

Evidence-based enhancement of the Abertay student experience

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- Strategic context and change management
- Impact
- TEF
- Student feedback
- Staff development
- QA
- Curriculum reform

- Since 2013, transformed our pedagogic approach-"choosing our own path"
- Three strategic priorities: reforming our curriculum, incentivising student performance, raising the status of teaching
- Resulting in e.g.

New academic calendar, portfolio review, curriculum reform, new module structure, interdisciplinary electives, Assessment policy, GPA, HEAR, EMA, HEA-accredited staff CPD scheme, teaching funding scheme etc.



Change Management

A novel 5 Ps approach*

- 1. What is the **Purpose**?
- 2. What are the **Principles**?
- 3. What does this mean in **Practice**?
- 4. Participation?
- **5.** Pace?



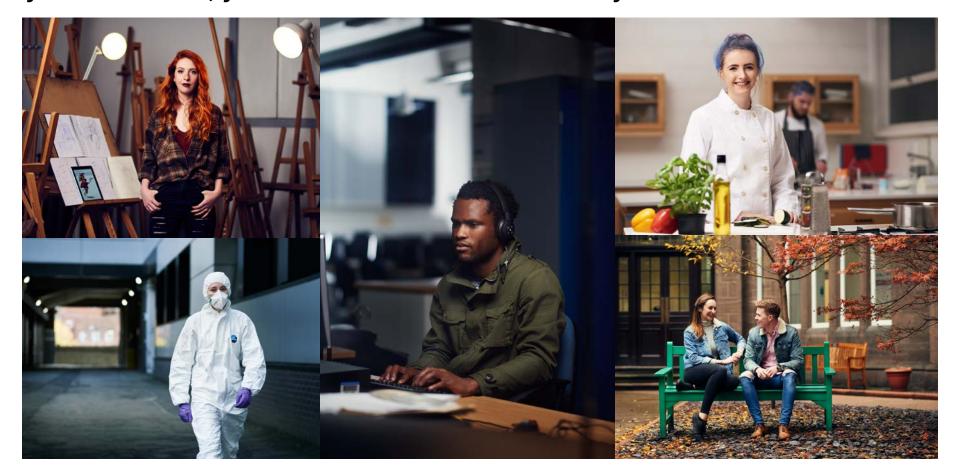
*"How to Manage Rapid Change", Prof. Steve Olivier, THE October 2015

- Rises in number of good degrees (1st and 2.i)
- Significant increase in student satisfaction.
 Comparing NSS 2013 and 2016:
 - q.7 "feedback on my work has been prompt" rose from 44% to 70%
 - q.8 "I have received detailed comments on my work" rose from 57% to 74%
 - q.9 "feedback on my work has helped me clarify things I did not understand" rose from 54% to 70%.
- Shortlisted as THE University of the Year 2016
- Top modern Scottish Uni in 2017 Times/ Sunday Times League Table.



Why did Abertay enter TEF?

'... to demonstrate the quality of the work it does with its students from Scotland, from elsewhere in the UK and from abroad...'.





Abertay University Through taking part



- A tool for enhancement.
 - particularly around retention, employability
 - ➤ influenced 2017-20 operational planning, resource allocation.
- Catalysed our reflections on "Evidence-based Enhancement"- and we feel better placed for the new Enhancement Theme©.
- Reactions from grass roots staff and students- some concerns but also pragmatic and proud of the University

Internal Student Surveys



- Mid module and annual programme surveys (stages 1-3 UG and PGT)
- HEA PRES (2017)
- Move from paper to online 2014/15
- Decline in response rates etc. despite incentives
- 2016/17 requirement for in-class completion (39% response rate overall)
- Issues of variable response rates, staff and student buyin, closing the feedback loop, survey timings

Abertay University Closing the feedback loop

NSS 2017

- I have had the right opportunities to provide feedback on my course 84.9% (Scotland 85.2%)
- Staff value students' views and opinions about the course 72.3% (Scotland 73.7%)
- It is clear how students' feedback on the course has been acted on 54.5% (Scotland 53.1%)

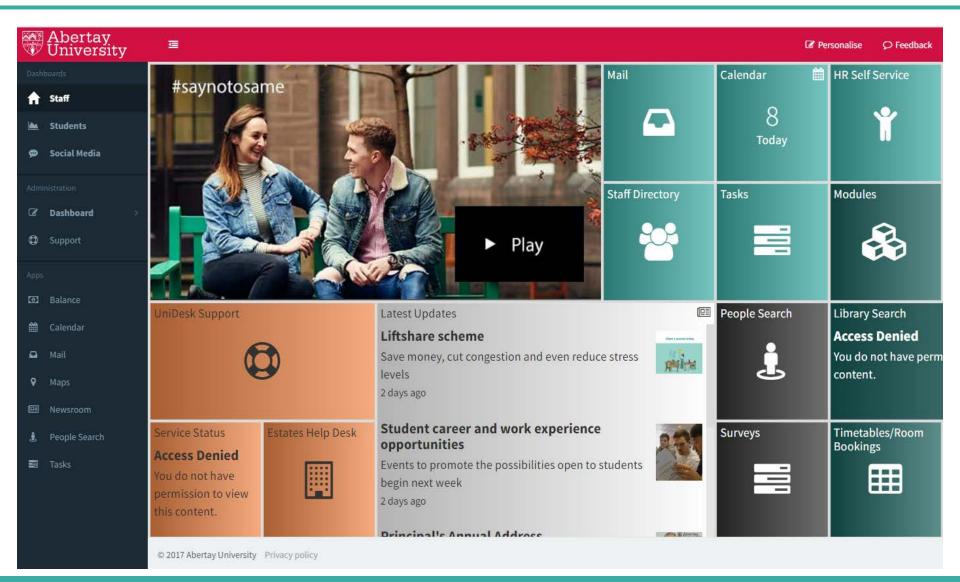
2016/17 Review of internal student surveys

- Membership- academic staff, student reps, professional services, facilitated by TLE
- Range of enhancements in place for 2017/18- changed timing of survey, QA, inclusive Student Voice Fora, communication....



MyAbertay





- Target 100% of staff teaching or supporting learning with appropriate national professional recognition
- Going 4 Gold experiential route
 - AF, F, SF & PF
- PGCert HET revamped to include an actionresearch module and observations
- Re-accreditation due and looking to create a PG Certificate in Academic Practice
- Current position around 60% staff have recognition

Abertay University Quality Assurance

- Monitoring impact of the new grading scale
 - Reporting to Teaching and Learning Committee
 - Degree classifications, fails
 - Capped grades still a contentious issue
- Changes to the academic regulations
 - Non-submissions 16/17 NS = no reassessment
 - Non-submissions 17/18 NS = reassessment permitted, capped at D
- Waiting to see outcomes of UUK work



Reviewing Curriculum Reform

- Whole portfolio being reviewed in 17/18
- Part of focus on first year of new curricula
- Student-led Divisional Focus Groups to provide qualitative data
 - Influenced by Gray's work supported by sparqs
 - SHEEC working group on student engagement
- Qs include:
 - What evidence did you use in your decisions?
 - What were you wanting to achieve and has this happened?
 - How did you put into practice what the University wanted to achieve and has this happened?
 - Good practice



Questions?