QAA Focus On: Graduate Skills

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

University of Strathclyde

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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
	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

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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)

Questions?

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