

Working in Partnership: Using students as change agents and active participants in course development

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Focus of the session

- How surveys and other metrics have been used to demonstrate and drive excellence
- How the student voice through a course governance model can be used to improve student engagement and satisfaction
- Sharing good practice

Context of Project

- Student role as change processors. **Gibbs 2012**
- A collaborative and shared leadership model among staff and students is a key component in fostering student success. **Kezar 2005**
- Students as Partners. **Healy 2014**

HEA Framework for Student Engagement through Partnership



Key Drivers for Student Engagement (DEEP Project, 2005)

- Developing a shared understanding of mission and philosophy
- Building a sense of community
- Ensuring that students have a prominent voice in governance
- Tightening the philosophical and operational linkages between academic and student affairs

Summary of data from NSS 2013

Response rate: 82%

Question	Satisfaction
Teaching on my course	78%
Assessment & Feedback	72%
Academic support	80%
Organisation & management	68%
Learning resources	78%
Personal development	82%
Overall satisfaction	77%

Phase 1 (2013-14)

- Student working party group formed- 'Working in Partnership (WiP) group involved in course development - active participants in educational decision making.
- Three distinct working parties focusing on assessment and feedback, communication and timetabling.
- Groups produced action plans with measurable targets and timelines which involved interviewing key members of staff piloting initiatives and gaining ongoing feedback from students

Initiatives implemented by WiP

- *Intuition Course Magazine*
- *Adapted Student Assessment Forms*
- *Blogs*
- *Peer group mentoring and coaching*
- *Chairing of Course Management Committees*

'...blogs to support and share, the brilliant 'Intuition' journal and the WiP initiative which has been acclaimed by everyone we have spoken to as revolutionising the student voice, ensuring better student/staff communication and relationships and ultimately impacting on trainee well being and achievement.' External Examiner (2014)

Summary of data from NSS 2014

Response rate: 90%

Question	Satisfaction 2013	Satisfaction 2014
Teaching on my course	78%	90%
Assessment & Feedback	72%	82%
Academic support	80%	90%
Organisation & management	68%	86%
Learning resources	78%	86%
Personal development	82%	92%
Overall satisfaction	77%	93%

External Examiner Feedback

'there continues to be a real positive change in the quality of marking and feedback to students which, at the same time, has also raised the bar in terms of achievement'.

'students talked with passion about their role in WiP....students were confident that they were seen as individuals and support them to become the teachers they want to become...they have been completely reinvigorated this year'

Phase 2 (2014-15)

- Chickering and Gamson (1987a) recommended that good practice encourages cooperation among students through ***communicating high expectations.***
- student lead role in recruitment of high quality students on the course
- support for male students
- further improvements in assessment and feedback
- Additionality opportunities (engagement in learning)
- Students as Researchers

Being a male on this course can be quite daunting.....male wip offers a chance to alongside, talk with and socialise with the other males on the course'...it has offered me 'the opportunity to talk to my peers in confidence about the course as a whole, support each other's when looking at assignments and also to reflect about experiences from school placements'. (Tom)

Summary of Data from NSS 2015

Response rate 91%

Question	Overall satisfaction	Overall satisfaction
	2014	2015
Teaching on my course	90%	98%
Assessment & Feedback	82%	84%
Academic support	90%	90%
Organisation & management	86%	86%
Learning resources	86%	96%
Personal development	92%	97%
Overall satisfaction	93%	96%

Metrics for Level 4 and Level 5?

'The programme has expanded on the University NSS survey by monitoring student response at both L4 and L5.

This data has provided relevant and important information which will help the programme develop its effectiveness in key areas for example assessment and feedback and academic support. The programme team have analysed this and are now developing targets to improve the overall student experience in these and other areas.'

UW Student Survey (Level 4 and 5)

	2014	2015	2016
Question			
Teaching on course	94%	98%	97%
Assessment and feedback	81%	84%	90%
Academic support	87%	89%	92%
Organisation & management	76%	84%	78%
Learning resources	95%	96%	97%
Personal development	98%	97%	96%
Overall satisfaction	94%	96%	95%

External Examiners (2016) stated-

- 'Attainment on entry of this cohort was very high and, allied to ever more reflective- and forensic analysis which has led to terrific achievement academically'
- 'The students seize on opportunities to be WIPs, STARs, Institute Reps, INTUITION contributors (and editors!) and this cannot be praised too highly. The fact is, they understand that these opportunities round them as people and as teachers with their skills in leading others, representing groups and continually reflecting being key to them entering the profession with a great 'toolkit for success.'
- 'There continues to be real positive change in the quality of marking and feedback to trainees which, at the same time, has also raised the bar in terms of achievement'

'Every year feels like a destination on a journey which moves on continually.'

Headlines as we reflect and wait for NSS 2016!

- NSS survey data related to overall satisfaction has increased from 77% in 2013 to 93% in 2015
- Teaching on the course overall is 98% (which supports the UW Survey score of 97% L4 & L5 which is an increase of 8% from 2013).
- Assessment and feedback has been a priority area since 2013 and we now have NSS overall score of 84% is encouraging (increase from 2013 of 12%)
- UWSS score for assessment and feedback (2016) show overall satisfaction of 90% so positive trend

The WiP initiative was nominated for a **Times Higher Award in 2015 in the Outstanding Support for Students category.**

Finish on values and ethos...

- ***Empowering*** trainees to give their views and those being acted on and fed back. Every trainee has a ***valued*** role in the course development.
 - ***Transparency*** with everyone involved, and the desire to evolve and improve, has meant that we have been able to work together ***collaboratively***.
- ‘The course team, have an ethos that is about sharing, learning and empowering.’***

*Sharing of good
practice – ideas for
further development?*