

A GCU Experience

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What is the Student Experience?



- Varies from student to student
- A combination of academic performance/support + extracurricular opportunities/university life
- We must view the experience as a holistic experience for students and not isolated causes of discontent

A “Good” Student Experience



- Subjective and difficult to accurately pin down
- Is usually influenced heavily by personal expectations and perceptions
- However, most “Negative” experiences have similar causes and can often arise from one badly handled issue or problem



What factors influence students?

Positive

- “Acted on” feedback
- 3 week turnaround
- Extracurricular Opportunities
- Use of technology
- One stop shop
- Good communication

“Listened to” Feedback



- Ticks boxes
- Never reported back to students
- Gets students hopes up
- Causes frustration and dissatisfaction
- Often one module crosses multiple programmes
- Causes students to go “Up the chain”



GSBS



- X is a avid campaigner for student's rights/education/best interests. She is incredibly supportive and ensures that every need of mine, and that of anyone on our course participants, is met to the best of her ability. She does not shy away from a fight to better the course for the benefit of the students and will go over and above what is required of her in order to achieve the best results possible. She is quick to lend an ear when people are struggling and will act as the situation requires i.e. comfort or practicality.
- At the end of weekly classes, X will often 'debrief' and consult with us on the way the teaching has been done and will endeavor to ensure that what we are doing is beneficial, relevant and above all else, enjoyable for her students. For example, on the journalism course, we had been asking to have more practical classes in 4th year to ensure we are ready for employment by graduation, after some encouragement from the class rep, X took the lead and helped to form and convene an entirely new module in fourth year, all from the engagement and consultation with her students.



SEBE

- Feedback is given on a personal basis even during group tasks. During a very difficult year this lecturer and head of department has been very understanding to personal circumstances, encouraging me to continue my studies and strengthen my coursework; giving me the self belief that I am able to complete my Honours year and make something of myself
- By promoting self belief, and encouragement during a very difficult year both via personal circumstances and challenging projects, X has allowed me to realise the importance of balancing work with personal and working commitments, planning and strategising for projects and encouraging me to reflect on successful grades in previous projects to encourage me to complete the course and graduate successfully with a 1st Class BA Honours in Graphic Design. Her unwavering support has helped me both psychologically in mental health terms, and educationally. I now want to pursue a career in teaching because of this incredible woman.

SHLS

- He is always enthusiastic and passionate about the topic. He always motivates me when I am struggling or unsure of a concept and I always leave feeling confident about whatever I have been unsure about. I feel X is definitely the most approachable staff member and is a great asset to the XXX team. He always goes out his way to help students and it is never any hassle.
- "Dr X is currently my academic advisor and the support and guidance he has provided has been phenomenal, and unquantifiable. Dr X has supervised each stage of my work research from literature review to currently methodological proposal and extracurricular work. He has been patient and generous. There are multiple examples I could offer, however there was a one-to-one supervision meeting we had, not long after I had my baby. I was conscious of rapidly approaching deadlines and was feeling woefully underprepared. Dr X listened carefully to my ideas (hastily scribbled down at all hours of the night!) and was able to bring clarity and calmness. He may have shared my consternation at my lack of preparation, if he did, he didn't show it. I had always generally interpreted feedback in the past as a negative experience - a critique of work and comments on mistakes. In this instance, I welcomed and appreciated his feedback. The depth and breadth of his knowledge in my chosen area of research was invaluable in helping me focus my thinking, alleviating much of the anxiety. This was truly a transformative experience for which I will never be able to thank Dr X enough for.

What's the solution?

How do we set the bar?

Academic Advising



- Problems can be identified locally and quickly
- Students have a direct point of contact for any issues
- Academics can develop a relationship and understanding of students individual circumstances
- Removes the reliance on SSCG's.
- Builds genuine and honest working relationship between students and staff (Partnership Agreement)





Marketing & Comms

How do students get involved?



- Students often find it difficult to know how to access opportunities
- Most of the amazing work done by GCU isn't filtered down to students
- New York
- We worked with university to change the on campus marketing and communication.





- Perfect
- Crisp, clear and informative about a brilliant opportunity on campus and how I can get involved in it and how it will benefit me

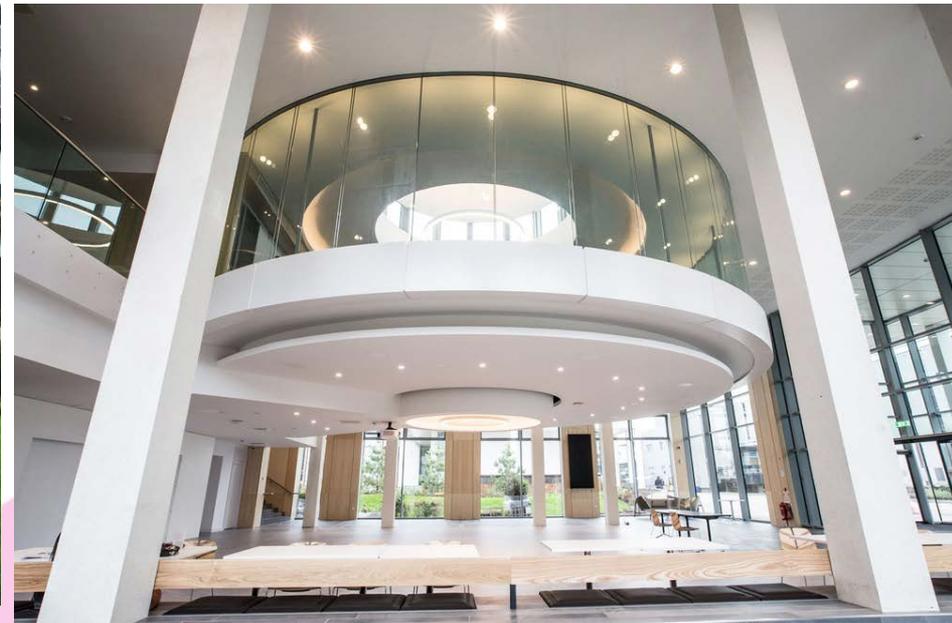
Partnership is Key



- We can only find solutions to these problems by working together
- Both the University and the Students Association have joint responsibility for ensuring an excellent student experience
- Maintain positive, upwards and onwards trajectory
- Keep pushing and challenging
- Never-ending target



Campus Environment



Timetabling



- Timetables were sent out months in advance and overall have been well received by students.

International Students



- Good welcome and arrival support from airport to campus:
- Diverse range of cultural societies:
- Global Buddies Programme :



Student Partnership Agreement



University for the Common Good

GCU Community

Working Together in Partnership

GCU is a community that views staff and students working as partners as central to the delivery of excellence in learning an outstanding student experience.

This Partnership Agreement was developed by staff and students working together. We have agreed on four Principles which set out how we work in partnership. The Principles are based on the GCU Values (Responsibility; Creativity; Integrity; Confidence) and Students' Association strategic priority areas (Partnership; Belonging; Empowerment; Innovation).

Together we have agreed that the GCU community will:

- Take shared responsibility for working in partnership to ensure an excellent student experience
- Foster a sense of belonging in all students and staff
- Have the confidence to become lifelong learners at university and throughout their careers
- Have the skills and knowledge to find creative, innovative solutions to 21st Century challenges

We are very proud of our Partnership Agreement and are committed to its continual development and joint annual review.

For more information please visit...

- A sector leading partnership agreement
- Outlined a new way of approaching partnership between students & staff
- Internationally recognised

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Q&A Session