

# Gathering and Using Data

## Ruskin College Oxford (ACL) From Informal to Formal



### Background

When learners are empowered to engage with and change their learning environment, and when organisations know how to listen to feedback and embrace student involvement, there is great potential for cross-organisational change.

The examples in this section show how organisations have recorded and used data from learner feedback to demonstrate and celebrate its impact on learning. With evidence of successful learner engagement, positively contributing to the co-production of learning, organisations are better placed to enhance services and courses further, with learner involvement at the heart of these processes.

### About Ruskin College Oxford

Ruskin College is an independent educational institution in Oxford, providing specialising in providing educational opportunities for adults with few or no qualifications.

### Their Story: What has Happened and How

Ruskin College Oxford is an adult residential college providing a mixture of courses from entry level Maths and English to higher degrees. The outreach team are responsible for engaging local groups in English and Maths courses with a remit to reengage people with learning.

The college acquire feedback from students via a variety of both formal and informal mechanisms, throughout the duration of a course, as detailed below:

- An evaluation – conducted on the completion of each module using a group discussion which is fed back anonymously through a class representative to which staff response formally in writing via the intranet
- Programmes Boards – using the data from the evaluations, the Academic Co-ordinator monitors overall trends and integrates action points into the Academic Group Combined Action Plan which is also monitored at subsequent Programmes Board meetings
- Module Evaluations - these are discussed at team meetings along with additional issues that need addressing by the programme team
- Anonymous Quantitative Questionnaire - completed at the end of each module focusing on teaching quality, residential issues and infrastructure
- Cross-College Student Survey - conducted by the college and results are reported to academic board

## **Impact, Successes and Ideas for Action**

The breadth of feedback opportunities demonstrates to learners the value placed on their involvement, which in turn encourages further engagement. It is important that learners are actively encouraged and supported to offer feedback throughout their course to review the recent learning experience and capture the learning journey of the entire course. It is equally important to consistently respond to learner feedback to communicate to learners that their engagement is taken seriously and that actions are taken on the basis of their feedback.