

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:

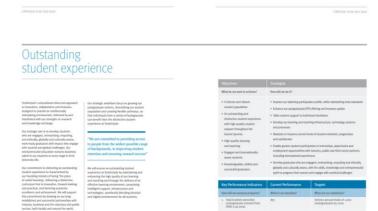
- Develop a wider set of metrics and indicators that describe an outstanding student experience
- Better understand the characteristics of the Strathclyde student experience
- Communicate best practice in high-quality learning, teaching and student support
- Provide an evidence base to help inform future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



- 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				
	Skills gained through extra-curricular opportunities Opportunities for students to participate in volunteering activity				
Flexible, Blended & Digital					
	Opportunities for students to participate in volunteering activity				
Flexible, Blended & Digital	Opportunities for students to participate in volunteering activity Use of the VLE and other digital learning				
Flexible, Blended & Digital Learning	Opportunities for students to participate in volunteering activity Use of the VLE and other digital learning Number of programmes with distance learning capability				

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



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- Internships
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Knowledgeable, Skilled & Successful Graduates

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- 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:

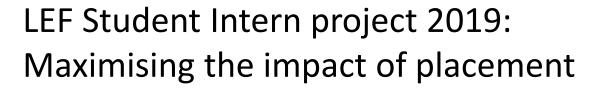
- Development of data capture methods, appropriate collation, interrogation and visualisation of the data measured against the Learner Experience Framework
- Understanding staff needs, developing and delivering appropriate staff development to enable understanding and more effective use of institutional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





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

	Education Performance Indicators								
	Theme	Detail		Measure	Source	Data source confirmed?			
		Opportunities to undertake a	1.1	Number of internships available through the Santander Internship	Careers	Y			
	Internations	formal placement for academic study or work experience	1.2	Programme Number of commercial and research internships available	Careers, then Programme Leaders	CCPs have detail, not metrics			
			1.3	Success rate of Strathdyde student applications for Scottish Life Sciences Internship Programme	Careers	*Y			
		Opportunities to undertake degree-based work placements	1.4	Number of programmes that allow students to undertake credit- bearing work placements	Faculty Annual Reports	Y			
		integrated into courses	1.5	Number of programmes with a work-based placement that is core to meeting professional requirements	Feculty Annual Reports	٠			
		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			
Ü		Opportunities to undertake an international placement for	2.1	Number of students participating in the Erasmus Exchange Programme (study and/or placement)	International Office	Y			
inati		academic study or work experience	2.2	Number of students participating in the non-EU International Exchange Programme (study and/or placement)	International Office	Y			
est			2.3	Number of overseas internships	International Office	Y			
Ď	*ional		2.4	Number of students participating in the Saltire Foundation Internship Programme	Careers	Y			
nato	Graduate Desi		2.5	Number of programmes with the opportunity to undertake an international placement	Faculty Annual Reports	7			
Distinctive Learner Journey Leading to Positive Graduate Destinations		Global reach of international scholarship opportunities	2.6	Number of undergraduate and postgraduate international scholarship opportunities (inward/outward)	Paculty Annual Reports	Y			
			2.7	Global reach and range of undergraduate and postgraduate international scholarship opportunities (inward/outward)	Faculty Annual Reports	Y			
		External / Employer engagement in courses	3.1	Number of programmes with industry/workplace guest speakers / guest lecturers	Faculty Annual Reports	,			
	Industri	*	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 ie: advisory boards with industry members, critical friends etc	Faculty Annual Reports	Υ.			
			3.4	Number of undergraduate and postgraduate industrial	Faculty Annual	Y			
9		Graduate attributes & the use of	4.1	scholarship opportunities Number of student engagements with the careers service	Reports Careers	Y			
5	Accompedie afte Skilled &	Careers Services / provision of	4.2	Number of graduate engagements with the careers service	Careers	Y			
욕		Faculty Careers advice	4.3	Number of careers education sessions delivered in faculty	Careers	Y			
Jer		Skills gained through extra- curricular opportunities	4.4	Number of students participating in the Strathclyde Skills Award	Careers	Y			
ctive Learr	Age at I GI		4.5	Number of students participating in extra-curricular activities (ie: dubs, societies, clinics, outreach)	Higher Education Achievement Report	Future development			
	Owled dessit	Opportunities for students to participate in volunteering	4.6	Number of students participating in volunteering home based activities	USSA				
	Aug Sign	activity	4.7	Number of students receiving and/or being nominated for USSA Volunteer Awards	USSA				
Distin	d a	Use of the VLE and other digital	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			
	restate delle delle les prints	learning	5.2	Level of staff and student satisfaction with the VLE (annual MyPlace wallation - not at programme level)	Education Enhancement	determine suitable metrics			
		Number of programmes with distance learning capability	5.3	Number of flexible and distance learning courses and uptake of these courses	Paculty Annual Reports	SUnBIRD			
		Retention	6.1	Existing undergraduate retention levels for Y1-Y2, Y2-Y3, Y3-Y4 & Y4-Y5	Student records	SUNBIRD			
	no.	Progression	6.2	Programme level progression number and %	Student records	SUnBIRD			
	Recention & Propression	Widening Access & Participation	6.3	Number of Scottish-domiciled undergraduate entrants from SIMD 0-20 & SIMD 20-40 areas		SUNBIRD			
	Pros		6.4	Number of Part-time students	Student records	SUnBIRD			
	-n		6.5	Number of Distance learners Number of mature students	Student records Student records	SUNBIRD			
	ntio	4	6.7	Number of care leavers	Student records	SUnBIRD			
	gete.		6.8	Number of student carers	Data not currently ava				
			6.9	Number of participants enrolled in lifelong learning courses	Student records	SUnBIRD			
			•	Additional widening access & participation measures may be added	Student records	SUNBIRD			



