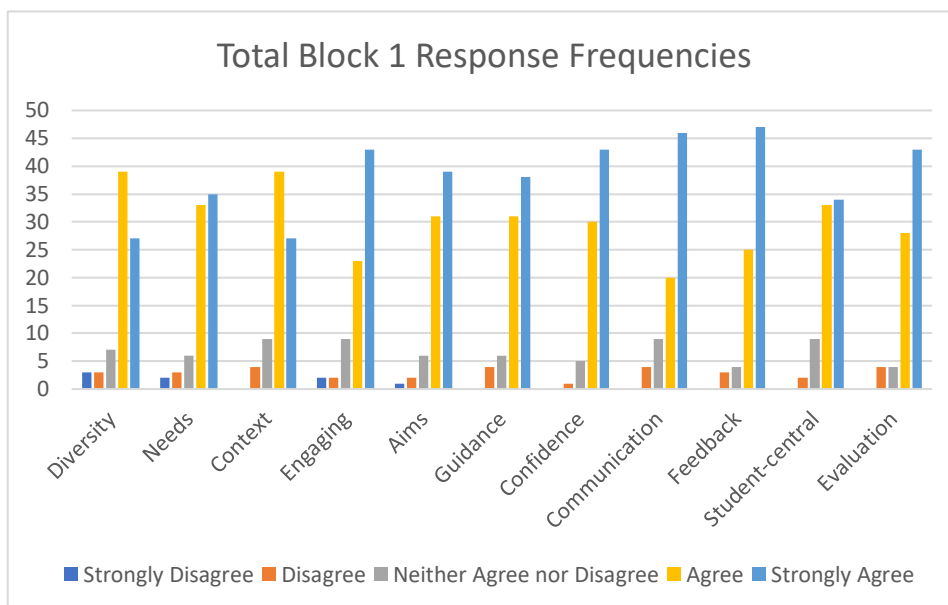


Survey Data Summary

Overall 78 student responses were collected from a range of faculties and departments across the University of Warwick. Responses were recorded on a 5-point Likert scale ranging from strongly disagree to strongly agree.

Excellence in learning and teaching means:

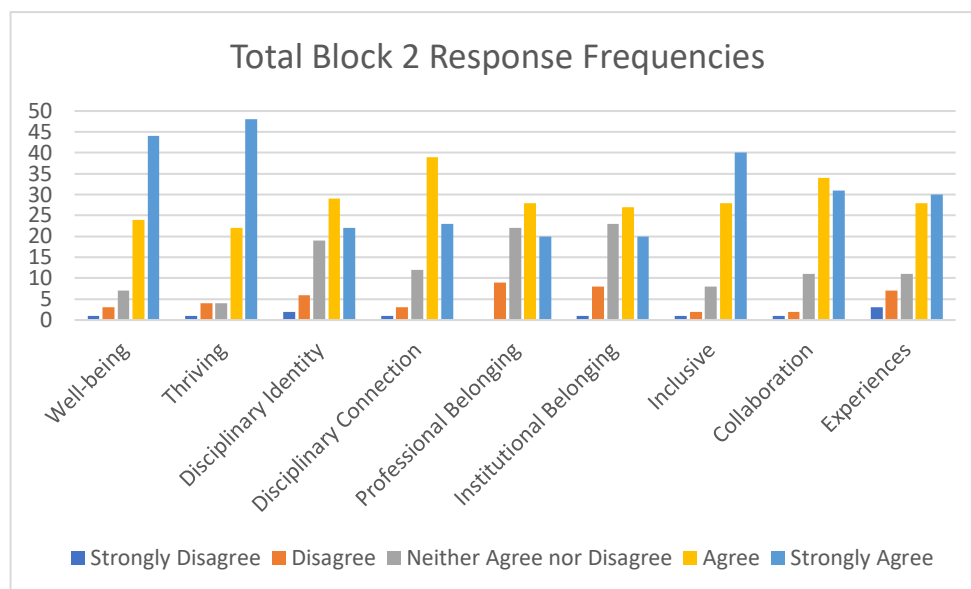
- 1. the diversity of the students is accommodated*
- 2. students' needs as learners are embraced*
- 3. teaching is adapted to the wider disciplinary context*
- 4. teaching is delivered in an engaging way relevant to the learning context*
- 5. the context of the learning aligns with aims, activities and assessment*
- 6. lecturers guide students to achieve the intended learning outcomes*
- 7. lecturers teach confidently and effectively*
- 8. clear communication from lecturers so students understand what they need to do and why they are doing it*
- 9. feedback from the lecturer enhances student learning*
- 10. students being central in teaching, learning and assessment*
- 11. an ongoing dialogue and evaluation where student feedback is sought, listened to and acted upon*



For the first 11 questions, the overwhelming response appears to be that students agree with all statements about excellence. 'Strongly Agree' was the most popular outcome for all statements except 'The diversity of the students is accommodated' and 'Teaching is adapted to the wider disciplinary context'. Despite this, the majority agreed that all of the ideas presented were indicative of excellence in learning and teaching. Far fewer students disagreed with the statements, however there was some disagreement expressed for every statement. 'Strongly disagree' was chosen more often when thinking about the diversity and needs of students. Typically, more students were ambivalent about the statements than disagreed with them. The statements that provoked the most neutral responses were 'Teaching is adapted to the wider disciplinary context', 'Teaching is delivered in an engaging way relevant to the learning context', 'Clear communication from lecturers so students understand what they need to do and why they are doing it' and 'Students are central in teaching, learning and assessment'.

Excellence in learning and teaching:

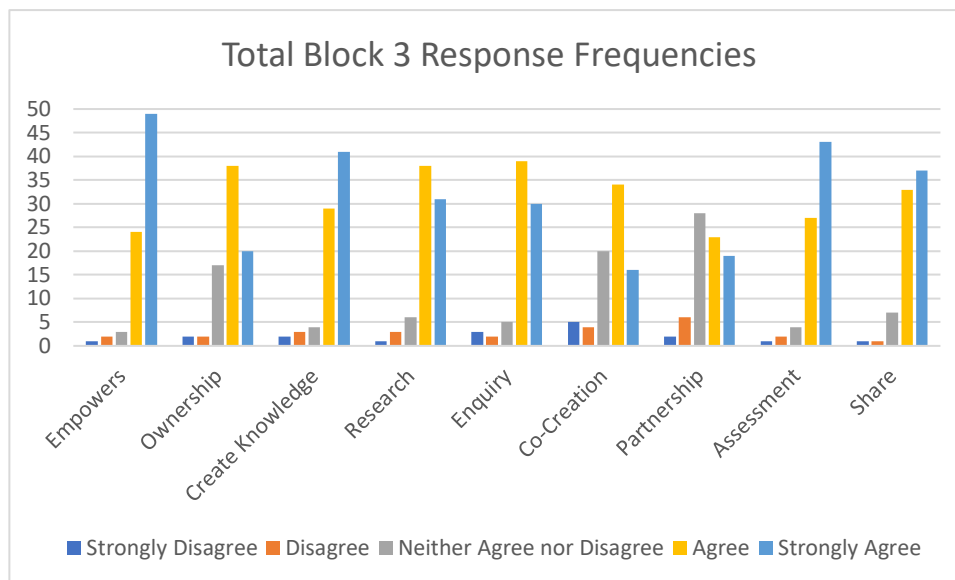
- 1. involves a commitment to student well-being*
- 2. involves creating a learning environment within which all students can succeed and thrive*
- 3. helps students to develop a disciplinary identity*
- 4. creates a sense of connection with the discipline*
- 5. creates a sense of professional belonging*
- 6. creates a sense of institutional belonging*
- 7. creates inclusive learning opportunities*
- 8. creates social and collaborative learning opportunities*
- 9. makes connections between students' lives, experiences and their academic studies*



For the next 9 questions, students still tended to agree that the issues presented to them were reflective of excellence in teaching and learning however responses were a lot more varied in this block. On face value, the statements which were most indicative of excellence related to supporting students' well-being and creating opportunities to allow as many students as possible to thrive in their studies. Statements about connecting to the discipline, profession, and institution were far more divisive with a much larger proportion of students saying that they neither agreed nor disagreed with these ideas. This might indicate that although students don't feel that it is necessary to feel connected to the university or discipline in order for their learning to be excellent, the presence of such things don't negatively impact excellence either. The statement with the highest level of disagreement in this block was 'Makes connections between students' lives, experiences and their academic studies'. It is interesting to consider if perhaps these students value some degree of separation between their personal and academic lives. Despite this, there were still far fewer students disagreeing than agreeing that excellence in teaching and learning is reflected in the statements presented.

Excellence in learning and teaching:

1. empowers students to learn
2. provides a sense of ownership for students
3. provides opportunities for students to create knowledge
4. provides opportunities for students to undertake research
5. involves active student learning through enquiry
6. involves co-creation of the curriculum
7. involves partnership in assessment
8. means feedback and/or formative assessment are used to enhance learning and performance
9. provides opportunity for students to share their own experiences of the module/programme



For the final 9 questions, the most frequent response for each statement is was once again, some level of agreement. The statements that students agreed with most strongly were 'Empowers students to learn', 'Provides opportunities for students to create knowledge' and 'Means feedback and/or formative assessment are used to enhance learning and performance'. An initial interpretation of this could be that students consider learning and teaching to be excellent when they feel confident and have assessments that are directly beneficial to their studies. There also appeared to be a lot of agreement that opportunities to be involved in research and to share their own experiences of the module were indicative of excellent learning and teaching.

There was once again a few statements which a large number of students were ambivalent about. The two most prominent were 'Involves co-creation of the curriculum' and 'Involves partnership in assessment'. There was also a slightly elevated amount of disagreement for these statements, which could suggest that student involvement in the creation of curriculum and assessments is a less important aspect when considering whether a particular course/department is excellent in its teaching and learning, or perhaps even that these ideas are not related at all to excellent teaching and learning.