 275,000 responses across 7,000 modules' worth of feedback, the paper is based on a wealth of data and will explore the themes and issues that can have positive and negative impacts on the learner journey.

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