

## Appendix C Survey of vice-chancellors and principals

### Response to the survey

#### *Question 1: Please can you provide the name of your institution?*

The survey was dispatched to members of Universities UK (UUK) and GuildHE, through the issue of an email to the leaders of member institutions. In total 131 UUK and 27 GuildHE institutions were contacted.

The survey was available to respondents online for approximately 3 weeks. During this time 35 individual returns were made. Question 1 of the survey invited respondents to provide the name of their institution. Responding to this question was mandatory.<sup>1</sup>

The following institutions provided one or more returns:

Institution	Contact provider
Anglia Ruskin University	UUK
Aston University	UUK
Birkbeck College, University of London	UUK
Bishop Grosseteste University College Lincoln	GuildHE
Bournemouth University	UUK
De Montfort University	UUK
Goldsmiths, University of London	UUK
Heriot-Watt University	UUK
Institute of Education, University of London	UUK
Loughborough University	UUK
Oxford Brookes University	UUK
School of Oriental and African Studies	UUK
The Liverpool Institute for Performing Arts	GuildHE
The University of Winchester	GuildHE
University College Plymouth St Mark & St John	GuildHE
University of Aberdeen	UUK
University of East Anglia	UUK
University of East London	UUK
University of Exeter	UUK
University of Glamorgan	UUK
University of Glasgow	UUK
University of Greenwich (2 returns)	UUK
University of Hertfordshire	UUK
University of Leeds	UUK
University of Liverpool	UUK
University of Stirling	UUK
University of Surrey	UUK
University of Teesside	UUK

<sup>1</sup> Analysis of titles provided shows that one institution submitted two returns; in this case one respondent did not provide the title of their position, while the title of the other respondent indicates that they were sufficiently senior to respond on behalf of the institution. In order to negate over-representation of a single institution, only the responses from this named individual have been included in any subsequent analysis. Open comments from both respondents have been accommodated within the analysis of question 6.

Institution	Contact provider
University of the Arts London	UUK
University of Wales Institute Cardiff	UUK
University of Wales, Bangor	UUK
University of Warwick	UUK
University of Worcester	GuildHE
York St John University	GuildHE

A total of 34 of the 158 individual institutions contacted responded to the survey. This gives an institutional participation rate of 22%.

The split of institutions from which a response was received was approximately even between pre and post-1992 institutions. There were three Russell Group members and eight 1994 Group members.

**Question 2: Please can you provide your name and role? (optional)**

Question 2 invited respondents to provide their name and position at their institution. This question was optional, and 26 respondents gave this information. Names of individual respondents are held by the independent researcher. The following titles were provided:

Title	Number of respondents
Vice Chancellor/Principal	6
Deputy Vice Chancellor/Deputy Principal	5
Pro-Vice Chancellor (L&T)/VP (L&T) or equivalents	11
Director (L&T)/Head of academic area	4

These titles indicate that the respondent group reflected the target group of senior leaders within participating institutions.

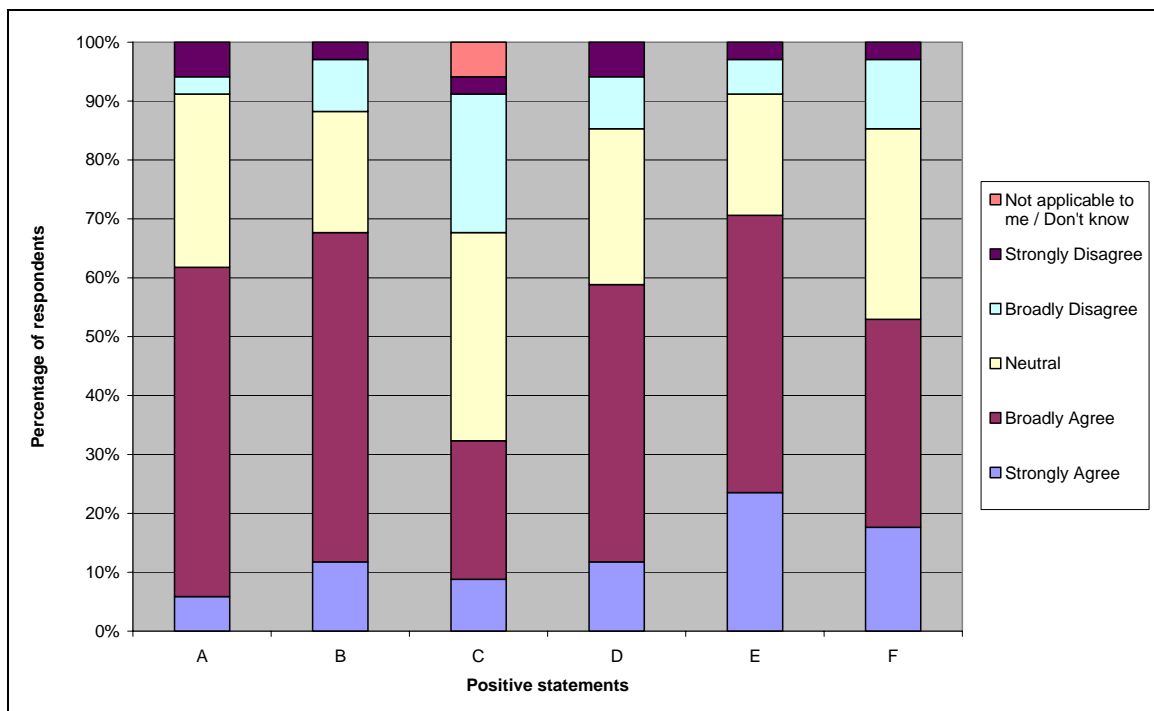
## Perceptions of the Higher Education Academy

### Question 3: To what extent do you agree or disagree with the following statements?

Question 3 invited respondents to indicate the extent to which they agreed with six positive statements about the Academy. These statements are shown in the following table alongside a single letter code (A-F) used in further analysis:

Code	Statement
A	The services provided by the Higher Education Academy are well promoted.
B	I usually speak positively about the Higher Education Academy's services to my colleagues.
C	The Higher Education Academy has been effective in seeking to understand the needs of my institution and reflecting these in its programmes of work.
D	I feel that the Higher Education Academy services add value to my own institution's strategies in relation to the development and enhancement of learning and teaching.
E	The services offered by the Higher Education Academy are directly relevant to my institution.
F	The Higher Education Academy's services have improved since I first encountered them.

There were 34 individual responses to this question; synthesis of these produced the following analysis:



Consideration of this diagram highlights that in each case, with the exception of statement 'C', the majority of institutions responded 'Broadly Agree' or 'Strongly Agree'.

Participants showed least consensus in their responses to the statement '*The Higher Education Academy has been effective in seeking to understand the needs of my institution and reflecting these in its programmes of work*' and greatest overall positive response to the statements: '*I usually speak positively about the Higher Education*

*Academy's services to my colleagues' and 'The services offered by the Higher Education Academy are directly relevant to my institution'.*

The following table presents a numerical breakdown of responses:

Statement	Strongly Agree	Broadly Agree	Neutral	Broadly Disagree	Strongly Disagree	Not applicable to me/ Don't know	Total
A	5.9%	55.9%	29.4%	2.9%	5.9%	0.0%	100.0%
B	11.8%	55.9%	20.6%	8.8%	2.9%	0.0%	100.0%
C	8.8%	23.5%	35.3%	23.5%	2.9%	5.9%	100.0%
D	11.8%	47.1%	26.5%	8.8%	5.9%	0.0%	100.0%
E	23.5%	47.1%	20.6%	5.9%	2.9%	0.0%	100.0%
F	17.6%	35.3%	32.4%	11.8%	2.9%	0.0%	100.0%

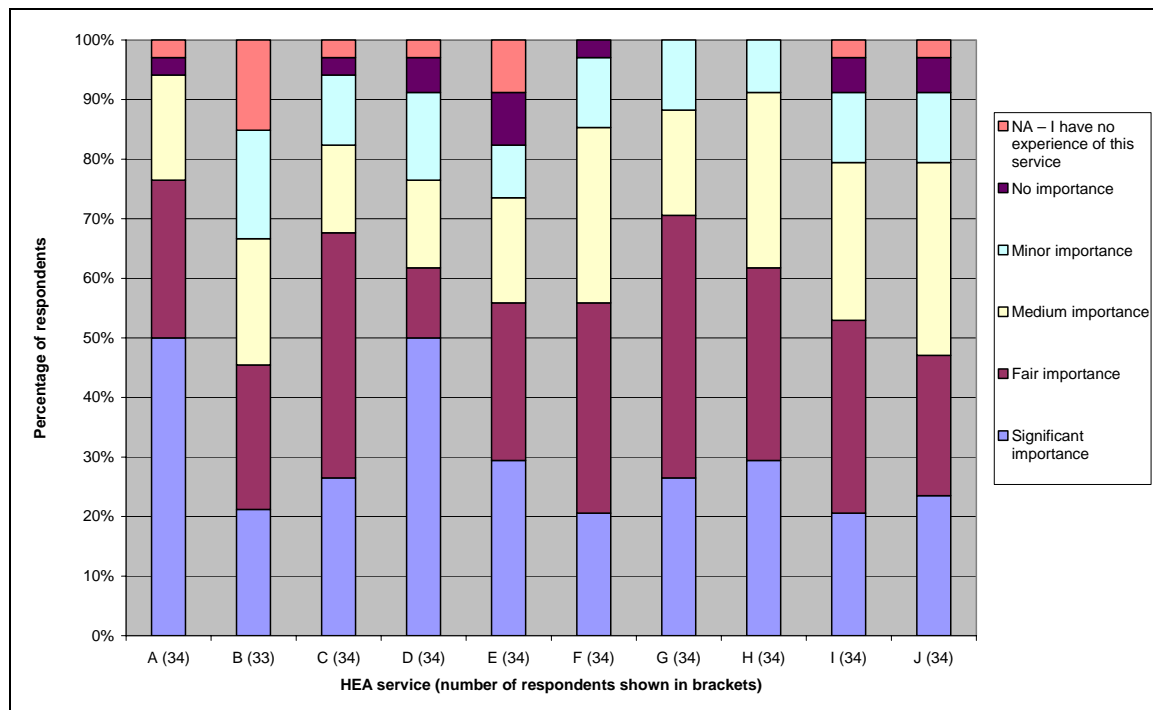
## Higher Education Academy Services

### Question 4: In your experience, how important are the following Academy services to your institution?

Question 4 invited respondents to consider the importance of a number of Academy services. These services are shown in the following table alongside a single letter code (A-J) used in further analysis:

Code	Statement
A	Provision of discipline-based support through the network of 24 Subject Centres.
B	Management of recognition model for practitioners.
C	Development of national professional standards in teaching and learning.
D	Accreditation of HEI programmes of training in teaching and learning.
E	Brokerage role for a range of networks, including Pro Vice Chancellors'/Deputy VCs'/ Deputy Principals' Network.
F	Facilitation of (and participation in) debate on issues affecting the sector.
G	Dissemination of research findings and good practice and support in interpreting them.
H	Commissioning and undertaking research into the student learning experience.
I	Maintenance of central Academy website, including links to publications.
J	Maintenance of online directory of publications and materials.

Synthesis of responses to this question produced the following analysis:



Consideration of this diagram highlights that in each case, with the exception of the services described as *'Management of recognition model for practitioners'* and *'Maintenance of online directory of publications and materials'*, the majority of institutions responded *'Significant importance'* or *'Fair importance'*.

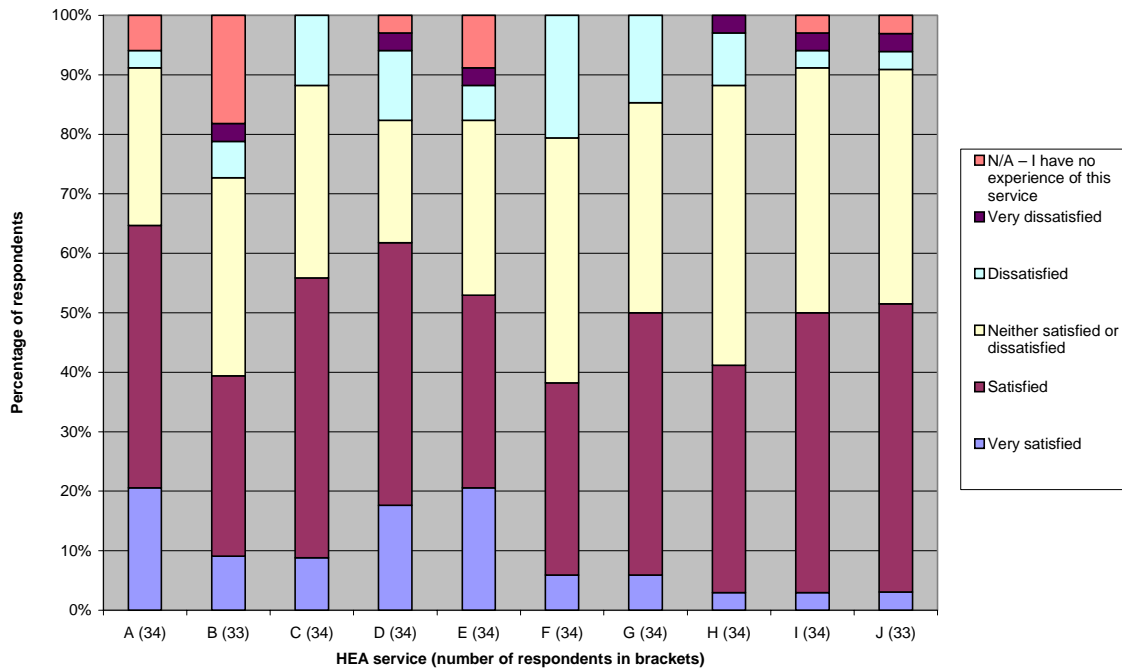
This indicates that the area of greatest importance for participants is *'Provision of discipline-based support through the network of 24 Subject Centres'*, closely followed by *'Accreditation of HEI programmes of training in teaching and learning'*.

The following table presents a numerical breakdown of responses:

Statement	Significant importance	Fair importance	Medium importance	Minor importance	No importance	NA – I have no experience of this service	Total
Provision of discipline-based support through the network of 24 Subject Centres.	50.0%	26.5%	17.6%	0.0%	2.9%	2.9%	100.0%
Management of recognition model for practitioners.	21.2%	24.2%	21.2%	18.2%	0.0%	15.2%	100.0%
Development of national professional standards in teaching and learning.	26.5%	41.2%	14.7%	11.8%	2.9%	2.9%	100.0%
Accreditation of HEI programmes of training in teaching and learning.	50.0%	11.8%	14.7%	14.7%	5.9%	2.9%	100.0%
Brokerage role for a range of networks, including Pro Vice Chancellors'/Deputy VCs'/Deputy Principals' Network.	29.4%	26.5%	17.6%	8.8%	8.8%	8.8%	100.0%
Facilitation of (and participation in) debate on issues affecting the sector.	20.6%	35.3%	29.4%	11.8%	2.9%	0.0%	100.0%
Dissemination of research findings and good practice and support in interpreting them.	26.5%	44.1%	17.6%	11.8%	0.0%	0.0%	100.0%
Commissioning and undertaking research into the student learning experience.	29.4%	32.4%	29.4%	8.8%	0.0%	0.0%	100.0%
Maintenance of central Academy website, including links to publications.	20.6%	32.4%	26.5%	11.8%	5.9%	2.9%	100.0%
Maintenance of online directory of publications and materials.	23.5%	23.5%	32.4%	11.8%	5.9%	2.9%	100.0%

**Question 5: How satisfied are you with the following Academy services?**

Question 5 invited respondents to consider their satisfaction levels with these services. Synthesis of responses to this question produced the following analysis:



A significant proportion of respondents were ‘Neither satisfied nor dissatisfied’ in relation to the service areas presented. In each case, the proportion of respondents who were either ‘Satisfied’ or ‘Very satisfied’ was greater than those who were ‘Dissatisfied’ or ‘Very dissatisfied’.

The areas of greatest consensus among participants of perceived satisfaction (by a moderate margin) were: ‘Provision of discipline-based support through the network of 24 Subject Centres’ and ‘Accreditation of HEI programmes of training in teaching and learning’. The service area described as: ‘Brokerage role for a range of networks, including Pro Vice Chancellors’/Deputy VCs’/Deputy Principals’ Network’ also showed a proportionately higher number of responses registering strong satisfaction. The area of least overall satisfaction was: ‘Facilitation of (and participation in) debate on issues affecting the sector’.

The table overleaf presents a numerical breakdown of responses:

Statement	Very Satisfied	Satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very dissatisfied	NA – I have no experience of this service	Total
Provision of discipline-based support through the network of 24 Subject Centres.	20.6%	44.1%	26.5%	2.9%	0.0%	5.9%	100.0%
Management of recognition model for practitioners.	9.1%	30.3%	33.3%	6.1%	3.0%	18.2%	100.0%
Development of national professional standards in teaching and learning.	8.8%	47.1%	32.4%	11.8%	0.0%	0.0%	100.0%
Accreditation of HEI programmes of training in teaching and learning.	17.6%	44.1%	20.6%	11.8%	2.9%	2.9%	100.0%
Brokerage role for a range of networks, including Pro Vice Chancellors'/Deputy VCs'/Deputy Principals' Network.	20.6%	32.4%	29.4%	5.9%	2.9%	8.8%	100.0%
Facilitation of (and participation in) debate on issues affecting the sector.	5.9%	32.4%	41.2%	20.6%	0.0%	0.0%	100.0%
Dissemination of research findings and good practice and support in interpreting them.	5.9%	44.1%	35.3%	14.7%	0.0%	0.0%	100.0%
Commissioning and undertaking research into the student learning experience.	2.9%	38.2%	47.1%	8.8%	2.9%	0.0%	100.0%
Maintenance of central Academy website, including links to publications.	2.9%	47.1%	41.2%	2.9%	2.9%	2.9%	100.0%
Maintenance of online directory of publications and materials.	3.0%	48.5%	39.4%	3.0%	3.0%	3.0%	100.0%

Average importance and satisfaction levels for each service can be determined through allocation of a numerical weighting to each importance or satisfaction level. The following scale was adopted:

Importance level	Satisfaction level	Numerical value
Significant importance	Very satisfied	5
Fair importance	Satisfied	4
Medium importance	Neither satisfied or dissatisfied	3
Minor importance	Dissatisfied	2
No importance	Very dissatisfied	1
NA – I have no experience of this service	NA – I have no experience of this service	Excluded

The following table shows the relative ranked position of each of these service areas:

Importance			Satisfaction		
Service	Ranking	Mean score	Service	Ranking	Mean score
Provision of discipline-based support through the network of 24 Subject Centres.	1st	4.2	Provision of discipline-based support through the network of 24 Subject Centres.	1st	3.9
Accreditation of HEI programmes of training in teaching and learning.	2nd/3rd	3.9	Brokerage role for a range of networks, including Pro Vice Chancellors'/Deputy VCs'/Deputy Principals' Network.	2nd	3.7
Dissemination of research findings and good practice and support in interpreting them.	2nd/3rd	3.9	Accreditation of HEI programmes of training in teaching and learning.	3rd	3.6
Commissioning and undertaking research into the student learning experience.	4th/5th	3.8	Development of national professional standards in teaching and learning.	4th/5th/6th	3.5
Development of national professional standards in teaching and learning.	4th/5th	3.8	Maintenance of online directory of publications and materials.	4th/5th/6th	3.5
Brokerage role for a range of networks, including Pro Vice Chancellors'/Deputy VCs'/Deputy Principals' Network.	6th/7th/8th	3.6	Maintenance of central Academy website, including links to publications.	4th/5th/6th	3.5
Facilitation of (and participation in) debate on issues affecting the sector.	6th/7th/8th	3.6	Management of recognition model for practitioners.	7th/8th	3.4
Management of recognition model for practitioners.	6th/7th/8th	3.6	Dissemination of research findings and good practice and support in interpreting them.	7th/8th	3.4
Maintenance of central Academy website, including links to publications.	9th/10th	3.5	Commissioning and undertaking research into the student learning experience.	9th	3.3
Maintenance of online directory of publications and materials.	9th/10th	3.5	Facilitation of (and participation in) debate on issues affecting the sector.	10th	3.2

The relative ranked positions of service importance in relation to satisfaction levels suggest a certain amount of mismatch. Key observations from participant responses were as follows:

- The service area with greatest consistency between its perceived importance and satisfaction with its delivery was 'Provision of discipline-based support through the network of 24 Subject Centres'. This was rated at the top level in both categories.
- Other service areas with a reasonable degree of consistency between importance and satisfaction levels were: 'Accreditation of HEI programmes of training in teaching and learning', 'Development of national professional standards in teaching and learning', and 'Management of recognition model for practitioners'

(although we note that the latter was also identified by a significant proportion of participants as one of which they had no experience).

- The service areas with greatest discrepancy between their perceived importance and levels of satisfaction with their delivery, where satisfaction with the area of service was recorded as lower than its relative importance, were: *'Dissemination of research findings and good practice and support in interpreting them'* and *'Commissioning and undertaking research into the student learning experience'*.
- The service area with greatest discrepancy between its perceived importance and satisfaction with its delivery, where its importance was ranked as relatively low but satisfaction with the service was rated more highly was: *'Maintenance of online directory of publications and materials'*. This was followed by the service described as *'Brokerage role for a range of networks, including Pro Vice Chancellors'/Deputy VCs'/Deputy Principals' Network'*.

## **Additional comments**

**Question 6: If you would like to make any further comments not reflected elsewhere in the survey, please use this space.**

There were 17 responses to this question. Several respondents indicated that the profile of the Academy within the sector could be higher:

*'Marketing of their services needs to be improved (if you know what is on offer it is generally fine, but getting to know is the problem). We would suggest more direct contact with HEIs to understand their needs/requirements...'*

*'It is disappointing that the HEA has failed to engage with all parts of the sector. This might be due to the emphasis given to teaching rather than considering academic practice as teaching, research and administration.'*

A number of specific and generally positive comments were provided:

*'The HEA fulfils a valuable role in encouraging and supporting professional recognition of good teaching practice.'*

*'The Academy has a strong base of engagement in Scotland and I know that all staff in this institution who engage with the Subject Centres believe them to be extremely useful.'*

A number of respondents made reference to individual experience of the Academy, or made clarifications in relation to earlier responses.