



Abertay
University®

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



Abertay University® Strategic Context

- 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.

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](#)



Abertay University® Impact so far....

- 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.



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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...'





- 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



- 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 buy-in, closing the feedback loop, survey timings



NSS 2017

q23. I have had the right opportunities to provide feedback on my course 84.9% (Scotland 85.2%)

q24. Staff value students' views and opinions about the course 72.3% (Scotland 73.7%)

q25. 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....



Abertay University

MyAbertay



myday by collabco

Abertay University ☰ Personalise Feedback

Dashboards

- Staff
- Students
- Social Media

Administration

- Dashboard
- Support

Apps

- Balance
- Calendar
- Mail
- Maps
- Newsroom
- People Search
- Tasks

#saynotosame

Play

Mail

Calendar Today

HR Self Service

Staff Directory

Tasks

Modules

UniDesk Support

Access Denied
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Latest Updates

Liftshare scheme
Save money, cut congestion and even reduce stress levels
2 days ago

Student career and work experience opportunities
Events to promote the possibilities open to students begin next week
2 days ago

Principal's Annual Address

People Search

Library Search
Access Denied
You do not have permission to view this content.

Surveys

Timetables/Room Bookings

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- 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 action-research module and observations
- Re-accreditation due and looking to create a PG Certificate in Academic Practice
- Current position – around 60% staff have recognition



- 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



- 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?