

QAA Focus On: Graduate Skills

CREATING THE LEARNER EXPERIENCE FRAMEWORK: A REFRESHED APPROACH TO DEVELOPING GRADUATE ATTRIBUTES

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Context, Drivers & Opportunities

- ELIR 2014 Outcome and Follow Up
- Strathclyde's Education Strategy
- Impact of Enhancement Themes
- Confidence in our Student Interns

Previous Approach to Graduate Attributes

- ELIR 2014: Graduate Attributes the “4 E’s”
 - Engaged
 - Enterprising
 - Enquiring
 - Ethically, globally and culturally aware
- ELIR Feedback:

“The ELIR team's discussions with students indicated a lack of awareness with the 4E terminology, but students said that the concepts included in the graduate attributes resonated with their experience of being a student at the University.”

ELIR Follow-On 2016: Use of Data to Enhance Learning & Teaching

- Education Performance Indicators (EPIs)
- Improvement Frameworks:
 - Student Satisfaction (NSS Improvement Framework);
 - Undergraduate Progression & Retention Review Framework;
 - Internships, industry and internationalisation: Graduate Destinations (External Engagement Framework).
- Learning Analytics

Strathclyde's Education Strategy Committee



The Education Strategy Committee initiated work to identify the key characteristics of the student experience aligned with the strategic priorities. This involved:

- Reflecting on the Strathclyde student experience
- Showcasing what is distinctive about Strathclyde's Education
- Consulting with Faculties to identify best practice
- Collating and presenting information for key groups and users

In order to:

- Develop a wider set of metrics and indicators that describe an outstanding student experience
- Better understand the characteristics of the Strathclyde student experience
- Communicate best practice in high-quality learning, teaching and student support
- Provide an evidence base to help inform future strategic educational projects and priorities

Collectively, this activity led to the development of the Learner Experience Framework (LEF).

Education Strategy Committee formed the Education Performance Metrics Working Group and Developed the EPIs

Engagement with and reflection on overarching, institutional strategy for Education and the related institutional KPIs for Outstanding Student Experience



Strathclyde's educational ethos and approach to teaching, collaborative and inclusive, designed to provide an intellectually stimulating environment, informed by and enriched with our strengths in research and knowledge exchange.

Our strategic ambition focus on growing our postgraduate cohorts, diversifying our student population and creating flexible pathways so that individuals from a variety of backgrounds can benefit from the distinctive student experience at Strathclyde.

Our strategic aim is to provide students with an engaging, inspiring, meaningful and ethically, globally and culturally aware work-ready graduate with broad skills to engage with societal and global challenges. Our environmental education business has been listed in our reviews of every degree in their University 5th.

Our commitment to delivering an outstanding student experience at Strathclyde by maintaining and enhancing the high quality of our learning and teaching through the delivery of an effective learning environment, ensuring intelligent support, infrastructure and technologies, continuously learning, practical and digital environments for all students.

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We will ensure an outstanding student experience at Strathclyde by maintaining and enhancing the high quality of our learning and teaching through the delivery of an effective learning environment, ensuring intelligent support, infrastructure and technologies, continuously learning, practical and digital environments for all students.

We ensure a positive learner journey for all by focusing on successful transitions across all levels of education, we are committed to providing access to people from the widest possible range of backgrounds, to improving student retention and ensuring reward success.

Objectives	Strategies	
<p>What do we want to achieve?</p> <ul style="list-style-type: none"> A diverse and vibrant student population An excellent and distinctive student experience with high-quality student support throughout the learner journey High-quality learning and teaching Support and mentorship across students Knowledgeable, skilled and successful graduates 	<p>How will we do it?</p> <ul style="list-style-type: none"> Improve our widening participation profile, while maintaining entry standards Enhance our postgraduate/CPD offering and learner uptake Tailor student support to individual learners Develop our learning and teaching infrastructure, technology systems and processes Retain or improve current levels of student retention, progression and satisfaction Enable greater student participation in innovation, placements and employment opportunities with industry, public and third sector partners, including international experiences Enable graduates who are engaged, enterprising, inspiring and ethically, globally and culturally aware, with the skills, knowledge and entrepreneurial spirit to progress their careers and engage with societal challenges 	
Key Performance Indicators	Current Performance	Targets
<p>How well are we progressing?</p> <ol style="list-style-type: none"> Total graduate employment (excluding amounts from HND and other) Industry graduate retention from Year 1 to Year 2 Student satisfaction (overall) as measured by the National Student Survey Proportion of graduates in work or further study relative to our benchmark Total postgraduate taught EPDS enrolment 	<p>What is our baseline?</p> <p>85%</p> <p>95%</p> <p>80%</p> <p>25.4% (2024 benchmark 24%)</p> <p>1,348 FTE</p>	<p>What do we aspire to?</p> <p>Improve overall levels of value added relative to our peer group</p> <p>Multiple current target of 90-95% (overall)</p> <p>achieve 90% or higher annually</p> <p>Meet or exceed HEVA benchmark annually</p> <p>Increase to 1,400 FTE by 2026</p>

- Data gathering at subject and Faculty level in partnership with ESC & SUnBIRD
- Horizon scanning for external sector developments: ELIR, QEF & TEF



The three i's:
 - Internships
 - International
 - Industry

Knowledgeable,
 Skilled &
 Successful
 Graduates

Flexible,
 Blended &
 Digital Learning

Retention &
 Progression

EPI Themes

Internships	Opportunities to undertake a formal placement for academic study or work experience
	Opportunities to undertake degree-based work placements integrated into courses
	University internship and work-based learning opportunities
International	Opportunities to undertake an international placement for academic study or work experience
	Global reach of international scholarship opportunities
Industry	External / Employer engagement in courses
Knowledgeable, Skilled & Successful Graduates	Graduate attributes & the use of Careers Services / provision of Faculty Careers advice
	Skills gained through extra-curricular opportunities
	Opportunities for students to participate in volunteering activity
Flexible, Blended & Digital Learning	Use of the VLE and other digital learning
	Number of programmes with distance learning capability
Retention & Progression	Retention
	Progression
	Widening Access & Participation

LEF Development post-Faculty Consultation



Generally positive support:

- The framework should enable us to reflect on, influence and respond to our institutional KPIs
- Understanding of high level KPIs but Negative perceptions around ‘Performance’ (invokes grading, comparison and league tables)

Not One Size Fits All:

- Across the University – numerous and varied high quality educational experiences and opportunities.
- Not all measures feature in all programmes - danger that programmes without examples may be seen as lower value.
- Support for choice at subject and Faculty level to provide flexibility whilst maintaining the ability to create consistent reports.

Title change from ‘Education Performance Indicators’ (EPIs)

“Performance” not compatible with:

- Evidencing a distinctive approach to delivering an Outstanding Student Experience
- Partnership working with industry, business and the voluntary and public sectors, locally, nationally and internationally.
- Developing greater awareness of our strengths and development areas in our strategic priorities for education.

Emergence of LEF

Developing the Learner Experience Framework

The three i's:

- Internships
- International
- Industry

Knowledgeable, Skilled
& Successful Graduates

Flexible, Blended &
Digital Learning

Retention &
Progression



- Faculty Annual Reporting
- Subject Level Reflections
- Student Interns



- Careers & Employability
- Enhancement Theme
- Student Interns



- Strathclyde Online Learning
- GAs / DAs



- SUnBIRD
- Student Records

LEF and Evidence for Enhancement Theme



The LEF project - one of the three strands of activity for the Evidence Based Enhancement theme: Implementation of the Learner Experience Framework

- Engagement by Student Interns in the LEF
- What do students think is distinctive about their Strathclyde Student Experience?

While institutionally work continued to:

- Development of data capture methods, appropriate collation, interrogation and visualisation of the data measured against the Learner Experience Framework
- Understanding staff needs, developing and delivering appropriate staff development to enable understanding and more effective use of institutional data to enhance the student experience.

Activity underpinned by Student Engagement, through partnership working within Strathclyde

LEF Student Interns project 2019



- The report from the 2018 focus group project surfaced a desire for more support around internships and international experiences
- Student interns will research and design an online course for students undertaking any form of international experience, industrial/professional placement, or internship
- The course will encourage students to reflect before, during and after their placement in order to maximise learning outcomes and personal development

LEF Student Intern project 2019: Maximising the impact of placement

Stage	Maximising the impact of placement
Before	What should you expect from your experience?
	What do you want to get out of it? (objective setting techniques)
	Ways of making the most of your experience
During	Tips for making connections (eg: the shy networker)
	What to do if you are struggling (signposting the support that is available)
	The benefits of reflective writing to record and look back on your experience
	Regularly reviewing your objectives
After	Post-experience evaluation for student (feedback could be anonymised and shared with staff to help inform enhancement)
	Did you meet your objectives? What did you learn?
	Ways that your experience will inform the rest of your studies
	What next? Future plans informed by this experience

Reflections on our framework approach

- Greater Focus and transparency
 - Levels and stakeholders
- Better integration opportunities within and across projects
- Clarity of oversight, responsibilities and reporting
- Promotes deep student engagement and partnership
- More than technology (reporting on what we need rather on what we can)

Framework to support and enhance the delivery of an Outstanding Student Experience at The University of Strathclyde



Questions?

Education Performance Indicators						
Theme	Detail	Measure	Source	Data source confirmed?		
Internships	Opportunities to undertake a formal placement for academic study or work experience	1.1 Number of internships available through the Santander Internship Programme	Careers	Y		
		1.2 Number of commercial and research internships available	Careers, then Programme Leaders	ESH have data, not metrics		
		1.3 Success rate of Strathclyde student applications for Scottish Life Sciences Internship Programme	Careers	Y		
	Opportunities to undertake degree-based work placements integrated into courses	1.4 Number of programmes that allow students to undertake credit-bearing work placements	Faculty Annual Reports	Y		
		1.5 Number of programmes with a work-based placement that is core to meeting professional requirements	Faculty Annual Reports	Y		
	University internship and work-based learning opportunities	1.6 Number of internships available through interns on Campus (Strathclyde Internship programme)	Careers	Y		
		1.7 Number of internships available through Research Interns at Strathclyde	Careers	Y		
International	Opportunities to undertake an international placement for academic study or work experience	2.1 Number of students participating in the Erasmus Exchange Programme (study and/or placement)	International Office	Y		
		2.2 Number of students participating in the non-EU International Exchange Programme (study and/or placement)	International Office	Y		
		2.3 Number of overseas internships	International Office	Y		
		2.4 Number of students participating in the Soitve Foundation Internship Programme	Careers	Y		
		2.5 Number of programmes with the opportunity to undertake an international placement	Faculty Annual Reports	Y		
	Global reach of international scholarship opportunities	2.6 Number of undergraduate and postgraduate international scholarship opportunities (inward/outward)	Faculty Annual Reports	Y		
		2.7 Global reach and range of undergraduate and postgraduate international scholarship opportunities (inward/outward)	Faculty Annual Reports	Y		
Industry ¹	External / Employer engagement in courses	3.1 Number of programmes with industry/workplace guest speakers / guest lecturers	Faculty Annual Reports	Y		
		3.2 Number of programmes including industry & workplace-sourced data, case studies or materials	Faculty Annual Reports	Y		
		3.3 Number of programmes with formal structured external input i.e. advisory boards with industry members, critical friends etc	Faculty Annual Reports	Y		
		3.4 Number of undergraduate and postgraduate industrial scholarship opportunities	Faculty Annual Reports	Y		
Knowledgeable, Skilled & Successful Graduates	Graduate attributes & the use of Careers Services / provision of Faculty Careers advice	4.1 Number of student engagements with the careers service	Careers	Y		
		4.2 Number of graduate engagements with the careers service	Careers	Y		
	Skills gained through extra-curricular opportunities	4.3 Number of careers education sessions delivered in faculty	Careers	Y		
		4.4 Number of students participating in the Strathclyde Skills Award	Careers	Y		
		4.5 Number of students participating in extra-curricular activities (i.e. clubs, societies, clinics, outreach)	Higher Education Achievement Report	Future development		
Opportunities for students to participate in volunteering activity	4.6 Number of students participating in volunteering home based activities	USSA				
	4.7 Number of students receiving and/or being nominated for USSA Volunteer Awards	USSA				
Flexible, Blended & Digital Learning	Use of the VLE and other digital learning ²	5.1 Adoption/penetration level of the VLE (could be captured at module evaluation stage - but we need suitable questions)	Education Enhancement	Further work to be undertaken to determine suitable metrics		
		5.2 Level of staff and student satisfaction with the VLE (annual MyPlace evaluation - not at programme level)	Education Enhancement			
	Number of programmes with distance learning capability	5.3 Number of flexible and distance learning courses and uptake of these courses	Faculty Annual Reports	SUNBIRO		
Retention & Progression	Retention	6.1 Existing undergraduate retention levels for Y1-Y2, Y2-Y3, Y3-Y4 & Y4-Y5	Student records	SUNBIRO		
		6.2 Programme level progression number and %	Student records	SUNBIRO		
	Widening Access & Participation	6.3 Number of Scottish-domiciled undergraduate entrants from SIMD 0-20 & SIMD 20-40 areas	Student records	SUNBIRO		
		6.4 Number of Part-time students	Student records	SUNBIRO		
		6.5 Number of Distance learners	Student records	SUNBIRO		
		6.6 Number of mature students	Student records	SUNBIRO		
		6.7 Number of care leavers	Student records	SUNBIRO		
		6.8 Number of student carers	Data not currently available			
		6.9 Number of participants enrolled in lifelong learning courses	Student records	SUNBIRO		
* Additional widening access & participation measures may be added	Student records	SUNBIRO				

Distinctive Learner Journey Leading to Positive Graduate Destinations