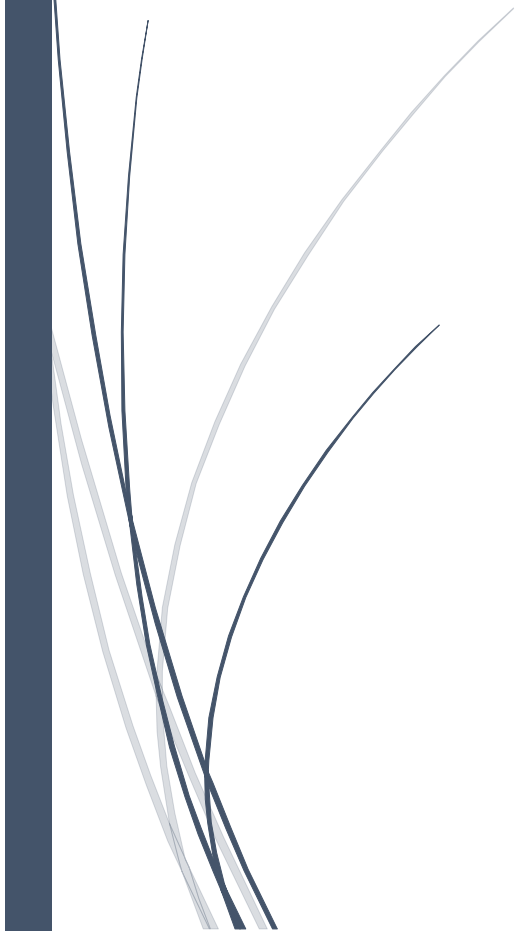
# Data Literacy Among Programme Leaders at Strathclyde



## Executive Summary

This report contains the key findings of a small-scale research project concerned with the data literacy of Programme Leaders at Strathclyde. This project was carried out as part of the QAA enhancement theme sector level funding strand, 'Optimising the use of existing data'. A survey of PLs within the institution was designed and distributed, with the aim of finding answers to the following key questions:

1. What data are PLs aware of and using in their roles;
2. What data are PLs not using and why is it not being used;
3. How are PLs using data in their roles; and,
4. How useful do PLs find the available data.

PLs were also asked questions around what training they would find beneficial, and what challenges they face in their roles that could be overcome using data. A survey was distributed to PLs across all faculties, with 57 fully completed responses received.

The results indicated that PLs indicated a good awareness and use of some of the key data sets, such as NSS, PTES and SUSS, but the awareness and use of other data sets such as ISB, HEIDI, and Strathclyde systems was low. The main reasons for PLs not using available data are because of access issues and not understanding the relevance of the data to their role. PLs highlighted that they wanted it to be simpler to access the data that they need, and required training in how to quickly pull the data that they want from systems and databases.

Following on from these findings, the following recommendations have been made:

1. Development of a 'Guide to Data at Strathclyde for Programme Leaders'
2. Creation of a forum for PLs to share learning and best practice
3. Development of an induction for new PLs into the role,
4. Conducting a Learning Needs Analysis among PLs, to better assess the gaps in knowledge and need for training.

## 1. Project Background

This project has been commissioned as part of a wider three-year project that sits within the QAA enhancement theme sector level strand, 'Optimising the use of existing data'. This strand focuses on the up-skilling staff and students in their use of evidence to improve the student experience. To ensure this work is relevant to the whole sector, it is important to identify:

- what evidence exists
- what expertise exists about this evidence, and how might we make the best use of this expertise
- what might be the most effective way for the sector to develop the skills of staff and students.

The first year of this project has been scoped as a 100-hour research project. The overall aims of this project are to find out how Programme Leaders (PLs) are using existing sources of evidence, to promote data literacy among Programme Leaders within the University, and to support staff in using data to make effective decisions. This project will look at what sources of data exist within Strathclyde, how and why data is being used by Programme Leaders, and how staff can be better supported in using data within their roles.

## 2. Methods

As little was known about how PLs were using data, a fact-finding survey was designed to ask PLs about how and why they were using data. Initially, expert interviews were carried out with key members of staff who had knowledge of the data sources available to staff across the institution. From these interviews, the following sources of existing evidence were identified and categorised as follows:

> **Survey data sets:** National Student Survey (NSS); Strathclyde Undergraduate Student Survey; International Student Barometer; Postgraduate Taught Experience Survey; Postgraduate Research Experience Survey
>
> **Formal reporting data sets:** Higher Education Statistics Agency (HESA); Higher Education Information Database for Institutions (HEIDI)
>
> **Destinations data sets:** Destination of Leavers from Higher Education (DLHE); Longitudinal Education Outcomes (LEO)
>
> **Systems:** Strathclyde University, Business Intelligence Reports & Dashboard Project (SUnBIRD); Strathclyde Application Tracking System (STATS); Sector Information Dashboard (SIDS); GEMS

It also became clear that use of data would depend on the span of responsibilities that PLs undertook, and that responsibilities may differ depending on faculty. Therefore, a common set of PLs responsibilities were developed amongst the project team, based on existing role descriptions that were made available from departments in HASS, SBS and Science. Responsibilities were categorised as management responsibilities; teaching and assessment responsibilities; review and curriculum development; and, additional activities. These responsibilities were included in the survey, with PLs asked to select which responsibilities they undertook in their roles, and about what data they were using to help them with the various categories of responsibilities.

A survey was then designed on Qualtrics, which asked PLs questions around four key areas:

5. Awareness and use of data sources;
6. Reasons for not using certain data sources;
7. Areas of role where data is being used; and,
8. Perceived usefulness of data sources used.

Participants were asked to rate each data source using a five-point Likert scale or to select from multiple choice options, depending on the questions. Participants were also asked three questions where they could give a free text response, which asked about any additional data sources used by PLs, what training they would find beneficial, and about challenges they face which could be addressed through better use of data.

## 2.1 Survey participants

PLs from all faculties and departments across the institution were invited to complete the survey. 57 fully completed responses were received (see table one for a breakdown of participants by faculty and department). Additionally, 13 incomplete responses were also received, which were not included in the analysis. PLs were asked about the level of programmes that they are responsible for, shown in table two.

Table one: Participants by department

| **Engineering** | **20** | **Hass** | **23** |
|---|---|---|---|
| Architecture | 4 | Centre for Lifelong Learning | 0 |
| Biomedical Engineering | 4 | Education | 7 |
| Chemical & Process Engineering | 1 | Government & Public Policy | 2 |
| Civil & Environmental Engineering | 3 | Humanities | 3 |
| Design, Manufacture & Engineering Management | 3 | Law | 7 |
| Electronic & Electrical Engineering | 2 | Psychological Sciences & Health | 1 |
| Mechanical & Aerospace Engineering | 2 | Social Work & Social Policy | 3 |
| Naval Architecture, Ocean & Marine Engineering | 1 | | |
| **Science** | **5** | **SBS** | **9** |
| Computer & Information Sciences | 2 | Accounting & Finance | 1 |
| Mathematics & Statistics | 1 | Corporate Connections | 2 |
| Physics | 1 | Economics | 1 |
| Pure & Applied Chemistry | 0 | Hunter Centre for Entrepreneurship | 3 |
| Strathclyde Institute of Pharmacy & Biomedical Sciences | 1 | Management Science | 0 |
| | | Marketing | 0 |
| | | MBA & International Division | 1 |
| | | Work, Employment & Organisation | 1 |

Table two: Participants by level of programmes/mode of study

| | Full time | Part time | On Campus | Off Campus | Online | Work based learning | N/A |
|---|---|---|---|---|---|---|---|
| UG | 26 | 7 | 14 | 2 | 3 | 2 | 32 |
| PGT | 32 | 28 | 23 | 9 | 6 | 2 | 20 |
| PGR | 5 | 5 | 2 | 2 | 0 | 0 | 52 |
| CT | 0 | 2 | 2 | 1 | 0 | 2 | 53 |
| Other | 2 | 3 | 0 | 0 | 2 | 0 | 53 |

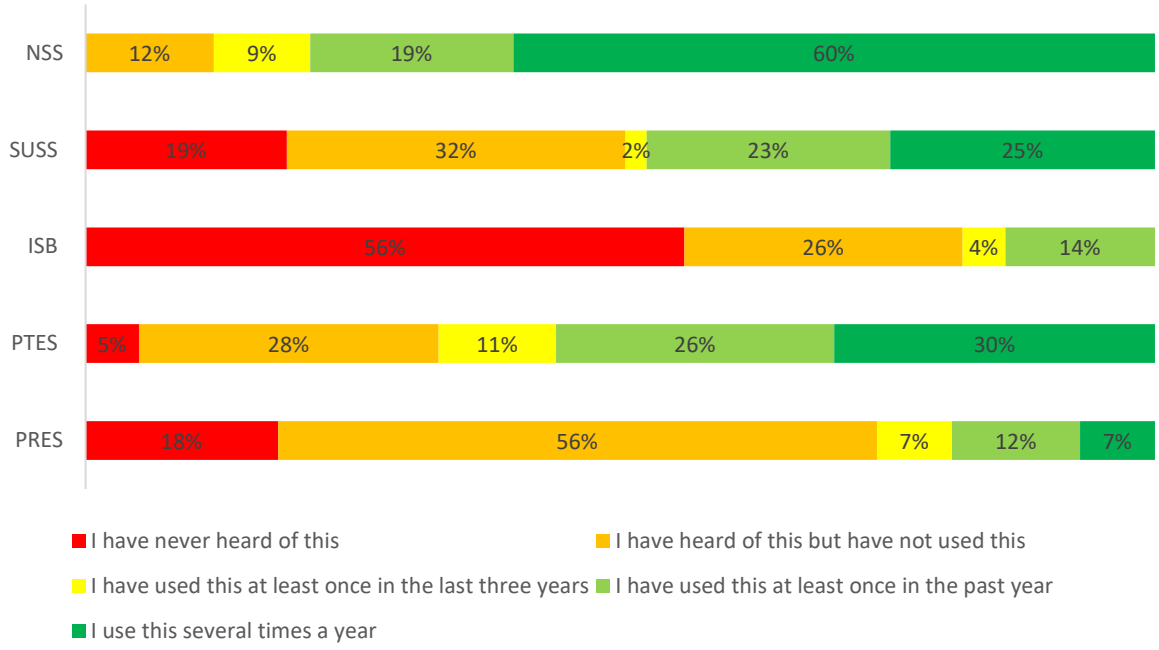
## 3. Awareness and use of data sets

The participants were asked to rate their awareness and use of various data sets. The responses were coded as follows: I have never heard of this = 1; I have heard of this but have not used this = 2; I have used this at least once in the last three years = 3; I have used this at least year once in the past year = 4; I use this several time a year = 5. Results are discussed by type of data set, using bar charts to show the overall distribution of results, and summary statistics which are also broken down by faculty.

### 3.1 Survey Data Sets

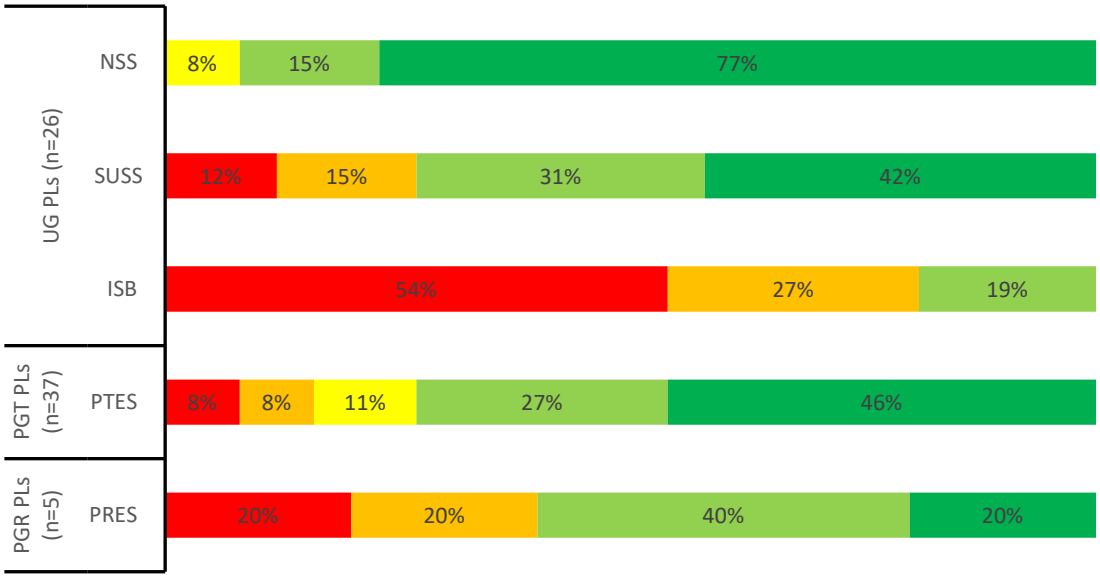
Of all the data sources included in the survey, the highest levels of awareness and use overall was among survey data sets. Figure one dispays the overall responses of the participants in percentages, demonstrating at a glance that awareness and use was highest for NSS, PTES and SUSS. Awareness and use was lowest for ISB and PRES.

Figure one: Survery Data Sets, responses in percentages



Results for surveys were also broken down by level of PL levels, as NSS, SUSS and ISB relate to undergraduate programmes, PTES to postgraduate taught programmes and PRES to postgraduate research programmes (see figure two).

Figure two: Percentage of survey use by PL level




As can clearly be seen when comparing figure one and figure two, awareness of surveys was usually higher when the survey was directly relevant to the level of programme that PLs had responsibility for. UG PLs had a better awareness of NSS and SUSS compared with the overall result, however awareness of ISB still remained very low among UG PLs. PGT PLs had a higher awareness of PTES, and PGR PLs had a higher awareness of PRES when compared with the overall results.

Summary statistics were produced and broken down by faculty (see table three). The highest scoring data sets in tems of the mean NSS (4.26) and PTES (3.47); these suverys also had the highest soring modes which indicates that these surverys were the most frequently used by the majority of the participants. Science and Engineering reported a higher awareness and use of these data sets than HASS and SBS.

SUSS was the third highest scoring survey (3.02) but with some variation across faculty, with Science and Engineering indicating that they use these surveys more frequently than HASS and SBS, who largely indicated that they had not used SUSS.

PRES was low scoring with a mean of 2.35 with minimal variation across department. Given that this study was not specifically aimed and PGR PLs, and that only five of the participants had responsibilities for PGR programmes, this low score is unsurprising, as PRES data is specifically about the PGR student experience. ISB was the lowest scoring mean (1.75) out of all the survey data sets. Engineering and HASS were slightly more aware of this data set than Science and SBS. In all survey data sets, SBS reported the lowest levels of awareness and use of these data sets.

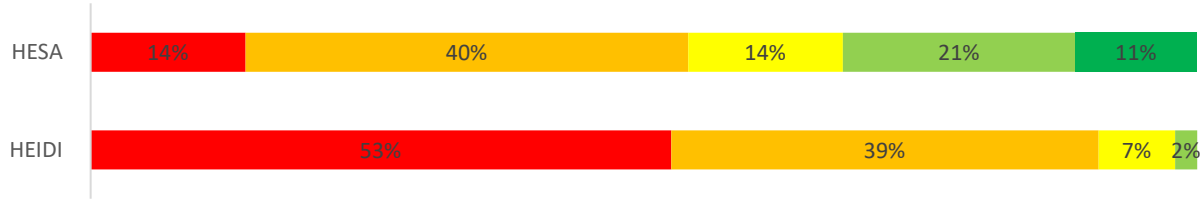
Table three: Summary Statistics of Survey Data Sets by Department

| Survey | Faculty | Mean | Median | Mode | Stan. Dev. | Min. | Max. | n. |
|---|---|---|---|---|---|---|---|---|
| NSS | All faculties | 4.26 | 5 | 5 | 1.06 | 2 | 5 | 57 |
| | Engineering | 4.50 | 5 | 5 | 1.00 | 2 | 5 | 20 |
| | HASS | 4.17 | 4 | 5 | 0.98 | 2 | 5 | 23 |
| | Science | 4.40 | 5 | 5 | 1.34 | 2 | 5 | 5 |
| | SBS | 3.89 | 4 | 5 | 1.27 | 2 | 5 | 9 |
| SUSS | All faculties | 3.02 | 2 | 2 | 1.53 | 1 | 5 | 57 |
| | Engineering | 3.50 | 4 | 5 | 1.64 | 1 | 5 | 20 |
| | HASS | 2.78 | 2 | 2 | 1.48 | 1 | 5 | 23 |
| | Science | 3.80 | 4 | 5 | 1.64 | 1 | 5 | 5 |
| | SBS | 2.11 | 2 | 2 | 0.78 | 1 | 4 | 9 |
| ISB | All faculties | 1.75 | 1 | 1 | 1.06 | 1 | 4 | 57 |
| | Engineering | 2.05 | 1.5 | 1 | 1.28 | 1 | 4 | 20 |
| | HASS | 1.70 | 2 | 1 | 0.88 | 1 | 4 | 23 |
| | Science | 1.60 | 1 | 1 | 1.34 | 1 | 4 | 5 |
| | SBS | 1.33 | 1 | 1 | 0.71 | 1 | 3 | 9 |
| PTES | All faculties | 3.47 | 4 | 5 | 1.32 | 1 | 5 | 57 |
| | Engineering | 3.65 | 4 | 4 | 1.23 | 2 | 5 | 20 |
| | HASS | 3.35 | 3 | 5 | 1.47 | 1 | 5 | 23 |
| | Science | 3.80 | 4 | 4 | 1.10 | 2 | 5 | 5 |
| | SBS | 3.22 | 3 | 2 | 1.39 | 1 | 5 | 9 |
| PRES | PRES | 2.35 | 2 | 2 | 1.13 | 1 | 5 | 57 |
| | Engineering | 2.65 | 2 | 2 | 1.23 | 1 | 5 | 20 |
| | HASS | 2.26 | 2 | 2 | 1.18 | 1 | 5 | 23 |
| | Science | 2.20 | 2 | 2 | 1.10 | 1 | 4 | 5 |
| | SBS | 2.00 | 2 | 2 | 0.71 | 1 | 3 | 9 |

## 3.2 Formal Reporting Data Sets

As shown in figure three, low awareness and use was reported for HESA, with the majority of participants (40%) selecting that they had heard of HESA but had not used it). Very low awarenees and use was reported for HEIDI, with 53% indicating that they had never heard of this and a further 39% indicated that they had heard of it but never used it.

Figure three: Formal Reporting Data Sets, responses in percentages




When broken down by faculty, Science reported a higher level of awareness for HESA, with a mean of 3.60 compared to the overall mean of 2.74 (see table four). Awareness and use of HEIDI was fairly consistent across faculties.

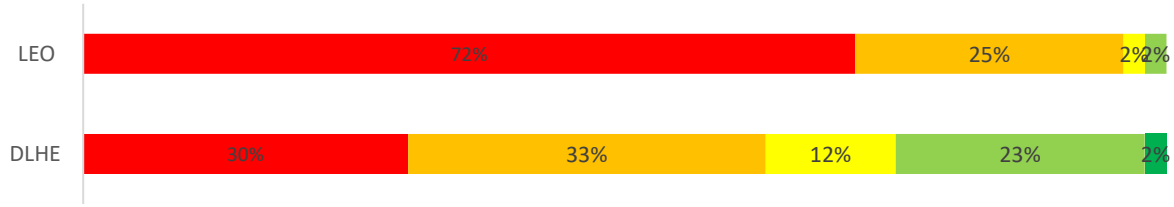
Table four: Summary Statistics of Formal Reporting Data Sets by Department

| Survey | Faculty | Mean | Median | Mode | Stan. Dev. | Min. | Max. | n. |
|---|---|---|---|---|---|---|---|---|
| HESA | All faculties | 2.74 | 2 | 2 | 1.25 | 1 | 5 | 57 |
| | Engineering | 2.90 | 3 | 2 | 1.21 | 1 | 5 | 20 |
| | HASS | 2.52 | 2 | 2 | 1.27 | 1 | 5 | 23 |
| | Science | 3.60 | 4 | 5 | 1.52 | 2 | 5 | 5 |
| | SBS | 2.44 | 2 | 2 | 1.01 | 1 | 4 | 9 |
| HEIDI | All faculties | 1.58 | 1 | 1 | 0.71 | 1 | 4 | 57 |
| | Engineering | 1.70 | 2 | 2 | 0.66 | 1 | 3 | 20 |
| | HASS | 1.48 | 1 | 1 | 0.79 | 1 | 4 | 23 |
| | Science | 1.40 | 1 | 1 | 0.55 | 1 | 2 | 5 |
| | SBS | 1.67 | 2 | 1 | 0.71 | 1 | 3 | 9 |

## 3.3 Destinations Data Sets

As shown in figure four, 72% of respondents indicated that they had never head of LEO. A higher level of awareness was reported for DLHE, however the most common response was that they had never used DLHE.

Figure four: Destinations Data Sets, responses in percentages




LEO had the lowest overall mean (1.33) of all the data sets included in the survey, however as shown in table five, awareness of the data set appeared to be slightly higher in Science, and some respondents in Engineering did indicate that they had used the data set previously. Use and awareness of DLHE was fairly consistent across faculties.

Table five: Summary Statistics of Destinations Data Sets by Department

| Survey | Faculty | Mean | Median | Mode | Stan. Dev. | Min. | Max. | n. |
|---|---|---|---|---|---|---|---|---|
| DLHE | All faculties | 2.33 | 2 | 2 | 1.19 | 1 | 5 | 57 |
| | Engineering | 2.40 | 2 | 2 | 1.19 | 1 | 5 | 20 |
| | HASS | 2.26 | 2 | 2 | 1.25 | 1 | 4 | 23 |
| | Science | 2.20 | 2 | 1 | 1.30 | 1 | 4 | 5 |
| | SBS | 2.44 | 2 | 2 | 1.13 | 1 | 4 | 9 |
| LEO | All faculties | 1.33 | 1 | 1 | 0.61 | 1 | 4 | 57 |
| | Engineering | 1.35 | 1 | 1 | 0.59 | 1 | 3 | 20 |
| | HASS | 1.30 | 1 | 1 | 0.70 | 1 | 4 | 23 |
| | Science | 1.60 | 2 | 2 | 0.55 | 1 | 2 | 5 |
| | SBS | 1.22 | 1 | 1 | 0.44 | 1 | 2 | 9 |

## 3.4 Systems Data Sets

Among the systems, the highest awareness and use was reported for SUnBIRD. GEMS was the second lowest of all data sets in the survery in terms of awarness, with 68% of respondents indicating that they had never heard of this. SIDS and STATS also had a low level of awarness, with 40% and 49% respectively indicating that they had never heard of these systems.

Figure five: Use of systems data, responses in percentages

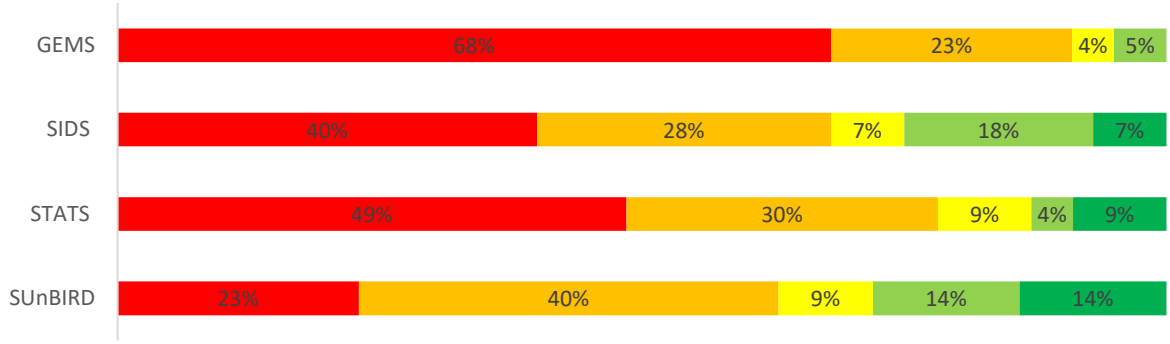



Table six: Summary Statistics of Systems by Department

| Survey | Faculty | Mean | Median | Mode | Stan. Dev | Min. | Max. | n. |
|---|---|---|---|---|---|---|---|---|
| SUnBIRD | All faculties | 2.56 | 2 | 2 | 1.36 | 1 | 5 | 57 |
| | Engineering | 2.95 | 2.5 | 2 | 1.43 | 1 | 5 | 20 |
| | HASS | 2.09 | 2 | 2 | 1.20 | 1 | 5 | 23 |
| | Science | 4.20 | 4 | 4 | 0.84 | 3 | 5 | 5 |
| | SBS | 2.00 | 2 | 2 | 0.87 | 1 | 4 | 9 |
| STATS | All faculties | 1.93 | 2 | 1 | 1.24 | 1 | 5 | 57 |
| | Engineering | 2.20 | 2 | 2 | 1.36 | 1 | 5 | 20 |
| | HASS | 1.74 | 1 | 1 | 1.10 | 1 | 5 | 23 |
| | Science | 2.00 | 1 | 1 | 1.73 | 1 | 5 | 5 |
| | SBS | 1.78 | 1 | 1 | 1.09 | 1 | 4 | 9 |
| SIDS | All faculties | 2.23 | 2 | 1 | 1.34 | 1 | 5 | 57 |
| | Engineering | 2.60 | 2 | 1 | 1.43 | 1 | 5 | 20 |
| | HASS | 1.96 | 2 | 1 | 1.11 | 1 | 4 | 23 |
| | Science | 2.40 | 2 | 1 | 1.67 | 1 | 5 | 5 |
| | SBS | 2.00 | 1 | 1 | 1.50 | 1 | 5 | 9 |
| GEMS | All faculties | 1.46 | 1 | 1 | 0.80 | 1 | 4 | 57 |
| | Engineering | 1.35 | 1 | 1 | 0.75 | 1 | 4 | 20 |
| | HASS | 1.35 | 1 | 1 | 0.71 | 1 | 4 | 23 |
| | Science | 2.00 | 2 | 2 | 1.22 | 1 | 4 | 5 |
| | SBS | 1.67 | 1 | 1 | 0.87 | 1 | 3 | 9 |

Table six shows the summary statistics by faculty. With regards to SUnBIRD, Engineering and Science had a higher level of awareness than HASS and SBS. Science reported a particularly high use of SUnBIRD with a mean of 4.20. the only other data set that Science rated higher than SUnBIRD was NSS at 4.40. In the other systems, scores were fairly consistent across the faculties, however Engineering had a slightly better awareness of STATS and Science had a slightly better awareness of GEMS.

Repsondents who had indicated that they have used SUnBIRD before were also asked about which data marts they had used (see table sevem). The majority of participants said that they had used the Student Profile and Rentention, and Progression and Outcomes data marts.

Table seven: Data marts used on SUnBIRD (n=19)

| | Engineering (n=9) | HASS (n=4) | Science (n=5) | SBS (n=1) | Total (n=19) |
|---|---|---|---|---|---|
| Research Grants and Contracts | 1 | 2 | 1 | 0 | 4 (21%) |
| Tuition Fee Income | 3 | 2 | 0 | 0 | 5 (26%) |
| Student Profile | 8 | 4 | 4 | 1 | 17 (89%) |
| Retention, Progression and Outcomes | 7 | 3 | 4 | 1 | 15 (79%) |
| Key Performance Indicators | 4 | 3 | 1 | 0 | 8 (42%) |

## 3.5 Other Data Sets

Finally, PLs were asked if they used any other sources of data that they used in their roles (a full list can be found in appendix one). The main additional sources of data from the participants included:

- Class evaluations and individual student feedback (this was the most common response, with 11 participants mentioning this)'
- NSS data in other formats, including full NSS tables (spreadsheets), NSS in combination with REF data for marketing purposes, subject rankings
- TESTA
- Client Feedback
- Social networking (for tracking graduate destinations)

## 4. Reasons for non-use of data sets by PLs

PLs who selected 'I have heard of this but have not used it' for a data set in the previous section were asked about the reasons why they had not used a data set. Respondents were given pre-set options to choose from, and were able to select multiple answers.

Table eight: Reasons for non-use of data sets

| | I don't know how to access it | I didn't know I could access it | I need training in how to use this data | This data is not useful to me | I have not had time yet | Other |
|---|---|---|---|---|---|---|
| NSS (n=7) | 2 | 1 | 0 | 2 | 0 | 2 |
| SUSS (n=18) | 3 | 4 | 1 | 8 | 1 | 3 |
| ISB (n=15) | 6 | 2 | 2 | 3 | 0 | 2 |
| PTES (n=16) | 1 | 3 | 2 | 9 | 0 | 1 |
| PRES (n=32) | 4 | 7 | 3 | 19 | 0 | 3 |
| HESA (n=23) | 5 | 9 | 3 | 2 | 2 | 4 |
| HEIDI (n=22) | 6 | 8 | 6 | 1 | 2 | 2 |
| DLHE (n=19) | 4 | 6 | 4 | 4 | 2 | 2 |
| LEO (n=14) | 2 | 5 | 3 | 1 | 2 | 3 |
| SUnBIRD (n=23) | 9 | 10 | 6 | 2 | 1 | 2 |
| STATS (n=17) | 1 | 3 | 3 | 5 | 1 | 4 |
| SIDS (n=16) | 2 | 7 | 2 | 1 | 2 | 3 |
| GEMS (n=13) | 1 | 3 | 2 | 3 | 2 | 2 |
| Total | 46 | 68 | 37 | 60 | 15 | 33 |

Table eight shows the overall results of this question. The most commonly selected reason for why PLs had not accessed a data set was 'I didn't know I could access it'. This was followed by 'This data is not useful to me' and 'I don't know how to access it'.

It should be noted that PRES had the highest number of participants responding to this question, and the highest number of participants selecting 'this data is not useful to me'. Only five participants had responsibilities for PGR programmes, and so it is unlikely that PRES would be relevant to the majority of respondents. When PRES is excluded from table eight, 'I didn't know I could access it' still remained the mostly commonly selected response, followed by 'I don't know how to access it' and 'This data is not useful to me'.

With regards to needing training in the how to use the data, SUnBIRD and HEIDI were the most commonly selected by participants. Not having the time to access the data was the least commonly given reason for not having accessed a data source.

The 'other' reasons that were given for not using a data source varied (see appendix two for a full list). The most common reasons given were:

- Being new to the role of PL
- Receiving the data through other avenues (such as Pegasus and Careers Service)
- Other data sources being more relevant
- Not knowing what the usefulness of the data set would be
- This not being a responsibility in their role

Finally, table nine breaks down these responses by UG and PG PLs. Not knowing that they could access the data source remained the most commonly selected reason for both UG and PG PLs. Overall this strongly suggests that although PLs may have an awareness of different data sets, they may not be aware of the availability of the source, how to access it, or what the value of the data source is in terms of their role.

Table nine: Reasons for not using a data set

| | I don't know how to access it | | I didn't know I could access it | | I need training in how to use this data | | This data is not useful to me | | I have not had time yet | | Other | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UG | PG | UG | PG | UG | PG | UG | PG | UG | PG | UG | PG | UG | PG |
| NSS (n=7) | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 7 |
| SUSS (n=18) | 0 | 3 | 2 | 2 | 0 | 1 | 0 | 8 | 1 | 0 | 1 | 1 | 4 | 15 |
| ISB (n=15) | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 2 | 7 | 9 |
| PTES (n=16) | 0 | 1 | 3 | 0 | 2 | 0 | 8 | 1 | 0 | 0 | 0 | 1 | 13 | 3 |
| PRES (n=32) | 0 | 4 | 3 | 4 | 2 | 1 | 11 | 9 | 0 | 0 | 0 | 2 | 16 | 20 |
| HESA (n=23) | 1 | 4 | 5 | 8 | 2 | 4 | 2 | 1 | 5 | 1 | 1 | 5 | 16 | 23 |
| HEIDI (n=22) | 4 | 5 | 7 | 8 | 2 | 5 | 2 | 1 | 1 | 1 | 1 | 4 | 17 | 24 |
| DLHE (n=19) | 2 | 4 | 3 | 5 | 2 | 4 | 1 | 4 | 2 | 0 | 2 | 2 | 12 | 19 |
| LEO (n=14) | 4 | 3 | 4 | 7 | 1 | 3 | 0 | 2 | 1 | 1 | 2 | 3 | 12 | 19 |
| SUnBIRD (n=23) | 3 | 6 | 2 | 8 | 2 | 5 | 1 | 1 | 0 | 0 | 1 | 1 | 9 | 21 |
| STATS (n=17) | 0 | 1 | 0 | 3 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 4 | 6 | 10 |
| SIDS (n=16) | 1 | 1 | 3 | 4 | 1 | 2 | 0 | 1 | 2 | 1 | 2 | 1 | 9 | 10 |
| GEMS (n=13) | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 1 | 1 | 1 | 2 | 0 | 7 | 6 |
| Total | 19 | 37 | 35 | 53 | 16 | 30 | 33 | 33 | 13 | 5 | 12 | 28 | 128 | 186 |

## 5. PLs responsibilities and their use of data

Participants who had indicated that they had used a data set were asked about which areas of their responsibilities they had used this data, in relation to the responsibilities they had selected under management responsibilities, teaching and assessment responsibilities, review and curriculum development and additional activities.

An overall summary of the responsibilities of the role where they are using data is displayed in figure six, broken down by data set. Responses were varied across the different data sets. The results from this question were then cross tabulated with the responses that participants gave early in the survey regarding their responsibilities as PLs. Tables ten to thirteen then show a cross tabulation between the specific job descriptors selected for each area of responsibilities against the data sets used.

When broken down by the data sources used for each area of responsibility, the most commonly used were as follows:

**Management Responsibilities:** NSS (27) was the most commonly used source for this area, followed by PTES (25), SUSS (15), HESA (13) and SUnBIRD (13).

**Teaching and Assessment Responsibilities:** NSS (35) was also the most commonly used data source for this area, again followed by PTES (27), SUSS (12), HESA (8), SUnBIRD (7) and also STATS (7).

**Review and Curriculum Development:** Again, NSS (34) was the most commonly used data source, followed by PTES (29), SUSS (17), HESA (14) and DLHE (11).

**Additional Activities:** Finally, NSS (19) was the most commonly used data source, followed by PTES (13), SUSS (10), HESA (9) and SUnBIRD (9).

Figure six: Areas of responsibilities were data is used, by data set

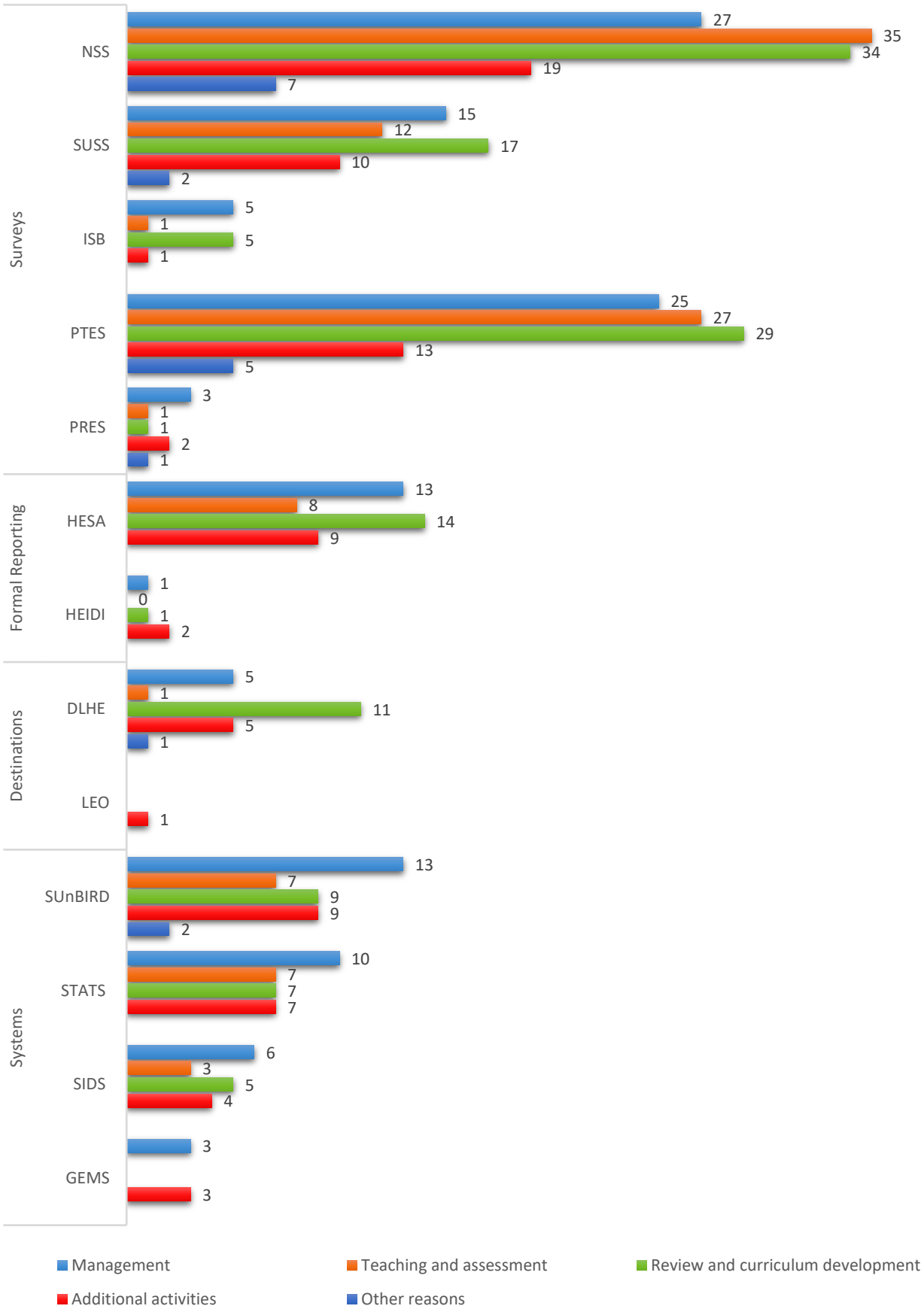


Table ten: Management responsibilities cross tabulation with how data sets are used

| | NSS | SUSS | ISB | PTES | PRES | n. | HESA | HEIDI | n. | DLHE | LEO | n. | SUnBIRD | STATS | SIDS | GEMS | n. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Managing the deployment of staff within their degree programmes | 14 | 8 | 3 | 12 | 2 | 17 | 5 | 1 | 5 | 4 | 0 | 4 | 6 | 5 | 3 | 1 | 9 |
| Managing spending within their degree programmes | 7 | 4 | 1 | 5 | 1 | 7 | 4 | 0 | 4 | 2 | 0 | 2 | 4 | 3 | 1 | 1 | 4 |
| Organising, convening and chairing the appropriate Programme Management Committee | 19 | 11 | 5 | 21 | 2 | 29 | 11 | 1 | 11 | 4 | 0 | 4 | 13 | 8 | 5 | 3 | 19 |
| Organising the timing and moderation of summative assessment process | 17 | 10 | 1 | 18 | 2 | 27 | 8 | 1 | 8 | 3 | 0 | 3 | 7 | 6 | 3 | 2 | 12 |
| Management of relevant Exam Board | 20 | 14 | 3 | 16 | 2 | 28 | 9 | 1 | 9 | 4 | 0 | 4 | 9 | 6 | 4 | 1 | 15 |
| Appointing and liaising with external examiners | 22 | 13 | 4 | 21 | 1 | 32 | 9 | 1 | 9 | 4 | 0 | 4 | 10 | 8 | 5 | 3 | 17 |
| Chairing Mitigating Circumstances Committee | 5 | 4 | 0 | 6 | 0 | 10 | 1 | 1 | 1 | 0 | 0 | 0 | 3 | 2 | 3 | 1 | 6 |
| Liaising with the appropriate Programme Administrator and Teaching and Class Coordinators of the various classes | 25 | 12 | 5 | 23 | 2 | 35 | 11 | 1 | 11 | 5 | 0 | 5 | 11 | 8 | 6 | 2 | 18 |
| Monitoring and coordinating the activities of Programme Personal Development Advisors; | 6 | 4 | 2 | 5 | 0 | 8 | 3 | 0 | 3 | 1 | 0 | 1 | 4 | 1 | 1 | 0 | 5 |
| Sharing innovations and best practice processes with other Programme Leaders, and/or Teaching & Learning Directors | 24 | 13 | 4 | 22 | 2 | 33 | 11 | 1 | 11 | 5 | 0 | 5 | 10 | 7 | 6 | 3 | 17 |
| Overseeing the curriculum choice and verification activities | 23 | 13 | 5 | 22 | 2 | 32 | 10 | 1 | 10 | 5 | 0 | 5 | 8 | 8 | 3 | 3 | 15 |
| Other management responsibilities (Please specify) | 9 | 4 | 2 | 10 | 2 | 13 | 4 | 0 | 4 | 2 | 0 | 2 | 4 | 5 | 4 | 0 | 7 |
| n. | 27 | 15 | 5 | 25 | 3 | 38 | 13 | 1 | 13 | 5 | 0 | 5 | 13 | 10 | 6 | 3 | 21 |

Table eleven: Teaching and assessment cross tabulation with how data sets are used

| | NSS | SUSS | ISB | PTES | PRES | n. | HESA | HEIDI | n. | DLHE | LEO | n. | SUnBIRD | STATS | SIDS | GEMS | n. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leading the design and development of a cohesive, integrated approach to teaching, learning and assessment across all aspects of their courses, in collaboration with Year, Degree and Class Coordinators | 28 | 10 | 1 | 21 | 1 | 34 | 4 | 0 | 4 | 1 | 0 | 1 | 6 | 6 | 2 | 0 | 11 |
| Overseeing the annual preparation of programme documentation (course handbooks and yearbooks) and the annual updating of essential course material on Myplace | 29 | 10 | 1 | 23 | 1 | 37 | 7 | 0 | 7 | 1 | 0 | 1 | 5 | 5 | 2 | 0 | 9 |
| Timetabling programmes | 12 | 3 | 1 | 10 | 1 | 16 | 2 | 0 | 2 | 1 | 0 | 1 | 3 | 2 | 2 | 0 | 5 |
| Providing advice to students | 33 | 12 | 1 | 26 | 1 | 41 | 7 | 0 | 7 | 1 | 0 | 1 | 6 | 6 | 2 | 0 | 11 |
| Ensuring the implementation of requests from Disability Services for adjustments of teaching and assessment | 19 | 4 | 0 | 16 | 1 | 23 | 3 | 0 | 3 | 1 | 0 | 1 | 4 | 5 | 1 | 0 | 8 |
| Assisting in the preparation of responses to student appeals | 24 | 10 | 0 | 19 | 0 | 32 | 4 | 0 | 4 | 1 | 0 | 1 | 7 | 6 | 0 | 0 | 10 |
| Managing extension requests system | 11 | 3 | 0 | 13 | 0 | 15 | 2 | 0 | 2 | 1 | 0 | 1 | 4 | 2 | 1 | 0 | 6 |
| Leading the induction process, transferable skills support and development week activities | 24 | 6 | 0 | 19 | 1 | 31 | 5 | 0 | 5 | 1 | 0 | 1 | 5 | 4 | 1 | 0 | 7 |
| Other teaching and assessment responsibilities (Please specify) | 10 | 4 | 0 | 5 | 0 | 10 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| n. | 35 | 12 | 1 | 27 | 1 | 44 | 8 | 0 | 8 | 1 | 0 | 1 | 7 | 7 | 3 | 0 | 13 |

Table twelve: Review and curriculum development cross tabulation with how data sets are used

| | NSS | SUSS | ISB | PTES | PRES | n. | HESA | HEIDI | n. | DLHE | LEO | n. | SUnBIRD | STATS | SIDS | GEMS | n. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Organising Staff-Student Committee meetings and other student voice activities | 19 | 7 | 3 | 16 | 0 | 26 | 9 | 1 | 9 | 8 | 0 | 8 | 5 | 2 | 2 | 0 | 8 |
| Strategic planning of curriculum developments in relation to advances in the disciple/field, teaching and learning methods and assessment practice | 31 | 14 | 4 | 24 | 1 | 41 | 13 | 1 | 13 | 9 | 0 | 9 | 8 | 6 | 4 | 0 | 13 |
| Overseeing activities in relation to the accreditation of degree programmes | 23 | 11 | 5 | 18 | 1 | 30 | 11 | 1 | 11 | 8 | 0 | 8 | 9 | 5 | 3 | 0 | 13 |
| Coordinating the Annual Review of classes | 24 | 13 | 3 | 19 | 0 | 33 | 9 | 1 | 9 | 9 | 0 | 9 | 5 | 4 | 4 | 0 | 11 |
| Preparing review of courses after exam board | 23 | 13 | 4 | 18 | 1 | 31 | 8 | 1 | 8 | 7 | 0 | 7 | 5 | 5 | 3 | 0 | 10 |
| Other review and curriculum development responsibilities (Please specify) | 6 | 2 | 1 | 3 | 0 | 6 | 1 | 0 | 1 | 2 | 0 | 2 | 0 | 1 | 2 | 0 | 2 |
| n. | 34 | 17 | 5 | 29 | 1 | 46 | 14 | 1 | 14 | 11 | 0 | 11 | 9 | 7 | 5 | 0 | 16 |

Table thirteen: Review and curriculum development cross tabulation with how data sets are used

| | NSS | SUSS | ISB | PTES | PRES | n. | HESA | HEIDI | n. | DLHE | LEO | n. | SUnBIRD | STATS | SIDS | GEMS | n. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Engaging in student recruitment activity | 18 | 10 | 1 | 13 | 2 | 27 | 8 | 1 | 9 | 4 | 1 | 4 | 8 | 7 | 3 | 2 | 15 |
| Overseeing academic admissions | 9 | 3 | 0 | 7 | 2 | 12 | 6 | 1 | 7 | 1 | 0 | 1 | 5 | 4 | 2 | 1 | 8 |
| Supporting alumni activities | 8 | 3 | 1 | 6 | 1 | 12 | 4 | 0 | 4 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 5 |
| Convening advisory board and feedback from business and industry | 3 | 1 | 0 | 2 | 0 | 5 | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 4 | 2 | 0 | 4 |
| Any other responsibilities (Please specify) | 4 | 1 | 0 | 1 | 0 | 5 | 2 | 1 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 3 |
| n. | 19 | 10 | 1 | 13 | 2 | 28 | 9 | 2 | 10 | 5 | 1 | 5 | 9 | 7 | 4 | 3 | 17 |

## 6. Perceived usefulness of data sources used

Participants who had indicated that they had used a data sets were also asked to rate how useful they found it. Responses were coded as: not useful at all = 1; slightly useful = 2; moderately useful = 3; very useful = 4; extremely useful = 5. The 'not yet sure' responses were excluded for the calculation of summary statistics, so the results presented in table thirteen only reflects the responses of participants who had an opinion on the usefulness of the data set. As shown in table fourteen, the highest scoring mean overall was HESA (3.59), followed by STATS (3.50) and DLHE (3.39). The lowest scoring means were SUSS (2.85), closely followed by SUnBIRD (2.89).

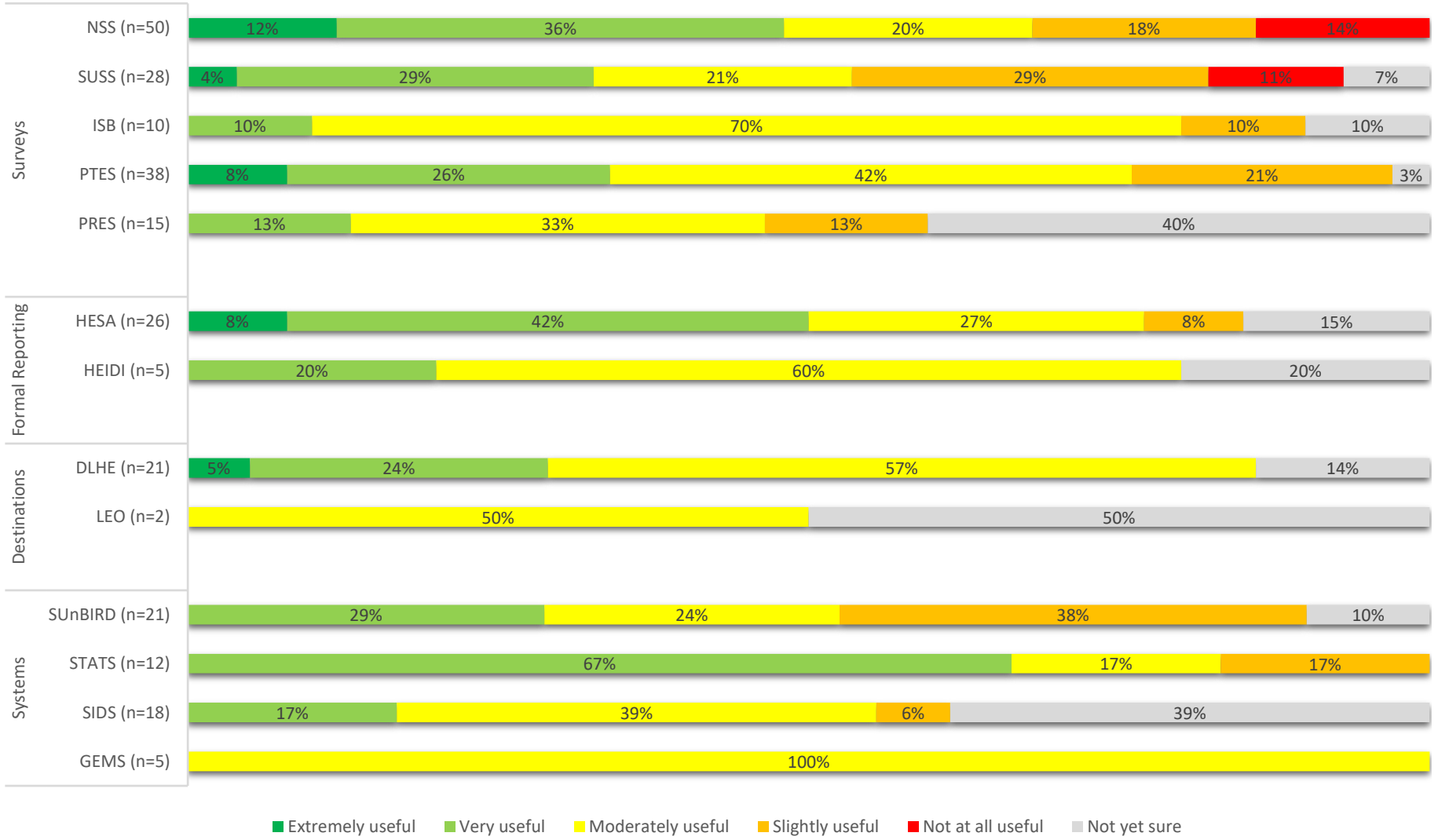
Table fourteen: Summary statistics for the usefulness of data sets

| | Mean | Median | Mode | Stan. Dev. | Min. | Max. | n. |
|---|---|---|---|---|---|---|---|
| NSS | 3.14 | 3 | 4 | 1.26 | 1 | 5 | 50 |
| SUSS | 2.85 | 3 | 2 | 1.12 | 1 | 5 | 26 |
| ISB | 3.00 | 3 | 3 | 0.50 | 2 | 4 | 9 |
| PTES | 3.22 | 3 | 3 | 0.89 | 2 | 5 | 37 |
| PRES | 3.00 | 3 | 3 | 0.71 | 2 | 4 | 9 |
| HESA | 3.59 | 4 | 4 | 0.80 | 2 | 5 | 22 |
| HEIDI | 3.25 | 3 | 3 | 0.50 | 3 | 4 | 4 |
| DLHE | 3.39 | 3 | 3 | 0.61 | 3 | 5 | 18 |
| LEO | 3.00 | 3 | * | * | 3 | 3 | 1 |
| SUnBIRD | 2.89 | 3 | 2 | 0.88 | 2 | 4 | 19 |
| STATS | 3.50 | 4 | 4 | 0.80 | 2 | 4 | 12 |
| SIDS | 3.18 | 3 | 3 | 0.60 | 2 | 4 | 11 |
| GEMS | 3.00 | 3 | 3 | 0.00 | 3 | 3 | 5 |

* As there was only one respondent, this could not be calculated

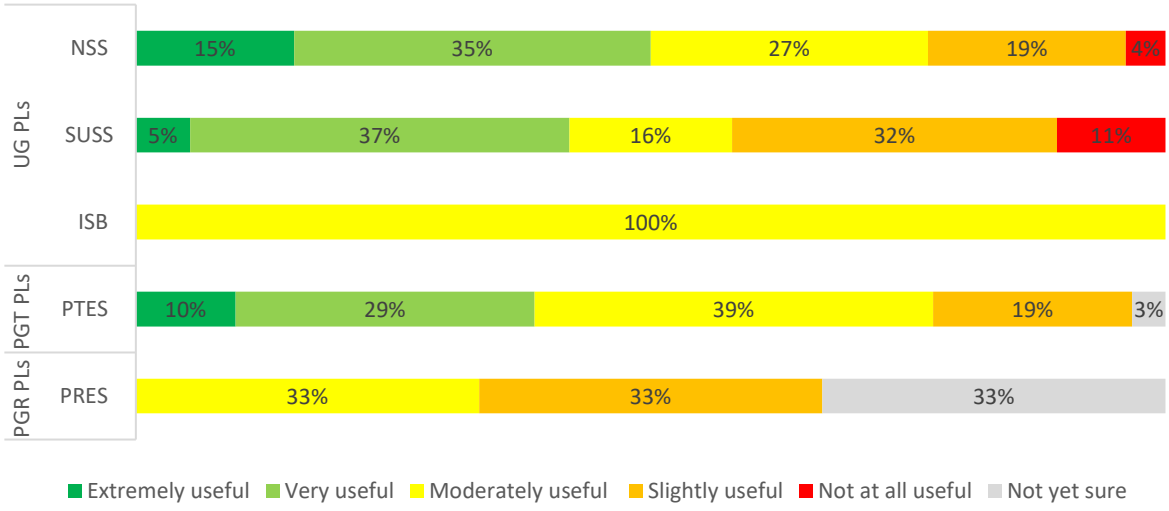
The distribution of the results in percentages is displayed in figure seven. This includes the 'not yet sure' responses, and tells a slightly different story about the participants views on the usefulness of data. The data sets that the participants considered to be very or extremely useful were STATS, HESA and NSS. Participants had the most neutral responses (moderately and slightly useful) to GEMS, ISB, SUnBIRD, PTES, HEIDI and SUSS. However, NSS and SUSS also had the highest percentage of participants who found it 'not useful' at all. Participants were most unsure about the usefulness of LEO, PRES and SIDS.

Figure seven: Usefulness of data by percentages



Additionally, when refined to include the surveys most relevant to UG and PG PLs (see figure 8), some variation in the distribution of results occur. Both NSS and SUSS receive more positive and more negative ratings, with a decrease in neutral responses, demonstrating an almost 'love-hate' attitude towards the usefulness of these surveys. ISB receives an entirely neutral response. PTES has a slightly higher response in terms of usefulness, whereas PRES receives a more neutral response.

Figure eight: Usefulness of data by PL level



## 7. Training for PLs

Participants were asked what training they would find beneficial in their roles as PLs. Free text responses were collected for this question so that participants were not restricted to set choices. This question also did not specifically ask about training in relation to using data; however, many of the participants did mention this in their answers. Responses were categorised and generally came under three key themes (for the full set of responses see appendix three).

**Accessing and using relevant data:** 22 responses received related in some to training on how to access data sources and systems, how to use various systems, and in the relevance of data sources. The main points highlighted by the participants under this theme that participants would like training in were:

- How to access and use systems and datasets, in particular SUnBIRD
- How to create customised reports, and how to quickly get visuals and numerical data
- Using data to inform the delivery of courses, teaching improvements, management and marketing
- A general overview of the datasets and systems, highlight their relevance and application

**Job specific training:** a recurring theme among the responses was that there was a perceived lack of training specific to the role of PL. Several participants stated that they have had no training in the role, or to support their transition into the role. Within these comments were several suggestions from participants, including a programme leaders induction, training plans specific to the role, training on the various dimensions of the role; and, a job description to outline the responsibilities. However, several participants also commented on the demands of the role verses training, stating that what they needed was more time and resources to carry out the role rather than training. Some participants also highlighted that attending training sessions places a demand on their time, when what is needed is a simple overview or guide.

**Training in skills:** several participants indicated that they wanted training in specific skills, including: time management; curriculum development; management and leadership; online pedagogy; using statistics; and, analysing qualitative data.

## 8. Challenges faced by PLs

Participants were asked what challenges they face in their roles and how better used of data might help to solve. Several key themes were identified in these responses (see appendix four for a full list of responses).

**Simplifying Data:** Several participants described the process of access data across multiple systems and databases as challenging and complex. Participants would prefer to be able to access all of the data that they need through one central source, and also wanted systems to be more user friendly, and easier to use for specific purposes.

**Student Experience:** Participants also talked about challenges in relation to the student experience. More feedback from students is wanted, particularly on the problems faced by students, through data but also through more dialogue with students, as PLs want to respond quickly to problems with course delivery. Participants also mentioned several other areas where they wanted better information in relation to the student experience, including the destinations of leavers (particularly PG leavers); retention rates; student placements; and the impact of rooms and timetabling

**Programme and Teaching Related Challenges:** Participants mentioned specific job-related challenges where they felt more data could help, including: curriculum development, assessment, timetabling, marketing and promotion, managing exam boards, strategic decision-making regarding programmes, and time management.

**Other Challenges:** Other challenges that the participants raised included: demonstrating the effectiveness of initiatives; an increasing focus on metrics and process rather than learning and pedagogy; staff working across multiple areas; a lack of awareness of the data programmes available, and lack of input to recruitment and marketing.

**Suggestions:** A few suggestions were also received from participants around overcoming challenges. This including the use of case studies that demonstrate how data has been used successfully, learning from best practices, and sharing learning across PLs.

# 9. Summary of Key Findings and Conclusions

The conclusions and recommendations of this report can be summarised as follows:

## 9.1 Awareness and access of data

This report identified very low awareness and use among PLs of several key existing sources of data, such as ISB and HESA, that could be utilised in making effective decisions. Furthermore, the main reasons why PLs did not use existing sources of data even when they were aware of them, was because they did not know that they could access them or how to access them. There is a need to improve not only awareness of the data sources, but also awareness of how to access these data sources.

## 9.2 Understanding the relevance of data

A further key finding of this report is that PLs are not always sure of the relevance of data. Additionally, they lack confidence and knowledge of how to use data effectively. Many participants highlighted that they wanted it to be easier to access data and to quickly find the data that they need. This suggests that PLs lack the know-how to navigate the systems that hold the data that PLs want to access.

## 9.3 Training and development of PLs

PLs highlighted a number of areas where they felt that they needed more training to better support them in their roles. The free text responses highlighted that PLs had little training when they moved into the role. Furthermore, there seemed to be a strong appetite among PLs for more training, and in particular for training in the use of Strathclyde systems that would help them to use the data we have more effectively. However, participants also face time pressures within their roles, with many expressing that although they would like more training they do not feel that they would have time to take part, and that more time and resources to carry out their roles would be more beneficial than training.

# 10. Recommendations

Based on the findings and conclusions highlighted in section nine, the key recommendation of this report is that a training programme be developed for PLs, to address the key findings from section nine. This training programme would include the following:

## 10.1 Development of a 'Guide to Data at Strathclyde for Programme Leaders'

The findings of this report strongly suggest that that there is a need for a guide or handbook for PLs in how to access and use the sources of data that are available. Rather than a technical guide, what is needed is a user-friendly, professional 'how to' guide. The guide would contain a short summary of what information the data source contains, details of how to access it, where to find 'technical guides' for the data source, and examples/suggestions of ways in which PLs can most effectively utilise this data.

## 10.2 A forum for PLs to share best practice

PLs are keen to learn from best practice and from sharing learning with other PLs. Therefore, it is recommended that a forum of PLs be create to facilitate this kind of shared learning. This could also take the form of an online forum via sharepoint, where case studies of best practice and examples of how PLs have made effective use of data could be shared.

## 10.3 An Induction for PLs

PLs identified that they would have benefited from more training when they started the role. Therefore, it recommended that an induction is developed, to explain the role and responsibilities of acting as PL. This would also serve as an opportunity to make new PLs aware of the available data that can support them in their roles.

## 10.4 Learning needs analysis

This report has highlighted several areas where PLs require training, however this survey is not a fully comprehensive analysis of the training requirements of PLs. Therefore, for a further training programme to be developed, it is recommended that a learning needs analysis is carried out among PLs, to fully identify and understand where the gaps in learning are, and to assess what further training would be most effective at filling these gaps.

# 11. Appendices

## Appendix one: Other data used in PL role

| Student feedback and class evaluations |
|---|
| • Direct Student Feedback and Applicant Feedback<br>• Student feedback when i meet them for supervision.<br>• Class evaluations are 4. We have a small cohort and most useful data comes from these (we get 100% completion) rather than other surveys.<br>• Class feedback and feedback from individual students - this is more targeted and more useful, especially as I teach a unique programme. Most of the sources listed in this survey are not fine-grained enough to provide useful data on my programme<br>• Detailed and specific student feedback on all of the courses and subjects taught on the Diploma in professional legal Practice. these provide us with very good contemporaneous information about the student experience on our course and immediately highlight any issues that may require attention.<br>• Students' individual feedback<br>• Online class evaluations, but frankly these are useless because the response rate is so low (around 2%)<br>• Class based questionnaires<br>• DMEM Student Voice, internal student feedback system. Staff / Student Liaison Committee meeting minutes.<br>• Class evaluation (DMEM Student Voice) - department developed system to evaluate classes, teaching and supervision.<br>• Data I collect in relation to individual module taken on my programme. Information from meetings with student reps. |

| NSS |
|---|
| • Full NSS tables (spreadsheets)<br>• During open-day presentations, we stress GPP's unique combination of a strong teaching programme (using NSS data) *and* a strong research profile (using REF data). Very few BA politics & IR programmes in the UK have that combination.<br>• I am required to respond to NSS results annually.<br>• The NSS is statistically irrelevant. There is no difference between first and last. One pissed off student can drop ranks significantly & it encourages grade inflation.<br>• Subject rankings |

| Other |
|---|
| • Social networking (linkedin etc) to track graduate career progression<br>• TESTA<br>• We are client led in our programme development<br>• Accreditation body<br>• Internal feedback, selector services |

## Appendix two: Summary of 'Other' responses

| Surveys |
| --- |
| • I access it for my UG teaching but not for my role in distance learning PGT [NSS]<br>• I presume it is subsumed within the NSS [SUSS]<br>• I have just started to act as a programme director [NSS, ISB,PTES, PRES]<br>• Haven't had cause to do so as yet (new to role) [Other]<br>• New PGT programme [SUSS, PRES]<br>• Our main focus has been on the other surveys [SUSS, PRES] |

| Formal reporting |
| --- |
| • Have no idea what these are [HESA]<br>• I am not aware of what I would use it for [HESA]<br>• I have just started to act as programme director [HESA, HEIDI]<br>• Haven't thought about it [HESA] |

| Destinations |
| --- |
| • My work is predominantly PGR [LEO, DLHE]<br>• Haven't had cause to use them [DLHE] |

| Systems |
| --- |
| • STATS, I manage applications on Pegasus, is this the same thing? SIDS, 1 before. [STATS, SIDS]<br>• I am not aware of what data it contains that would be relevant to the role [SUnBIRD]<br>• I get a summary from Careers [GEMS]<br>• My applications all come through Pegasus [STATS]<br>• Get as much information from spreadsheet and own data analysis [SIDS]<br>• This is no longer part of my responsibility within the School [SIDS]<br>• I have just started to act as programme director [STATS]<br>• New PGT programme [SUnBIRD]<br>• Just not aware of it. Get NSS and DHLE data from the centre. [SIDS, GEMS] |

## Appendix three: Training PLs would find beneficial

| Data and systems |
|---|
| • SUnBIRD<br>• How to access the various datasets that are available<br>• How to access relevant sources<br>• On available data and on best practices across the University in responding to data<br>• Use of data sets that would inform teaching improvements<br>• Any data that is of use to PGT courses.<br>• System training<br>• Better links to PTES<br>• I am only in an acting role covering for maternity leave for one semester but use of all data would be helpful<br>• A quick summary of all the databases and their application/use would be helpful. I don't think it needs a course and I probably wouldn't attend a course due to other time pressures.<br>• Number of University systems that we aren't using at present but could be useful to the development of programmes<br>• University systems that we are not using.<br>• An overview of all surveys available and outlines of what they can be used for<br>• Available data and relevance<br>• Advice and help in some of these data sources, and how they can help with the management, marketing and delivery of PT courses<br>• Custom report generation<br>• As Director of T&L I'd like to be able to get visual (graphs and tables) and numerical data quickly.<br>• How to use the various systems (SUnBIRD etc)<br>• As mentioned in this survey<br>• training in access to some datasets, SUnBIRD etc.<br>• In general the systems and processes here are obscure in many ways. This is related to the general organisational structures<br>• I tend to use datasets on which I am asked to reflect by the Faculty (NSS, Strath BA survey etc). Without an email from Faculty asking me to reflect or provide feedback on a source of information, it is unlikely I am going to use it (or even know it exists). |

| Skills |
|---|
| • Time Management and Curriculum Development<br>• Management and leadership<br>• Leadership<br>• Online pedagogy<br>• Nature and use of statistics<br>• I wasn't a programme leader but HoS however I think greater ability to analyse qualitative data quickly is helpful |

| Training in general |
|---|
| • Have never had training; almost expected to know it; training is essential<br>• While I have been extensively debriefed by my predecessor as Programme Leader for the Part-Time and Graduate Entry LLB with respect to the academic management of these programmes, I still feel the need to familiarise with financial and administrative aspects of the process. This |

would allow to have the broader picture in front of me and act in a more strategic and anticipatory way.
- More coherent training plan for programme leaders. i have had NO training to be programme leader
- There is no training
- Training on the different dimensions of the job might be useful - there doesn't seem to be a job description/ set of responsibilities associated with the role which is uniform across the School.
- Expectation
- An induction to being a programme director - expectations, processes and interfaces.
- I think learning through forums with other PLs across the university are most important, such as the NSS forums.

Other

- Having access to graduates for future marketing
- I am not sure what would be appropriate or available in relation to the DPLP.
- I would imagine that most programme leaders would benefit from more resources as opposed to more training.
- Not  so much training as time ot do the job well
- International entrepreneurship education training programmes

## Appendix four: Challenges that could be addressed through better use of data

### Simplifying data

- A single, central source of information with all potentially useful datasets (NSS, destinations of leavers, online rankings by the Times, Guardian, GoodUniGuide, alumni data etc) via sharepoint would be a good idea.
- Could there be some kind of integrated dashboard so we don't need to check through and learn how to use lots of different databases? Can there be a user friendly front-end that draws from the various databases?
- While I am still new in the position, I always like to see the available data analysed in simple way and for specific purpose
- Not so much data as systems - the fact that information about students is held inso many different online systems makes life unnecessarily complicated.
- To be honest, the issue is too much data and conflicting data coming from to many sources. losing sight of the key picture and becoming obsessed with the numbers.
- For data to be better it has to be user-friendly; simpler to extract; offer variety but not at expenses of simplicity. Often data systems are too complex and take too long to get information from. Across some systems conflicting data (different values) can found - this causes frustration.
- It would be beneficial/efficient to be able to access systems datasets through a single portal, rather than have to engage in a test of memory of how to find them.

### Student experience

- We are currently revising our MSc programmes and developing new programmes. It would be good to hear students' view on that.
- The feedback loop is not completed for recruitment. While I receive some feedback on students' experience of my programme and the drivers for applying, I have no control over, nor have ever been consulted about, recruitment and marketing.
- I don't think increased data helps. More time to have dialogue with staff and students on the programmes would be more helpful
- Understanding what students think
- Issues with quality of delivery, fortunately students contact me directly and I am able to intervene
- Identifying problem areas as seen through the student's eyes.
- It would be 5 to have formal data on student destinations following PG study, to enable a more complete picture of students destinations to be recorded. We are trying an alumni group on LinkedIn, which seems to work well, but doesn’t provide complete coverage of the cohort.
- Better leavers information.
- No obvious answer to this I am afraid. We are fairly well tuned in to the student experience on our course. The way that the course is taught means that there is a very close and personal connection with students taking the course which enable us to respond quickly and flexibly to any specific issues.
- More data about student placements (currently collapsed into surveys). Specific data on impact of rooms/timetabling etc.
- The Clinical LLB programme is unique and retention rates can be a problem so any data to help this would be useful
- Why students appear so disaffected - so disaffected they couldn't be bothered to tell us why they won't come to class

Programme and Teaching Related Challenges

- Curriculum developments, timetabling and assessment load
- Curriculum Development
- Assessment
- Improvements to the programme
- Promotion of the programme, reaching more students
- Tracking progression, preparing and managing examination boards, preparing marketing
- Time management
- Time
- Strategic decision-making regarding the management of the programmes I am responsible for.
- RIO keeps saying the US is hard to advertise in. If I have data and control (and funds similar to RIO) I can fix this

Challenges

- Too much on Metrics, too much process, more focus needs to be placed on Learning and Pedagogy
- There is always a challenge to demonstrate the effectiveness of initiatives.
- Staff working across too many areas.
- Not aware of a number of the data programmes available. We hold evaluations within the department.

Suggestions

- I have closely analysed NSS/SUSS data in planning and feeding back to colleagues. Case studies of how data has been successfully used by others would be beneficial.
- Learning from best practices (variety in assessments, pastoral care, etc)
- Should be training; learn through word of mouth, trial and error at times

Comments

- I am not sure that the main problems lie with access to data
- I lead a PGT course but am genuinely concerned that in response to the poor NSS results, that the University initiates a series of managerial and administrative initiatives which rather than help us improve student satisfaction will bog us down in more bureaucracy. I would class the directive about revisiting ADRs to include individual targets about NSS as a prime example of this. I think the message sent out by this is hugely threatening and counter-productive.
- I am always unsure about things having not been done. I feel quite alone in and don't feel very supported in this role within the school.
- None - most data that is currently produced is used to kick staff which can be completely demoralising. NSS is a good example
- Again, much of this is down to liaising with Director of Teaching.
- Shared university/faculty knowledge and information
- Better use of data will be fundamental to all activities