

The pedagogy and the methodology underpinning this approach are simple to adopt. They fully engage the students in the process, and they provide useful insights to both students and lecturers that can be utilised to further improve the student experience. The challenge lies in the scalability of the approach across the disciplines. Whenever dealing with the design of quizzes and questions that do not have a right or wrong answer, further tweaks need to be brought to the pedagogy, as well as to the measurement of self-assessment skills and self-efficacy beliefs. The intense use of learning technology, and the lack of off-the-shelf platforms facilitating the process, might also be perceived as barriers hindering teachers' buy-in. Nevertheless, with students' anxiety and mental health at the centre of attention in the HE sector, further research and experimentation are certainly in order to further explore this approach, which brings these dimensions right to the heart of the learning process in the classroom.

## Lesson 4: Subject level is more significant than institutional level

An overriding message around assessing educational gain is that subject-level information is more significant than institutional-level. The University of Strathclyde has developed and established an approach to evidencing, reporting on and enhancing activities through a Learner Experience Framework (LEF). Brian Green, Louise Lowe and Louise Logan explain more about how the LEF works to evidence educational gains:

### Case Study

Established in 2016, the Learner Experience Framework (LEF) provides the University of Strathclyde with a mechanism to evidence, report on and enhance activities in support of our distinctive approach to delivering an Outstanding Student Experience, capturing and reflecting on our external partnerships with industry, business and the voluntary and public sectors, locally, nationally and internationally. The Framework, alongside our strategic education projects, enables us to reflect annually on how we influence and respond to our institutional KPIs, as well as to develop a deeper and broader awareness of our strengths, commitment to enhancement and development areas in our strategic priorities for education and the Strathclyde student experience.

The LEF was developed and is overseen by the Education Strategy Committee, and has evolved over the years through consultation with academic, professional services and student stakeholders. It operates within the University's annual monitoring process by way of an appendix for programme-level reporting in the Faculty Annual Reports. Reporting follows a standard set of questions but enables flexibility for the information to be viewed in the context of each discipline. These reports are used within areas of the University to reflect on whether there are gaps, whether those gaps matter and, if so, how they might be addressed. As the information progresses through the University governance structures, it is augmented by other management information for consideration by the institutional Educational Strategy Committee.

The LEF was also a key part of the University's engagement with QAA Scotland's sector-wide Evidence for Enhancement Theme from 2017-20 which enabled us to fund student intern-led projects. These projects were invaluable in gathering student views and perspectives on the LEF and in co-creating online resources to aid students' personal development through their extra-curricular experiences.

Independent reflections on the LEF have also been positive, with the LEF noted by Strathclyde's 2019 ELIR team where the LEF was highlighted in the commendations relating to the strategic approach to enhancement and the availability and use of data to inform decision-making.

Now in its fifth year, the LEF has continued to evolve in line with the University’s strategic objectives and in response to sector-wide developments in relation to student experience. At Strathclyde, the LEF has continued to evolve to incorporate additional indicators in order to better understand the scope and scale of engagement in key areas - for example, entrepreneurship, innovation and digital literacy. The LEF also now investigates how Strathclyde’s programmes engage with Education for Sustainable Development, which has emerged as a sector-leading practice in the last five years. Table 1 below provides an overview of current LEF categories and related indicators.

**Table 1: LEF Categories and Indicators**

LEF Category	LEF Indicators
Internships	Formal placements for academic study or work experience, research internships and work-based learning opportunities, <b>entrepreneurial activities and placements</b>
International	International placements for academic study or work experience <b>Engaging with the UN Sustainable Development Goals for real-world impact</b>
Industry	External / Employer / <b>Professional Body</b> engagement in courses <b>including Entrepreneurs, Innovators and Leaders</b>
Innovation	<b>Creating, designing and innovating as part of studies, working in partnership with the University to enhance programmes, undertaking interdisciplinary learning</b>
Knowledgeable, Skilled & Successful Graduates	<b>Demonstrating graduate attributes that equip students for an ever-changing world</b> The use of Careers Services / Careers advice, extra-curricular opportunities, volunteering
Flexible, Blended & Digital Learning	Digital and distance learning, <b>digital literacy skills</b>

The LEF has allowed us to gain a broad overview of what is on offer at Strathclyde beyond the approved and accredited curriculum and identify areas of future development. By reporting through the Careers and Employability Working Group, the Education Strategy Committee and ultimately University Senate, the findings of the LEF are able to guide high-level decision making and agenda setting.

The LEF is continually evolving alongside the student experience and is regularly updated to include new areas of focus for the University and the sector as a whole. Now that the framework is firmly established in the Faculties and embedded in our Faculty Annual Reporting processes, our aim is to focus more on how LEF findings are disseminated. Currently the LEF data is predominantly staff-facing, but by producing infographics using LEF data we hope to be able to improve students’ understanding of and ability to articulate the distinctiveness and additionality of a Strathclyde degree and the excellent student experience we offer.

