



The Importance of Data and Feedback

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This session will cover:

- ▶ Using existing data for evidence
 - ▶ Researching your own evidence
 - ▶ The importance of feedback

What is evidence?

THERE ARE TWO TYPES OF DATA THAT MAKE EVIDENCE;

QUANTITATIVE EVIDENCE COMPRISES NUMERICAL INFORMATION THAT CAN BE READILY MEASURED.

- TIME
- COST
- FREQUENCY.

QUALITATIVE EVIDENCE COMPRISES NON-NUMERICAL INFORMATION ON BEHAVIOURS, ATTITUDES OR BELIEFS.

Why is evidence important?

It can help you:

- ▶ Understand both sides of the story - *this is crucial when determining tactics and coming up with counter-arguments.*
- ▶ You are more likely to be taken seriously if you know what you are talking about – *Like referencing in essays, you need evidence to prove your point*
- ▶ Contact with interested individuals and organisations helps to gather allies to your cause and these groups often have their own resources/research they are willing to share. – *Build relationships with people who support your idea.*
- ▶ Understand the history and context of the issue - *why was that campaign unsuccessful, what has changed, are your tactics different?*
- ▶ The more people who support you, the more representative it can be said to be, however be aware of what facts and figures. - *If 80% of people surveyed support your campaign it sounds great, but is it really representative if you only ask 20 people?*
- ▶ Data can be presented to further a specific agenda, check what figures actually mean. - *Ensure that sources of information are reliable and back up your claims with evidence as much as you can*

Examples of existing data

- NSS results
- SPQ
- PTES/PRES
- Programme/Faculty Action plans
- University Demographics
- KIS and published course information

The Importance of NSS

| | Teaching | Assessment and Feedback | Academic Support | Organisation and management | Learning Resources | Personal Development | Overall | SU |
|----------------------------|----------|-------------------------|------------------|-----------------------------|--------------------|----------------------|---------|----|
| Plymouth (% agree) | 88 | 75 | 83 | 76 | 88 | 83 | 85 | 79 |
| Last Year (% agree) | 89 | 76 | 85 | 77 | 85 | 85 | 87 | 77 |
| National Average (% agree) | 87 | 73 | 82 | 79 | 87 | 82 | 86 | 69 |

The importance of NSS

NSS Gathers opinions on the quality of courses. The survey asks participants (3rd year students) to provide honest feedback on what it has been like to study their course at their institution. They are asked whether you agree or disagree with statements.

The University really cares about the NSS. It's what certain league tables are based on. And this is what makes it great to use as the “why” behind wanting to change something.

The results can be split up to course level results. This may help you when you need support/ evidence for change. Can also help you identify areas of which could do with looking at.

Other existing data you can look into include: past executive officer reports, SPQ, SSTAR awards nominations. Check the reps resource page for some uploaded reports.



Collecting your own evidence

How do I collect evidence?

QUESTIONNAIRE

ONLINE SURVEY

FACEBOOK POLL

SHOW OF HANDS
AT MEETING/IN
LECTURE

FOCUS GROUPS

GENERAL
CONVERSATIONS

REVIEW
EXISTING
EVIDENCE

INSTITUTIONAL
REPORTS/POLICIES

NATIONAL
REPORTS

REGULATORY
BODY

REPS AT OTHER
INSTITUTIONS

Things to consider about collecting evidence

- ▶ Ask open and fair questions that are not biased – Do you need open or closed answers?
- ▶ Do you need to target specific groups? – School, Course, Year?
- ▶ What is the best way to interact with those people? – Not everyone has time to come to a meeting, how will you overcome this?
- ▶ Has this information already been collected by someone else? – save yourself some time!
- ▶ How robust is your collection method? – A poll that can be answered many times by one person is not robust.

Presenting your evidence

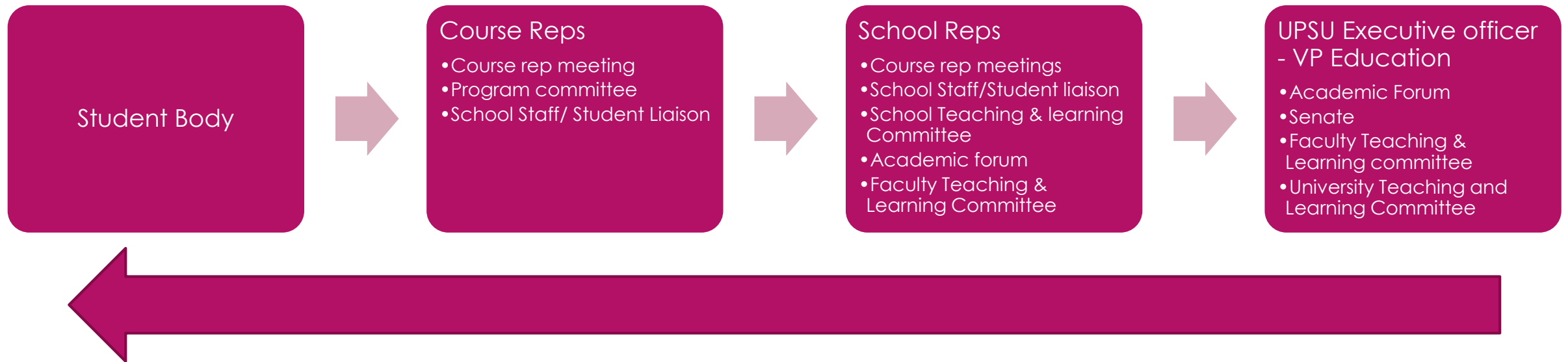
Identify your audience

- ▶ Does your audience have a prior knowledge? Do you need to brief your audience on the subject before you present your idea to them?
- ▶ What is the most appropriate method to communicate? Does it need to be a lengthy, formal document with references or will social media serve you better?
- ▶ Is your information timely? When is the best time to communicate your ideas? When is the next meetings relevant to bring your idea up?
- ▶ Track any progress and follow up actions – Who have you contacted? What is their response? Do you need to follow up contact?
- ▶ HAVE AN ASK! – What are you trying to change? What is the ideal outcome of your influencing? – Be clear!



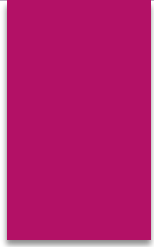
The importance of feedback

Why is feedback important?



This shows how feedback is fed up through different meetings within the university and UPSU. As part of your role it is key that the feedback is fed back down this system too.

Feedback is important because it is making sure everyone knows what's happening and gives people confidence that things are being changed



Effective Communication & Feedback

FACEBOOK

TWITTER

NOTICEBOARDS

NEWSLETTERS

LECTURES

GO OUT
AND TALK

EMAIL

SURVEYS

SUGGESTION
BOX

When is it over?

- ▶ Stick with it! Make sure change is happening if its been agreed – Even if you make the change you wanted, it may not have the desired impact. Just because a policy has been created and passed by the relevant committee, it doesn't mean that it will be implemented.
- ▶ Communicate your wins as far as possible – People will be far more likely to help you again if they know their actions made a difference, or it may convince someone who sat on the fence to get involved next time.
- ▶ Is there another way? – Use the hierarchy of leaders and meetings at the university, is there a different route you can take if you are not successful?

ADD US!

UPDATES

NEWS

COMPETITONS

OPPORTUNITIES



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