

Improving teaching and learning to enhance the student experience

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Chief Executive

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Seeking the 'student voice'

Seeking the 'student voice' is a strength of UK HE:

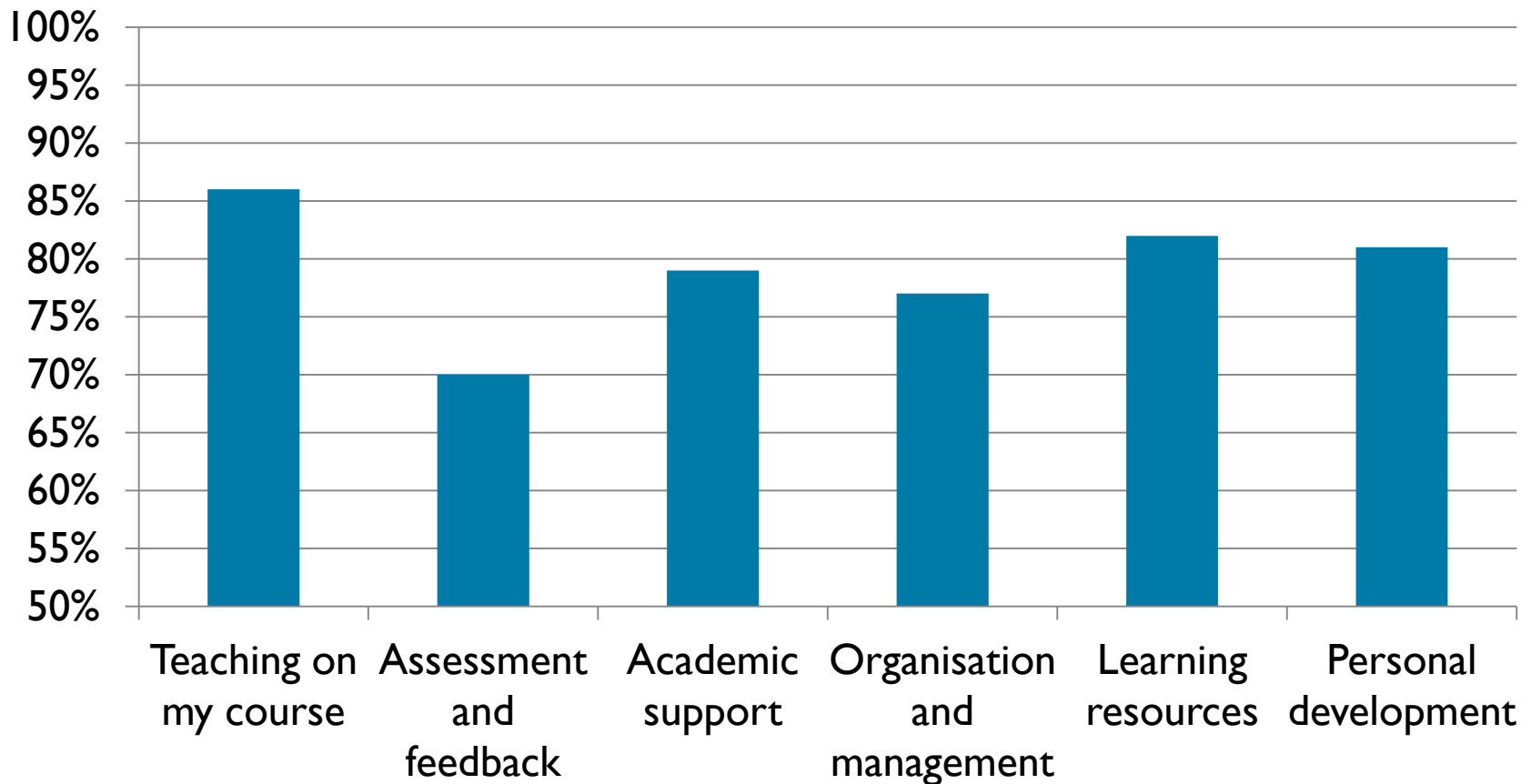
- Ensures courses are meeting students' wants/needs
- Provides ideas and innovations for practice
- Engages students (and staff) in enhancement
- Evidences quality assurance and enhancement
- Informs prospective students
- Advises sector-wide priorities

BUT: do we seek the 'right sort' of feedback to inform enhancement?



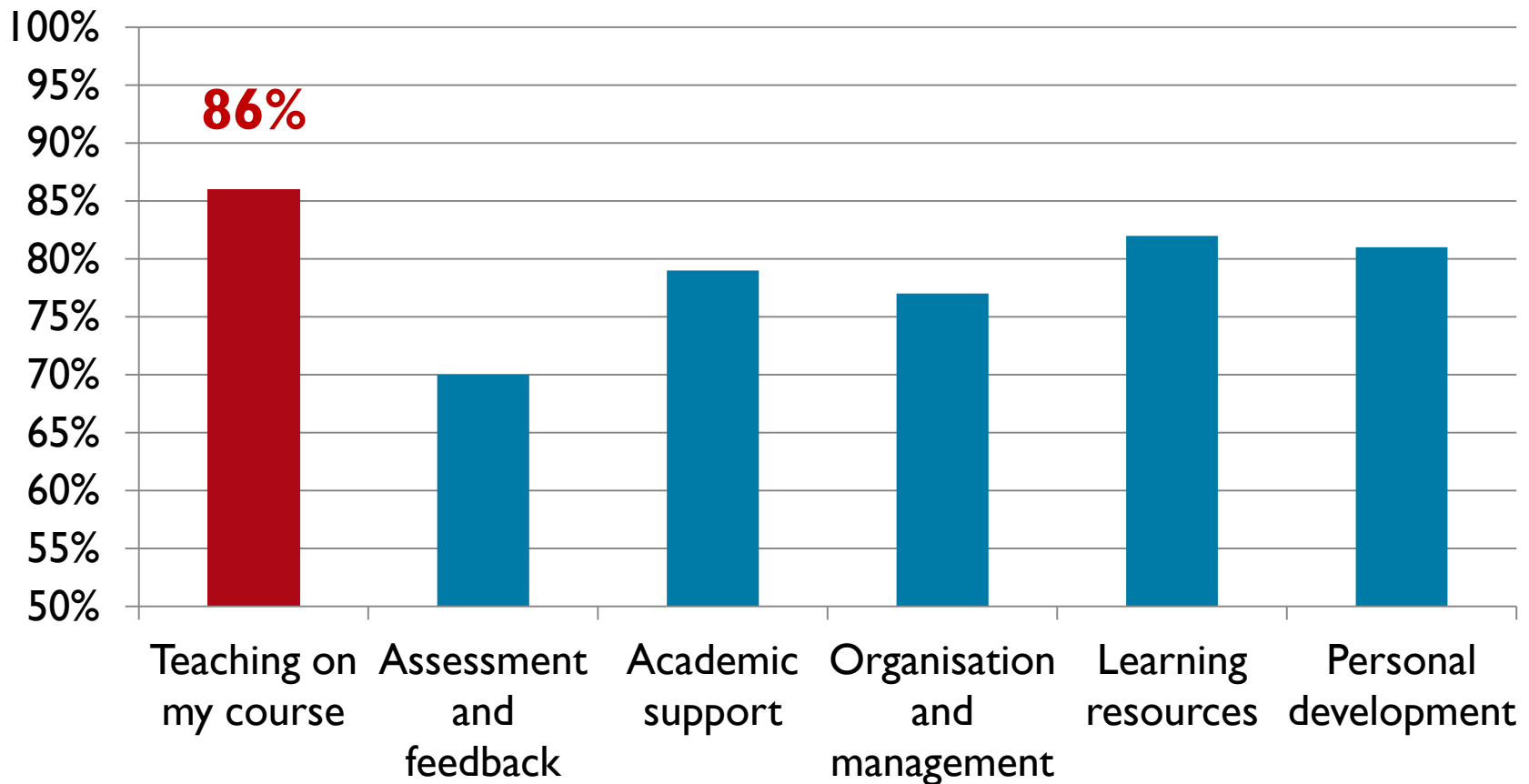
Teaching, learning and satisfaction

% agree



Teaching, learning and satisfaction

% agree



Teaching, learning and satisfaction

Scale	Rank
The teaching on my course	1
Personal development	2
Organisation and management	3
Academic support	4
Assessment and feedback	5
Learning resources	6

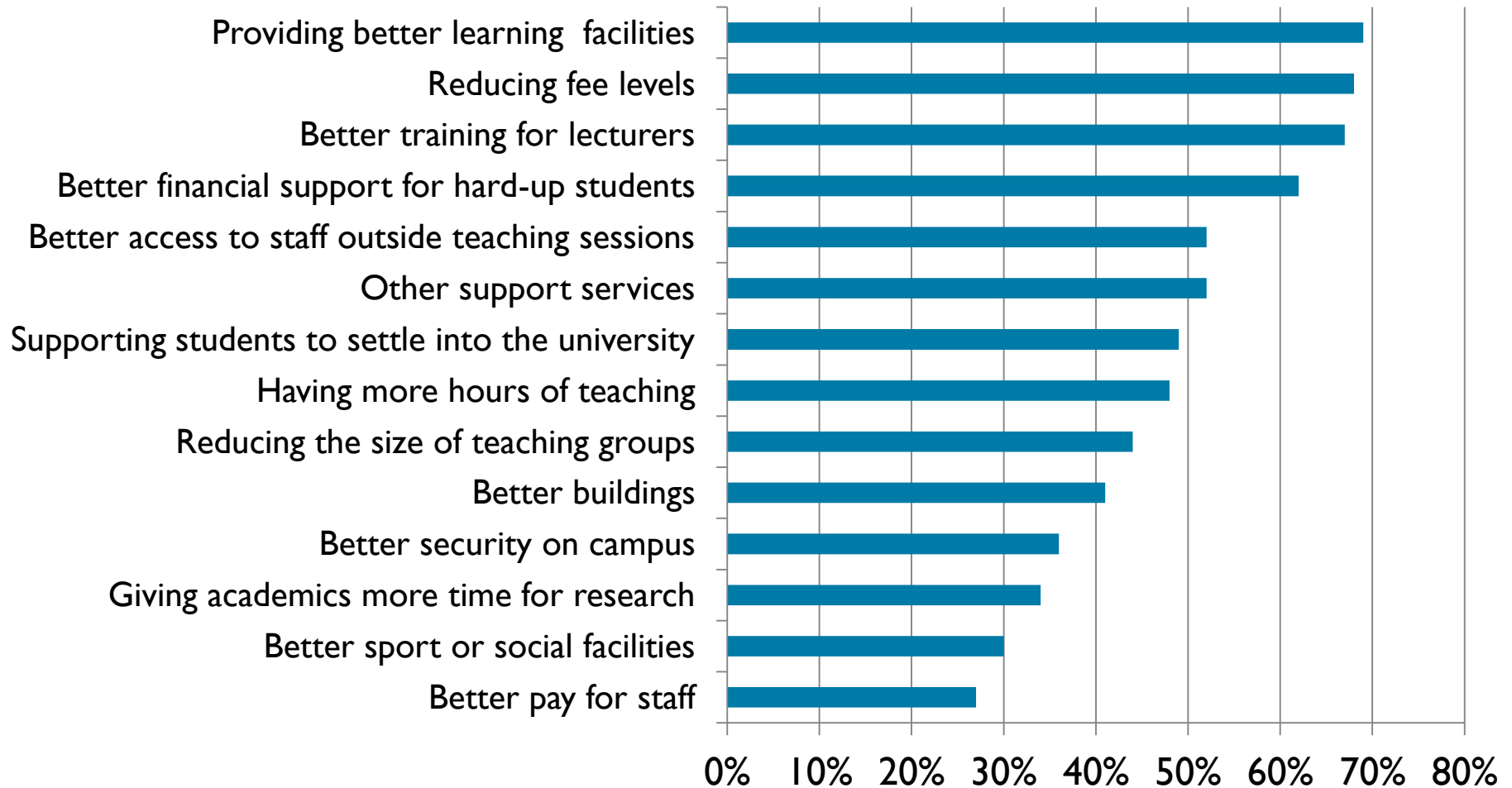
**Impact of learning experience on overall satisfaction,
as measured by the NSS**

Teaching, learning and satisfaction

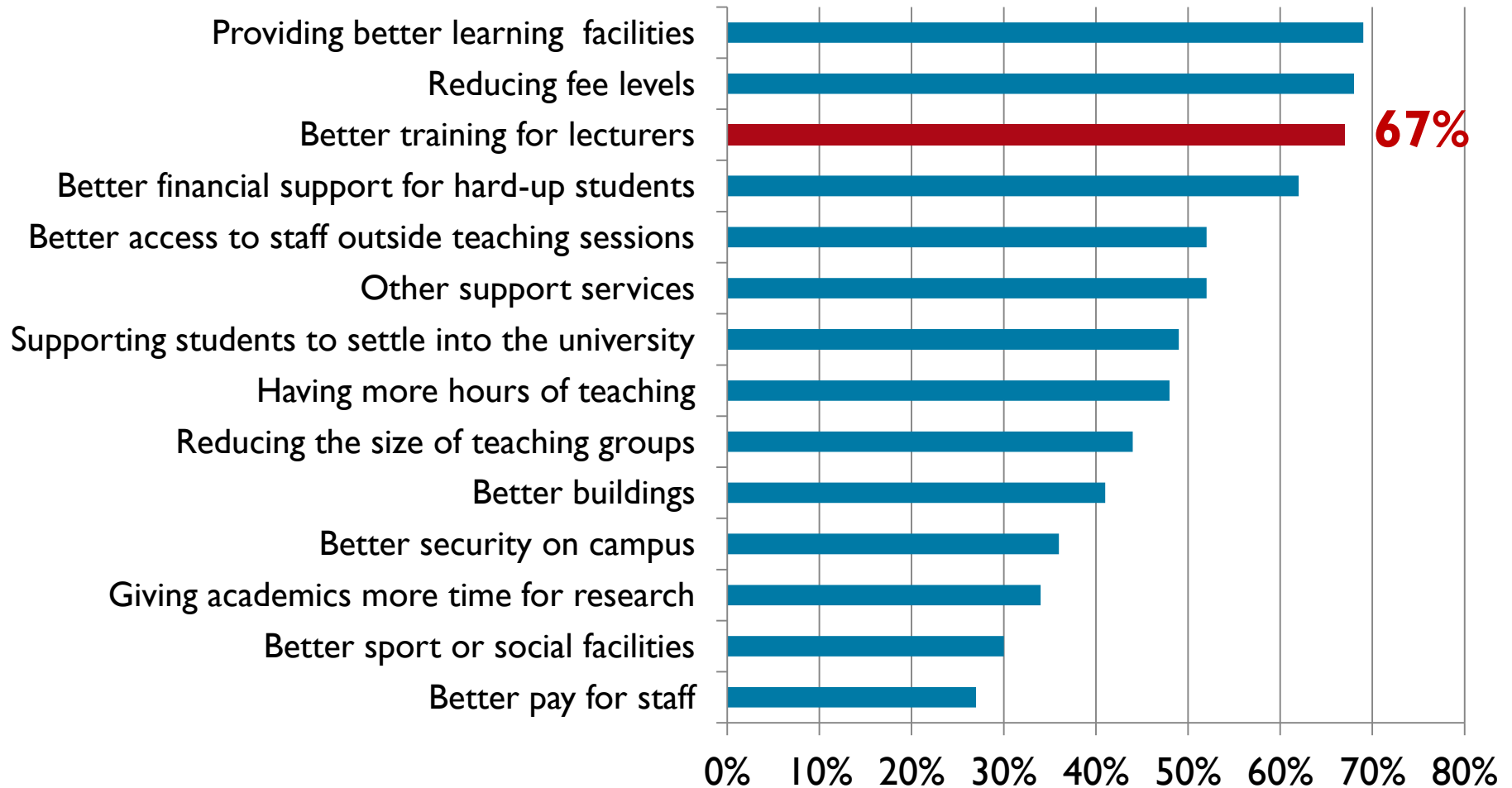
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Students' spending priorities



Students' spending priorities



“The NSSE provides more direct indications of what practices to pay attention to than does the NSS, and its pilot use in quality enhancement should be supported.”

Graham Gibbs in *Implications of ‘Dimensions of Quality’ in a market environment*, p.45

Engagement for enhancement

Report of UK NSSE pilot
published November 2013

www.heacademy.ac.uk/surveys

Engagement for enhancement Report of a UK survey pilot



Dr Alex Buckley



NSSE pilot topics

Critical thinking

e.g. “How much has your coursework emphasized applying facts, theories, or methods to practical problems or new situations?”

Course challenge

e.g. “During the current academic year, to what extent have your courses challenged you to do your best work?”

Collaborative learning

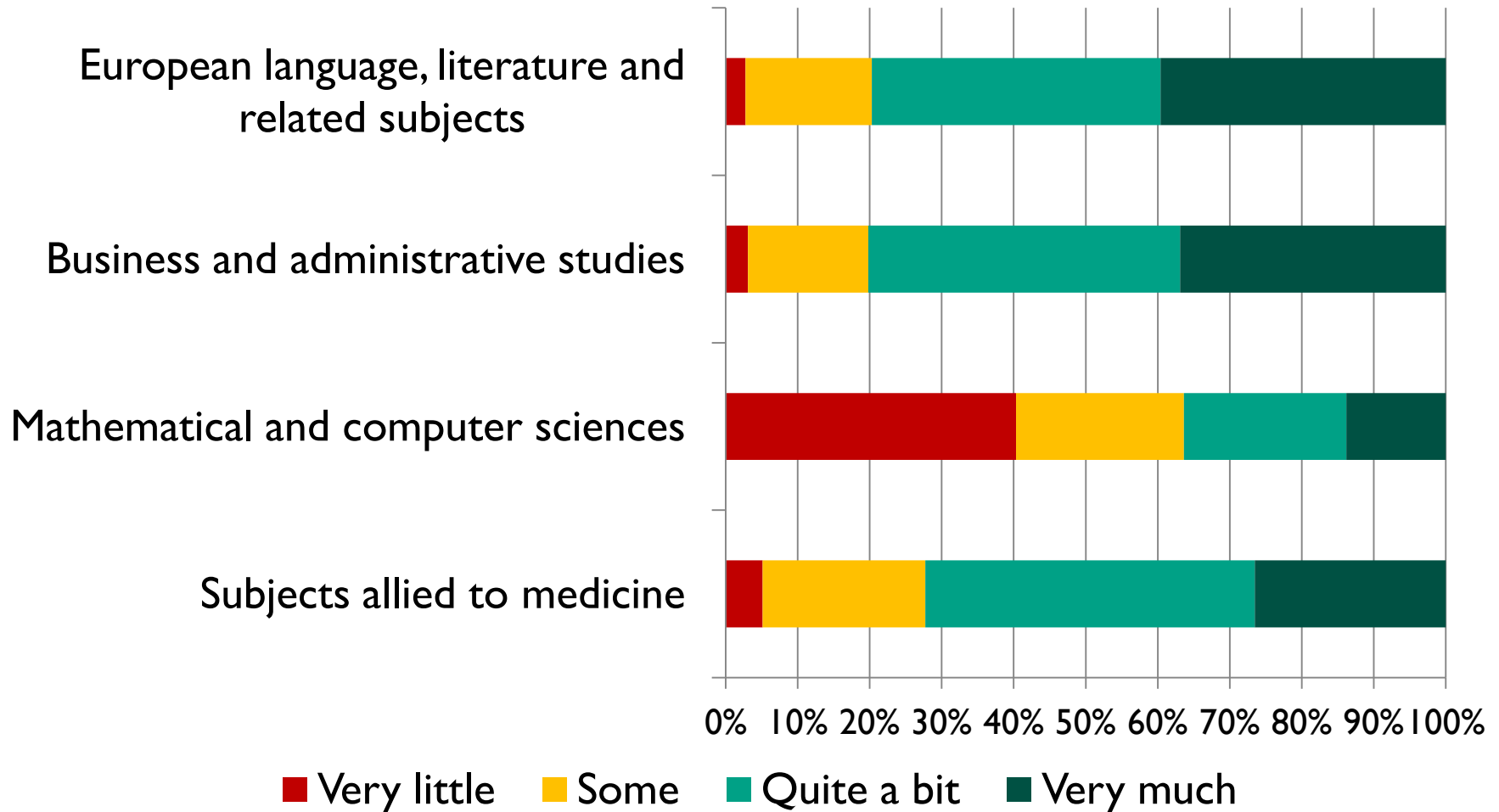
e.g. “How often have you worked with other students on course projects or assignments?”

Academic integration

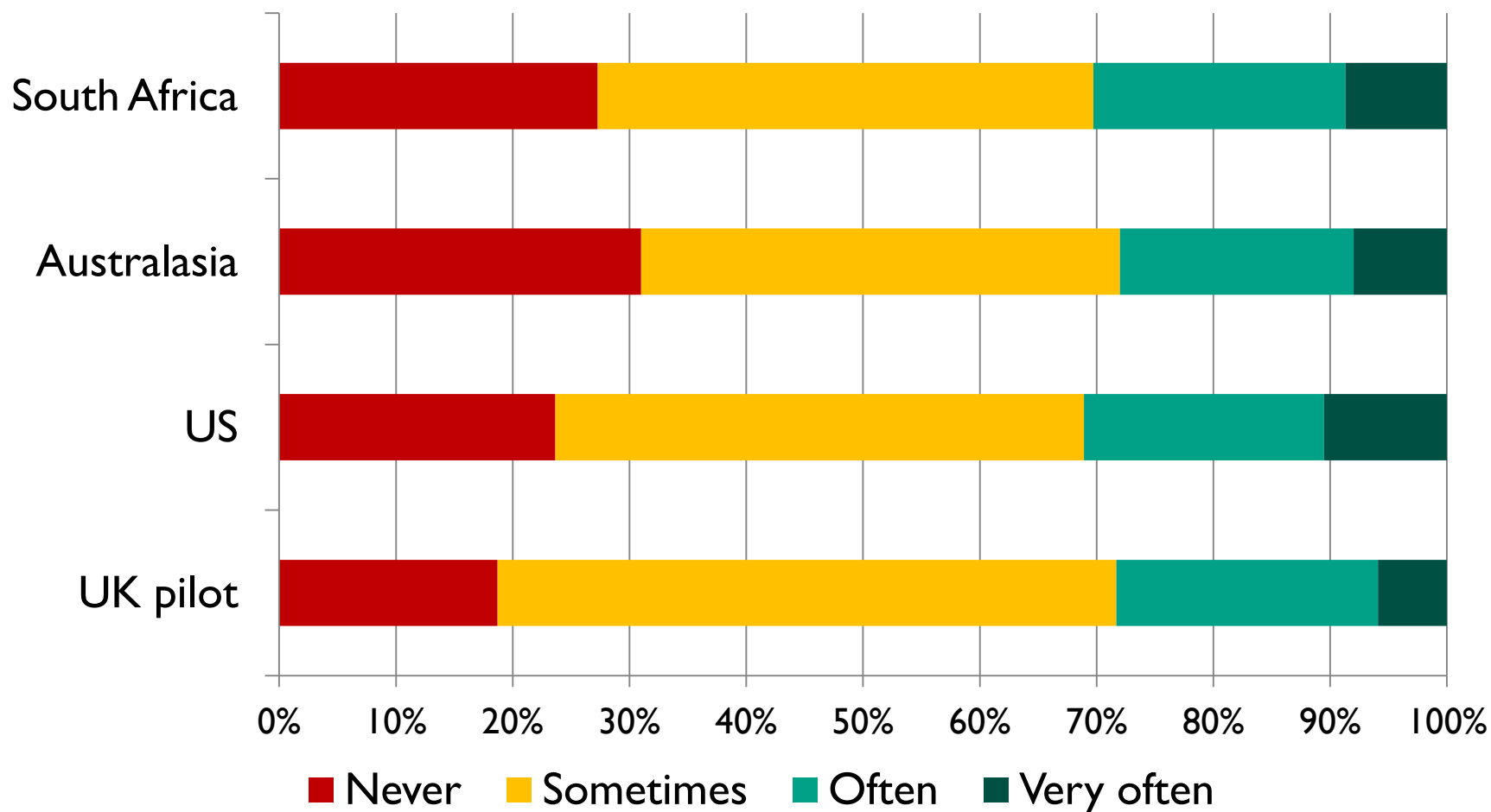
e.g. “How often have you asked questions or contributed to course discussions in other ways?”



‘How much has your coursework emphasised evaluating a point of view, decision, or information source?’



‘How often have you discussed your academic performance and/or feedback with teaching staff’





Making it count

Reflecting on the National Student Survey in the process of enhancement

Alex Buckley



‘Making it Count’

NSS enhancement guide
published 2012

www.heacademy.ac.uk/nss