

Advance HE Surveys Conference 29 April 2020 Programme

	Opening plenary	
09:45 - 10:35	<i>Welcome: Jonathan Neves, Head of Business Intelligence and Surveys, Advance HE</i>	09:45 - 10:35
	<i>Welcome: Alison Johns, CEO, Advance HE</i>	
	<i>Keynote: Dr Paul Redmond, Director of Student Experience and Enhancement, University of Liverpool</i>	
10:35 - 10:40	Break	10:35 - 10:40
	Session 1	
10:40 - 11:40	<p style="text-align: center;"><i>Evaluation practices at Australasian universities: Student evaluations of subjects and teaching</i></p> <p>Student evaluation of teaching (SET) surveys are commonly used by academics and university administrators to benchmark, monitor and improve teaching performance and the student experience. While validity and reliability issues associated with SET surveys are widely known, current literature provides few insights into the real evaluation practices adopted by universities. This presentation reports on a study of student evaluation practices at 25 Australasian universities, including survey frequency, technology platforms, distribution, communication, reporting and analysis. Utilising a survey and semi-structured interviews, the study may inform university evaluation strategies and add to knowledge concerning student evaluation practice.</p> <p style="text-align: center;"><i>Dr Melinda Laundon, Queensland University of Technology</i></p>	10:40 - 11:40
	<p style="text-align: center;"><i>Surveys for success: How are you doing? Reaching out to support student transitions to HE</i></p> <p>In July 2017, The Centre for Student Success piloted a survey for new students who had confirmed their entry for 2017/18 academic year. The aim of the campaign was to begin a conversation that could address barriers to starting university and provide the help needed for a smooth transition to university using a series of questions. Relevant referrals were also made to student support services at the university, if appropriate, all before the beginning of term. The intervention had a positive effect on all students' transition and engagement with the university, however, there was specific uplift for student from WP backgrounds. As a result, we have continued to ask our students, "how are you doing?" with positive results for both retention and progression.</p> <p style="text-align: center;"><i>Andrea Didier, University of East London</i></p>	
11:40 - 11:50	Break	11:40 - 11:50
	Session 2	
11:50 - 12:50	<p style="text-align: center;"><i>Reaching Out: Exploring the experiences of students with specific learning difficulties entering and experiencing higher education</i></p> <p>Students with a specific learning difficulty (SpLD), such as dyslexia, face a number of challenges in accessing education. These challenges increase through the key stages of compulsory education, and become particularly evident in university, with the independent learning required at this level. Students with SpLD also identify a greater level of dissatisfaction with university processes, as expressed in the National Student Survey, compared with those without these conditions, or those with other disabilities. This presentation will explore the findings of a research project that aimed to identify the reasons behind this data.</p> <p style="text-align: center;"><i>Bethan Foweraker, Cardiff Metropolitan University</i></p>	11:50 - 12:50
	<p style="text-align: center;"><i>The challenges of measuring student diversity and success globally: U-Multirank</i></p> <p>This presentation is three-partite: firstly, it introduces the international university ranking 'U-Multirank' in terms of its methodology and shows how far it differs from other prominent global university rankings in measuring excellence. Secondly, it discusses the question of how the concepts of 'diversity' and 'gender balance' can be measured. Finally, it presents the first findings of its gender balance indicator which is unique in addressing this matter at departmental rather than solely at institutional level.</p> <p style="text-align: center;"><i>Dr Deborah Werner and Kathrin Mueller, Centre for Higher Education (CHE), Germany</i></p>	
12:50 - 13:30	Break for lunch	12:50 - 13:30
	Virtual World Café Session	
13:30 - 14:15	Delivered in facilitated virtual breakout rooms	13:30 - 14:15
14:15 - 14:20	Break	14:15 - 14:20
	Session 3	
14:20 - 15:20	<p style="text-align: center;"><i>A new framework for enhancing academic team buy-in to student voice mechanisms</i></p> <p>From a TEF metrics perspective, teaching excellence is heavily influenced by student perceptions of their educational experience 'at the hands of' academic teams. To enhance student satisfaction with their experience, and thus NSS scores, TEF metrics and outcomes, we need to ensure the buy-in of those academic teams to engage with the insight provided by survey mechanisms to inform their practice. This session explores the qualitative and quantitative research behind a new framework for supporting teaching teams in genuinely listening to - and acting upon - modular feedback from students. The session will demonstrate that treating students as informed consumers does not necessarily have to jar with the idea that academics 'know what is best' for students.</p> <p style="text-align: center;"><i>Andrea Todd, University of Chester</i></p>	14:20 - 15:20
	<p style="text-align: center;"><i>Developing a strategy for improving the wellbeing of postgraduate research students</i></p> <p>This paper will explore some of the wellbeing issues experienced by postgraduate research students at Sheffield Hallam University, as revealed through the Postgraduate Research Experience Survey, institutional surveys, focus groups, and workshops. It will invite perspectives from elsewhere in the sector, and show how a strategy is being developed to address these issues, which aims to reduce feelings of invisibility, and improve students' sense of a tailored support structure which is more appropriate for their needs.</p> <p style="text-align: center;"><i>Caroline Heaton, Sheffield Hallam University</i></p>	
15:20 - 15:25	Break	15:20 - 15:25
	Session 4	
15:25 - 16:00	<p style="text-align: center;"><i>Are we asking the right questions?: Creating student-led question bank for module evaluation</i></p> <p>The presentation reflects on the ongoing project aiming to make student voice more prominent in the institutional module evaluation by developing a student-led question bank. The project is facilitated by student-researchers in order to enable open, cross-level and cross-disciplinary discussion that informs the question bank. Q-methodology, combining the strengths of both qualitative and quantitative research traditions, is utilised in the project. Interim project outcomes, including the question bank generated and impact on students and staff engagement with module evaluation will be discussed. The project is supported by Bluenotes Community and Explorance, Inc.</p> <p style="text-align: center;"><i>Dr Elena Zaitseva, Liverpool John Moores University</i></p>	15:25 - 16:00
	Closing plenary	