

**Fostering engagement in higher education of all  
stakeholders in the delivery of a high quality student  
experience**

**Volume 1**

**Michelle Gwendoline Morgan**

**PhD by Publication**

**Bournemouth University**

**July 2018**

## Copyright statement

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## **Abstract**

This thesis provides critical investigation, independent and original contribution to knowledge and an understanding of appropriate research methodology in relation to a range of interlinking original work that adds value to the student experience through a holistic work experience and study approach. Specifically, I have investigated ways of:

1. Fostering and deepening student engagement within higher education learning in, through and out of the undergraduate (UG and postgraduate taught (PGT) study lifecycle;
2. Fostering and enhancing inter-professional engagement among HE staff in diverse roles working together to provide a supportive, holistic and coherent environment for student learning;
3. Supporting effective and longstanding student engagement with learning through a variety of interventions at both levels of study;
4. Encouraging staff engagement with continuous and meaningful personal and professional practice.

The originality of my work lies in providing a thorough and evidence informed analysis of how a variety of structured activities, many of which I pioneered) can radically improve student progression, retention, engagement and success.

While much is written (and referenced here) about these matters at UG level, a strong element of the originality of this work lies in its dual focus on the UG and PGT student experience with the PGT work built on a significant national project underpinned by a substantial dataset.

In presenting my case, I will be providing evidence of scholarship and impact of my two edited books, five journal articles which form the substantive base of my case together with the ground-breaking report from a HEFCE funded research projects (£2.7m including matched funding).

In my supporting synthesis, I will demonstrate:

- i) Intensive and thoughtful analysis of my personal experience moving from an administrator role dealing with pragmatic operational issues to becoming a recognised expert in my domain which is the student experience with a particular focus on the student lifecycle;
- ii) The lack of practical and theoretical knowledge regarding the student lifecycle and my unique scholarly contribution to this field.

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## **Acknowledgements**

This thesis is dedicated to five amazing people who have helped shape my career.

### **Julian Morgan (My brother)**

My hero. Beyond all the odds, you broke the mould and carved a new path in being the first person ever in our family to go to university. You showed me that the 'impossible' is actually 'I'm possible'.

### **Professor Gordon McBeth**

My first HE boss who was an amazing Head of Department. Gordon, you taught me about the importance of the academic imperative which became central to my work. You supported me in my MPhil/PhD but I ran out of time for achieving the PhD stage. My PhD has been unfinished business for 25 years.

### **Professor Mary Stuart**

You are a woman of foresight who saw the value of the 'Third Space Professional' and led the field in widening participation. Mary, you saw my passion and potential and gave me the opportunity to dedicate my work in the field of the student experience. Thank you for your continued friendship and mentorship.

### **Professor Sally Brown**

My mentor in my entire student experience writing. No words can express how grateful I am for your patience, kindness and wisdom (plus Phil Race's chips that kept my energy levels up!).

### **Professor Debbie Holley**

Thank you Debbie for being an amazing supervisor. You kept me going and helped me get over the finish line.

## **Abbreviation**

AdvanceHE	Merged organisation comprising the HEA, Leadership Foundation for Higher Education and the Equality Challenge Unit
AMOSSHE	AMOSSHE, the Student Services Organisation
AUA	Associate of University Administrators
EPC	Engineering Professors Council
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
KU	Kingston University
L&T	Learning and teaching
NEHEF	North East Higher Education Forum
NSS	National Student Survey
NUS	National Union of Students
OFFA	Office for Fair Access which is now part of the Office for Students
OfS	Office of Students is a merged organisation comprising HEFCE and the Office for Fair Access
PEP	Postgraduate Experience Project
PG	Postgraduate
PGT	Postgraduate Taught
PTES	Postgraduate Taught Experience Survey
QAA	Quality Assurance Agency
REF	Research Excellence Framework
SEDA	Staff and Educational Development Association
SEPT	Student Experience Practitioners Model
SET	Student Experience Transitions Model
SRHE	Society for Research into Higher Education
STEM	Science, Technology, Engineering and Mathematics
TEF	Teaching Excellence Framework
UG	Undergraduate
UKCGE	UK Council for Graduate Education

## **Section 1 Introduction and overview**

This thesis is based on the golden thread that draws together my work which is the evidence that well informed and structured activities to foster student engagement can impact on the progression, continuation and success of undergraduate (UG) and postgraduate (PG) students. I contend that my chosen publications together with my accompanying thesis demonstrates: 1) critical investigation; 2) provides independent and original contribution to knowledge and 3) an understanding of appropriate research methodology for the chosen field required for the award of PhD.

### **Original contribution**

My primary aim over my working career has been to improve the experience of students in, through and out of study through adopting and using pragmatic approaches driven by evidence informed research. Specifically, I have investigated ways of:

1. Fostering and deepening student engagement within higher education learning in, through and out of the undergraduate (UG and postgraduate taught (PGT) study lifecycle;
2. Fostering and enhancing inter-professional engagement among HE staff in diverse roles working together to provide a supportive, holistic and coherent environment for student learning;
3. Supporting effective and longstanding student engagement with learning through a variety of interventions at both levels of study;
4. Encouraging staff engagement with continuous and meaningful personal and professional practice.

The originality of my work lies in providing a thorough and evidence informed analysis of how a variety of structured activities, many of which I pioneered) can radically improve student progression, retention, engagement and success.

While much is written (and referenced here) about these matters at UG level, a strong element of the originality of this work lies in its dual focus on the UG and PGT student experience with the PGT work built on a significant national project underpinned by a substantial dataset.

### **My publications**

This commentary reports the work published between 2009 and 2016 and is based on the impact and influence that my selected publications have had at an institutional, national and international level. It reflects a record of a varied career in higher education which has involved changing roles and the traversing of boundaries profiting from different and perspectives, reflection and learning thus allowing me to develop my work on these diverse experiences.

Figures 1-4 show a diverse publication record over a 10 year period: it includes single authored peer reviewed journal papers, scholarly texts, informal articles, book chapters, edited books and articles and citations in academic newspapers. The publications cover neglected topics in higher education in the past 20 years. They provide a record of unfolding reflective and practical research and, as such, form a distinctive scholarly record.

Figure 1 Timeline of job role, institution and publications 1992-2012

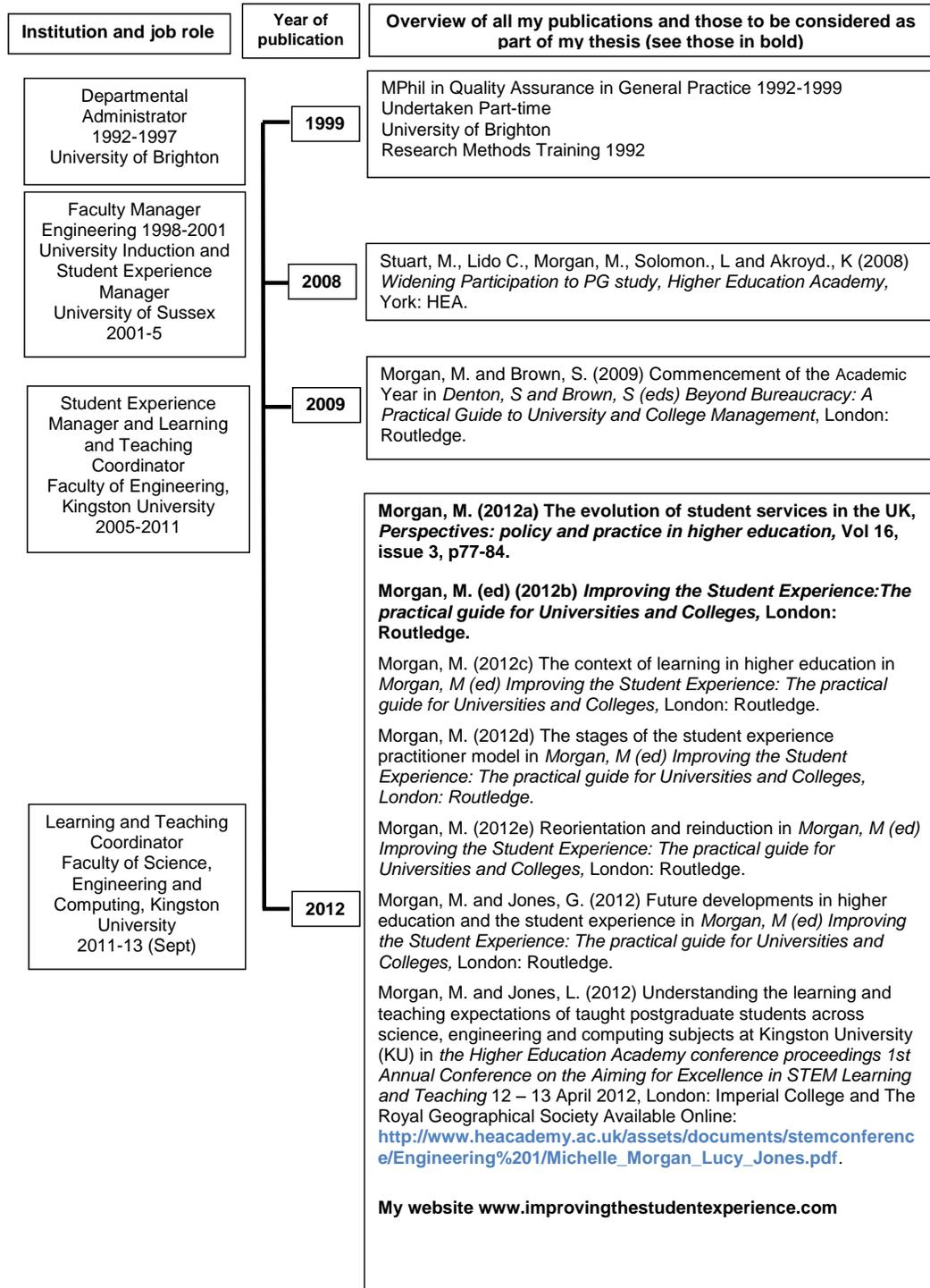


Figure 2 Timeline of job role, institution and publication 2013-2014

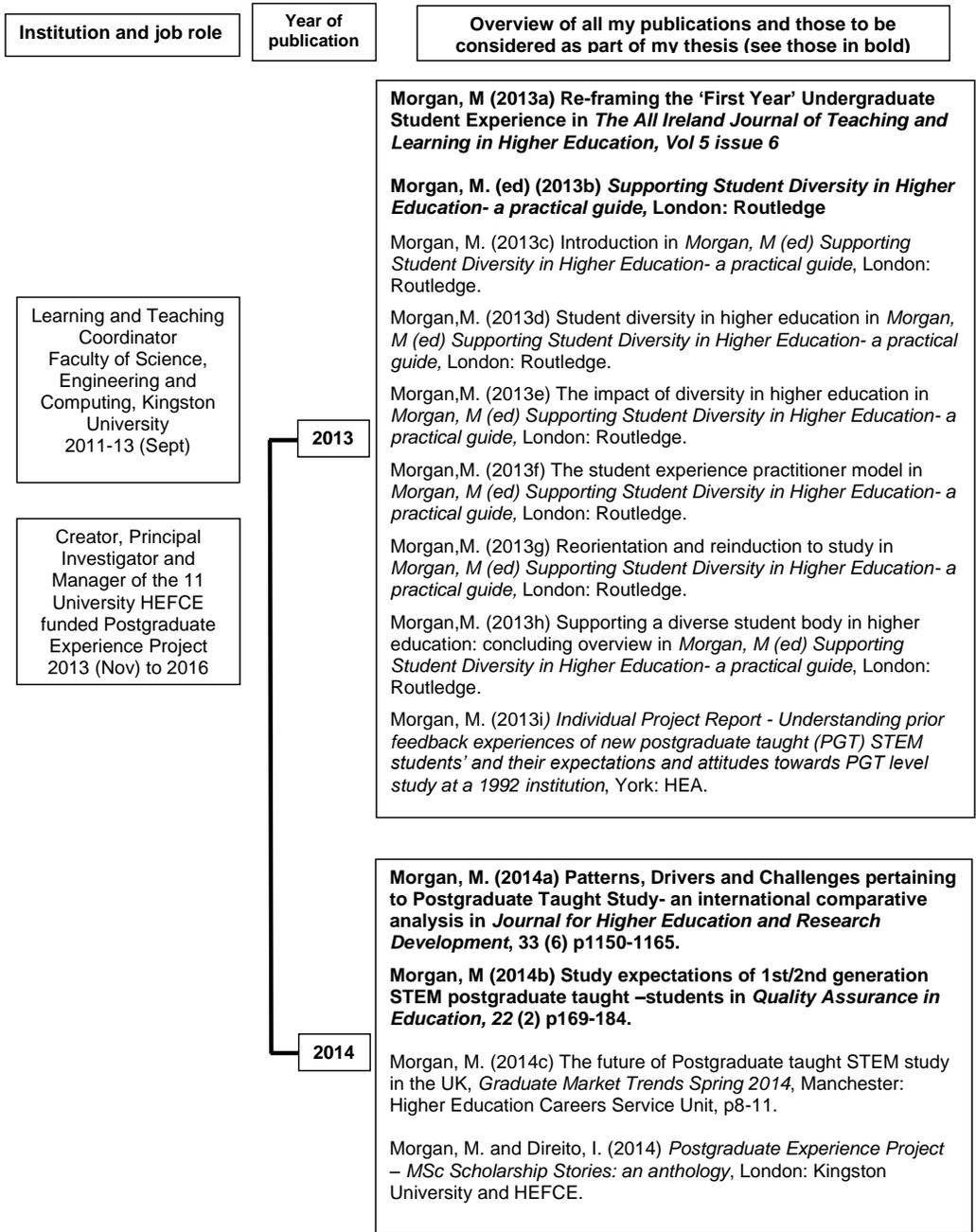


Figure 3 Timeline of job role, institution and publications 2015

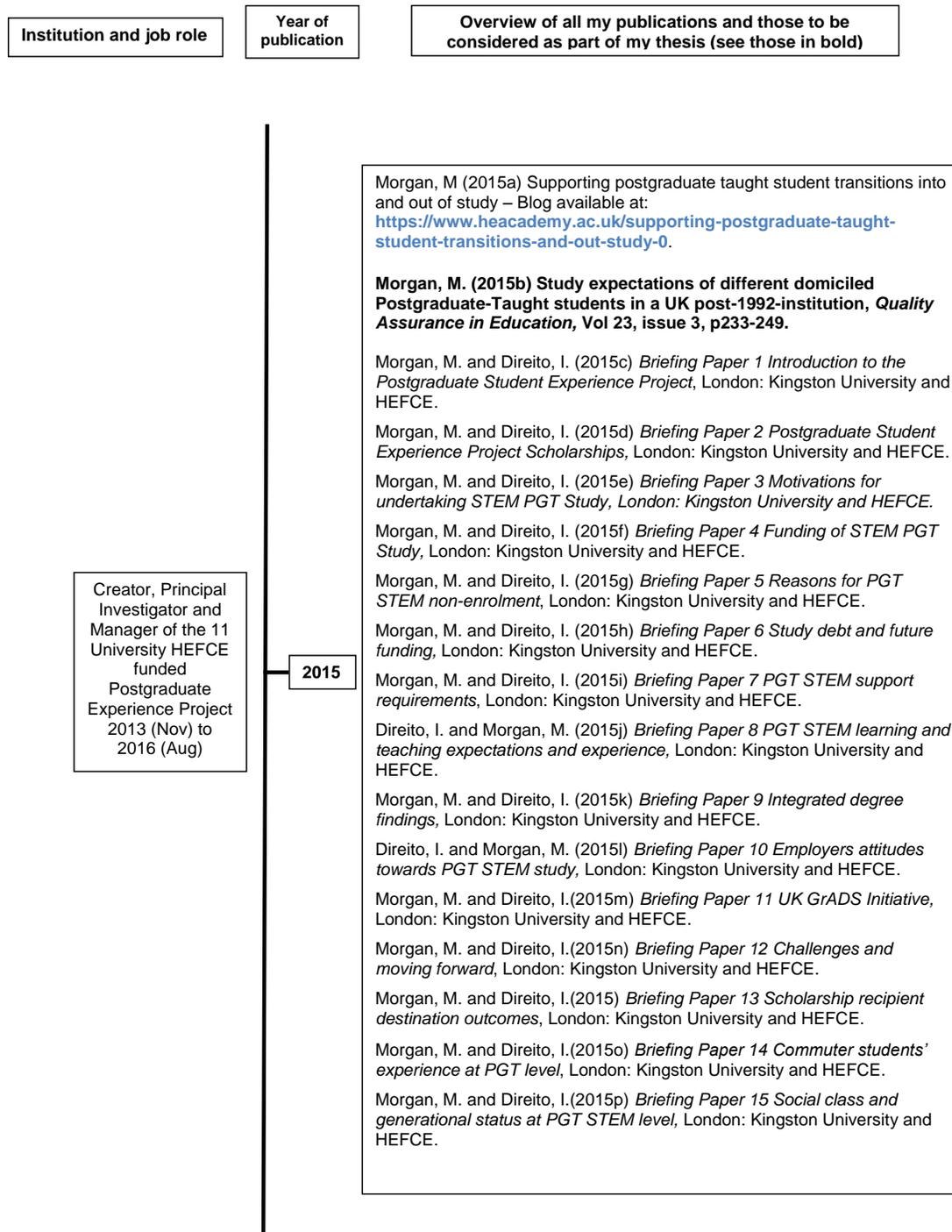
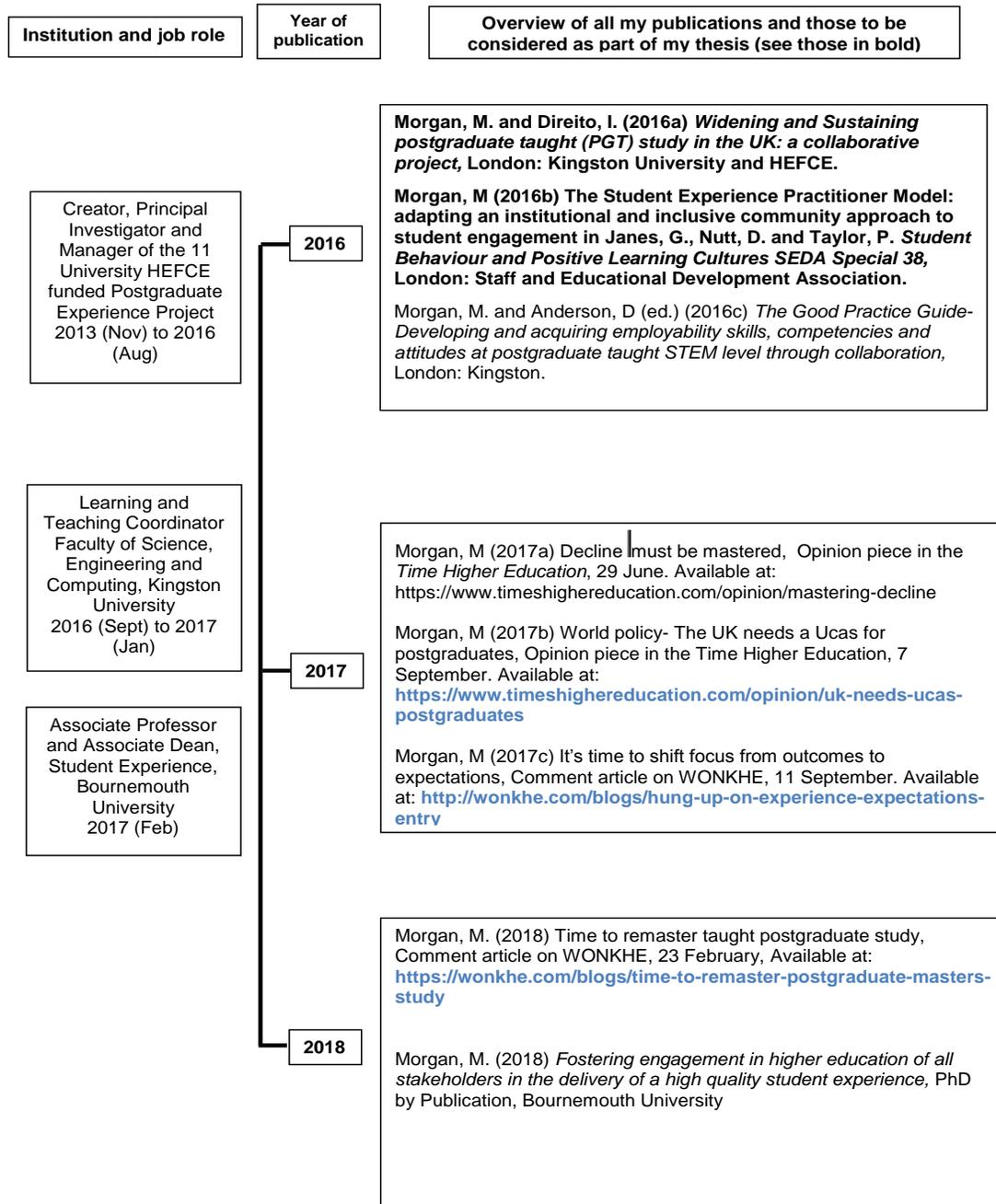


Figure 4 Timeline of job role, institution and publications 2016-2018



## **My chosen publications for PhD by Publication**

In presenting my case, I will be providing evidence of scholarship and the impact of my chosen publications (see Figures 1-4 chosen publications in bold) which consists of two edited books, five peer reviewed journal articles, the research outputs linked to my Higher Education Funding Council for England (HEFCE hereafter) funded research project (£2.7m including matched funding) and my personal website. I argue that they are broadly equivalent in scale and scope to a traditional thesis.

My selected publications address areas where I observed an absence of literature when I was seeking to help inform my practical work of improving the experience of students and academic and non-academic university staff. They are the culmination of my journey to-date in higher education as a student, administrator, practitioner, academic, researcher and employee. The coherence between all of my publications is my assertion that for the student experience to be effective, it must be driven in, through and out of the student lifecycle from the point of view of engagement of the individual whether they are a student or a member of staff.

In my supporting synthesis, I will demonstrate:

- i) Intensive and thoughtful analysis of my personal experience moving from an administrator role dealing with pragmatic operational issues to becoming a recognised expert in my domain which is the student experience with a particular focus on the student lifecycle;
- ii) The lack of practical and theoretical knowledge regarding the student lifecycle and my unique scholarly contribution to this field.

### Edited books

The process of creating and editing my two volumes is part of my claim in contributing original work to my field. Both books revolve around my original concept of the Student Experience Practitioners Model (later to become the Student Experience Transitions Model-SET). The model identifies the stages within the learning journey and activities that need to be provided to help deliver a

high quality student experience. Both are designed to foster student and staff engagement which in turn can positively impact on the progression, continuation and success of both undergraduate and postgraduate students. I describe this in more detail in Section 4 of this thesis. The model is very flexible as it allows other theoretical concepts and models to function within it. The numbers of citations for each book are listed in Appendix 4 along with the citations for my singled authored chapters.

1. Morgan, M. (ed) (2012) *Improving the Student Experience: The practical guide for Universities and Colleges*, London: Routledge (Appendix 4 i, ii).
2. Morgan, M. (ed) (2013) *Supporting Student Diversity in Higher Education- a practical guide*, London: Routledge. (Appendix 4 iii, iv).

#### Book chapters

I have written 11 book chapters of which only two are co-authored. The first book chapter in my list co-authored with Professor Sally Brown was a critical turning point in my writing. Not only was it my first book chapter but importantly, it was the first time I had published part of my original model. Although I had presented it extensively, getting the concept published felt that it had now obtained credibility. As a result, I have included it but excluded other co-authored chapters I have written.

Morgan, M. and Brown, S. (2009) Commencement of the Academic Year in Denton, S and Brown, S (eds) *Beyond Bureaucracy: A Practical Guide to University and College Management*, London: Routledge. Output 70/30.

#### Journal articles

I have had five peer reviewed sole authored journal papers published and I am submitting them all as part of this thesis. The papers demonstrate breadth as well as depth but all contribute to understanding how to improve the student experience across the student lifecycle. They span academic and professional service staff activities, provide a theoretical framework for improving the first year undergraduate student experience and assist in understanding participation at

postgraduate masters level. All support the fostering of engagement of staff and students.

The number of citations is listed in Appendix 3. All of the journal papers are singled authored and report my unique research.

1. Morgan, M. (2012) The evolution of student services in the UK, *Perspectives: policy and practice in higher education*, Vol 16, issue 3, 77-84. (Appendix 3 i).
2. Morgan, M. (2013) Re-framing the 'First Year' Undergraduate Student Experience in *The All Ireland Journal of Teaching and Learning in Higher Education*, Vol 5 issue 6. (Appendix 3 ii).
3. Morgan, M. (2014) Patterns, Drivers and Challenges pertaining to Postgraduate Taught Study-an international comparative analysis in *Journal for Higher Education and Research Development*, 33 (6) 1150-1165. (Appendix 3 iii).
4. Morgan, M.(2014) Study expectations of 1st/2nd generation STEM postgraduate taught students in *Quality Assurance in Education*, 22 (2) 169-184. (Appendix 3 iv).
5. Morgan, M. (2015) Study expectations of different domiciled Postgraduate-Taught students in a UK post-1992-institution, *Quality Assurance in Education*, Vol 23, issue 3, 233-249. (Appendix 3 v).

#### Research project outputs

The research projects I have undertaken were designed to fill a knowledge gap in terms of understanding learning engagement at postgraduate taught level (PGT hereafter). In 2005, I identified that the postgraduate experience was a much neglected area in terms of research and good practice. The common approach was to lift and shift undergraduate initiatives and approaches to PGT level which did not appear to work. The journey exploring this area started with the first report entitled *Widening participation to postgraduate study* for which I wrote the

proposal and was the lead researcher for the principal investigator, Professor Mary Stuart. The work looked at the type of undergraduate student who intended progressing onto any type of postgraduate study at some point in the future. The research was undertaken amongst final year undergraduate students at the universities of Brighton and Kingston. Not only did it include an extensive literature review but it contained innovative research not undertaken before. From that research, I identified pertinent areas to pursue in the area of learning engagement such as understanding prior learning experiences and the impact on current learning expectations and attitudes of PGT students. I undertook the research informally at Faculty level in the Faculty of Engineering at Kingston University. The primary aim of the research was to create change at the coal face and improve the postgraduate experience of Masters' students as well as improve retention and attainment.

After four years, I was able to formalise the research through a Higher Education Academy (HEA hereafter) individual teaching grant. The findings from the report entitled *Individual Project Report - Understanding prior feedback experiences of new postgraduate taught (PGT) STEM students' and their expectations and attitudes towards PGT level study at a 1992 institution* were presented at national conferences.

This research identified further gaps in the sector's knowledge and was the basis of my £2.7m HEFCE research proposal across eleven universities exploring how PGT study could be widened and sustained in the UK as a result of the declining numbers in participation. This proposal successfully obtained funding and the Postgraduate Experience Project (PEP hereafter) as it became known as went on to produce three main reports and 15 briefing papers. My chosen publication from the research project outputs is the main report from the project.

Morgan, M. and Direito, I. (2016) *Widening and sustaining postgraduate taught (PGT) study in the UK: a collaborative project*, London: Kingston University and HEFCE. Output 60/40.

### Professional body publications

Professional body publications are important and I have been approached to write three. All three professional bodies are well respected and support innovative pedagogic research and understanding. My chosen publication for inclusion in this thesis is my Staff and Educational Development Association (SEDA) paper that was part of a special edition. The focus of the paper was specifically on engagement.

Morgan, M. (2016) The Student Experience Practitioner Model: adapting an institutional and inclusive community approach to student engagement in Janes, G., Nutt, D. and Taylor, P. *Student Behaviour and Positive Learning Cultures SEDA Special 38*, London: Staff and Educational Development Association.

### Website

When I developed the first book, I accessed a vast range of websites and literature so instead of archiving all the information, I created an international free portal of information for colleagues around the world. Although personal websites are not normally peer reviewed, mine has been by the Association of University Administrators (AUA) and AMOSSHE (organisation for student services) and the site circulated to members as a useful resource. By updating my website monthly, not only am I providing a useful resource for colleagues, but it enables me to keep abreast of factors, trends and issues across the sector. The website is accessed by colleagues from around the world with many being returning visitors. The access analytics are in Section 7 where I talk about the impact of my site.

The website ([www.improvingthestudentexperience.com](http://www.improvingthestudentexperience.com)) specifically:

- pulls together useful website information, guidance and advice from around the world as well as the latest global 'HE' news;
- collates books and articles that colleagues working in the field, and visitors to this website have found very useful;
- covers the 'Student Experience Transition Model' that interlinks the key activities of academic, welfare and support. The model provides a framework for colleagues to organise and map out the various types of

support required for different students at particular times throughout their journey at university or college;

- advertises upcoming conferences that are designed to help colleagues improve the student experience;
- provides an opportunity for colleagues to share good practice.

### **Number and sufficiency of my contribution**

I contend that together these texts are sufficient in input, scope and extent to be a PhD by publication. This thesis will demonstrate that:

- i) They have been produced over a 10 year period;
- ii) The impact of this work has been felt at Faculty, University, National and international level;
- iii) My work has made an original contribution to study in the field;
- iv) The research and timing of publications were designed to contribute to gaps in the literature;
- v) I have utilised ethical and quality assurance processes in my research:
  - a. QAA use of quality processes;
  - b. Use of ethical committees to support the research and critical investigation.

## **Section 2 My chosen theoretical perspective**

### ***Introduction***

In the past six years, the field of the student experience has been subsumed within research on student engagement and sense of belonging. These emerging theories will be discussed in more detail in this section below but have naturally been incorporated within my student transitions work.

My theoretical perspectives have been emergent building from practice to theory. This has been achieved initially through my MPhil and the professional influence of commentators in the student experience field. However, the primary lens through which I have chosen to view my work is William. A. Kahn's psychological engagement model entitled *The needs satisfying approach* as his theoretical conceptions align closely with mine developed within the higher education context (Kahn, 1990).

Kahn's work developed and implemented in the business sector has been developed over the past 20 years by the likes of Crawford et al. (2010) and Schaufeli (2012) and has been applied to various sectors including school level education (Fredricks et al., 2004:62-63), but not higher education. Fredricks et al. who draw on the work of Bloom (1956) explain engagement in terms of positive engagement, non-engagement and negative engagement in the areas of behaviour (e.g. attendance), emotion (e.g. sense of belonging) and cognition (e.g. invested in their learning).

Kahn's integration here within the context of higher education forms a pillar of the case I am making for my original contribution. Discussion of engagement within higher education has focused on students with the majority of the literature aimed at improving learning and not the individual or throughout the study journey.

### **Rationale for my chosen theoretical perspective**

At the heart of my work both as a practitioner and academic is the principle of engaging all stakeholders who have a vested interest in the delivery a high quality student experience and the outcomes of higher education. They include students and staff within the institution, business, industry and educational bodies

such as the Quality Assurance Agency (QAA), HEFCE (now part of the Office for Students) and the HEA (now part of Advance HE).

### **Origins of the concept of Engagement**

There is extensive literature in the field on 'engagement' that has been developed by both academics and practitioners for business and industrial organisations in general. In 1990, Kahn introduced his original concept of engagement in his seminal paper in the *Academy of Management Journal* in 1990 where he proposed that individuals can be 'personally engaged' in their work (Kahn, 1990). Kahn is considered the founding father of the concept of engagement. His work has had an important influence on my approach. Understandably, the concept of employer and employee engagement in organisations has interested academics and practitioners. It is argued that the reason it has received attention in the last 20 years is the promise of it enhancing the individual and organisational performance, especially in times of recession (e.g. Truss et al., 2014; Bakker and Schaufeli, 2008).

### **The key engagement theories in business**

There are four main engagement theories within business with each stressing a different aspect of engagement. The first and what is considered to be the founding theory is the *Need satisfying Approach* (1990) by Kahn which looks at engagement in relation to role performance. The second is *Burnout-antithesis Approach* by Maslach, Schaufeli and Leiter's and looks at employee wellbeing (Maslach et.al., 2001). The third is *Satisfaction-Engagement Approach* by Harter, Schmidt and Hayes and views engagement in terms of its relation with resourceful jobs (Harter et.al., 2002). And the last main theory is the *Multidimensional approach* by Sak's which looks at engagement in terms of the job and organisation (Saks, 2006).

Although elements of each of the four theories can be applied to engagement in higher education, it is Kahn's theory that is more applicable to the range of stakeholders who participate, as it comes from the perspective of the individual and not just the employee thus it can cover staff and students. Importantly, when I apply Kahn to my work, I view 'study', whether one delivers it or is the recipient, as 'work'.

### 1) The Needs satisfying approach by Kahn

Kahn argued that someone is engaged with their work when they are able to express their authentic self and are willing to invest their personal energies into their role. This is applicable to students and staff in HE. Kahn suggests that personal engagement within the workplace is about “*the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance*” (Kahn, 1990: 694).

Kahn argues that personal engagement is shaped by three psychological conditions; meaningfulness, safety and availability.

**Meaningfulness** is “*feeling a sense that one’s physical, cognitive or emotional energies matter*” (Kahn and Heaphy, 2014:83) and derives from relationships created in the work place. Limited or no meaningfulness occurs when the individual feels little is expected of them and they receive minimal support, feedback or encouragement in their role (Kahn and Fellows, 2012).

**Safety** relates to the feeling of being able to show and be one’s self without fear of negative consequences. This is primarily influenced by the social environment (interpersonal relationships, group dynamics, management style and norms).

**Availability** relates to the belief of having the physical and mental resources to engage in work. This depends on what people bring to the role.

These three psychological conditions will be discussed and developed later in my supporting synthesis in this thesis and how they are applicable to higher education and my work.

### 2) The Burnout-antithesis Approach Maslach, Schaufeli and Leiter

Up until 2000, Kahn’s work was the most accessible published literature on engagement. In 1997, Maslach and Leiter in their paper entitled ‘*The truth about burnout*’ had argued that engagement and burnout are the “*positive and negative endpoints of a single continuum. More specifically, engagement is characterised by energy, involvement and efficacy*” (cited by Schaufeli, 2014:18).

In 2001, Maslach, Schaufeli and Leiter published a paper on their '*Job Burnout*' theory. They suggested that burnout in the work role consisted of three dimensions: exhaustion, cynicism, and ineffectiveness (Maslach et.al., 2001).

Schaufeli and colleagues went on to argue that employee engagement therefore is the opposite of these and is "*a persistent positive affective state of fulfilment in employees characterised by vigour, dedication and absorption*" (Schaufeli, et al., 2002:74).

**Vigour** is defined as employees' willingness to invest effort and high levels of energy into their job along with having endurance and persistence in the face of difficulties.

**Dedication** refers to the employees' strong involvement in their work, their feelings of enthusiasm and significance.

**Absorption** occurs when the employee is pleasantly occupied with work, this can be seen by the employee not keeping the track of time and their inability to separate themselves from the job at hand.

They also argue that engagement is "*a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behaviour*" (Schaufeli et al., 2002:74). The dimensions of vigor, dedication and absorption can be applied in a negative way to explain student dissatisfaction in their study journey and for staff in not delivering a high quality student experience.

### 3) The Satisfaction-Engagement Approach by Harter, Schmidt and Hayes

In 2002, Harter, Schmidt and Hayes published a paper where they referred to employee engagement as "*the individuals' involvement and satisfaction with, as well as, enthusiasm for work*" (Harter et al., 2002:269). They concurred with Kahn in that they also saw engagement occurring when the employees are emotionally and cognitively engaged, when they know what is expected of them, when they have the tools to enable them to do their job and when they work in an environment where they trust the colleagues with whom they work. Using Kahn's

framework, Harter et al. developed a measure, consisting of 12 items, which assess the employees' perception of their company as a working place.

#### 4) The multidimensional approach by Saks

Embracing the previous literature on engagement, Saks defined employee engagement as *“a distinct and unique construct consisting of cognitive, emotional, and behavioural components that are associated with individual role performance”* (Saks, 2006:602). Unlike previous researchers, Saks argued for the first time that there were two separate states of engagement: job engagement (psychological presence in one's job) and organisational engagement (psychological presence in one's organisation). Within higher education, I argue that this can be interpreted as study engagement and engagement with the organisation. This approach is least applicable to my SET model because to be able to undertake or deliver study requires engagement with both.

#### **Divergent definitions of engagement within business**

What resonates in all the models and that the authors agree on is that for 'engagement' to occur, individuals (employees) need the physical, emotional and psychological resources to successfully perform their work. If this is not present, employees will eventually disengage. However, despite the volume of material published, commentators argue that the term engagement is contested more than the literature suggests (e.g. Soane et al., 2012). MacLeod and Clarke (2009) found over 50 different definitions for engagement within business and industry. It is argued that this is due to the conflict in approach between practitioners and academics. Truss et al. suggest that this is because scholars:

*“debate the meaning and status of engagement without reference, in many cases, to the needs and concerns of practitioners, and practitioners often do not have access to the thinking and insights that are being developed in the academic world”* (Truss et al., 2014:2).

Debate continues within the academic community concerning the meaning of engagement where it is broadly viewed as a psychological state whereas within the practitioner realm it is viewed as a workforce strategy.

In 2014, Kahn revisited his model with Heaphy where they turned their attention to:

*“the role of work relationships in enhancing or depleting levels of engagement, an aspect that has hitherto received less attention than areas such as job design or leadership”* that had been the focus of more recent theories (cited by Truss et al., 2014:5).

As a result they reclaimed engagement as still being personal engagement as opposed to work engagement where employees expressed themselves in physical, cognitive and emotional terms.

### **Origins of research on student engagement in higher education**

Serious discussion of what now has become known as ‘student engagement’ in higher education started in the 1980’s in the USA with Astin’s work regarding student involvement in ‘their own’ learning (Astin, 1984). As a result, studies in this area became prolific in North America and Australasia.

Within UK higher education, the term ‘student engagement’ has really come to the fore in the last six years and subsumed terms that have been previously used such as the ‘student experience’ and ‘research-led teaching’. Student engagement is now considered a key area to explore with research being supported by educational agencies in the sector such as Office for Students, Advance HE and the National Union of Students (NUS).

The term student engagement is being used to encompass the sector’s requirements by Government to improve a number of aims and objectives. These include increasing student participation, progression, continuation and success across all higher education levels of study. It also raises student satisfaction and employability outcomes against the back drop of reduced government funding, increasing student tuition fees especially in England and increased quality assurance requirements. The current debate on fee levels for different courses depending on the expected salary outcome and the cost of delivery will add a further dimension to the discussion on student engagement.

The term student engagement may be viewed by some as the latest buzzword in higher education, Gibbs rightly argues that it is important to determine what the

term means within the sector, where it is applicable (e.g. learning and teaching only or wider) and what its impact will be (Gibbs, 2013). Furthermore, he goes on to argue that use should be made of the *“extensive research findings already available in relation to the many varied forms of this often opaque term”* (Gibbs, 2014). However, this is challenging due to the huge body of work in existence in this area. Trowler (2010) in her literature review for the HEA, identified in excess of 1000 items on student engagement and Wimpenny and Savin-Baden (2013) in excess of 2500 articles between 2000 and 2012.

### **Literature on student engagement**

Zepke suggests that in higher education today there are two clear strands of engagement that can be identified within the mainstream literature. The first originates in American research and focuses on learning behaviours and the second focuses more on students feelings such as a sense of belonging (Zepke, 2015). However, as Zepke points out *“overarching both mainstream strands is engagement’s strong association with quality teaching and learning and student success”* (Zepke, 2015:3).

A broad overview of the literature within these two strands is provided below. However, upon examination, two problematic issues arise. Firstly, central to all of the student engagement models is the emphasis on the student being engaged. Engagement by those who are responsible for the delivery of study is largely neglected. Secondly, it is surprising that the originator and founding father of the concept of engagement albeit in a different context, William. A. Kahn (not to be confused with HE’s Peter Kahn) is largely absent in the literature on higher education and not an explicit influence.

### **The key student engagement theories in higher education**

#### **Astin’s contribution to Student involvement**

Astin’s theory comprises three elements. The first is student ‘input’ and includes demographics, background characteristics, and any previous experiences. The second is the student’s ‘environment’ and encompasses all the college experiences a student has. The last element is student ‘outcomes’ which include all the student’s characteristics, knowledge, attitudes, beliefs, and values that

exist after graduating. Astin states “*Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to their academic experience*” (Astin, 1984:297). This is not dissimilar to Kahn’s *meaningfulness* condition and Maslach et al’s (2001) *vigor* dimension.

Astin’s work led to further research that explored other aspects such as academic achievement (e.g. Chickering and Gamson; 1987), academic and social integration (Tinto, 1987), persistence (Tinto, 1993), the importance of having a sense of belonging (Thomas, 2012) and student satisfaction (e.g. Kuh and Vesper, 1997). These can be aligned to the work of Kahn (1990), Maslach et al. (2001) and Harter et al. (2002). Student engagement theories conceptualised by academics such as Kuh (2007) and Krause and Coates (2008) suggest that participation within and outside of the classroom in effective educational activities can provide beneficial measurable outcomes.

#### Chickering and Gamson’s contribution to Academic achievement

Chickering and Gamson (1987) argue that good practice in undergraduate education for academic achievement requires seven key principles which are: encourage contact between students and faculty; develop reciprocity and cooperation among students; encourage active learning; give prompt feedback; emphasize time on task; communicate high expectations and respect diverse talents and ways of learning. They argue that whilst teachers and students hold the main responsibility for improving undergraduate education, college and university leaders, government and accrediting associations have the power to shape an environment. This work has been highly influential in the UK largely due to its promulgation by Graham Gibbs. For the first time, the work of Chickering and Gamson extended the need for engagement to occur beyond the student.

### Tinto's Contribution to Academic and social integration and persistence

In Tinto's Interactionalist Model of Student Departure, he supported the critical role of student involvement in positive educational outcomes. He identified the need to understand the relationship between student involvement in learning and persistence. He states:

*"There appears to be an important link between learning and persistence that arises from the interplay of involvement and the quality of student effort. Involvement with one's peers and with the faculty, both inside and outside the classroom, is itself positively related to the quality of student effort and in turn to both learning and persistence"*(Tinto, 1993:71).

Tinto argued that the more students learn, the more likely they are to persist. However, despite Tinto's popularity, it has modest empirical support, received extensive scrutiny and had many criticisms levelled at it. For example, Braxton and others argue that *"Tinto's operational definitions for academic and social integration are inadequate and methodologically flawed"* (Kuh et al., 2006:12) with Kuh and Love (2000) suggesting that it is impossible to separate academic and social student experiences, which Tinto's model does, because those experiences may be interlinked. Furthermore, Berger argues that the main criticism of Tinto's academic integration concept is that it may not be equally applicable to all students (Berger 2000).

Research by Braxton et al. suggest that in fact social integration rather than academic integration is the critical factor in persistence and more likely to lead to progression and success (Braxton and Lien, 2000; Braxton et al, 1997). Furthermore, in the development of my SET model, Tinto's failure to look at engagement beyond the student makes his theory flawed as it must be a combined activity by all stakeholders.

Again, Tinto's work, originally developed in the USA has been highly influential in the UK and heavily cited in the literature, in particular by Liz Thomas. Thomas, in Phase 1 of the *What Works Project* funded by the Hamlyn Foundation reframed Tinto's academic and social integration work as students needing a sense of belonging (Thomas, 2012).

She argued that students who don't have a sense of belonging are more likely to withdraw. However, Kate Thomas, one of a number of commentators who have criticised this approach states:

*“Rethinking a sense of belonging’ suggests that the approach and solutions offered do not fully take into account the complexity of the individual student today”* (Thomas, 2015).

### Coates, Kuh and Krause contribution to student engagement

The term student engagement has its roots in the student involvement literature with the most high profile and prolific authors being Hamish Coates and George Kuh. The common thread between the different theories and measurement of student engagement by these notable authors is that engagement yet again is mostly focused on the student in the academic sphere. It does not focus on aspects that can impact on that engagement such as the environment and academic and non-academic support.

Coates describes engagement as *“a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience”* (Coates, 2007:122).

Coates argues that it comprises the following:

- active and collaborative learning;
- participation in challenging academic activities;
- formative communication with academic staff;
- involvement in enriching educational experiences;
- feeling legitimised and supported by university learning communities.

These five areas are the foundation for the Survey for Student Engagement in the USA and Canada and have been adapted for inclusion in the Australian Student Engagement Survey. An additional area has been added, which is ‘student involvement with activities and conditions likely to generate high quality learning’ (Coates, 2009).

In 2001, Hu and Kuh argued that engagement was *“the quality of effort students devote to educationally purposeful activities that contribute directly to desired outcomes”* (Hu and Kuh, 2001:3)

Following this theme, Krause and Coates argue that student engagement is about the extent to which *“students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes...”* (Krause and Coates, 2008: 493).

The definitions of student engagement in higher education broaden to include participation in *“educational practices, both in and out of the classroom, which leads to measureable outcomes”* (Kuh et al. 2007 cited in Trowler, 2010:7).

However, Kuh’s definition later shifts the responsibility to both individual students and their institutions, and defined student engagement as *“the time and effort students devote activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities”* (Kuh, 2009:683).

My work, while significantly influenced by Kahn, has also taken account of the work of those cited above who have developed theories in higher education as is demonstrated by way of citations of their work within my publications.

#### Thomas’s contribution to engagement

Three key projects undertaken by Liz Thomas that look at student engagement are the Phase 1 (2008-2012) and Phase 2 (2012-2017) *What works projects* funded by the Hamlyn Foundation and the *Understanding a whole institution approach to widening participation (2017)* funded by the Office of Fair Access (OFFA). Phase 1 evaluated interventions across 22 institutions designed to improve retention and student success. Phase 2 evaluated the process and impact of institutional and course change. The OFFA report explored what a whole institutional approach looked like and how to implement and evaluate it. As well as the argument that at the heart of student retention and success is a strong sense of belonging in HE for all students, the academic sphere was identified as the most important site for nurturing engagement which creates a sense of belonging. Thomas explains that some students find it more difficult to engage

and belong than others and this contributes to differential outcomes. She goes on to argue that in order to maximise the success of all students, a whole institutional approach is required which is underpinned by evidence applicable to the timeframe. This involves building student and staff capacity within a framework of clear institutional management and coordination. These are elements that are at the heart of my SET model.

### **Recent developments in the application of engagement theory within the context of higher education**

The work by authors such as Trowler (2010), Trowler and Trowler (2010), Thomas (2012) and Pickford (2016) along with the development of my work, seeks to further develop and refine what is meant by student engagement in higher education. Within the UK, Trowler reinforces the argument that student engagement has developed out of work around student representation, student feedback and approaches to student learning thus the literature is highly influenced by North American and Australasian theorists (Trowler, 2010).

The broad overviews of theory already outlined demonstrate that the literature on student engagement is mixed and:

*“aside from wide-ranging understandings of the term – covering anything from alienated involvement to active identification – there is considerable variation in the nature and type of the work”* (Trowler, 2010;9).

Trowler suggests that the analysis of the literature on what constitutes student engagement varies between individual student, minority group and institutional level, and the scale ranges from small, intimate studies to national and international surveys. She states that:

*“levels of complexity range from uncritical, vague use of the term in an evaluation study to complicated multiple regressions of interwoven, related aspects seeking to understand correlation and robustness of terms and concepts. The literature often has a normative agenda, characterised by discussions of gains and benefits while ignoring possible downsides”* (Trowler, 2010:9).

An individual's role in higher education often contains assumptions and directs activity regarding who is responsible for student engagement and what activities it should contain, whether that is in the job description or an expectation by an external body. For example, the Higher Education Funding Council for England argued that engagement is *“the process whereby institutions and sector bodies make deliberate attempts to involve and empower students in the process of shaping the learning experience”* (HEFCE, 2008:8) The Centre for Higher Education Research and Information (CHERI) study of student engagement suggested that institutions and students collectively, through Students' Unions, bear crucial responsibility for engagement (Little et al., 2009).

Although the work by Thomas et al. (2017) and Thomas (2017) starts to recognise the importance of a range of stakeholders in student engagement, Pickford (along with Gibbs) rightly argues that higher education institutions need to clarify and identify what student engagement means if they are to engage with their students to enhance each student's experience and to underpin organisational learning (Pickford, 2016). She goes on to argue that:

*“at a strategic level, a holistic engagement vision should form a central part of corporate planning. This needs to be implemented at every organisational level, through a clear vision translated into institutional key performance indicators supported by aligned engagement-focused infrastructure, recognition and reward systems”* (Pickford, 2016:25).

Pickford identifies three dimensions of student engagement (academic, emotional and transactional) and the conditions known to generally support student engagement (inclusion, support, development, challenge, organisation and responsiveness) (Pickford 2016). She argues that:

*“pragmatically, all six conditions for engagement can be embedded into the core student experience through strategic, integrated design of teaching, curriculum and the learning environment”* (Pickford, 2016:29).

Importantly, Pickford states that:

*“whilst student engagement preferences will likely vary across institutions and across disciplines, any institution that fails to recognise and accommodate the continuum of individual engagement preferences risks disengagement of their students”* (Pickford, 2016:26).

### **Rethinking engagement in higher education using Kahn’s model**

While developing my original approaches to the student experience and engagement, all of the higher education influences mentioned above have had an impact. However, the definitions and overarching approaches offered for student engagement in higher education are about outcome and responsibility which are placed primary on the student. It also does not take into account that engagement is one strand of the student experience and it needs to be carefully articulated at every transition stage in the student lifecycle. As I argue throughout my work, student engagement requires ‘enabling conditions’ to be in place. This requires a collaborative effort between academic, administrative and support staff and students with an understanding that the academic imperative is at the core of their work whether they deliver it or are recipients.

At the heart of my work in providing a high quality student experience, is the understanding that:

- Levels of engagement will differ between individuals;
- Every individual will have different support requirements which can impact on their level of engagement;
- Every individual will have a different perception of what constitutes good engagement and a good outcome;
- Good engagement does not necessarily result in what is perceived as a good outcome.

It’s from this viewpoint that I argue that Kahn’s engagement theory of *The needs satisfying approach* is so highly applicable to higher education because unlike the others, he views the core of engagement from the perspective of the ‘individual’. As my supporting synthesis demonstrates, this is the approach I have adopted in

the context of higher education thus applying Kahn to higher education is another key aspect of my originality. I will argue and demonstrate that my work embraces a practitioner and academic imperative approach which comfortably fits within Kahn's *The needs satisfying approach* theory.

## **Section 3 My journey from beginner to practitioner to expert**

My understanding of the appropriate research methodology for my chosen field, and the correctness of application has been an ongoing journey that has developed through my various roles in higher education. As my timeline indicates, I have worked in diverse roles within higher education, and in doing so, my approach has progressively been more substantively underpinned by scholarship. A locus of this change was starting my MPhil part-time in 1992 which I achieved in 1999. During this period I developed a theoretical research approach.

### **Individual- From hunch to confirmation- The impact of my roles on my thinking**

My approach and understanding of improving the experience of students and staff started when I entered higher education as a departmental administrator in 1992. I viewed it from an axiological approach (the researcher view) due to the administrative perspective I had and my own experience of being a mature student. My approach was one of pragmatism because values, whether my own or those generated in my quality assurance and compliance role at department and faculty level, played a large part in interpreting the findings resulting in objective and subjective points of view.

### Identification of disconnect in higher education

This approach was reinforced by seeing key university activities delivered separately with little or no connection or relationship with one another. For example, faculties worked in isolation and had limited relationships and low engagement with other key university departments such as registry and student support and their activities. There was little strategic and holistic vision which became a core part of my work and which today commentators such as Pickford argue are critical for student engagement (Pickford, 2016).

I also witnessed and experienced change that was imposed top down rather than bottom up or in a unified way especially when it was an external requirement. I

saw how this impacted on the acceptance and engagement levels of staff especially those who were academic. This behaviour is reflected by Newton when talking about implementing institutional strategy in teaching who suggests “*the more strategy in this area comes to be received as being prepared to meet external requirements, the less it will gain acceptance necessary for implementation*” (Newton, 2003 :439). It could be argued that the implementation of TEF and REF has continued to exacerbate this behaviour.

I also observed change taking place based on anecdotal evidence rather than empirical data or accurate evidence. Neither approach appeared to effectively engage academic colleagues because it was not viewed as robust or reliable. My role, in part, was about ensuring processes were implemented and undertaken thus I was reinforcing this disconnect.

#### *Recognising the importance of **meaningfulness** in the higher education workplace*

In my role, I started to observe the subtle differences in the way administrator and academic roles in higher education impacted on the way we interacted and engaged with students, engaged with one another and engaged as a faculty with other departments and units within the university. As an administrator, especially when I became a Faculty Manager, I was required to engage with all stakeholders across the university in some form. For most academics, their engagement was limited to faculty or departmental/school level unless they undertook key management roles such as head or deputy head of department or school. This impacted on my role and the meaningfulness of what I did in my role.

Meaningfulness is the first strand of Kahn’s Needs Satisfying Model (Kahn, 1990) which comprises *deepened purpose and heightened belongingness*. Kahn argues that deepened purpose consists of aspects such as collective efforts, meaningful contact with others and shared vision. I would argue that in an HE institution, the aspects of *deepened purpose* are not only essential within a department, but are critical across departments in order to be successful. However, it is all too common to see ‘silo’ working practices with targeted agendas which are often driven by required outputs. For example, quality assurance processes ensure that an institution undertakes certain activities across its provision in accordance with rules and regulations set down by the

university and external bodies. However, this does not automatically lead to an improved student experience, and in fact, is often viewed as bureaucratic by those working at the chalk face that are responsible for improving the experience of students.

Kahn's heightened *belongingness* consists of aspects such as social identification, shared fate and compassion. Although I support elements of the work of Liz Thomas's work regarding a sense of belonging (Thomas, 2012), it lacks some of Kahn's elements. I would argue that in an HE institution, the aspects of heightened belongingness need to be generated in a Jacuzzi like approach: from all directions - top down, bottom up and across different levels of staff. For example, a university vision should encompass a clear identification of what its values and ambitions are. However, for these to be embraced by all stakeholders, they need to be part generated and owned by the stakeholders in order to provide a sense of social identification and shared fate underpinned by compassion. This is a key argument by the NUS in the importance of real student and staff partnerships in universities (NUS, 2012).

When my institution went from a polytechnic to a new university in September 1992, I witnessed senior management and faculty colleagues struggling in establishing a new social identity and shared fate within a new landscape with different rules of engagement. This resulted in a reduced sense of belonging for quite a while.

I saw the impact of poor communication of information and the lack of joined up thinking between different university departments had on the higher education 'experience' for all stakeholders. An example of this was when academic registry did not inform the faculty/school/department that the students who had not paid their library fines from the previous year would not be allowed to enrol onto the next level of study until the debt had been cleared. This in turn impacted on timetable rooming, module group allocations, student attendance. In some cases, it also impacted on retention and progression as for some unhappy students, it became the deciding factor to leave study.

I also saw a 'them' and 'us' approach within my faculty. For example, administrative team members would complain about academic colleagues not reacting to their communications to come and check their examination paper in

time, and academic colleagues would express frustration that the administrative systems were preventing them from being proactive in their work as they were required to jump through laborious hoops that did not improve the quality of learning and teaching.

However, critically, I also witnessed the importance and power of the faculty, department, school (what I call the 'home unit') for the student and staff member in creating a sense of belonging and meaningfulness. Chickering and Gamson argue that engagement between students and faculty staff is one of 7 core principles critical for academic achievement (Chickering and Gamson, 1987).

For the student, the faculty/department/school was the first port of call in helping them engage in academic and non-academic activities and them feeling a sense of belonging to the 'institution'. I also observed that whilst at university, their identity was generally with the home unit but after graduation generally with the university, unless in disciplines such as law or medicine. As a result, this influenced my attitude on how I felt support and services should be delivered to our students. My approach was to encourage central services to have a presence within the home unit and be 'seen' to deliver discipline/subject based bespoke support to enhance and encourage participation (e.g. in the areas of LT support, careers and employability advice, disability support). This was to become a key principle in my transitions work which will be discussed later in this thesis.

For the staff member, the home unit provided not only some form of identity but also an umbrella of protection, containment and safety. However, where a discipline doesn't appear to have a natural fit or clear identity within a faculty, department or school, dysfunction and disintegration can occur. In an environment where universities appear to be regularly restructuring in order to be more cost efficient, discipline synergy, integration and the building of meaningful relationships can suffer.

#### *Recognising the importance of **safety** in the higher education workplace*

I proactively looked at the holistic picture of the student's life at university rather than just the aspects within my sphere of workplace responsibility and faculty specific view. My social management style inadvertently led to me creating an administrative office where other administrative staff, academics and students felt

that it was safe to express their frustrations about the higher education environment. Safety is the second strand in Kahn's Needs Satisfying Model where he argues that individuals need to feel safe in expressing how they are feeling without fear of reprisals or criticism. As a result, I saw the frustrations of academics in exam boards who spoke about students not turning up to lectures or being late with their assessed work. I heard students complaining in my office and in student staff consultative forums about lectures being cancelled at the last minute or lectures being substantively shortened in duration which had they known, they wouldn't have bothered coming into university as it was the only lecture they had that day. However, I also observed that if these issues were not resolved and effectively managed, individual dissatisfaction and disengagement could occur in students and staff. This is highlighted in Harter, Schmidt and Hayes Satisfaction-Engagement Approach (2002).

As a result, I saw a critical part of my role to take the comments from an environment that Kahn calls a safe 'holding environment' into a more public one where issues could start to be openly discussed and addressed to encourage involvement and satisfaction.

This led me to start systematically collating student and staff issues and bringing them to the attention of relevant committees and working groups. I found myself becoming a gateway for passing on student and staff concerns, worries and complaints in all areas. I also started to proactively design processes and initiatives that made academics' lives easier and that were not seen as administratively driven. I came to understand that administrative processes should support the learning environment and importantly, not dictate or drive it, which academics sometimes felt was the case. When the administrative processes hindered the academic imperative, which I saw as the recruitment of students and their successful progression through their studies, then it needed to be addressed. Due to this, my work on a day to day basis became the basis of my subsequent research and publications.

### Recognising the **availability** in the higher education workplace

I was acutely aware that whilst faculty/departmental/school administrators were available all day and every day for all stakeholders, this was not the case for academics that had flexibility in how 'available' they were at work. An administrator 'supported' students or were 'gate keepers' for students accessing a variety of support in all aspects of their study at university whereas for academics, it was primarily learning and teaching (L&T hereafter) and issues relating to L&T. However, in today's new world of reduced funding and reduced support, it is important to note that more pressures are being placed on academic staff to provide more non-academic support. Academic colleagues also had a range of other expected deliverables such as undertaking and publishing research and engaging in consultancy and external examiner roles.

Availability is Kahn's third strand in his Needs Satisfying Model. He argues that the individual's personal engagement is affected by the available resources and demands on the individual. The perceived and expected role of the academic very much drove the availability of engagement by the academic. This included academics refusing to tell the student office when they were away from the university which created frustration for both the faculty administrative team and the students seeking help with their academic work. However, Sak's, in his Multi-dimensional Approach argues that this can also occur because an employee (in this case the academic) can see engagement in their role in two separate states: engagement in their actual role (their academic teaching responsibilities) and engagement with their organisation (their understanding of 'academic' freedom and responsibilities associated with it) (Sak's, 2006).

Although all staff worked for the university, I felt that there was a very different perception of what working for the university entailed for different stakeholders. As a result of my observations, I concluded that as an administrator, I worked for the university due to the requirement to be readily available, whilst academics worked at the university due to the flexibility in their working practice. This was to become part of the foundation of my work in the coming years. If the experience of all stakeholders in higher education was to be improved, it was essential to create a shared understanding with shared aims, objectives and outputs. Roles may be different but there had to be a space created where everyone came together and the 'them and us' division was removed.

In my various roles in the past 26 years in HE, I have found that when all stakeholders have a sense of meaningfulness with their organisation, understand the importance and impact of their role in the delivery of a high quality student experience, feel safe to express themselves, it not only encourages availability but generates a sense of satisfaction and one of happiness. Without these states, it can lead to exhaustion, cynicism and ineffectiveness which are the components of Maslach, Schaufeli and Leiter's Burnout-Antithesis model (2001).

In terms of staff engagement, Richard Branson, Founder of the Virgin Group famously stated "*Take care of your employees and they'll take care of your business*" (cited by Boyce, 2015). He argues that this principle of taking care of your staff, is at the heart of creating a great place to work, where people are appreciated, engaged, productive and thriving and where they want to work. This approach applies to any organisation. In terms of students, I have seen that the same principles apply but their personal availability outside of their university life can determine their level of meaningfulness and overall engagement. Kahn suggests that positive, energising interactions between individuals and groups is essential and can reduce the lack of availability and disengagement in the workplace.

As a result of my experiences, I started to develop a practical framework that was known as the Student Experience Practitioner Model (SEPM) based on the different stages in the study lifecycle that enabled me to improve the student experience for all stakeholders whether delivering or receiving. I later renamed it as the Student Experience Transition Model (SET).

### **The development of my research approach**

At the same time I started my career in HE, I was undertaking an MPhil in Quality Assurance in General Practice. This research degree, which was qualitative in nature, was giving me a strong grounding in advanced research skills. For my MPhil, I adopted a Grounded Theory Approach which is inductive and where one generates or discovers a theory (Glaser and Strauss, 1967). I found that the requirement to interpret the results based on a small sample of case studies was problematic. This was because I was working in a practical environment and in a department with statisticians and mathematicians where statistics were the primary metric used to identify issues. However, it did enable me to develop my

research approach. I identified issues of validity and robustness with my axiological pragmatic approach that I had been using in my work and the epistemological interpretative approach in my MPhil due to the subjective nature of both.

I recognised that if I was going to collect evidence to use as a basis for change within the academic environment and to engage colleagues to change behaviours and approaches, the evidence I offered had to be based on pragmatic research that was reliable, valid and as minimally unbiased as possible. If findings had to be achieved quickly, data still needed to be robust and substantive enough to generate solutions using either or both observable phenomena and subjective meanings. Ultimately, the findings had to convince colleagues across different roles. When collecting evidence, I realised that using both a deficit model (identifying the problems and challenges) and an abundance model (identifying positive experiences and enablers and drivers) was a pragmatic approach for change (Linley et al., 2010).

Added to this, through my various responsibilities and my reading and experience in the field, I saw that there was a disconnect between the different metrics we were required to collect as a faculty and the issues students were raising. Accurate metrics should result in a degree of alignment between them, but because the processes of collecting those metrics can be bias, it can create misalignment. For example, end of module assessment results could be deemed as acceptable with the majority of students passing the module with a 50-65% pass mark and minimal resits. However, the end of module feedback from the students could be very poor, indicating dissatisfaction in relation to the quality of teaching and learning. This would be in contrast to the academic peer observation process undertaken by the module lecturer's colleague who judged the teaching highly.

### **Adopting a mixed method approach in my work**

I realised that it was essential to use different sources of evidence in understanding the whole picture when developing or improving pragmatic processes and initiatives. I recognised that to improve and deliver a high quality student experience, the student voice was critical in this process. Furthermore,

the purposeful rationale for using a mixed method approach was that it was essential that the required institutional and faculty quantitative metrics triangulated with other data such as qualitative evidence from relevant student and staff forums and course representatives.

All evidence needed to be robust. The quantitative data would provide a general picture and patterns of behaviour. It would help identify areas to explore in the qualitative activities and methods to adopt. The qualitative data would provide the depth and richness of information that lay behind the quantitative findings. This mixed method approach has continued to prove best suited to my research in a practical context when researching the student experience.

However, I recognised the need for student and staff data to be subjectively collected for both to consider it as acceptable knowledge (epistemological) and for both to be engaged in any change that took place at departmental, faculty or institutional level or it could be seen as an imposition by both parties. This way, the voices of all the stakeholders could be heard.

This style led me to adopting a partnership approach in improving the student experience in all areas of student activity before the sector recognised it as good practice. This approach meant that students and colleagues had ownership of what was implemented based on their voices, thus making it more likely to be effective. This remains a key principle in my work.

### **Moving from axiological pragmatism to epistemological pragmatism**

As my career advanced and I became a Faculty Manager, I moved towards a more research informed and quality enhancement based approach that was rooted in pragmatism and epistemology. This was critical as my findings were now being used to inform strategy and policy, and they directly and immediately influenced initiatives and solutions at the chalk face within the faculty and later beyond the university.

Through utilising mixed method research (quantitative and qualitative), I realised that I needed to adopt 'Deduction' and 'Induction' approaches. The Deduction Approach involves the testing of a theoretical proposition and the Induction Approach involves the development of theory as a result of the observation of empirical data (Saunders et al, 2009).

Using these approaches enabled me to identify and investigate issues both within the classroom (e.g. learning, teaching and assessment) and outside (e.g. student interaction with extra curricula activities). At times, what I term a 'research volition' approach worked well whereby I used emerging attitudes and feelings to adapt and evolve ideas. For an example, a highways engineer might not finish off a footpath because they want to see how people use the unfinished space.

I used the audit processes adopted in medical general practice, which had been central to my MPhil thesis, in supporting change. The audit cycle involves collecting data, developing and implementing an initiative based on that data, and then re-auditing the processes to determine if any changes made have had a significant impact. My research approach enabled me to develop initiatives that improved the delivery of activities by staff and in turn improved the experience of the student.

By the start of 2005, the advancement of my career as a Student Experience Manager coincided with sector developments such as the continued march of QAA processes within HE, and the introduction of a national survey to collect and measure student satisfaction in 2006. I was able to adopt elements of the national surveys to further develop my internal surveys. For example, I used the National Student Survey (NSS) results to develop my short reorientation and reinduction surveys for returning students to identify what, if any issues, they had experienced in their previous year and determine what support they needed in the coming year. I then used the findings to create initiatives that they would benefit from immediately and that would hopefully impact on their NSS responses in their final year. Any surveys I implemented were constructed using ethical processes and went through the relevant faculty committee. For example, I had to address how the data was to be collected, stored and disposed of afterwards and address any risk assessment issues. This process was particularly critical in the Postgraduate Experience Project funded by HEFCE comprising 11 universities that I created, led and managed between November 2013 and August 2016.

### **Awareness of the complexity of the student body**

By 2007, my experience of university students and staff spanned three post 1992 universities (Brighton, Buckinghamshire University College and Kingston) and one red brick (Sussex University). I had undertaken widespread internal research on learning and teaching and the experience of students across all levels and disciplines at faculty level and across a university. It was my role as Induction Manager at the University of Sussex (later to become the Student Experience Manager) that I really started to pull together the knowledge that I had acquired over the numerous roles I had undertaken to-date. I was responsible for creating and delivering an induction week across the university that would effectively welcome and embed students into their study. I was later to rename this period as 'Arrival and Orientation' as a result of my research. The name more accurately reflected the activity that occurred here.

I was aware that for ease, university processes often labelled a student with their predominant characteristic. There was no recognition of the often complex and multi-faceted characteristics of the student resulting in inadequate support requirements being identified and provided. For example, a student who had had a learning support requirement may be primarily identified as a disabled student even though they may also be mature and international. Also, any disability support was generally called a 'need' which suggested the university was providing special support rather than a legal 'requirement'. This awareness impacted on the terminology I used to describe services provided to students.

Through my contact over the years with a diverse student body, I realised that the student of today was complex and often possessed a number of characteristics. A student commonly had to contend with multiple life roles such as having to balance their studies with the demands of having children; being carers of parents; needing to undertake extensive paid work; or having to commute distances to university. Understanding and supporting diversity continues to be at the forefront of my transitions and learning and teaching work in helping individuals enter higher education, progress and succeed.

Importantly, I finally understood that the type and level of study engagement of a student was determined by their personal attributes, characteristics and desired outcomes. Kahn argues that 'resources' impact on the 'availability of the individual to engage. If there was ever such a thing as a homogenous student

body, it no longer exists meaning that we can no longer adopt a 'one size fits all approach' in the effective delivery of academic and non-academic support to our students. It was with this backdrop of knowledge and experience that I created, and continued to develop and formalise my work.

### **The impact of national and international literature on my research**

As the impact of my experience and understanding of the complexity of the student body shaped my research approach, so did national and international research and literature in the field of the student experience. I started working in higher education at a time when HE in the UK was undergoing massification. This growth was being repeated on a global scale. It was becoming widely recognised that HE provided benefits for the individual, society and the economy which were amongst the reasons why governments across the globe were committed to increasing and widening participation. However, I was seeing that the increase was impacting on the way institutions were evolving and functioning.

As I was seeking out research to inform my work, I became aware that the field of the student experience in the UK was largely neglected until the early to mid-2000s. The increase in tuition fees, issues with progression, retention rates and widening participation targets by government at undergraduate level along with the introduction of the National Student Survey and the Office of Independent Adjudication to deal with the rising number of complaints by students, brought the issue to the fore. However, research on the student experience still focussed on learning and teaching, widening participation and retention at undergraduate level, rather than the overall experience of the student at university. The work of Liz Thomas, Thomas Crosling, Josey Quinn and Margaret Heagney became influential texts in these areas as did the work of Graham Gibbs, Phil Race and Sally Brown in learning and teaching. Claire Callender was a rare voice in the area of student debt and financial issues being a barrier to higher education but a very influential one and continues to be so. It was these texts that formed the foundation of the 'student experience' movement in the UK and very much influenced my approach.

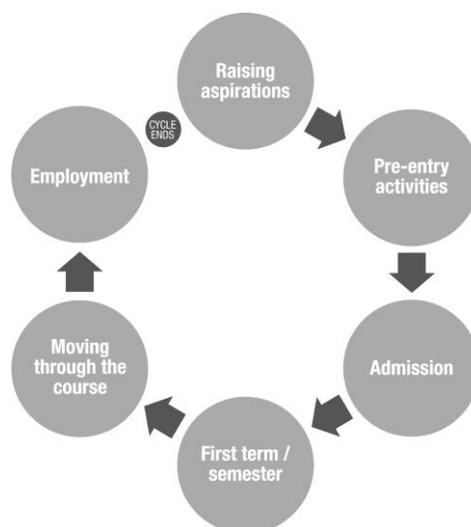
Although the UK researchers looked to the undergraduate student experience movement in USA, which had been prominent since 1970s with Tinto being seen by many as the founding father of the student experience, it concentrated on the

First Year Experience with other subsequent years being neglected. Tinto's work on student retention with his 'Student Integration Model (SIM) of attrition' was designed to offer a longitudinal model explaining all of the aspects and processes that influenced an individual's decision to leave higher education study. As outlined in Section 2, he explored different learning and leaving behaviours. He argued that there were two key systems - academic and social - that needed to be integrated to reduce withdrawal. However, criticism by both academics and practitioners included that it was only applicable to the traditional student and that academic integration in these spheres is not a key predictor of student attrition (e.g. Kuh, 2007).

### Gaps in the student lifecycle knowledge

As I read more, I started to identify gaps in the literature especially relating to the student lifecycle. The literature that was available concentrated on undergraduate study. In the early 2000s, HEFCE had produced a generic student lifecycle for the sector (see Figure 5) that identified the broad stages of secondary and tertiary level study (HEFCE, 2001). It could be applied to both UG and PGT study but was primarily used at UG level. However, the stages for university study were too broad to provide a detailed enough framework to help HE colleagues improve the experience of their ever growing, diverse UG and PGT student body.

Figure 5 The Traditional Student Lifecycle Model



(source: adapted from list in HEFCE, 2001:15)

Although HEFCE produced national and institutional data of participation, there was also limited research across the sector being produced on the type of students that were entering higher education and the issues and barriers that faced them. The sector, in effect, was adopting a 'one size fits all' approach. It was for these reasons that I started to systematically explore the student experience at both undergraduate and postgraduate level by adopting a 'Tinto like' longitudinal approach.

### **Moving beyond the undergraduate student experience**

From the mid-2000s, although the literature in the field of the student experience within the UK started to increase and was influenced by research from the United States and latterly Australia, it continued to focus on the undergraduate student experience. Through my work at Sussex University and then at Kingston University as Student Experience Manager and Learning and Teaching Coordinator, I continued to be responsible for the experience of undergraduate and postgraduate taught students. By the late 2000s, there were a handful of commentators researching and publishing on the postgraduate student experience including myself (e.g. Wakeling, 2005:2008; Stuart et al, 2008; Morgan, 2013a) but the PGT student experience continued to be neglected. This resulted in the Higher Education Commission stating that the "*PG study was the forgotten sector*" (HEC, 2012).

My Student Experience Practitioners Model (later to become SET) was formalised by 2008 and the focus of my two edited books: *Improving the student experience-a practical guide for universities and colleges* (2011) and *Supporting student diversity-a practical guide* (2013b). Although the model was applicable to both UG and PGT students, the case studies selected for both books were primarily targeted at UG but they could be adapted for PGT study. The reason for this was strategic as the sector was still focussing on the UG student experience and it was almost impossible to find case studies of PGT good practice.

With the implementation of Postgraduate Taught Experience Survey (PTES) by the HEA in 2009, postgraduate taught study finally came onto the agenda, but it was another four years before it really caught the attention of Government in 2013 due to the rapid decline in participation from 2011 onwards.

Having an in-depth knowledge and good practical understanding of the undergraduate student experience, I turned my attention to the PGT student experience in, through and out of the study life.

I was acutely aware that although we had an understanding of the PGT experience post study due to the HEA's Postgraduate Taught Experience Survey (PTES), we did not know their expectations on arrival. I started undertaking this research within my faculty through the development and implementation of the entry to study questionnaire that explored students prior learning experiences, current learning expectations and their expected outcomes as a result of their PGT study.

I used the findings to pragmatically improve the PGT experience of our engineering students. I was able to compare institutional PTES results from previous years with the entry to study results. As a result, our PTES results improved because we were able to correct any misunderstandings of what PGT study entailed on entry and deliver targeted support requirements to each cohort.

In 2012, I formalised my research when I obtained an HEA Individual grant to look at PGT student expectations on entry. The report entitled *Understanding prior feedback experiences of new postgraduate taught (PGT) STEM students' and their expectations and attitudes towards PGT level study at a 1992 institution*, laid the foundations for my largest and most influential research project undertaken to-date. I describe this in more detail in Section 5 (ii).

### **The unification of my knowledge, research and student experience approach**

In 2013, I was able to unify my knowledge, research and student experience approach in one major project. In 2013, HEFCE announced Phase 1 of their Postgraduate Support Scheme designed to test ways to support the progression into taught postgraduate education in England by working with universities and employers to stimulate participation of applicants who would not have otherwise progressed to this level of study. Phase 1 funded 20 projects from a £25 million publicly-funded programme. Based on my previous research, knowledge and contacts across the sector in this field, I created an 11 university, £2.7m proposal within two months that was designed to explore the expectations, experiences

and outcomes of PGT STEM study from the perspective of applicants, students, university staff and employers. The bid was successful and I went on to lead and manage the Postgraduate Experience Project (known as PEP). The project grew as it progressed as a result of the findings being generated. I cover this in more detail in Section 5 (iii).

By this stage in my career, I had moved from a highly pragmatic approach to a research informed and scholarly one which has been recognised not only through my publications but also through my day-to-day work in the HEIs in which I work, together with a growing national and international profile.

## **Section 4 Engaging the individual in higher education using my Student Experience Transitions Model**

### **Core imperatives of my Student Experience Transitions Model (SET)**

My Student Experience Transitions Model is an original contribution to the field and is designed to provide a holistic framework to deliver a high quality student experience. It requires the engagement of a range of stakeholders.

The originality includes:

- supporting every transition stage within the study journey in, through and out of higher education at undergraduate and postgraduate level;
- identifying activities within each stage;
- putting the academic imperative at the centre of all activity which enables various stakeholders to come together with the same agenda;
- providing effective support and systems to enable individuals to be engaged and be responsible for that engagement.

At the heart of my model is the understanding that:

- Levels of engagement will differ between individuals;
- Every individual will have different support requirements which can impact on engagement;
- Every individual will have a different perception of what constitutes engagement;
- A high level of engagement does not necessarily result in what is perceived as a successful outcome. This is dictated by a whole range of reasons including individual characteristics, environment.

### **The four key principles underpinning my work**

My model is based on four key core principles and one or more are present in all of my publications.

Principle 1 - Fostering and deepening student engagement with higher education learning in, through and out of the study lifecycle;

Principle 2 - Fostering and enhancing inter-professional engagement among higher education staff to provide a supportive, holistic and coherent environment for student learning;

Principle 3 - Supporting student engagement with learning through a variety of interventions at home unit level;

Principle 4 - Encouraging staff engagement with personal and professional practice.

Table 1 identifies these principles within my publications that have been submitted as part of this thesis. Within these four core areas, Kahn's three strands of his Needs Satisfying Model of Engagement are present. These will be discussed in more detail later in this section.

Table 1 Engagement themes throughout my publications  
 The four key principles underpinning my work and their presence within my selected publications.

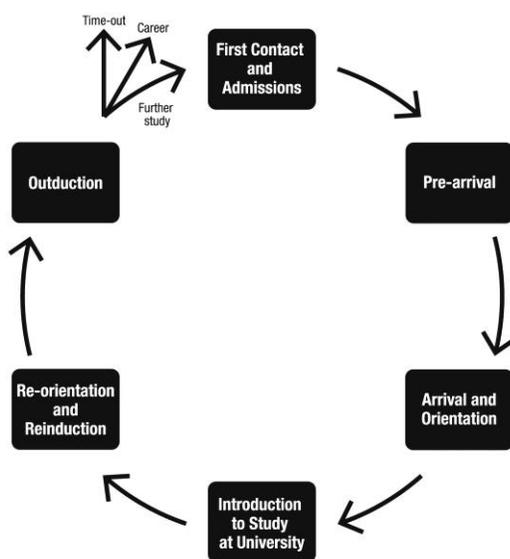
<b>Chosen publications</b>	<b>Engagement in, through and out of the study lifecycle</b>	<b>Inter-professional engagement</b>	<b>Supporting individual student engagement</b>	<b>Staff engagement</b>
Morgan, M. and Brown, S. 2009	Y	Y	Y	Y
Morgan, M. (2012a)	Y	Y	Y	Y
Morgan, M. (2012b)	Y	Y	Y	Y
Morgan, M. (2013a)	Y		Y	Y
Morgan, M. (2013b)	Y	Y	Y	Y
Morgan, M. (2014a)	Y		Y	
Morgan, M. (2014b)	Y		Y	
Morgan, M. (2015b)	Y		Y	Y
Morgan, M. and Direito, I. (2016a)	Y	Y	Y	Y
Morgan, M. (2016b)	Y	Y	Y	Y

## My four key principles unpacked

### ***Principle 1-Support in, through and out of study-engagement between transition stages***

Every student must be supported in, through and out, of every stage of their academic and personal journey at university from first contact until they become alumni. The six stages I created comprise: First contact and admissions, Pre-arrival, Arrival and orientation, Introduction to study, Reorientation and reinduction and Outduction (see Figure 6). The six stages take stakeholders logically through a study journey that all students need to go through and for which all staff need to provide adequately targeted support, information and guidance. Each stage of the lifecycle must be seamlessly interlinked. By doing this, no student should be left behind or overlooked (e.g. direct entry, placement and intermission students). It is important that each stage is mapped to the duration of a student's period of study and that each links to the next one to help in the continuity, engagement and sense of belonging of the student. Every student must undergo each stage regardless of the level of study they enter. It is applicable to all students whether undertaking a full or part-time degree, a short or long course, studying at undergraduate or postgraduate taught level, at one institution or partly at another.

Figure 6 The Student Experience Transitions Model



Source: Supporting student diversity- A practical guide (2013) p45

## Brief overview of the stages

Each stage needs to provide targeted and appropriate information.

### *First contact and admissions*

It is important for institutions to shape the expectations of its applicants in terms of what to expect and how to study at university as well as managing their aspirations to ensure they get the most out of their university experience.

### *Pre-arrival*

The pre-arrival stage is where institutions prepare their new students for arrival at university. By this stage, institutions should have a basic understanding of the backgrounds and support requirements of their new students.

### *Arrival and orientation*

Arrival and orientation refers to students finding their way around an institution and settling into university life within the first 2-3 weeks. It is a short stage in the student lifecycle and includes academic and non-academic activities such as moving into accommodation, registration and enrolment, meeting personal tutors, getting timetables and meeting fellow students on the course

### *Introduction to study*

The introduction to study stage is critical in helping students lay the foundations for successful study at all levels in their course by equipping them with the relevant study and research skills for the level of study they have entered. This stage takes place over a longer period of time than orientation. A student needs to complete an academic cycle depending on the length and structure of a course. It could be a semester or a full academic year.

### *Reorientation and reinduction*

Reorientation for returners should be about a week in duration and is where the returning student is given information on what is academically expected of them and where they are asked to reflect on the skills they need to build on and develop in the coming year in order to succeed. For the institution, it is an opportunity to announce any changes that have occurred on campus, within the

curriculum and general services as well as managing the students' expectations and experience across all areas of university life for their coming level of study.

Reinduction like induction to study for new students, should take place over a longer period and the duration will vary depending on the length of the course. This activity introduces returning students to new skills to help them actively engage in the learning and assessment processes in their new level of study. It is during these stages that students are encouraged to become independent learners. It is why the levels of study up to the penultimate level generally carry fewer marks in the final classification.

### *Outduction*

Just as we induct and introduce students to study, we need to prepare them and provide advice on how to leave and effectively adapt to life post study through the outduction stage. In today's HE environment, students need to think about what they want to do when they leave university almost as soon as they start their course, regardless of length. The start of the outduction stage is determined by the length of the course but it is suggested that the process starts in the second to final term of the penultimate year.

### Mapping of the stages against course duration

Below are four examples of the stages mapped against different course durations.

#### Example one      A student on a one year course

A student on a one year course will complete Introduction to study by the end of semester 1 or term 1; undertake Reorientation at the start of semester 2 or term 2; Reinduction through semesters 2 and 3 and will start Outduction just after the start of semester 2 or the beginning of term 3.

#### Example two      A student on a three year full-time degree

A student undertaking a full-time degree consisting of three academic levels over a three year period, will undertake Introduction to study during Level 1; Reorientation at the start of Levels 2 and 3; Reinduction during Levels 2 and 3 and start Outduction midway through Level 2 and complete it in Level 3.

Example three      A direct entry student into Level 2

A student entering Level 2 as a direct entry student will undertake Arrival and Orientation alongside Reorientation with the students who have progressed into Level 2. Their Introduction to study will run alongside or be incorporated with Reinduction activities aimed at returning students.

Example four      A student who has intermitted

If a student has experienced a period of intermission for over two years (e.g. one year placement and one year through illness) then the student should undertake the same process as a direct entry student.

***Evidence of Kahn's Needs Satisfying Model of Engagement within Principle 1***

*Meaningfulness*

Every stage of the model provides students and staff with a clear understanding of what the level of study requires, its importance, its relevance and its meaningfulness in terms of the study journey. This helps shape and guide the activity of all stakeholders.

*Safety*

By explaining what is required in each stage in the study journey, it sets and manages expectations which in turn provide the student and staff member with a sense of protection of knowing what to expect.

*Availability*

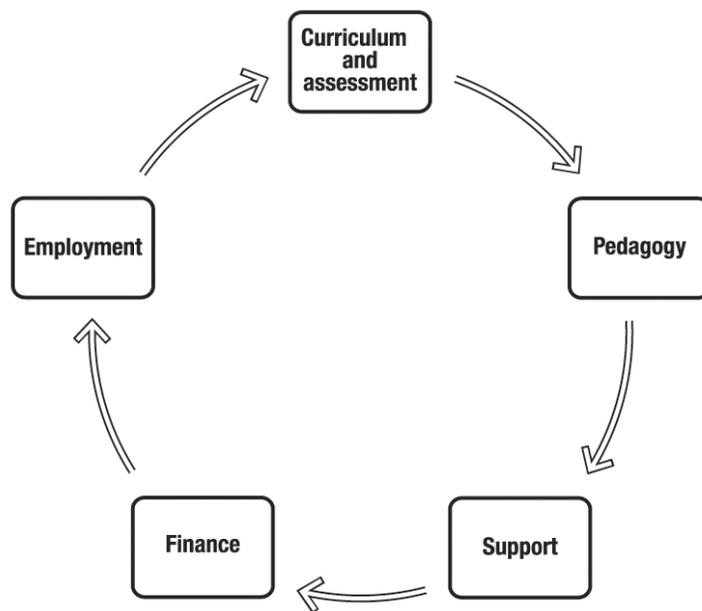
By explaining what is expected during each stage, it allows each stakeholder to determine what they need to do and when and plan accordingly.

### ***Principle 2-Inter-professional engagement***

Academic and non-academic services, advice, guidance and support at the university and at study home unit level (where their subject is based such as school, department or faculty) must not operate in isolation or in one direction. It is essential that there is collaboration in all activities.

And as highlighted in section two, a weakness with the student engagement models is the emphasis of engagement being placed on the student rather than all the stakeholders that participate in the academic imperative. Figure 7 shows my core interlinking themes that I argue must run through each transition stage and through each activity delivered thus bringing together inter-professional engagement . Every activity regardless of who generates it should consider the requirements and implications of each theme within each transition stage.

Figure 7 Themes within the Student Experience Transition Model



Source: Supporting student diversity-a practical guide (2013) p53

For example, in the case of a placement year, this is primarily seen as an academic activity as it is undertaken as part of a course. However, the effective delivery requires a range of academic and non-academic stakeholders to plan and deliver the activity. This is highlighted in Table 2 below.

Table 2

## Inter-professional engagement in placement delivery

Theme	Factors to consider	Example of stakeholder/s involvement
Curriculum and Assessment	Credit value of placement, type of assessment	Course leader and administrator
Pedagogy	Transferability of learning into the workplace and back into study	Course leader, employability staff, learning resources staff
Finance	Costs related to placement year e.g. Accommodation, uni fees, money management of advice for students	Course leaders, student finance, registry, students' union, accommodation,
Employment	Getting a placement, utilising current employment skills post study	Course leaders, careers and employability,
Support	Academic and non-academic support for placement students	Course leader, library, disability support, health and wellbeing

Use of other theoretical models within SET

The flexibility of my model is that it provides a framework within which colleagues can use other specific theoretical models. For example, managing student integration throughout the SET model is a requirement so Tinto's 'Student Integration Model Revisited' can function within the framework (Tinto, 2012).

Within the Pedagogy theme, colleagues can use Race's 'Ripples on a Pond Learning Model' within each stage (Race, 2010).

***Evidence of Kahn's Needs Satisfying Model of Engagement within Principle 2****Meaningfulness*

Each theme provides clarity and meaning of what needs to be considered not only within each theme during each stage but also within an activity. It identifies who needs to be involved.

### *Safety*

It provides safety for all stakeholders as all aspects of an activity have been covered and explicitly outlined therefore it should reduce problematic issues arising that could have been prevented.

### *Availability*

By articulating who should be involved means that they can build their availability into the delivery of or participation in the activity.

Table 3 provides a comprehensive overview of the types of activities that should be addressed within a transition stage and theme.

Table 3 Managing themes within the stages

**Managing the themes against the stages in the Student Experience Practitioner Model**

Stage	Curriculum and Assessment	Pedagogy	Support	Finance	Employment
<b>First Contact and Admissions</b>	Information on subjects that make up a degree; specific subject study in each level of a degree; type of assessments undertaken in each year; using the degree post study.	An outline of the different study and learning styles available.	An overview and promotion of support and facilities available.	Information on loans / fees / bursaries; money management advice; accommodation costs.	Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.
<b>Pre-Arrival</b>	Specific information on subjects to be studied in the first year of academic study; Pre-arrival preparation tests / reading / coursework.	An outline the different study and learning styles available; start engagement in learning the process.	Information on accessing services and support.	Applications for loans / bursaries; payment of fees / accommodation costs; money management advice.	Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.
<b>Arrival and Orientation</b>	A reminder of subjects that make up a degree; specific subject study in each level of a degree; subjects to be studied in the first year of academic study; type of assessments undertaken in each year; using the degree post study.	A reminder of the different study and learning styles available; start the main engagement in learning the process.	An explanation of the services and support available; learning when and how to access services and support.	Payment of fees / accommodation costs; money management advice; accessing hardship funds.	Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.
<b>Induction to Study</b>	An explanation of how different subjects and assessments are undertaken in the first year of study.	A review of learning how to study in a given year; understanding the different types of learning styles and approaches required.	Regular reminders of services and support available and how to access them.	Money management advice; accessing hardship funds; debt control.	Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work.
<b>Reorientation and Reinduction</b>	A reminder of previous skills and identification of skills gap; making subject choices which count towards degree; learning and undertaking different assessments for the new level of study; study away / placement options.	A review of previous learning skills and styles in new academic level.	A reminder of services and support at relevant and appropriate times of the year.	Payment of fees / accommodation costs; money management advice; accessing hardship funds; debt control.	Advice, support and guidance on part-time work during study; year placement options; internships; summer placements; voluntary work; preparation to enter employment post study.
<b>Outduction</b>	Explaining the classification structure; applying skill set post study.	An explanation of how to transfer learning processes to future study and work.	A reminder of services and support available and how to access them in final level of level of study and post study as alumni (career service etc).	Money management advice; preparation for repayment of loans / fees; debt control.	Advice, support and guidance on preparing to enter employment or further study as an alumni.

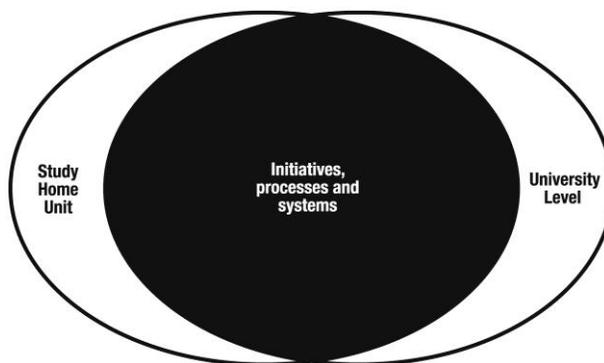
Source: *Supporting Student Diversity- A practical guide* p56-57

***Principle 3-Supporting individual engagement through the home unit where students study***

The home unit needs to be the primary conduit through which all information and support is channelled as it is invariably the first port of call for the provision of academic and non-academic support (e.g. student support officers, course administrators and academic personal tutors). It is essential that the multifaceted characteristics of individual students are recognised and supported to enable them to succeed. The reason why this is so important is because when a student is at university, the centre of their studies and university life until they graduate is their course/department/school (home unit). As a result, this is who they will identify with.

Upon graduation, they will often identify with the 'university' unless they have undertaken a professional degree such as law or medicine. In this case, they often continue to relate to their home department. Putting the home unit as the main route through which to deliver critical support also enables subject characteristics to be considered and included in the development and implementation of any initiative. This requires good collaboration between the home and university level units in the transmission and development of initiatives (see Figure 8).

Figure 8 Interlinking home and university activity



Source: *Supporting Student Diversity- A practical guide* p52

Supporting and engaging the individual student also goes far beyond them as an individual and can encompass the family. This is why I created dedicated information and advice for parents, guardians, spouses and partners to help them

support the student in their lives. Although data protection legislation prevents a student's situation being discussed with parents for example (unless below the age of consent), it is the home unit that will generally receive the enquiries

### ***Evidence of Kahn's Needs Satisfying Model of Engagement within Principle 3***

#### *Meaningfulness*

Using the home unit as a primary distributor of support enables it to appear tailored and bespoke. As a result, students are more likely to engage with the information, therefore there is a greater opportunity for it to have an impact. Staff are also more likely to engage with centrally produced information and support as they can see the value and meaningfulness of it.

#### *Safety*

The home unit should be a comfortable and safe source of support and assistance where students do not feel intimidated or nervous. They should also be encouraged to provide feedback on their experience.

#### *Availability*

It can be easier to create relationships and have a better understanding within a home unit of the support available and how to access it. A student office is invariably the hub where students go for advice and information before they seek assistance from other units within the university.

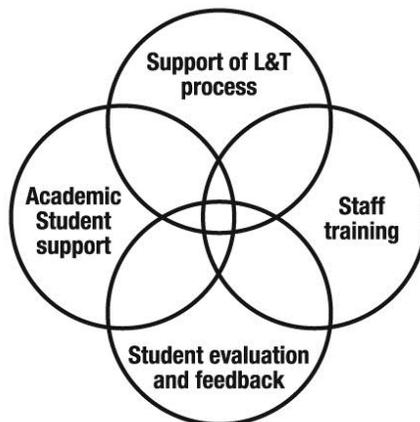
### ***Principle 4-Staff engagement***

It is essential that a range of activities are devised, implemented and undertaken by institutions to facilitate the active engagement of staff in improving the student experience (see Figure 9). These include:

- developing academic student support whether staff or student led;
- providing the correct training for staff to engage effectively;
- supporting the learning and teaching process;
- understanding and engaging in student evaluation and feedback processes that benefit all stakeholders.

As with the stages and themes, these activities need to interlink to ensure no gaps occur. They also need to be integral throughout all of the themes and stages undertaken by home and central university staff in order to deliver a high quality student experience.

Figure 9 Activities to support the SET Model



Source: Supporting Student Diversity- A practical guide (2013) p58

#### ***Evidence of Kahn's Needs Satisfying Model of Engagement in Principle 4***

##### ***Meaningfulness***

By providing the correct support and training for staff, they can more effectively engage in the delivery of a high quality student experience through meaningful activities.

##### ***Safety***

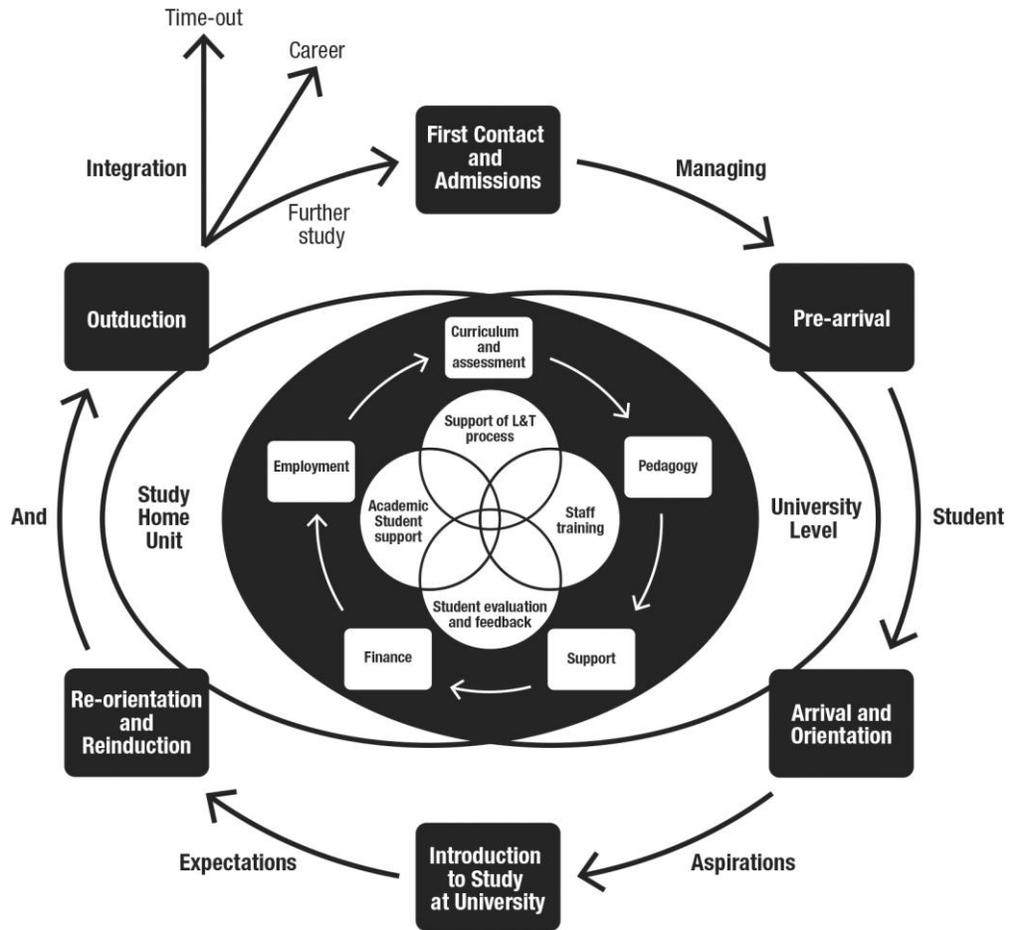
By providing comprehensive and holistic training, it should provide a sense of security to the member of staff as they are equipped with the right knowledge and skills to deliver a high quality student experience. For the student, they should feel confident that staff have the ability to deal with key activities such as feedback and evaluation and their views will be taken seriously.

*Availability*

The provision of holistic and readily available support provides the psychological condition for the individual, whether a student or staff member, to engage in work to the best of their ability.

Throughout all the transition stages, themes and activities of the Student Experience Transitions Model, aspirations and expectations along with academic and social integration must be managed (see Figure 10).

Figure 10 Stages, Themes and Activities in the Student Experience Transitions Model



Source: Supporting Student Diversity- A practical guide (2013) p61

## **Making SET accessible**

### *Creating the book proposals to make SET accessible*

It was essential when constructing the proposals for both books that they not only provided research and theory but importantly, practical advice and implementable and cost effective initiatives across academic and non-academic spheres. They also needed to be transferable across different higher education cultures, institutions and disciplines. Both books had to be applicable and accessible to all staff involved in the delivery of a high quality student experience and to students who would be working in higher education. I wanted both books to be truly international. Each book proposal was peer reviewed by three reviewers for suitability and value to the sector.

### *Selection, commissioning and mentoring*

I approached colleagues to be chapter authors who I knew were experienced practitioners and had a national and international reputation in the areas my model covered and to which I assigned chapters. Through my extensive network and conference attendance, I selected appropriate and innovative initiatives for each chapter that had demonstrated positive change impact and asked colleagues to write them up as case studies for the book. *'Improving the Student Experience: The practical guide for Universities and Colleges'* comprised 13 chapters of which I was single author for three and joint author for one. It contained 40 case studies from across five countries, three continents. I contributed three case studies of good practice. This first volume laid the foundations of the model along with broad overarching themes. I learnt an extensive amount through the writing process and recognised where there were knowledge gaps.

As a result, I decided to write a second volume entitled *'Supporting Student Diversity in Higher Education-a practical guide'* comprising 12 chapters of which I was single author for six. Again, it contained 40 case studies but this time I was more ambitious and drew them from 13 countries spanning four continents. I was single author for one case study. I am particularly proud of this volume as it not only covers more overarching areas missing from the first book but it is more detailed, diverse and comprehensive.

### *Revising and creating coherence*

All authors and case studies were identified prior to submission of the proposal to the publisher. Throughout the writing process, I supported and mentored all of the authors to ensure that the central concept of the books were at the heart of their chapters and case studies. Throughout the process of writing and compiling the books, it was essential that the chapters and case studies submitted by the authors were revised to ensure a synergy and consistency between them and with my Student Experience Transitions model. In total, I coordinated and edited the work of over 100 contributors.

### *Website*

After I wrote my first book, I decided to archive all of the literature I had accessed on a website so other people could use it. It would also mean that SET would be freely accessible. There was no other portal in existence that pulled together a range of information and literature on HE developments across L&T, finance, employability, quality processes, student support and satisfaction. To-date, my site is still the only one in existence.

## **Section 5 From coherent thinking through to funded research**

Having developed a conceptual framework for engaging students and staff in the delivery of a high quality student experience within higher education as a result of my practical experience, I went on to use it to develop and undertake three major research funded activities in the area of the postgraduate Master's student experience. Alongside Professor Paul Wakeling, I am one of the leading commentators and researchers in this field. My original research in this area has been generated from three main funded projects.

### **i) Widening participation to postgraduate study**

By 2005/6, I had started to identify that the postgraduate Master's student experience was not only a neglected area but participation patterns were starting to change. The increase in overseas enrolments was underpinning the rise in participation. I identified a need to better understand the motivations and barriers faced by undergraduate final year students in deciding whether to participate at postgraduate level study and when. Alongside the DVC for the Student Experience at Kingston University, Professor Mary Stuart, we wrote and submitted a research proposal for £30K matched funding to the Higher Education Academy to look at the area at the universities of Kingston and Brighton. The proposal was successful. I undertook the substantive work for this research which resulted in the report entitled *Widening Participation to PG study* that is known as the Barriers Review.

### **ii) Understanding the feedback experiences of new postgraduate taught (PGT) STEM students' and their expectations and attitudes towards PGT level study at a 1992 institution**

My research into the postgraduate taught experience was very much formalised through my HEA Individual grant of £7,000. This research was a pivotal moment for me for three reasons. Although I had written the HEA grant proposal of 2006, which had resulted in the 'Barriers Review' led by Professor Mary Stuart, my inexperience as a funded researcher and lack of reputation in the field at the time meant that I could not be the Principal or Co-investigator on the proposal. However, by 2012, I had already had a book chapter published, had edited my

first book and had started to build a reputation not only for my transitions work but also my postgraduate taught student experience research.

The reasons the research grant, although small, was so pivotal was firstly, my proposal, based on the research I had created and undertaken to-date had been considered worthy enough to be awarded funding. My credibility as a researcher had been finally recognised outside of the confines of my institution and my first publication. All the rigor of good quality research had to be demonstrated. Secondly, I felt that it finally recognised the significance of my hybrid role in higher education. I was what Celia Whitchurch calls the 'Third Space Professional' (Whitchurch, 2008). I occupied a space that straddled a number of areas in higher education. Thirdly, due to my ability to see the holistic picture because I occupied this third space, I was able to produce a comprehensive piece of research that was to lay the foundations of the largest research project I had undertaken to date and which quickly received national recognition. As a result of these two projects, it led to me being in a position to write, gain support for and achieve funding for a major HEFCE funded research project which has become recognised as ground breaking by key commentators and organisations (see iii below and Appendix 2 (i) for testimonials).

### **iii) The Postgraduate Experience Project: an 11 university UK wide project**

As explained previously, the Postgraduate Experience Project (PEP) was an 11 university UK wide, £2.7m HEFCE funded project looking at the expectations, experience and outcomes from the perspective of applicants, students, universities and employers. I not only created and wrote the proposal but I managed, led it and was the lead author and researcher. I was dealing with a range of stakeholders. Within each institution I had to communicate with Vice Chancellors, Registrars, Heads of Finance, Deans, Marketing and faculty based staff. Externally, I worked closely with HEFCE, and pulled together advisory partners from business and industry as well as public bodies such as The Institute of Employment Studies and the Federation for Small Businesses.

It was a fast moving project where I not only enhanced my own research and managerial skills but developed new ones. All of the research had to withstand not only rigorous and robust examination by the Research Ethics Committee at

the lead University but also by the participating institutions. I wrote the Memorandum of Collaboration with the legal department because I was determined that it should be written in plain English. This document was used as a template of good practice by HEFCE. I had to indirectly and remotely manage the workload of the 11 researchers based at each university and ensure that they delivered the required outputs. As data emerged, I took the opportunity to build in further strands of exploration to ensure we maximised the project outputs. The impact of the project is highlighted in Section 7. The project originally anticipated producing one report but by the end, it had produced three major reports and 15 briefing papers. The main report, which came out in mid-2016, has not only been highly commended across the sector but is already being cited at conferences and in journal papers. The scholarships anthology published in 2014 was sent to all the members of the Education and Science Committee in the House of Commons and House of Lords along with a detailed letter from me explaining why supporting a postgraduate loan scheme would help sustain postgraduate study in the UK. Names of recipients and the letter are in Appendix 5.

## Section 6 Conclusion - Implications of my work

### Individual implications of my work

#### Personal

The implications of my work for the individual are numerous. Personally, I have developed not only as a researcher but it has helped underpin my strategy and policy work. This has been achieved through being able to undertake research in a robust and rigorous way and in exploring new avenues in fostering and improving the engagement of all stakeholders in higher education in, through and out of the study lifecycle at all levels of study. I am more informed, better able to articulate my work and more influential. My SET model has guided me in this journey and helped structure my development and professionalism. Over the years, I have also realised the flexibility of my SET model in that it is applicable to other levels of education including primary and secondary. My work has been rewarded with a number of awards including Principal Fellowship of the Higher Education Academy, a Fellowship from the Association of University Administrators, a Recognition Alumnus Award from the University of Brighton for my student experience work, and two student recipient awards for Outstanding Achievement and Excellence from the Universities of Sussex and Kingston.

#### The Individual learner

For the individual learner, I have provided an easy to understand framework of the study journey for those who are recipients of education. Furthermore, the initiatives and interventions that myself and students have developed and implemented over the years to support the engagement of learners have been a response to gaps in support that have been identified as a result of my SET model. Denza Gonzales, ex- President of the Students Union at Kingston University where I spent ten years honing the SET model says:

*“Michelle has made a massive impact with her work at Kingston. Her work such as the student helper, mentor and course rep schemes which support student transitions has received recognition from bodies such as the HEA at its annual conference where [we] presented the scheme and which was covered in the Times Higher Education Supplement. Michelle’s commitment to learning and teaching and the development*

*and engagement of students in their studies at Kingston has been exceptional and praiseworthy”.*

### Those who support the delivery of learning

The model not only fosters inter-professional engagement among HE staff to provide a supportive, holistic and coherent environment for student learning but it draws all stakeholders together with a common understanding. This is reflected in the comments received by various commentators and educational bodies.

Professor Sally Brown in the foreword to my first book, *Improving the Student Experience-a practical guide for universities and colleges* stated:

*“The SEPT Model will be invaluable to all who are involved in systematically planning how best to engage students and to foster their effective learning. Much has been written to good effect in recent years on improving the first year experience, but this book takes a holistic approach to the whole undergraduate experience, proposing a toolbox of interventions at each stage within the lifecycle”* (Brown, 2012).

Liz Clark for the Scottish Educational Review stated:

*“This book offers a model for effective implementation of a quality student experience and will appeal to staff at whichever stage they are involved. The SEPT Model detailed provides a structure that is flexible and cost-effective”* (Scottish Educational Review, 2012:82-90)

### **Faculty implications of my work**

The faculties I have worked in have changed their practice as a result of my SET model and work. The impact has been a substantial increase in satisfaction metrics. When I adapted and implemented ‘The 8 Strand Approach to Orientation’ that I had developed at Sussex University in the Faculty of Engineering at Kingston University (KU), the orientation programme received a 90% satisfaction rate in the University’s arrival survey which was 25% higher than the next highest faculty. In my Staff Teaching nomination in 2011, Peter Mason the Dean, highlighted the criticality of my work in supporting colleagues and students in L&T throughout the study journey. *‘Shell is the consummate professional teacher and always encouraging students and staff to develop and grow. She has led numerous L&T and staff development days based around her transitions work. She has*

*helped academics improve their teaching and learning skills extensively and this has impacted on our metrics'.*

As Learning and Teaching Coordinator and Student Experience Manager at KU, I was responsible for facilitating the support for our numerous partner institutions (PIs). However, I was proactive and created materials in collaboration with them such as *Success in Learning* advice sheets and the *Staff Support Handbook for Supporting Students*. Again, my SET model was influential in my work with PIs as it highlighted areas for development. Jeff Watson, formerly a director of the partnership college Newcastle Aviation Academy, said:

*"I can honestly say [Shell] has been incredibly supportive... she was a constant source of expertise and experience to draw upon. Her knowledge of all matters regarding student care are second to none and she was a huge inspiration and source for advice in implementing a range of ideas such as induction, counselling, out-duction and PDPs which has really enhanced the student learning experience. These measures were so successful that at one point Newcastle Aviation Academy was achieving 100% retention of students. Michelle deals with her peers and students in a thoroughly professional manner and works far harder to achieve her goals than anyone I have met".*

In my current post, my faculty is using my SET model as the basis of improving student retention, progression and attainment via different initiatives. This will be covered more in criterion 2. My current line manager, Professor Mike Wilmore (Dean) says:

*"Michelle was employed because of her extensive work in this area and her national and international reputation. Her work based on her transitions model is already making an impact in enhancing the learning experience of our students. Our UG and PGT satisfaction levels during orientation for new students have substantially improved'.*

### **Institutional implications of my work**

My SET model has had institutional impact on a range of fronts whether it is adopting initiatives developed at faculty level across the institution or using the model to change institutional processes.

### *Adoption and roll out of initiatives developed using SET*

The Welcome and Orientation website that I designed when Student Experience Manager and Learning and Teaching Coordinator in the Faculty of Engineering at Kingston University, had extensive learning and teaching and student experience advice and guidance on it for applicants and new students. This was later used as an example of good practice when the University's 'Getting Ready' website was developed. The Head of Content Development, Elizabeth Malone at Kingston stated:

*"When I was tasked with creating an 'applicant portal' for Kingston, I was looking for examples of good practice and evidence to support that the team's ideas were heading in the right direction. My attention was drawn to the work carried out in Engineering ...I was impressed by the clarity of the pages that had been created but also the research behind them. Michelle's research had identified very clearly a need for supporting information throughout the induction period that was student focused, helped to embed the student within the university culture, and which was considerably more than just a marketing tool to show what life as a student is really like. For those of us creating what became the 'Getting Ready' site, there were clear principles that Michelle had followed that we were able to embrace within ours".*

### *Change in institutional processes*

Professor Mary Stuart, Vice-chancellor of Lincoln University (CBE) and formerly my line manager at Sussex University said in her testimonial for my Principal Fellowship of the HEA:

*"Improving the learning and teaching experience of our students isn't just about developing and championing initiatives but crucially to ensure real implementation winning the hearts and minds of colleagues around us whether as a direct or non-direct line manager is vital and Shell has been extremely successful in this area. I have had first-hand experience of her ability to engage colleagues with new ideas. At Sussex University, a radical and new university-wide orientation programme was designed (including the 8 Strand Approach), led by her, and implemented in 2002. It put the academic imperative at the heart of the process and required academics to be engaged with students from their first day on campus. I championed the project with Shell shaping and embedding the new process with academic and non-academic colleagues. Her commitment and passion is infectious and colleagues readily respond to this. Shell received a national award for the programme and her management of it".*

(Full testimonial in appendix 2)

In terms of my most recent research project that used the SET model as a framework and the impact at institutional level, Professor Stuart states:

*“Her most recent project, the Postgraduate Experience Project (HEFCE funded) - an 11 institution collaborative project of which Lincoln is a partner, is another example of how Shell has strategically created and led a major project. She motivated colleagues from across the sector to get involved in her project to investigate the expectations, attitudes and experiences of applicants, students, universities and employers towards postgraduate taught study. Universities had to provide match funding and in the case of the universities based in Scotland and Wales (who received no HEFCE funding as they come under a different funding council) she convinced them to fund their own participation to ensure the research didn't just obtain an English slant to the issues PGT study was facing, but a UK one”. (Full testimonial in appendix 2)*

### **National implications of my work**

My national impact is extensive, varied and includes the delivery of keynotes, workshops, consultancy and policy influence.

#### *Key notes and invited papers*

To date, I have presented over 100 papers, delivered 24 keynotes (including 4 international) and undertaken 28 invited papers. The keynotes are for organisations that include: Higher Education Academy (AdvanceHE), Higher Education Advance International Conference, and International Ireland Conference on Education, Associate of University Administrators (AUA), Engineering Professors Council (EPC), Westminster Forum, North East Higher Education Forum, Society for Research into Higher Education (SRHE) and Think Postgrad.

Invited papers have been for organisations that include those mentioned above as well as the Higher Education Funding Council for England, The Guardian Newspaper, Access HE, Westminster Briefing, Inside Government and the Institute of Structural Engineers.

### *Workshops and consultancy*

I have delivered numerous practical workshops on a diverse range of subjects for bodies such as the AUA, HEA (now AdvanceHE), EPC and for universities such as Manchester, Bolton, Plymouth, Stirling and Anglia Ruskin. I have undertaken consultancy for Plymouth University and the HEA with the most recent project being the London Retention Collaborative Project. Hugh Mannerings, Academic Lead for Retention & Attainment at AdvanceHE and Co-lead on the Collaborative Retention Project 2018 says:

*"I first knew about Michelle Morgan's work, when as an academic senior lecturer working at Bucks New University her book on Improving the Student Experience was used to help refresh the university induction programme, the advice and guidance offered by sector leading contributors in the book provided a significant framework in which to evaluate current practice and led to a successful refresh of what is now known as the Bucks Welcome. Since moving to the HEA (now Advance HE) as Academic Lead for Retention and Student Success it has been a real pleasure to work with Michelle on a number of projects relating to student success. Michelle's approach is to ask the awkward and difficult questions that no one wants to ask or answer but seeks to draw out the real issues through challenging the data, looking at the evidence base and asking is this right for the student. More recently, I engaged Michelle to deliver a keynote lecture for Advance HE Scotland colleagues through a symposium. Michelle again used her experience to highlight the key issues that institutions need to address, her inclusive style of working ensures that no one is left out and all views are valued. She takes an appreciative enquiry approach to examine practice and seeks to offer practical advice on how to solve issues. Michelle is committed to working and improving HE for all".*

### *National adoption of my work*

My work has been used nationally by colleagues across a range of roles in higher education to improve the student experience and engagement. The two examples I provide is a manager using it within an institution to provide advice and support to colleagues, and another who uses it to coordinate the work across university partners.

Institutional support-Dr. Emily McIntosh, Director, Student Life, University of Bolton

*"Shell is a consummate professional and her work transcends so many barriers that practitioners face in a higher education context. Her straightforward approach makes*

*sure that her scholarship (which is underpinned by robust theory that can easily be put into practice) has hundreds of practical applications. I have since been involved in introducing Shell's work to countless colleagues who have struggled to address the challenges that come with working in different HE roles. In particular, I used the student experience lifecycle model and practitioner models to develop the University of Manchester Student Support Forum. Having re-launched the Forum in 2013 we were able to speak about the different stakeholders in the student experience and encourage colleagues to think about student support as being central to their role as practitioners.*

*In my current role I am working with academic colleagues who have been recruited as Enhanced Personal Tutors in a matrix management model. In October 2015, I led a series of seminars on personal tutoring reaching over 95% of academic staff at the institution. Again, I used Shell's scholarship as a foundation for helping colleagues to understand their role in supporting student transition. The seminars were well-received and many colleagues are now applying Shell's work to their own practice. The practitioner model was presented to them at the time and has served to initiate what is now an ongoing conversation about academic and professional support for students". (Full testimonial in appendix 2)*

University partnership coordination-Julie Swain, QA Partnerships Co-ordinator Plymouth University

*"My role is Quality Assurance Partnerships Co-ordinator for Academic Partnerships within Plymouth University which houses over one third of the University's students 'off campus', regionally, nationally and internationally, with over 80 partnerships in 30 different countries. My role primarily focuses on the student experience, ensuring students have access to all of the Universities e-resources and services, thus making the 'off campus' experience comparable to that on campus. I have had the pleasure of using the work developed by Michelle Morgan for a number of years now. Working with multiple partners across multiple countries our student populations are diverse by nature. Coupled with the changing landscape of CBHE I have found the use of the SET model in particular invaluable in working with colleagues to address, develop and improve the student experience. Whilst working with long standing partnerships I have also been pivotal in the development of new partnerships and from the outset use the SET as foundation building blocks to help shape form and build the student experience. Notably, all institutions both within and outside our partnership are seeing a difference in student behaviours and expectations with the introduction of the £9k fee.*

*Michelle's works are clear, straightforward and logical which aligns the key messages I need to communicate to a range of partners. When developing a new partnership, I always focus my work around the SET model and find this frames the student experience from which we can develop and build upon. Particularly, with international partners who are adjusting to western pedagogies the model allows a visual approach at each stage of the cycle and develops process and where needs be, interventions. In my opinion, Michelle's books are key texts and resources to anyone who has a role of supporting the student experience. For me, I found there was lots of information in papers and books but no one place where the entirety was housed. The success of Michelle's works is that it achieves this mission to house everything to support and give clarity around the student experience in a logical style in one place. Ultimately, we all strive to enhance the student experience and place 'students at the heart of the system' and Michelle's work allows us to easily embed this throughout our institutions and programmes" (Full testimonial in appendix 2).*

### **Research implications of the Postgraduate Experience Project (PEP)**

The PEP project, which was constructed around the principles of SET, has made an impact on a national scale. As well as the *Anthology of Scholarship Stories* being sent to members of the House of Lords and Commons Science and Education Committees (see appendix 5), which hopefully contributed to their decision to support the introduction of a UK PGT loan scheme, the project's comprehensive and practical 'plain English' Memorandum of Collaboration (legal document governing the project) has been made available to other HEFCE (now OfS) projects as a template. Furthermore, the Entry to Study Survey that captured extensive intelligence on prior learning experiences, current learning expectations, finance issues, support requirements and expected employment outcomes was taken into the portfolio of Higher Education Academy Surveys (now AdvanceHE) for potential development and sector implementation. The project has received particular praise from the Director of OFFA, the Chair of UKCGE and the Guardian Newspaper as highlighted below. All refer to the rigor and robustness of the cutting edge research and how it will lead the way in future developments at PGT level. As a result of my reputation in the field, I have been elected to the Executive Committee for the UK Council for Graduate Education (June 2018).

Prof. Les Ebdon CBE DL, Director of Fair Access to Higher Education

*“It has been a pleasure to learn about the Postgraduate Experience Project (PEP) so ably led by Michelle Morgan at Kingston University and to see it in action. While there has been a dramatic expansion in postgraduate taught study (PGT) in recent years, I have been concerned that there are real barriers for disadvantaged students in accessing PGT study. PEP was one of a number of pilot projects set up using funding from the Higher Education Funding Council for England (HEFCE) to search for ways of broadening access to PGT. While PEP was focused on Science, Technology, Engineering and Mathematics (STEM) PGT, it is the first truly collaborative research to cover every area of STEM PGT. Michelle Morgan as Principal Investigator (PI) and Project Lead was able to gain the support and cooperation of senior university managers and key leaders in partner universities. As a consequence a map of knowledge in understanding attitudes, expectations and barriers to participation in PGT was developed which is both unique and immensely valuable.*

*An immediate consequence has been that universities have been able to enhance and direct their internal processes such as PGT admissions and marketing so as to advance widening participation. In the medium term our enhanced understanding of student perceptions has helped to shape the national debate over loans for PGT and even the development of a national PGT expectations survey on entry. The work has been disseminated by a highly successful national conference and a comprehensive report. This report made 16 major recommendations about understanding applicant behaviours, financial issues and employability which deserve wide consideration. This project would not have been the great success it has been without the skills of the PI in bringing a wide range of normally competing academics together, her dedication and unparalleled enthusiasm. Michelle Morgan has demonstrated the highest of professional skills in the delivery of such a challenging yet seminal project”.*

Professor Mick Fuller BSc, PhD, FRSB, MDeTao, Chair of UK Council for Graduate Education 2012-2015

*“The PEP project funded by HEFCE as one of the PSS Phase 1 initiatives was ambitious from the start with a wide range of partners covering a breadth of STEM masters programmes across the UK. However, its ambitions were exceeded through the dedicated leadership of Michelle Morgan and the team at Kingston University facilitated by Key contacts and the research teams at each of the institutions involved in the project. Its legacy sits as one of the most comprehensive reviews of postgraduate taught student attitudes and ambitions and sits as a seminal study of this often overlooked sector of UK University’s portfolios. As a consequence of the robust data sets and breadth of the sample, coupled with the consultation with industry and*

*other stakeholders the findings of the study have been eagerly received in dissemination events held by the UKCGE, HEA, UUK and HEFCE and have always spontaneously generated in-depth meaningful discussion of the implications of the study. Moreover, the study has been simultaneously received by postgraduate taught students themselves as representing their feelings and experiences and has often been lauded as a voice-piece for an under-represented group of students. The report of the PEP project has already been widely read and I am confident that it will be highly cited in the future as a source of evidence to help shape institutions postgraduate taught provision and future policy on postgraduate training”.*

Trina Overall, Guardian, Head of Student Revenues

*“The PEP project has been incredibly useful to the Guardian providing us with further support to our own survey of the thoughts and aspirations of postgraduate students at a more granular level. The expectations of students and employers is something we lightly touched on, comparing the difference in salary of a graduate versus a postgraduate. The PEP project added an extremely in depth piece of analysis on applicants choices and the connections the universities have with businesses. PEP showed what can influence a student's decision making process and highlighted several instances where informed good practice is really working in some institutions. One of the biggest challenges that resonated was the process of application for international students and the support network required to ensure the most effective entry into the UK without causing further isolation. By PEP researching and sharing the findings of the journey of PGT students, we have a clearer understanding of what students require which should have an impact on the marketing messages that are being communicated”.*

### **International implications of my work**

The implications of my work on an international level are numerous. Not only is my model being used as a framework within international institutions, but it is being widely cited in high quality pedagogic peer reviewed journal papers looking at improving the student experience. Furthermore, both my edited books are still being sold as first editions in all formats due to the currency of the information and the case studies contained within the books (see images 1 and 2 below).

Figure 11 Improving the student experience-a practical guide for universities and colleges on Amazon



**Improving the Student Experience: A practical guide for universities and colleges** 1st Edition, Kindle Edition  
by Michelle Morgan (Editor)

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The landscape of higher education (HE) has dramatically altered in the past 30 years and it continues to evolve and change. More students are entering HE and attending university or college on a global scale than ever before. Supporting and enhancing the undergraduate student experience across the student lifecycle, from first contact through to alumni, is a critical

Length: 258 pages | Word Wise: Enabled | Enhanced Typesetting: Enabled  
Page Flip: Enabled | See all supported devices

Figure 12 Supporting student diversity -a practical guide on Amazon



**Supporting Student Diversity in Higher Education**  
Paperback – 1 Jul 2013  
by Michelle Morgan (Editor)

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*Supporting Student Diversity in Higher Education* is a working manual that is designed to help managers, academics and members of the professional service teams within universities, recruit and support a diverse student body across the student lifecycle at the same time as delivering a quality student experience in a challenging and pressured environment.

Report incorrect product information.

### Website

My website is a labour of love for me and its implications are threefold. Firstly, it is a way of giving something back to the sector. Secondly, it helps me keep abreast of developments and new thinking. Thirdly, it can help shape and influence the improvement of the student experience through engagement by providing information and guidance to colleagues. The website is used globally as the analytics in Section 7 will demonstrate.

### **Future developments of my work**

This thesis has taken me on my own fantastic and personal learning journey by moving me beyond HE focussed L&T, student experience and engagement theory and practice, and incorporating theoretical perspectives designed for business and industry. This is enabling me to further develop the concept of student and staff engagement in HE in a unique way, causing me to revisit and develop practical initiatives. In turn, I hope to further influence initiatives, policy and strategy at institutional and national level through the publication of journal and conference papers, to the benefit of the wider community as well as myself. I will continue to edit and update my free website for colleagues around the globe on a monthly basis to include new and emergent information, advice and research.

For the past 12 years, due to my extensive L&T experience and ongoing engagement with the enhancement agenda across academic and non-academic spheres, I have been selected as a reviewer for the AUA Annual Conference and the International Higher Education Advances Conference. I am required to provide feedback on successful and unsuccessful applications. I am a reviewer for Studies in Higher Education and Quality Assurance in Education and regularly approached by Routledge/Palgrave to review book proposals. Not only do these activities enable me to support the HE community I care passionately about and pay-forward the support others have given me, but these roles enable me to continually keep abreast of current thinking and cite the innovative thinkers in my future publications. By reading and critiquing proposals, this supports me in constantly learning and developing my own professional L&T capabilities through exploring evolving ways of thinking and translating this into my day-to-day work.

### **Conclusion**

As highlighted above, I moved from a highly pragmatic approach to a research-informed and scholarly one which has been recognised not just through my peer-reviewed articles and other publications but also through my day to day work in the HEIs in which I work, together with a growing national and international profile. I argue that my chosen publications form a coherent body of work because they link to my golden thread of evidence that well informed and

structured activities to foster student and staff engagement can impact on the progression, continuation and success of undergraduate and postgraduate learners.

**Original contribution to knowledge of this Thesis**

- i) I have originated a comprehensive life cycle model
- ii) I have applied Kahn to higher education
- iii) I have taken forward my model into UG and PGT study which has been widely recognised as first in the field.

## Section 7 Impact of chosen publications

Citations as of 31 May 2018

### Journal articles

1. Morgan, M. (2012) The evolution of student services in the UK, *Perspectives: policy and practice in higher education*, Vol 16 (3) 77-84. See appendix 2 (i).

This paper has been cited 14 times. The paper on the Taylor Francis journal site has been viewed 568 times. Journals that the paper has been cited in include: *International Journal of Instructional Technology and Distance Learning (Australasia)*, *International Journal of Technology and Educational Marketing*, *Procedia-Social and Behavioural Sciences*, *Applied Research at the Colleges of Lithuania Journal*, *Korean Journal of Educational Administration* and the *Research-Repository Griffith University*. As of 30 May 2018, this paper has been viewed 615 times.

2. Morgan, M. (2013) Re-framing the 'First Year' Undergraduate Student Experience in *The All Ireland Journal of Teaching and Learning in Higher Education*, Vol 5 (3). See appendix 2 (ii).

This paper has been cited 4 times in journals that include: *Journal of Further and Higher Education*, *Redesigning Learning for Greater Social Impact* (book) and the Repositories of the University of Aberta (Portugal) and Xiamen University (China).

3. Morgan, M. (2014) Patterns, Drivers and Challenges pertaining to Postgraduate Taught Study- an international comparative analysis in *Journal for Higher Education and Research Development*, 33 (6) 1150-1165. See appendix 2 (iii)

This paper has been cited 15 times in journals that include: *International Review of Economics Education*, *The British journal of sociology*, *Procedia-Social and Behavioural Sciences* and the *Cambridge Journal of Education*. Notable authors in the field include P Wakeling and E Keane. Citations have

also been included in books on Graduate work and Postgraduate supervision. As of 30 May 2018, this paper has had 457 views.

4. Morgan, M. (2014) Study expectations of 1st/2nd generation STEM postgraduate taught students in *Quality Assurance in Education*, 22 (2) 169-184. See appendix 2 (iv)

This paper has been cited 4 times in journals that include: *Procedia-Social and Behavioural Sciences*, *Cambridge Journal of Education* and *Journal of Applied Research in Higher Education*. As of 30 May 2018, this paper has been viewed 389 times.

5. Morgan, M. (2015) Study expectations of different domiciled Postgraduate-Taught students in a UK post-1992-institution, *Quality Assurance in Education*, Vol 23 (3) 233-249. See appendix 2 (v).

This paper has been cited once in the 2016 IEEE Frontiers in Education Conference (FIE) journal. As of 30 May 2018, this paper has had 372 views.

### **Edited books**

1. Morgan, M. (ed) *Improving the Student Experience: The practical guide for Universities and Colleges*, London: Routledge. See appendix 4 (i and ii)

This book has been cited 47 times and specific chapters I have written cited 11. Journal inclusion is broad as is the language it has been published in. Journals include: *A Journal of Policy and Practice*, *Education for Health*, *Policing: A Journal of Policy and Practice*, *JBI Database of Systematic Reviews and Implementation Reports*, *Quality Assurance in Education*, *Computer Science Education*, *Social Semiotics*, *International Journal of Disability*, *Procedia-Social and Behavioural Sciences*, *International HETL Review*, *Journal of Youth Studies*, *Journal of international students*, *AISHE-J: The all-Ireland journal of scholarly research into Teaching and Learning in Higher Education*, *Practitioner Research in Higher Education*, *Practice and*

*Evidence of Scholarship of Teaching and Learning in Higher Education* and the *Student Engagement and Experience Journal*.

Repositories include: University of Alberta (Portugal) and De Montfort University (UK), Tampere University of Applied Sciences (TAMK) Finland. It has been cited in a report by the HEA by the notable Professor Claire Callender and a book entitled *Redesigning Learning for Greater Social Impact*.

2. Morgan, M. (ed) *Supporting Student Diversity in Higher Education- a practical guide*, London: Routledge. See appendix 4 (iii,iv)

This book has been cited 29 times including the citation of my specific chapters. As with my first edited book, citations in journals are broad. Journals include: *Studies in Higher Education*, *The International Journal of the First Year in Higher Education*, *The International Journal of Inclusive Education*, *Quality Assurance in Education*, *Human Resources for Health*, *Journal of Geography in Higher Education*, *Entrepreneurship Exercise Journal*, *Procedia-Social and Behavioural Sciences*, *International Journal of Learning, Teaching and Educational Research*. It has been cited in *Cultural Awareness and Competency Development in Higher Education* (book).

### **Co-authored chapter**

1. Morgan, M. and Brown, S. (2009) Commencement of the Academic Year in Denton, S and Brown, S. (eds) *Beyond Bureaucracy: A Practical Guide to University and College Management*, London: Routledge. Output 70/30.

### **Research project outputs**

1. Morgan, M. and Direito, I. (2016) *Widening and Sustaining postgraduate taught (PGT) study in the UK: a collaborative project*, London: Kingston University and HEFCE. Output 65/35.

In terms of citations, the report was published in April 2016 so it is relatively new but it is expected that citations will soon follow as anticipated by the Chair of UKCGE. However, the impact of the project has already been substantial as highlighted in my CV in Appendix 1 which lists the keynotes and invitations to present papers on the findings from the project. See appendix 4 (v)

### **Professional body publications**

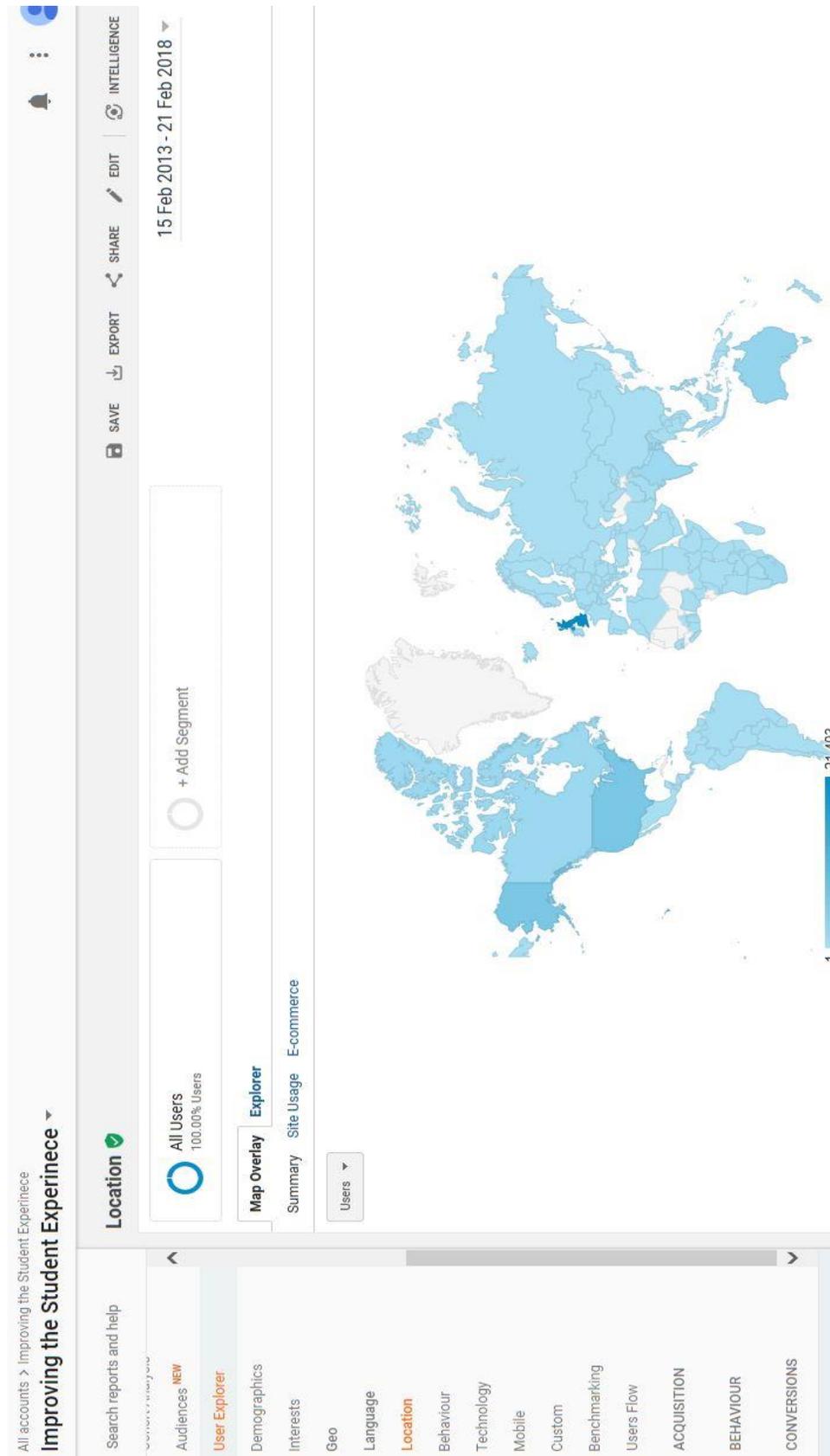
1. Morgan, M (2016) The Student Experience Practitioner Model: adapting an institutional and inclusive community approach to student engagement in Janes, G., Nutt, D. and Taylor, P. *Student Behaviour and Positive Learning Cultures SEDA Special 38*, London: Staff and Educational Development Association.

### **Website**

The site has had an impact as Google Analytics reports that it regularly receives between 1000-1500 hits a month from across the world with many visitors being returners. The site has been accessed by someone in 185 of the 195 countries in the world (see Diagram 1). Between January 2014 and January 2018, the site has been accessed 47,705 times, 56,835 sessions have occurred and there have been 117,808 pages viewed.

The website is a core resource along with my books for an MA in Student Support developed at Anglia Ruskin University and the PGCert at Bournemouth University. Its followers on twitter include organisations such as Wonkhe, UCAS Corporate, Unipol Student Homes and GuildHE. Notable commentators in the field include Professors Phil Race, Sally Brown and Paul Wakeling and Helen Webster, Viv Rolf and Diane Nutt.

Diagram 1 Google Analytics for Improving the Student Experience website (ITSE)



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# Appendices

## Appendix 1 - CV

### *Curriculum Vitae*

### **Michelle Morgan**

*BA (Hons), MPhil, PFHEA, FAUA*

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#### **OVERVIEW OF MICHELLE (SHELL) MORGAN**

- Extensive experience of developing UG and PGT learning and teaching, retention and widening participation strategies, initiatives and processes in further and higher education;
- Undergraduate (UG) and PGT Student experience, learning and teaching and student transitions specialist and practitioner recognised both nationally and internationally;
- Extensive toolkit of practical, affordable and effective learning and teaching and student experience initiatives designed for transferability;
- Creator, Principal Investigator and Manager of a £2.7m HEFCE funded innovative and creative project looking at the expectations, experience and attitudes towards postgraduate taught study by applicants, students, universities and employers-11 institution collaborative project (PEP);
- Editor of and substantive contributor to *Improving the Student Experience- the Practical Guide for Universities and Colleges* (2012) and *Supporting Student Diversity in Higher Education* (2013) published by Routledge and focusing on my Student Experience Practitioner Transitions Model;
- Presented over 100 national and international conference papers, delivered 24 keynotes (4 international), published 12 books chapters and 7 national and international peer reviewed journal articles on the undergraduate and postgraduate student experience;
- A leading commentator and researcher into the postgraduate taught (PGT) experience in the UK;
- Obtained and delivered on 3 research grants that have provided critical intelligence for the HE sector.

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#### **Qualifications**

MPhil in Quality in General Practice, Faculty of Health and Social Sciences, University of Brighton, 1999.

BA (Hons) Social Policy, Research and Administration (Upper Second Class), Brighton Polytechnic, 1992.

Undertaking a PhD by Publication.

### ***Higher Education Employment History***

Jan 17 – to-date	Associate Professor and Associate Dean, Student Experience, Faculty of Media and Communication, Bournemouth University.
Nov 13- Aug 2016	Creator, PI and Project Manager for the Postgraduate Experience Project (PEP) ( <i>seconded</i> ).
Sept 11-Dec 2016	Learning and Teaching Manager for the Student Voice (Principal Lecturer), Faculty of Science, Engineering and Computing, Kingston University, Penrhyn Road, Kingston upon Thames, Surrey, KT1 2EE ( <i>returned SET 2016 after 3 years on PEP</i> ).
Apr 06-Aug 11	Student Experience and Learning and Teaching Manager (Principal Lecturer), Faculty of Engineering, Kingston University.
June 02-Aug 05	Student Induction and Experience Manager, University of Sussex-Managed academic and non-academic projects with various staff of all levels across the University.
Aug 01-May 02	Project Restructuring Manager, University of Sussex.
Dec 98-July 01	Faculty Manager, Faculty of Engineering and Information Technology, University of Sussex.
Oct 97- Nov 98	Writing-up MPhil Thesis and caring for partner.
Feb 97-Sept 97	Senior Faculty Registrar, Business School (European & International), Buckinghamshire University College (had to leave as unable to buy a home).
Mar 96-Feb 97	Faculty Examinations Manager, Faculty of Information Technology, University of Brighton.
Dec 92-Feb 96	Departmental Administrative Officer, Department of Mathematical Science, University of Brighton.

### ***Awards and achievements***

- Principal Fellow of the Higher Education Academy (PFHEA) and Fellow of the Association of University Administrators (FAUA).
- Recognition Alumnus Award from the University of Brighton for my student experience work in 2016.
- Recipient of a special award from Kingston University's Students' Union for Outstanding Student Experience in 2015 in their Student Led Learning and Teaching Awards.
- Co-writer and presenter of University Challenges radio programme for BBC World Service broadcast in January 2011 (5 part series for BBC China).
- Recipient of a special award from the University of Sussex's Students' Union for

Outstanding Achievement and Excellence in 2005.

- Highest ranked speaker at the 2008 and 2009 Association of University's Administrators Annual Conference.
- Awarded 'Highly Commended' in the Association of University Administrators Inaugural National Excellence Awards in Recognition of Outstanding Achievements in Higher Education, Management and Administration 2004.
- Creator and Editor of [www.improvingthestudentexperience.com](http://www.improvingthestudentexperience.com) which is a free portal designed to support colleagues across the UG and PG areas.
- My proudest 'educational' achievement is building the Brikama's Mother's Union Nursery in the Gambia.

### ***Research***

I have been research active in all the academic and non-academic posts I have undertaken because it provides me with the knowledge and evidence to help create change. My research has fed into learning and teaching and student experience strategies and policy, reviews and curriculum development at faculty, institutional and national level. A list of my grants, journal and book publications are listed in the appendix along with my conference keynotes, conference papers by invitation and general conference papers and workshop presentations. My recent PEP project has been widely covered in the media. I am a conference moderator for the AUA and International First Year Experience, and I am a peer reviewer for Studies in Higher Education, Quality Assurance in Education and Higher Education. My free portal which I regularly update receives over 1000 hits a month and has been accessed by some one in 186 of the 196 countries in the world. It has been peer reviewed by the AUA and AMOSSHE. My research has been rooted in my own student experience of being a first generation, mature working class female who should never have done A levels or gone to university and who parents had no educational aspirations for their daughter. Education changed my life and I am driven to ensure it changes the lives of others.

### ***Management skills***

As a result of my previous managerial posts and my project management roles, I have extensive experience and skills in the areas of: people management (direct and indirect); pro-active management; marketing and communications; good presentation skills; budget management; prevention of bullying and harassment; recruitment and training; events management; staff development of large teams; negotiation; influencing and customer service.

### ***Membership of Professional Organisations***

- Association of University Administrators.
- Principal Fellow and Associate of the Higher Education Academy.

## **Grants**

1. I created, led, managed and successfully delivered the Postgraduate Experience Project (PEP) £2.7m project (£1.87m HEFCE funded, collaborative partner funding £800,000). Awarded November 2013.
2. I obtained an Individual Teaching Grant from the Higher Education Academy to formalise my postgraduate student experience research at Kingston University. This project laid the foundations for the PEP project. Awarded August 2012.
3. I wrote the collaborative proposal and was the lead researcher on the grant awarded by the Higher Education Academy (led by Professor Stuart) in 2006. The publication generated from the project is known as the Barriers Review by Stuart et al, 2008. Awarded August 2006.

## **National and international journal papers (peer reviewed)**

1. Morgan, M. (2016) The Student Experience Practitioner Model: adapting an institutional and inclusive community approach to student engagement in Janes, G., Nutt, D. and Taylor, P. *Student Behavior and Positive Learning Cultures SEDA Special 38*, London: Staff and Educational Development Association.
2. Morgan, M. (2015) Study expectations of different domiciled Postgraduate Taught students in a UK post-1992-institution, *Quality Assurance in Education*, Vol 23, issue 3, p233-249.
3. Morgan, M. (2014) Patterns, Drivers and Challenges pertaining to Postgraduate Taught Study-an international comparative analysis in *Journal for Higher Education and Research Development*, 33 (6) p1150-1165.
4. Morgan, M. (2014) Study expectations of 1st/2nd generation STEM Postgraduate Taught students in *Quality Assurance in Education*, 22 (2) p169-184.
5. Morgan, M. (2014) The future of Postgraduate taught STEM study in the UK, *Graduate Market Trends Spring 2014*, Manchester: Higher Education Careers Service Unit, p8-11.
6. Morgan, M. (2013) Re-framing the 'First Year' Undergraduate Student Experience in *The All Ireland Journal of Teaching and Learning in Higher Education*, Vol 5 issue 6
7. Morgan, M. (2012) The evolution of student services in the UK, *Perspectives: policy and practice in higher education*, Vol 16, issue 3, p77-84.
8. Morgan, M. (2015) Supporting postgraduate taught student transitions into and out of study – Blog available at: <https://www.heacademy.ac.uk/supporting-postgraduate-taught-student-transitions-and-out-study-0>.

**Publications (including articles, interviews in articles, edited books, book chapters, letters)**

1. Morgan, M (2018) HE is behind the curve when it comes to mental health, WONKHE, 27 June. Available at: <https://wonkhe.com/blogs/he-is-behind-the-curve-when-it-comes-to-supporting-mental-health/>
2. Morgan, M. (2018) Time to 'remaster' taught postgraduate study, Comment on WONKHE, 23 February. Available at: <https://wonkhe.com/blogs/time-to-remaster-postgraduate-masters-study>
3. Morgan, M. (2017) It's time to shift focus from outcomes to expectations, Comment on WONKHE, 11 September. Available at: <http://wonkhe.com/blogs/hung-up-on-experience-expectations-entry/>
4. Morgan, M. (2017) World policy- The UK needs a Ucas for postgraduates, Opinion piece in the *Time Higher Education*, 7 September. Available at: <https://www.timeshighereducation.com/opinion/uk-needs-ucas-postgraduates>
5. Morgan, M. (2017) Decline must be mastered, Opinion piece in the *Time Higher Education*, 29 June. Available at: <https://www.timeshighereducation.com/opinion/mastering-decline>
6. Morgan, M. (2016) Positive steps, letter in the *Time Higher Education*, 21 July. Available at: <https://www.timeshighereducation.com/letters/positive-steps>
7. Morgan, M. (2016) cited in article Why Sadiq Khan should bring down travel costs for London students by Gil, N and Packham, A, The Guardian, 17 May. Available at: <https://www.theguardian.com/education/2016/may/17/why-sadiq-khan-should-bring-down-travel-costs-for-london-students>
8. Morgan, M. (2016) No silver bullet, letter in the *Times Higher Education*, 18 February. Available at: <https://www.timeshighereducation.com/letters/michelle-morgan-no-silver-bullet>
9. Morgan, M. and Direito, I. (2016) *Widening and Sustaining postgraduate taught (PGT) study in the UK: a collaborative project*, London: Kingston University and HEFCE. Available <http://www.postgradexperience.org/project-docs/>
10. Morgan, M. and Anderson, D. (ed.) (2016) *The Good Practice Guide-developing and acquiring employability skills, competencies and attitudes at postgraduate taught STEM level through collaboration*, London: Kingston University and HEFCE. Available <http://www.postgradexperience.org/project-docs/>
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13. Morgan, M. and Direito, I. (2015) *Briefing Paper 1 Introduction to the Postgraduate Student Experience Project*, London: Kingston University and HEFCE. All briefing papers available from the PEP project website.
14. Morgan, M. and Direito, I. (2015) *Briefing Paper 2 Postgraduate Student Experience Project Scholarships*, London: Kingston University and HEFCE.
15. Morgan, M. and Direito, I. (2015) *Briefing Paper 3 Motivations for undertaking STEM PGT Study*, London: Kingston University and HEFCE.
16. Morgan, M. and Direito, I. (2015) *Briefing Paper 4 Funding of STEM PGT Study*, London: Kingston University and HEFCE.
17. Morgan, M. and Direito, I. (2015) *Briefing Paper 5 Reasons for PGT STEM non-enrolment*, London: Kingston and HEFCE University.
18. Morgan, M. and Direito, I. (2015) *Briefing Paper 6 Study debt and future funding*, London: Kingston University and HEFCE.
19. Morgan, M. and Direito, I. (2015) *Briefing Paper 7 PGT STEM support requirements*, London: Kingston University and HEFCE.
20. Direito, I. and Morgan, M. (2015) *Briefing Paper 8 PGT STEM learning and teaching expectations and experience*, London: Kingston University and HEFCE.
21. Morgan, M. and Direito, I. (2015) *Briefing Paper 9 Integrated degree findings*, London: Kingston University and HEFCE.
22. Direito, I. and Morgan, M. (2015) *Briefing Paper 10 Employers attitudes towards PGT STEM study*, London: Kingston University and HEFCE.
23. Morgan, M. and Direito, I. (2015) *Briefing Paper 11 UK GrADS Initiative*, London: Kingston University and HEFCE.
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27. Morgan, M. and Direito, I. (2015) *Briefing Paper 15 Social class and generational status at PGT STEM level*, London: Kingston University and HEFCE.
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29. Morgan, M. (ed) (2013) *Supporting Student Diversity in Higher Education-a practical guide*, London: Routledge.

30. Morgan, M. (2013) Introduction in Morgan, M (ed) *Supporting Student Diversity in Higher Education-a practical guide*, London: Routledge.
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33. Morgan, M. (2013) The student experience practitioner model in Morgan, M (ed) *Supporting Student Diversity in Higher Education-a practical guide*, London: Routledge.
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42. Morgan, M. and Jones, L. (2012) Understanding the learning and teaching expectations of taught postgraduate students across science, engineering and computing subjects at Kingston University (KU) in the Higher Education Academy conference proceedings 1st Annual Conference on the Aiming for Excellence in STEM Learning and Teaching 12 – 13 April 2012, London: Imperial College and The Royal Geographical Society Available Online: [http://www.heacademy.ac.uk/assets/documents/stemconference/Engineering%201/Michelle\\_Morgan\\_Lucy\\_Jones.pdf](http://www.heacademy.ac.uk/assets/documents/stemconference/Engineering%201/Michelle_Morgan_Lucy_Jones.pdf)

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47. Morgan, M. (2006) Student Literacy, Letter in *The Times Higher Educational Supplement*, 17 February.
48. Morgan, M. (2005) Pick on a way to beat the bullies, Letter in *The Times Higher Educational Supplement*, 23 September
49. Morgan, M. and Lister, P. (2004) The Changing Face of Induction in *Saunders, D et.al. (ed) Learning Transformations: Changing Learners, Organisations and Communities*, London: FACE.

### **Conference Keynotes**

1. Morgan, M. (2018) Global issues facing higher education, paper presented at the *World Congress on Education*, 17 July, Dublin.
2. Morgan, M. (2018) Using research to improve the student experience, paper presented at *Creating Excellence in the Student Journey 4<sup>th</sup> Annual TIRI Teaching and Learning Conference*, 4 July, University of Bolton, Bolton
3. Morgan, M. (2018) Effectively supporting student transitions-The impact on recruitment, retention, progression, and attainment of all students, paper presented at the *University of Kent Annual Learning and Teaching Conference*, 20 June, Canterbury.
4. Morgan, M. (2018) Effectively supporting student transitions throughout the Student Life Cycle, paper presented at the *AdvanceHE Scotland Symposium at University of the West of Scotland: 'What works in student retention?'*, 18 April, Glasgow.
5. Morgan, M. (2018) Effectively supporting student transitions throughout the Student Life Cycle, paper presented at the *Cardiff Met's Annual Learning and Teaching Conference 2018*, 12 April, Cardiff University, Cardiff.
6. Morgan, M. (2018) Supporting student transitions, paper presented at the *Westminster Briefing-Preparing students for HE through supporting them through the transition*, 31 January, London.
7. Morgan, M. (2017) The current state of postgraduate market-Key trends, paper presented at the *Westminster Forum-Next steps for postgraduate taught education - funding, teaching quality and student experience seminar*, 9 October, London.

8. Morgan, M. (2017) Postgraduate employability-the next academic frontier, paper presented at the *Higher Education Advances International Conference*, 21 June, University of Valencia, Valencia, Spain.
9. Morgan, M. (2017) The expectations of applicants, students and employers at Master's level time to evolve our offering paper presented at the *Ireland International Conference on Education*, 24 April, Clayton Hotel Ballsbridge, Dublin, Ireland.
10. Morgan, M. (2017) How do we avoid the iceberg? Paper presented at the *Student Services Conference*, 22 March, University of Plymouth, Plymouth.
11. Morgan, M. (2017) Expectations and experiences of STEM postgraduate taught students, paper presented at the *LAIBS Learning and Teaching Conference*, 13 January, Anglia Ruskin University, Cambridge.
12. Morgan, M. (2017) Postgraduate study-the next academic employability frontier, paper presented at the *MMM Event*, 10 January, The Stirling Court Hotel, University of Stirling, Stirling.
13. Morgan, M. (2016) Supporting Student Diversity, paper presented at the Learning and Teaching Conference, 25 November, University of Bolton, Bolton.
14. Morgan, M. (2016) The importance of understanding the prior learning experiences and expectations of postgraduate master's level students on enrolment levels, and successful retention and progression, paper presented at the Northern Universities Consortium (NUCCAT) Conference *Managing curriculum change in a consumer-driven university sector*, 24 November, Manchester Conference Centre, Manchester.
15. Morgan, M. (2016) The importance of understanding the prior learning experiences and expectations of postgraduate master's level students on enrolment levels, and successful retention and progression, paper presented at the Higher Academy Conference *Ready for retention: effective systems for transition and student success*, 7 July, University of South Wales, Cardiff.
16. Morgan, M. and Direito, I. (2016) The employability expectations of applicants, students and employers at Master's level, paper presented at *Student Experience and Postgraduate Issues Networks Joint Seminar*, 6 May, London, Society for Research into Higher Education (SRHE).
17. Morgan, M. (2016) Fees, retention and the student experience, paper presented at HEFAF Annual Conference *The impact of the November 2015 'fees must fall' campaign by students on academic administration at HEIs*, 18-20 May, Cape Town, South Africa.
18. Morgan, M. (2016) Effective evaluation-creating understanding, change and continuous improvement, paper presented at *The Higher Education Course and Module Evaluation Conference Association of University Administrators*, Oxford Brookes University, 20 January, Oxford.

19. Morgan, M. (2015) Supporting students transition in, through and out of Postgraduate study, paper presented at the Higher Academy's Conference *Student transitions: Journeying into, through and beyond higher education*, 19 February, London.
20. Morgan, M. (2015) Supporting student learning in, through and out of study, paper presented at the Higher Education Forum 2015: *Enhancing the Value of the Teaching and Learning Experience*, North East Higher Education Forum, Science Central, 30 April, Newcastle upon Tyne.
21. Morgan, M. (2015) Accessing PGT STEM study-a case study of financial support and barriers, paper presented at the Postgraduate Marketing Forum and Networking Event, 3 June ThinkPostgrad, London
22. Morgan, M. (2013) Supporting Transitions, paper presented at the *Inaugural Student Experience Conference* at the University of Edinburgh, 8 April, Edinburgh: University of Edinburgh.
23. Morgan, M. (2012) Improving the student experience, paper presented at *The Service Excellence Conference* at the University of Kent at Canterbury, 10 May, Canterbury: University of Kent.
24. Morgan, M. (2011) Enhancing the First Year Student Experience-Future Challenges, paper presented at *The 3rd National Transition Conference*, Friday 17 June 2011, London: University College London.

### **Conference Papers (by invitation)**

1. Morgan, M. (2017) Postgraduate employability-the next academic frontier, paper presented at the *Engineering Professors Congress*, 12 September, University of Coventry, Coventry.
2. Morgan, M. (2017) Postgraduate student retention, paper presented at the *Institution of Structural Engineers Annual Conference*, 9 May, International HQ, London.
3. Morgan, M. (2017) Widening Access to Postgraduate Study and Research paper presented at the Capita Conference on *Widening Participation in Higher Education*, 25 January, London
4. Morgan, M. (2016) Lessons learned and suggestions for sustaining PGT STEM study paper presented at the Westminster Higher Education Forum Keynote Seminar *Priorities for part-time and mature students: outreach, retention and tackling barriers*, 6 July, Over-Seas House, London
5. Morgan, M. (2016) How can we make the most of the incoming PGT loans? paper presented at *UKCGE-Good Practice in Postgraduate Marketing: harnessing the PG journey*, 12 May, University of Reading.

6. Morgan, M. (2016) Employment expectation findings from PEP-Creating good practice, paper presented at the *Excellence in Postgraduate Education; Manufacturing, Materials and Design symposium*, 25 April, University of Cranfield.
7. Morgan, M. and Direito, I. (2016) Findings from the postgraduate experience project, paper presented to course directors in Business and Law, 14 March, Kingston University.
8. Morgan, M. and Direito, I. (2016) Is Bourdieu's theory of 'economic capital' applicable at postgraduate MSc study as undergraduate level? Paper presented at *Access and transition to postgraduate study: findings from HEFCE's PSS and beyond*, 1 February, University of York.
9. Morgan, M. and Direito, I. (2016) The Postgraduate Experience Project Learning and teaching expectations and experiences of STEM postgraduate taught students, paper presented at the *Inspire to succeed: Transforming teaching and learning in STEM Higher Education Conference*, 29 January 2016 University of Nottingham.
10. Morgan, M. (2016) Evaluation of the key issues facing applicants, students and universities at STEM master's level, paper presented at *The Higher Education Course and Module Evaluation Conference Association of University Administrators*, 20 January Oxford Brookes University.
11. Morgan, M. (2016) Employment expectation findings from PEP-Creating good practice, paper presented at the *UKCGE – Supporting the future of PGT Education: Skills development and employability seminar*, 19 January British Psychological Society, London.
12. Morgan, M. (2015) Lesson learned: Helping inform PGT policy and practice, paper presented at the *Taught Postgraduate Degrees: The Road to 2016/17 Westminster Briefing*, 18 November, London.
13. Morgan, M. (2015) Improving postgraduate employability, paper presented at the *PGT Skills and Employability Seminar*, 28 October, UKCGE, London.
14. Morgan, M. (2015) How marketing can improve the student experience, paper presented with the Guardian Newspaper at the *CASE Europe Annual Conference 2015*, Aug 31 - SET 4, 2015 Manchester Central Convention Complex, Manchester.
15. Morgan, M. (2015) Invitation for panel discussion at the Guardian's Postgraduate Research event, The Guardian Newspaper, 16 July, London.
16. Morgan, M. (2015) Accessing PGT STEM study-a case study of financial support and barriers, paper presented at the *AccessHE Conference: 'How do we widen access to postgraduate study?'* The London Postgraduate Mentoring Project, 9 July London.
17. Morgan, M. (2015) Accessing PGT STEM study-a case study of financial support and barriers, paper presented at *Delivering First Class UK Postgraduate Education* Inside Government, 9 July, London.

18. Morgan, M. (2015) Linking the Student Lifecycle to Peer Education, paper presented at the Peer Education Conference, 10 June, University of Manchester, Manchester.
19. Morgan, M. and Lewis, P. (2015) Widening the participation in postgraduate study, paper presented at Excellence in Postgraduate Education-Manufacturing, Materials and Design (MMD), 30 April, Cranfield University, Cranfield.
20. Morgan, M. (2015) Supporting Student Transitions, paper presented at the University of Chichester Learning and Teaching Series, 28 April, Chichester.
21. Morgan, M. and Bowden, R. (2015) Case study from the HEFCE pilot, paper presented at The future for undergraduate and postgraduate taught tuition fees. Westminster Higher Education Forum Keynote Seminar, 24th February, London.
22. Morgan, M. and Direito, I. (2015) Finance Findings from the Postgraduate Experience Project, paper presented at the *Postgraduate Funding Workshop*, UKCGE, 21 January, University of Sheffield.
23. Morgan, M. (2014) The Postgraduate Experience Project (HEFCE funded), paper presented at the *Student success in Higher Education: HEFCE's strategy for maximising outcomes for students, the economy and society*, 8 December, London.
24. Morgan, M. (2014) Findings from the PEP Project, paper presented at HEFCE's Strategic Advisory Committee Annual Conference, 5-6 November, University of Warwick, Warwick
25. Morgan, M. and Lewis, P. (2014) Widening the Participation in Postgraduate Education: Delivering targeted and sustainable support for postgraduate STEM students, paper presented at *The Future of Postgraduate Education 2014*, Inside Government: London 12 June.
26. Morgan, M. (2014) Market changes: What will Postgraduate Education look like after 2015? Paper presented at the *2015 Postgraduate Market Changes: Preparation, Information and Deliberation workshop*, 16th May, University of Birmingham: Birmingham.
27. Morgan, M. and Lewis, P. (2014) Sustaining the Postgraduate Sector, paper presented at the *Excellence in Postgraduate Education: Manufacturing, Materials and Design*, 8 May, Cranfield University, Cranfield.
28. Morgan, M. and Ordys, A. (2014) Exploring expectations and attitudes towards postgraduate study, paper presented at the *Engineering Professor's Council*, 8-9 April, University of Glasgow, Glasgow.

## **General conference papers and radio programmes**

1. Morgan, M. and Direito, I. (2018) Individual perceptions of advantage and disadvantage in accessing, undertaking and progressing in Science, Technology, Engineering and Mathematics (STEM) Postgraduate Taught study, paper presented at the *HEA's Annual Conference 2018, Teaching in the spotlight : Learning from global communities*, 5 July, University of Aston, Birmingham.
2. Morgan, M. and Direito, I. (2018) Can understanding the study expectations and study prior experiences of different domiciled students at postgraduate STEM master's level help in the recruitment, management and delivery of high quality learning and teaching?, paper presented at the *HEA's Annual Conference 2018, Teaching in the spotlight : Learning from global communities*, 5 July, University of Aston, Birmingham.
3. Direito, I. and Morgan, M. (2016). Feedback perceptions of STEM postgraduate students. Poster presented at *HEA'd Conference on Research, Practice and Contexts in Education*, School of Education and Social Sciences, Polytechnic Institute of Leiria (IPL) Portugal, 5-7 May 2016.
4. Morgan, M. and Direito, I. (2016) The Postgraduate Experience Project: Learning and teaching expectations and experiences of STEM postgraduate taught students, paper presented at the *Higher Education Academy Annual STEM Conference*, 27-29 January, University of Nottingham, Nottingham.
5. Morgan, M. (2013) Supporting Student Transitions-workshop, paper presented at the *European First Year Experience*, 9-11 June, Nottingham Trent University, Nottingham.
6. Morgan, M. (2013) Where has Postgraduate study grown? An international comparative analysis, paper presented at the *Society for Research into Higher Education*, Newport, 11- 13 December.
7. Morgan, M. (2013) Where has Postgraduate Study Grown and What are the implications for the UK? An International Comparative Analysis, paper presented at UKCGE Annual Conference, 'Master Class: the changing face of PGT in a research-intensive environment', Birmingham, 1-2 July.
8. Morgan, M. and Jones, J. (2013) Improving the Postgraduate Taught Student Experience: why understanding the expectations and attitudes towards study of your student body is so important, paper presented at *NEON Summer Symposium*, Bedford University, Bedford, 20-21 June.
9. Morgan, M. and Jones, L. (2012) Understanding the prior learning experiences and learning and teaching expectations of STEM postgraduate taught students: an institutional and national perspective, HEA Seminar, Kingston: Kingston University.
10. Morgan, M. and Jones, L. (2012) Understanding the learning and teaching expectations of taught postgraduate students across science, engineering and computing subjects at Kingston University (KU), paper presented at the 1st Annual Conference on the Aiming

- for Excellence in STEM Learning and Teaching 12 – 13 April, London: Imperial College and The Royal Geographical Society.
- 11.Morgan, M. (2011) Enhancing the student experience across the student lifecycle-future challenges, paper presented at the *Association of University Administrators Students at the heart of the system-a response to the White Paper*, 10 November, London: MIC.
  - 12.Morgan, M. (2011) The welcome, orientation and induction of direct entry and transfer students, paper presented at the *6<sup>th</sup> European Conference on the First Year Experience*, 19-20 June, Manchester: University of Manchester.
  - 13.Morgan, M. (2011) The Practitioner Model – a new approach to enhancing the first year student experience, paper presented at the *24<sup>th</sup> International Conference on the First year Experience*, 21-24 June, Manchester: University of Manchester.
  - 14.Morgan, M. and Yang, L., (2011) Co- presenter and writer of the BBC World Service, 5 part series, on 'University Challenges' January and February 2011.
  - 15.Morgan, M. (2010) Enhancing the Student Experience and Support Lecture, paper presented at *Leadership in Higher Education Conference*, 24 June, London: Kingston University.
  - 16.Morgan, M. (2010) Supporting and interlinking the different student transitions to enable success, paper presented at the *Moving beyond induction-understanding transitions in student life*, 15 June, Sheffield: University of Sheffield.
  - 17.Morgan, M. (2010) Understanding and managing student expectations-its impact on student retention, paper presented at the *23<sup>rd</sup> International Conference on the First year Experience*, 7-10 June, USA: Maui.
  - 18.Morgan, M. (2010) The Practitioner Model – a new approach to enhancing the student experience, paper presented at the *First Year Student Experience Conference*, 7 May, London: UCL.
  - 19.Morgan, M. (2010) Managing Student Expectations Lecture, paper presented at *Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 29-31 March, Warwick:University of Warwick.
  - 20.Morgan, M. (2010) Supporting Student Transitions Part 1 Lecture, paper presented at *Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 29-31 March, Warwick:University of Warwick.
  - 21.Morgan, M. (2010) Supporting Student Transitions Part 2 Lecture, paper presented at *Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 29-31 March, Warwick:University of Warwick.
  - 22.Morgan, M. (2009) Enhancing the Student Experience and Support Lecture, paper presented at *Leadership in Higher Education Conference*, 27 July, London: Kingston University.

23. Morgan, M. (2009) Supporting the Engineering Student Experience at Faculty Level, paper presented at the *Higher Education Engineering Subject Centre Conference*, 10 July, London: Royal Academy of Engineering.
24. Morgan, M. (2009) The importance of 'OUTduction' in the student lifecycle, paper presented at *The Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 6-8 April, Exeter: University of Exeter.
25. Morgan, M. (2009) The 'Induction - raising student awareness', paper presented at *The Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 6- 8 April, Exeter: University of Exeter
26. Morgan, M. (2008) The importance of OUTduction, paper presented at *the Association of University Administrators London Conference on the Student Experience (AUA)*, 12 November, London: Birkbeck.
27. Morgan, M. (2008) Raising student awareness – improving student induction and communications, paper presented at *the 2nd Annual Conference Satisfying Student Demand-Enhancing quality, exceeding expectations, managing complaints*, Neil Stewart Associates, 10 June, London: Barbican. This paper was presented on behalf of the AUA.
28. Morgan, M. (2008) The importance of 'OUTduction' in the student lifecycle, paper presented at *The Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 31 March - 2 April, York: University of York.
29. Morgan, M. (2008) Induction and orientation- getting the balance right! paper presented at *The Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 31 March - 2 April, York: University of York.
30. Morgan, M. and Williams, Z. (2008) Transition-preparing students for higher education, paper presented at the *Student Retention and Progression in Higher Education Conference*, Neil Stewart Associates, 27 March, London: Barbican.
31. Morgan, M (2007) Student Centered induction and learning, paper presented at *The 10th International Convention on Student Quality Control Circles*, 28 November- 1 December India: CMS, Lucknow
32. Morgan, M. (2007) Barriers to Postgraduate Study, paper presented at the *National Postgraduate Committee Annual Conference*, 10 April, Keele: University of Keele.
33. Morgan, M. and Wakeling, P. (2007) Widening participation in postgraduate Study, paper presented at the *Promoting excellence in HE management-the Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 2-4 April, Nottingham: University of Nottingham.
34. Morgan, M. (2006) Are there teaching and learning differences between the Sciences? paper presented at the *Taking Giant Steps-the Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 10-12 April, Belfast: Queens University.

35. Morgan, M. (2006) Importance of Managing Student Expectations, paper presented at the *Taking Giant Steps-the Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 10-12 April, Belfast: Queens University
36. Life Transitions *Women's Hour*, Contributor Friday 4th September, 2005.
37. Morgan, M. (2005) Understanding and Managing Student Expectations, paper presented at the *Enterprise and Excellence – the Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 14 -16 March, Warwick: University of Warwick.
38. Morgan, M. (2005) Sussex's Approach to Induction-the 8 Strand Approach and Beyond, paper presented at the *Enterprise and Excellence - the Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 14-16 March, Warwick: University of Warwick.
39. Morgan, M. (2004) Understanding Student Expectations and its impact on retention, paper presented at the *'Firing the imagination' The Annual Conference and Exhibition of the Association of University Administrators (AUA)*, 19-21 April Keele: University of Keele.
40. Morgan, M. (2004) Improving the Transition from School/FE to University, paper presented at the *Student Services: Ensuring Student Satisfaction Conference*, Neil Stewart Associates, 17 November, London: Barbican.
41. Morgan, M. (2004) Induction at Sussex, paper presented at the *'Firing the imagination' the Annual Conference and Exhibition of the Association of University Administrators (AUA)*, Lecture, 19-21 April, Keele: University of Keele.
42. Morgan, M. and Lister P. (2003) The Changing Face of Induction, paper presented at the *Forum for the Advancement of Continuing Education Annual Conference (FACE)*, 2-4 July, Stirling: University of Stirling.
43. Morgan, M. (2003) The Sussex Approach to Induction-The 8 Strand Approach, paper presented at *'Celebrating ten years of Supporting success'-10th Annual Conference, Association of University Administrators (AUA)*, 14-17 April, Derby: University of Derby.

## **Appendix 2 Testimonials from colleagues across the sector**

### **Appendix 2 (i) Testimonials for the Postgraduate Experience Project (PEP)**

#### **Professor Mary Stuart, Vice Chancellor, University of Lincoln**

*“The Postgraduate Experience Project has enhanced our knowledge significantly in understanding the expectations, experiences and outcomes of masters’ applicants and students in Universities. For the first time, the sector has a comprehensive and substantive picture of the motivations, barriers, concerns and anxieties of individuals from the admissions stage through to graduation. The project has impact as it is now helping to shape and inform national and institutional strategy and policy to improve the postgraduate experience in areas of support, L&T, marketing and admissions and help determine how postgraduate study can be widened and sustained in the UK. In my role as a Vice Chancellor and a researcher in the field of the student experience, I was acutely aware that there was little knowledge of the Postgraduate experience. I was keen for my University to be a partner in the project led by Michelle Morgan (Principal Investigator for the Project). The project included 11 institutions from across the sector and across the UK providing real opportunity to gather and analyse a large amount of data, not undertaken before. A range of academic, professional service staff and business colleagues were required to be involved at each university which facilitated the effective delivery of the objectives and intended outcomes and provided very different, but important perspectives on the project themes. The results of the PEP project have already been highlighted in the media and are widely disseminated. Within my own institution it has already shaped and informed good practice and it will inform future collaboration with a range of stakeholders including business and industrial partners. PEP has generated significant findings relating to social class and generational status that will enable the sector to discuss and determine what ‘widening participation’ means at postgraduate level of study. It has highlighted future issues that we need to address as a sector and provided tangible recommendations. The project’s findings are particularly timely as policy in widening participation and social mobility is emerging for HE from government and this project feeds directly into the concerns raised”.*

#### **Adam Wright, Research and Policy, National Union of Students (2012-2017)**

*“I’ve spent more than three years leading on postgraduate policy work for the National Union of Students and much of it has been focused on breaking down the barriers to study, both financial and non-financial, at postgraduate taught level. There was a wide consensus that something needed to be done about the lack of access to PGT*

*courses. However, it was also agreed that there was not enough evidence or deep understanding of the barriers to enable government or funding bodies to make informed policy interventions. It was out of this landscape, and much the result of lobbying by students and NUS, that HEFCE and the government set up the Postgraduate Support Scheme, of which the Postgraduate Experience Project was a part of. I was closely involved with the setting up of the PSS and was keen for there to be a wide range of innovative and novel projects. PEP was by far the largest and most ambitious of the PSS projects and I jumped at the opportunity to be involved in it. Some were initially skeptical about the project, concerned that its size and breadth would make it difficult to manage and the research hard to conduct. Yet, from the beginning, the project was expertly managed and put together. While there were challenges along the way in collecting evidence and maintaining sight of the various aims and objectives, the principal investigator and two steering groups for the project had the knowledge and expertise to assess and overcome the obstacles to implementing large-scale collaboration across institutions, whilst the research was managed and conducted efficiently by Michelle Morgan. It certainly also helped that the project directly involved students and students' unions in shaping its direction and focus. There was always time taken to listen carefully to the feedback from students who were involved and to play up their fantastic stories and achievements. By the end of the project, and despite the hundreds of miles between the institutions, those involved closely in the PEP became a thriving community of practice with lasting relationships that have importance beyond the project itself. In terms of the outcomes of the PEP project, I was hoping at the bare minimum that we were able to help people, particularly those from disadvantaged backgrounds, take up a master's study, and this certainly happened. The testimonials from some of the scholarship holders were genuinely moving (see document 3); the project had been so important to the individual students. But more than this happened because PEP produced important evidence about the kinds of barriers students face so that we may inform policy on how best to improve access to PGT. In particular, with the launch of the new postgraduate taught loans programme, the sector needs to generate a better understanding of the level of funding needed. The research showed that level of funding and fee levels were crucial in the decisions that prospective students made. There was also very important insight from the project on the relationship between PGT and employers, of critical importance to increasing the value of the master's degree and matching both student and employer expectations. Going forward, PEP has highlighted a number of key issues around the level of financial support required to ensure fair and equal access to PGT study. The role of scholarships, bursaries and fee discounts will remain crucial in a mixed-market of financial support, even after the implementation of the government loan scheme. PEP has also shown how*

*collaboration between institutions and other stakeholders to provide collective solutions to difficult problems in the sector can be incredibly effective, in direct contrast to the failures of market competition to improve and self-regulate the sector”.*

**Prof. Les Ebdon CBE DL, Director of Fair Access to Higher Education (2010-2018)**

*“It has been a pleasure to learn about the Postgraduate Experience Project (PEP) so ably led by Michelle Morgan at Kingston University and to see it in action. While there has been a dramatic expansion in postgraduate taught study (PGT) in recent years, I have been concerned that there are real barriers for disadvantaged students in accessing PGT study. PEP was one of a number of pilot projects set up using funding from the Higher Education Funding Council for England (HEFCE) to search for ways of broadening access to PGT. While PEP was focused on Science, Technology, Engineering and Mathematics (STEM) PGT, it is the first truly collaborative research to cover every area of STEM PGT. Michelle Morgan as Principal Investigator (PI) and Project Lead was able to gain the support and cooperation of senior university managers and key leaders in partner universities. As a consequence a map of knowledge in understanding attitudes, expectations and barriers to participation in PGT was developed which is both unique and immensely valuable.*

*An immediate consequence has been that universities have been able to enhance and direct their internal processes such as PGT admissions and marketing so as to advance widening participation. In the medium term our enhanced understanding of student perceptions has helped to shape the national debate over loans for PGT and even the development of a national PGT expectations survey on entry. The work has been disseminated by a highly successful national conference and a comprehensive report. This report made 16 major recommendations about understanding applicant behaviours, financial issues and employability which deserve wide consideration. This project would not have been the great success it has been without the skills of the PI in bringing a wide range of normally competing academics together, her dedication and unparalleled enthusiasm. Michelle Morgan has demonstrated the highest of professional skills in the delivery of such a challenging yet seminal project”.*

**Kathy Wright, Head of Academic Transition, Higher Education Academy**

*“The Widening and Sustaining Postgraduate Taught (PGT) STEM study in the UK, a collaborative project led by Michelle Morgan from Kingston University has been of great interest and value to the Higher Education Academy. Transitions into higher education through HE and into employment or post graduate study has been one of*

*our priority areas for 3 years and we have been liaising with Michelle about the progress of the study throughout this time. Such was the interest from the sector that we invited Michelle to give a keynote address to disseminate the emerging findings from the project at a well-attended HEA Enhancement Event in London in February 2015. Michelle and Ines Direito (Lead Researcher) brought the completed reports from the project and led a session at our recent HEA STEM conference. The end of project conference that Michelle and Ines organised in July 2015 brought together all the stakeholders, higher education providers, employers, students and representatives of educational bodies (HEFCE and HEA) to discuss the implications of the findings. There is no doubt that the extensive data in the report has made a significant contribution to our understandings of the taught student experience from the point of application through to completion. The study draws together the expectations, experiences and expected outcomes from the point of view of potential applicants, applicants, students and employers. The challenges and opportunities facing PGT study in the UK are identified in the project report in such a way as to help inform and shape the future of PGT study from a marketing and admissions perspective as well as learning and teaching. This is the first piece of research to cover extensively all areas of PGT STEM and brought together universities, business and educational bodies, to gain a better understanding of the field. The legacy in my own organisation is that the Entry to Study Survey developed for this research is being adopted by the HEA”.*

**Susan Kay, Executive Director, Engineering Professors’ Council (2010-2017)**

*“Rather than a single university benefitting from the pilot’s learning, the consortium sought, from the start, to take a collaborative approach in both its approach to the research and in the knowledge transfer activities arising. It also sought to ensure that the members’ wider networks (such as the Engineering Professors’ Council and Federation for Small Business) were involved from the start to facilitate even wider dissemination. A wide variety of business partners were also consulted. The project’s overarching aims and objectives were constructed to provide a resource for the sector on understanding the attitudes and motivations of current and potential postgraduate taught students (and employers) in STEM subjects. Given the funding backdrop and wider economic environment – with shortages of those with specialist skills in key areas of Government priority (not least engineering) - this was the first really comprehensive piece of work of its type. The full project evaluation has only recently been published, but in delivering a resource from which the wider sector can draw, PEP is certainly starting to meet its objectives. The Engineering Professors’ Council is leading two task groups on behalf of the Royal Academy of Engineering and the*

*National Centre for Universities and Business in which it is developing and promoting innovative ways in which work-based learning in the engineering disciplines can be delivered in ways that meet both student and employer needs. It is drawing on the work of PEP in its approach – both in ensuring it joins forces with other organisations with similar objectives to ensure best value for the public purse and in providing open source toolkits and advice in easily accessible forms for those who need them most”.*

**Professor Mick Fuller BSc, PhD, FRSB, MDeTao, Chair of UK Council for Graduate Education (2012-2015)**

*“The PEP project funded by HEFCE as one of the PSS Phase 1 initiatives was ambitious from the start with a wide range of partners covering a breadth of STEM masters programmes across the UK. However, its ambitions were exceeded through the dedicated leadership of Michelle Morgan and the team at Kingston University facilitated by Key contacts and the research teams at each of the institutions involved in the project. Its legacy sits as one of the most comprehensive reviews of postgraduate taught student attitudes and ambitions and sits as a seminal study of this often overlooked sector of UK University’s portfolios. As a consequence of the robust data sets and breadth of the sample, coupled with the consultation with industry and other stakeholders the findings of the study have been eagerly received in dissemination events held by the UKCGE, HEA, UUK and HEFCE and have always spontaneously generated in-depth meaningful discussion of the implications of the study. Moreover, the study has been simultaneously received by postgraduate taught students themselves as representing their feelings and experiences and has often been lauded as a voice-piece for an under-represented group of students. The report of the PEP project has already been widely read and I am confident that it will be highly cited in the future as a source of evidence to help shape institutions postgraduate taught provision and future policy on postgraduate training”.*

**Trina Everall, Guardian, Head of Student Revenues**

*“The PEP project has been incredibly useful to the Guardian providing us with further support to our own survey of the thoughts and aspirations of postgraduate students at a more granular level. The expectations of students and employers is something we lightly touched on, comparing the difference in salary of a graduate versus a postgraduate. The PEP project added an extremely in depth piece of analysis on applicants choices and the connections the universities have with businesses. PEP showed what can influence a student’s decision making process and highlighted several instances where informed good practice is really working in some institutions.*

*One of the biggest challenges that resonated was the process of application for international students and the support network required to ensure the most effective entry into the UK without causing further isolation. By PEP researching and sharing the findings of the journey of PGT students, we have a clearer understanding of what students require which should have an impact on the marketing messages that are being communicated”.*

**Emma Pollard, Senior Research Fellow, Institute for Employment Studies**

*“The Postgraduate Experience Project (PEP) is an important and timely investigation into the journeys to and through taught postgraduate study. It is set against the context of increasing concern about the attraction of postgraduate study and equality of access to higher level learning, as the numbers enrolling in taught postgraduate study fall. As the largest of the HEFCE funded projects (as part of Phase 1 Postgraduate Support Scheme) it brings together a large number of universities along with employer stakeholders in a truly collaborative endeavor in order to support and monitor taught postgraduate students. The project takes a longitudinal and 360 degree approach in order to gather evidence on the expectations, experiences and anticipated outcomes of STEM postgraduate study across the UK – capturing quantitative and qualitative feedback from applicants, students, employers, and university staff. It sets the experiences of those receiving fee support (testing a range of different scholarships) against the wider cohort of STEM taught postgraduates. It provides valuable evidence and real-life examples of the opportunities, but also of the challenges facing individuals and the sector. Through sharing the research findings and good practice via a number of events and highly accessible papers and reports, this project has and will continue to help in the development of national policy around taught postgraduate study, particularly how best to fund taught postgraduate study; and the development of individual institutions’ policies and direction around marketing, admissions, course development and employability. The project has also produced a blue-print or template for further comparative research that will ensure that the evidence base in this long neglected part of the sector continues to grow and is used to inform future strategy”.*

**Jane Penrose, Director, ThinkPostgrad, the home of: PostgraduateStudentships, MastersCompare and MyPostgradApps**

*“The PEP project report provides comprehensive, detailed and much-needed real evidence on the decision making processes of postgraduate master’s students, and conclusive proof of the impact that funding – or the lack of it - can have on students’ ability to study at this level, and their experience whilst doing so. It will therefore be*

*invaluable in helping both institutions, and organisations such as ours which work with intending postgraduates, understand the needs and expectations of, and provide appropriate information and advice to, these students. Ideally it should also influence how institutions develop postgraduate provision to maximise the chances of these varied cohorts of students, and to widen both access to and participation in postgraduate study. There are many challenges and opportunities in this area, and the PEP report makes an important contribution to the evidence base that will allow universities to respond appropriately. The size and composition of the PEP project – and its collaborative, thorough and well-managed approach - mean its findings should be taken seriously: the postgraduate sector needs more authoritative investigations of this type to provide the evidence needed to shape the future of postgraduate study in the UK”.*

**Brooke Storer-Church, Postgraduate Support Scheme Manager Phases 1 and 2**

*“Michelle Morgan is responsible for conceptualising, designing and delivering one of the largest pilot projects funded by HEFCE as part of our Postgraduate Support Scheme 2014-15. She presented several iterations of ideas to HEFCE during the bid proposal stage to ensure her designs met the broader scheme aims and submitted a very thorough proposal which was funded for its strengths, including the range of financial interventions tested and the intention to develop a new PGT survey around student experiences.*

*As part of the PEP project, Ms. Morgan developed and trialed the Entry to Study survey. The survey taps into new PGT entrants to gauge their expectations around postgraduate study. These expectations can then be usefully interrogated against findings from the PTES/PRES surveys which capture students' experiences later in the student lifecycle. The survey will be taken forward by the HEA in future. This is a significant impact of the PEP project and one which is unique within our portfolio of projects.*

*The PEP project has manifested into one of our most highly-publicized projects due to the wealth of data it has unearthed and the passion of its project manager. Ms. Morgan's ability to present the project findings has proven a valuable asset as we've sought opportunities to share PSS findings with institutions, the Government and the sector organisations. Her sharp acumen for data analysis coupled with an engaging and confident presentation style has benefited the entire scheme and our broader mission to publicise issues around PGT study enormously”.*

## **Appendix 2 (ii) Testimonials supporting my Principal Fellowship of the HEA**

### **Julie Swain, QA Partnerships Co-ordinator Plymouth University**

*“My role is Quality Assurance Partnerships Co-ordinator for Academic Partnerships within Plymouth University which houses over one third of the Universities students ‘off campus’, regionally, nationally and internationally, with over 80 partnerships in 30 different countries. My role primarily focuses on the student experience, ensuring students have access to all of the Universities e-resources and services, thus making the ‘off campus’ experience comparable to that on campus. I work closely with the academic and support staff from across the partnership to ensure the priority of student engagement through innovative learning opportunities and student satisfaction. This also includes supporting staff to develop and engage in engagement strategies and develop solutions to enhance student experience. I also have a key responsibility for digital learning through writing and implementing the Academic Partnerships Digital Strategy 2013-2020. My background is teaching and leading and writing Foundation Degrees along with ILT Co-ordinator at one of our partners before joining the University in 2006. Alongside my teaching and Masters Qualifications I have also been awarded Senior Fellow recognition from the Higher Education Academy and working on doctoral studies.*

*I have had the pleasure of using the work developed by Michelle Morgan for a number of years now. Working with multiple partners across multiple countries our student populations are diverse by nature. Coupled with the changing landscape of CBHE I have found the use of the SEPT model in particular invaluable in working with colleagues to address, develop and improve the student experience. Whilst working with long standing partnerships I have also been pivotal in the development of new partnerships and from the outset use the SEPT as foundation building blocks to help shape form and build the student experience. Notably, all institutions both within and outside are partnership are seeing a difference in student behaviours and expectations with the introduction of the £9k fee. There is much more of a marketised approach by students to institutions whereby students act as consumers and have expectations that are sometimes challenging for institutions. It is crucial that institutions have clear accurate information available, both online and physically to students to support the student experience to prevent any mismatch of understating and not meeting student expectations.*

*I was introduced to Michelle’s work through Society or Research in Higher Education (SHRE) a few years ago where I was presenting a paper on student voice. From a discussion with colleagues after the session I then purchased her*

*book 'Improving the Student Experience'. Michelle's works are clear, straightforward and logical which aligns the key messages I need to communicate to a range of partners. When developing a new partnership, I always focus my work around the SEPT model and find this frames the student experience from which we can develop and build upon. Particularly, with international partners who are adjusting to western pedagogies the model allows a visual approach at each stage of the cycle and develop process and where needs be interventions.*

*The diversity of our student populations is wide ranging. A significant part of our UK provision is supporting students from a widening participation background, including many mature, PT, return to learner students. We also have a number of direct entry and transition students and those with special support needs. Our international students are not only adjusting to language and culture differences but western protocols and aligning with UK sector bodies such as QAA and HEFCE. Communicating why we approach and deliver things in certain ways can sometimes seem daunting. Additionally, assessment criteria, assessment practice and feedback is again viewed very differently by these cohorts of students.*

*At Plymouth we advocate a 'Students as partners' ethos. This is built on the premise of engaging students throughout their academic journeys and highlights our commitment to them as an institution and them to us as a Plymouth student. This joint approach really allows us to ensure student voice is clearly heard, listened to and responded to. We have used the SEPT model to help communicate and frame this approach to give clarity and understanding to students.*

*Frequently, within my role, I notice a lack of clarity and understanding around the term 'student experience.' It is a word which is habitually used yet when you delve into depth and clarity it is often not properly understood or mis-represented. That is through no fault of the individuals it depends on different engagements with education at different levels and for differing reasons. Michelle's work breaks those barriers and allows for dialogue to develop and conversations to arise.*

*Planning in CBHE is mission critical and we are constantly evaluating systems, processes and experiences to develop and enhance the student experience. I have found by working alongside both academic and professional staff a joint understanding can be reached to progress and develop thinking. As the validating HEI I am very conscious that I align with colleagues rather than them feel it is 'being done to them'. Planning meetings often base using the fundamental of SEPT to drive and develop embed and achieve desired outcomes. When a situation has arisen at a certain stage in the academic cycle we reference back to that in the*

*SEPT model and it allows us to reflect and question current practice, identify challenges and work towards joint solutions to enhance student experience.*

*The pivotal aspect of this work it is simple in language so can be understood by many professionals and many different levels within organisations. By covering the complete student life cycle it allows for engagement and touch points at each intersection. The ability to unpack each stage and address at each point gives flexibility and adaptability. The model is fluid enough to be contextualised and allows institutions to draw their own conclusions and develop working practices so becomes a bespoke model branching off from the main hub. Michelle's work offers multiple practical solutions which can easily be adapted and shared amongst communities and allows case studies to demonstrate both impact and evaluation. This allows for both a robust review of findings and allows for the adoption of sustainable strategies to embed and move agendas forward.*

*Critical missions of institutions are to recruit, retain and achievement through student success. This work allows many opportunities to address 'common' concerns that a large number of institutions have had and share practice and approaches to ensure that students are both supported and retained. The HE landscape is forever changing and evolving led by both governmental and sectoral change and institutions find themselves in positions to react and orchestrate those changes. The strategies deployed through these works supports and enables institutions to think outside of the box, work in an agile fashion and develop methods that really support and enhance the student experience.*

*In my opinion, Michelle's books are key texts and resources to anyone who has a role of supporting the student experience. For me, I found there was lots of information in papers and books but no one place where the entirety was housed. The success of Michelle's works is that it achieves this mission to house everything to support and give clarity around the student experience in a logical style in one place. Ultimately, we all strive to enhance the student experience and place 'students at the heart of the system' and Michelle's work allows us to easily embed this throughout our institutions and programmes.*

*Personally, my research is predominately around the field of student engagement and student experience with a particular focus on those transitioning from CBHE to 'top up' at University. This 'transitioning' process is often a complicated and challenging one for learners as they are often not only moving institutions but can be moving home, changing lifestyle commitments and making personal sacrifices and family sacrifices to complete their studies. There is often a lot of anxiety around both personal and academic change which if not appropriately supported can lead*

*to concern and dissatisfaction. Additionally, many of the WP students are first generation from their families into HE which poses some concerns over the development of both social and cultural capital. Students make significant sacrifices and commitments to study and as active practitioners and researchers we aim to provide the best student experience we can. We need to acknowledge these differences in entry routes into HE and develop inclusive strategies to engage and support all students. By utilising the collaborative sharing as directed through Michelle's work it brings together a wealth of case studies to draw expertise and practice which reflects through the lens of the practitioners. I have just finished writing a proposal for HEFCE around 'Barriers to Student Success' and have used Michelle's SEPT model to frame the interventions to adopt an inclusive approach to all learners engaging with CBHE.*

*As noted I use the SEPT model on a regular basis within staff development sessions both regionally and with international staff. Examples of published works and presentations given which encompass Michelle's work are as follows:*

*Swain, J, Bentley A, Sibley, D, Anderson, G & Stevens S, (2016) Self-Help Inspiring e-resources (SHINE) – Self-help website supporting students regardless of location of study, Vice Chancellor's Teaching and Learning Conference 30th June 2016*

*Bowman, S, Swain, J and Stone, M. (2016) Raising Aspirations through Higher Education, My Digital Journey (RAHE) - Helping prospective students to make informed choices in higher education, NEON Summer Symposium, University of Leicester, 9-10th June 2016*

*Stevens, S. Swain, J, Bentley A. Anderson,G (2015) Learning by doing: The reciprocal relationship of students as participators in research, PedRIO Conference. Plymouth University April 17<sup>th</sup> 2015*

*Gray, C. Swain, J. & Rodway-Dyer,S. (2014) Student voice and engagement: connecting through partnership, Tertiary Education and Management, Volume 20, Issue 1, pp 57-71.*

*Stone,M. Swain, J. Sheen, J. (2013) Higher Apprenticeships – A university / College partnership perspective, University Vocational Awards Council Conference, York*

*Gray, C. Swain, J. (2011) 'Using a social constructivist model for inducting non-traditional students into vocational college based Higher Education' paper presented at Society for Research into Higher Education (SRHE) annual conference, 7th -9th December 2011"*

**Dr. Emily McIntosh Director of Student Life, University of Bolton**

*"I have worked in various academic and student support roles over the last 12 years, supporting teaching & learning and the student experience. I first became aware of Shell's work in 2012 when she published her edited volume *Improving the Student Experience – A Practical Guide for Universities & Colleges* (Routledge, 2012). During that time I was working in the field of researcher development and was becoming increasingly interested in the role of the student lifecycle in supporting students and the roles of different stakeholders in that process. A colleague recommended Shell's work - it quickly became integral to my thinking on support for postgraduate researchers and helped me to articulate how important it was that the student experience is seen as "everybody's business" and everybody's responsibility. In this way I was able to apply Shell's work to some of the challenges involved in supporting postgraduate researchers and this helped to launch a pilot PGR coaching scheme during 2012/13, this pilot was very successful and is still ongoing.*

*In 2013 I moved into a broader student support management role where an understanding of the student lifecycle was central to launching a new model of support for students, in a shared-services setting. By this time Shell had launched her second edited volume *Supporting Student Diversity in Higher Education* (Routledge, 2013). The same colleague who recommended Shell's work suggested that I get in touch with her directly, and I did so. Shell is a consummate professional and her work transcends so many barriers that practitioners face in a higher education context. Her straightforward approach makes sure that her scholarship (which is underpinned by robust theory that can easily be put into practice) has hundreds of practical applications. I have since been involved in introducing Shell's work to countless colleagues who have struggled to address the challenges that come with working in different HE roles. In particular, I used the student experience lifecycle model and practitioner models to develop the University of Manchester Student Support Forum. Having re-launched the Forum in 2013 we were able to speak about the different stakeholders in the student experience and encourage colleagues to think about student support as being central to their role as practitioners.*

*In my current role I am working with academic colleagues who have been recruited as Enhanced Personal Tutors in a matrix management model. In October 2015 I led a series of seminars on personal tutoring reaching over 95% of academic staff at the institution. Again, I used Shell's scholarship as a foundation for helping colleagues to understand their role in supporting student transition. The seminars were well-received and many colleagues are now applying Shell's work to their own practice. The lifecycle*

*and practitioner models were presented to them at the time and have served to initiate what is now an ongoing conversation about academic and professional support for students.*

*Shell's work has inspired me to explore more scholarship on the issue – especially around student transition. It has helped me to understand my own values, my own philosophy about higher education and how I support students and colleagues. Shell's work has especially helped me to navigate my own role as a person who occupies the "third space" in higher education – my role requires me to operate in both the academic and professional sphere. Shell's work has not only raised the profile of 3<sup>rd</sup> spacers but also championed them at every level – her work has articulated the importance of having confidence in these roles, to give them agency, clarity and parity of esteem. It has been of immense inspiration to people like myself who don't fit comfortably into either academic or professional posts which are often quite narrowly conceived. The practitioner model has certainly taught me to embrace the opportunities that this work affords. As a result, Shell's work featured heavily in my portfolio and dialogic assessment for Senior Fellow of the Higher Education Academy. It is now featuring in my current application for Principal Fellowship and in July 2015 her work was integral to the writing of my 2 peer-reviewed papers at the STARS Conference in Perth, Australia".*

**Professor Mary Stuart (CBE) Vice-Chancellor of Lincoln University**

*"I have known Michelle Morgan (known as Shell) since 2001. I first met her when I was Pro-Vice-Chancellor at the University of Sussex. I line managed Shell between 2001 and 2005 when she was Induction Co-ordinator and a student experience project manager for students at the University. Shell later moved to Kingston University to be Student Experience Manager in the Faculty of Engineering, where I was Deputy-Vice-Chancellor. We worked together on student experience initiatives as well as research projects including the 'HEA funded 'Postgraduate Barriers Review' that I led.*

*During her time with me in developing the student experience across the University of Sussex Shell was enormously successful, developing a wide range of very innovative practices to support retention and success. From the start, Shell was an innovator and pushed the boundaries of what she did. An example of this approach was her Agreement of Expectations statement between students and the university that she spearheaded with the Faculty of Engineering at Kingston University in*

2006. A few years later, universities across the country were producing similar contracts and Shell's model was used at Kingston as a framework.

*Improving the learning and teaching experience of our students isn't just about developing and championing initiatives but crucially to ensure real implementation winning the hearts and minds of colleagues around us whether as a direct or non-direct line manager is vital Shell has been extremely successful in this area as her application highlights. I have had first-hand experience of her ability to engage colleagues with new ideas. At Sussex University, a radical and new university-wide induction programme was designed, led by her, and implemented in 2002. It put the academic imperative at the heart of the induction process and required academics to be engaged with students from their first day on campus. I championed the project with Shell shaping and embedding the new process with academic and non-academic colleagues. Her commitment and passion is infectious and colleagues readily respond to this. Shell received a national award for the programme and her management of it. Her most recent project, the Postgraduate Experience Project (HEFCE funded) - an 11 institution collaborative project of which Lincoln is a partner, is another example of how Shell has strategically created and led a major project. She motivated colleagues from across the sector to get involved in her project to investigate the expectations, attitudes and experiences of applicants, students, universities and employers towards postgraduate taught study. Universities had to provide match funding and in the case of the universities based in Scotland and Wales (who received no HEFCE funding as they come under a different funding council) she convinced them to fund their own participation to ensure the research didn't just obtain an English slant to the issues PGT study was facing, but a UK one.*

*Shell is probably best known for her strategic development of supporting students and staff in, through and out the student lifecycle with her 'Student Experience Practitioner Model'. This work has received international recognition for its contribution to thinking on the student experience. It is a practical framework to improve the experience of all stakeholders. Whilst at Kingston, many initiatives she developed within her faculty were rolled out across the institution such as her course representative scheme and early/mid module feedback processes. This required her to develop training sessions for students and staff. She has created good practice that can be used and/or adapted by others across the sector which she openly and generously shares. In her work, the mentoring and coaching of others is absolutely essential in the success of her practical work being implemented and maintained.*

*Shell has extensive experience across many areas of higher education including administration through her faculty manager work, teaching and learning through her L&T Coordinator role and teaching activities, and research. These roles have allowed her to champion an integrated approach in all her activities whether it is at institutional, national or international level. Integration is the heart of her work such as the Student Experience Practitioner Model and all the initiatives such as the course rep scheme she has developed within the framework. Shell develops her workable and practical initiatives through coal face research which enables her to champion them effectively. I believe this is particularly useful for the sector as a whole as students do not experience their University lives by 'department' but as a totality and Shell is one of the few practitioners who brings all elements of the student experience together. This approach is now being adopted in so many different environments.*

*The work mentioned in Shell's application could not be achieved without CPD and awareness of the changing landscape in higher education. Shell is one of the most dedicated, energetic and forward thinking colleagues I have had the pleasure to work with. Shell believes in the HE sector and openly shares her work and provides her own time to foster the development of others".*

**Diane Nutt (PFHEA) Chair of the European First Year Experience Network and Annual Conference Series**

*"I would like to provide this statement in support of Michelle Morgan's application for Principal Fellow. I met Michelle Morgan at an International First Year Experience Conference in 2008. From the very first I was impressed with her enthusiasm for students, and her strategic approach to engaging colleagues in developing the best possible conditions for students to learn and succeed.*

*In the subsequent years, I have frequently noted Shell's impressive insight, influence and impact. Her research, publications, practice and passionate leadership have helped me and many others increase our understanding both of the student experience, and develop approaches which enhance the quality of that experience. Shell's ongoing work with students and colleagues across the sector evidences her successful leadership skills and her commitment to student learning. Her work with STEM students in particular stands out, but her work has a far wider influence and reaches across disciplines and across higher education roles.*

*I have contributed chapters to two books Shell has published, and experienced in the process her drive, energy and ongoing enthusiasm for: both the students she works with and for HE staff working with students (be they support, research, lecturing staff or senior managers). Shell has a visible commitment to an integrated approach to academic practice. This is evidenced for me in two particular ways: firstly she has had a longstanding commitment to the Association of University Administrators - in this role she has continued to emphasise the effectiveness of academics and administrators working together to enhance the student learning experience, and on the important roles of administrative and academic leaders; and secondly in her conceptual thinking, research and publications.*

*She has developed from this second context 'the Practitioner Model' (explored in two books, and supported by a website of resources for staff who are at the front line working with students in both academic and support roles). The model sets a framework for ensuring the best possible outcome for students, and supports a whole journey engagement with student learning. Her books are highly successful and influential, and Shell has presented on this Model at a number of important conferences and events to extremely positive effect. Her work, both conceptually and in her everyday practice, clearly shows an active commitment to and championing of all dimensions of the framework.*

*I am, with colleagues currently editing a SEDA special on Managing Student Behaviour, and Shell was one of the first people I approached to write a chapter for the Special about using the Practitioner Model to support an institutional approach to motivating students and supporting staff with the challenging area of managing student behaviour. I knew Shell's chapter would be driven by her commitment to student learning, and to an integrated approach to practice.*

*In the last 18 months, I have been fortunate enough to be part of significant HEFCE funded project, which Shell leads. This project (the Postgraduate Experience Project) involves 11 HEIs, a number of employers and students. The PEP project has provided scholarships for hundreds of STEM masters students across these institutions, and is collecting rich data to understand their experience. The project builds on earlier work Shell completed funded by a HEA individual grant. Both the earlier work, and the current project are highly relevant within contemporary HE policy, and despite being only partially completed the PEP project is already beginning to be politically and socially influential. Within my own institution, the early outcomes of the project are already leading to a number of changes which will*

*enhance the quality of postgraduate student experience, and improve teaching practice and learning support at masters level.*

*Leading on the PEP project is actually an enormous undertaking and it is a testament to Shell's strategic thinking and leadership skills that each of us involved in the project feel supported and engaged by Shell and have no doubts about the successful outcome of all elements. She makes it all look easy, and it definitely isn't!*

*In my own work, leading the European First Year Experience Network and Annual Conference series, I look for Shell at key events knowing she will be making a difference to all the colleagues she meets. She has supported me with this European role in a number of ways, including: providing feedback on ideas; helping me identify current agendas on student experience; and helping colleagues in the European Network at various stages of their careers develop their thinking about student learning and student support. I also know from international colleagues leading on work with student transitions how valued Shell's ideas are to academics and support staff outside the UK working with students as they traverse key transitions.*

*Having known Shell for a number of years, I can also comment on her commitment to continuing professional development, both for herself and for her colleagues. We have both participated in events, where we have shared our learning experiences, and discussed ideas we have applied in our own context in the light of that learning. At conferences, Shell is an active and engaged participant, not just a presenter. Observing Shell's commitment to her own learning has been a key influence in my own development as a practitioner. I am extremely pleased to be able to write this advocacy statement for Shell, as I believe she encompasses all of the characteristics of D4, and I strongly support her application for Principal Fellow.*

**Professor Sally Brown, NTF, PFHEA, SFSEDA Chair of the Association of National Teaching Fellows, Emerita Professor, Leeds Beckett University, Visiting Professor at University of Plymouth, Liverpool John Moores University, Edge Hill University and University of South Wales**

*"I am delighted to be an advocate for Michelle Morgan of Kingston University in applying for Principal Fellowship of the Higher Education Academy. I have known Michelle since 2008 having first encountered her work when she contributed to a book I co-edited *Beyond bureaucracy: managing the university year* Routledge,*

2009). The chapter she wrote for that on supporting students throughout their HE lifecycle was so impressive that I encouraged her to go on to edit her own book, *Improving the student experience: a practical guide for universities and colleges*. The success of this book can be evidenced by its wide citation in the UK, Australia and US, as well as by the HEA itself in one of its own publications. I have seen her go from strength to strength over the years as her expertise and reputation have grown.

Strategic leadership to enhance student learning:

In a variety of roles in different universities, most recently Kingston, University she has held lead strategic responsibility for a variety of projects, most recently her £2m HEFCE-funded study on Postgraduate Education and its relationship to employability. A significant feature of this project is the way in which she has brought together an advisory board (on which I sit) with strong and influential representation from industry and professions to work alongside academics, to ensure that the project delivers its goals. In this project I have witnessed her ability to energise and motivate colleagues from highly diverse backgrounds and with very different perspectives to come together with the aim of enhancing the student experience.

Policies and strategies:

Michelle is probably best known for her work in developing and delivering strategic approaches to induction/orientation at Sussex University. She continued and developed this role within her faculty at Kingston University, and is in demand for her advice to other HEIs wishing to adopt a similar strategy. Across her work is evident a commitment to breaking down the barriers between academics and other professional staff in universities, working with a common aim of supporting the student learning experience. Her work in developing the Student Experience Practitioner model has influenced policy nationally and internationally, particularly in its championing by the National Union of Students as worth emulating by universities across the UK.

Integrated academic practice:

Michelle writes fluently and authoritatively, and one of her key strengths is to determine key trends in learning and teaching practice ahead of the curve and to ensure that her university (and the wider community through her publications) is prepared to face new challenges as they arrive, for example, the challenges facing Masters level provision post the introduction of £9,000 fees. Her influence over others is well-demonstrated through her editorial work, where she has brought on

*many new-to-writing authors who have contributed to both her books, and they acknowledge the power and supportiveness of her mentoring.*

*Continuing Professional Development:*

*Michelle's application shows a sustained commitment to continuous improvement of her own practice and of those with whom she works, alongside managing substantial projects. I have witnessed the way she has supported and brought on staff new to working in higher education and helped them to understand the complexities of managing colleagues where there is no direct line management responsibility, as on the HEFCE project. She is a truly reflective practitioner who uses every available learning experience to enhance her own practice, and to foster the development of others.*

*I have had the opportunity of reading her application and am confident that she fully satisfies the requirements of the process, including Championing the UK Professional Standards Framework, all its Areas of Activity, Core Knowledge and Professional Values. I warmly commend her to you for the status of Principal Fellow of the Higher Education Academy”.*

## Appendix 3 Citations of peer reviewed journal papers

### Appendix 3 Overview of all citations



michelle morgan

FOLLOW

[Bournemouth University](#)  
Verified email at bournemouth.ac.uk - [Homepage](#)

	CITED BY	YEAR
<input type="checkbox"/> <a href="#">Improving the student experience: A practical guide for universities and colleges</a> M Morgan Routledge	37	2013
<input type="checkbox"/> <a href="#">Supporting student diversity in higher education: A practical guide</a> M Morgan Routledge	24	2013
<input type="checkbox"/> <a href="#">Patterns, drivers and challenges pertaining to postgraduate taught study: an international comparative analysis</a> M Morgan Higher Education Research & Development 33 (6), 1150-1165	15	2014
<input type="checkbox"/> <a href="#">The evolution of student services in the UK</a> M Morgan Perspectives: Policy and Practice in Higher Education 16 (3), 77-84	14	2012
<input type="checkbox"/> <a href="#">The context of learning in Higher Education</a> M Morgan Improving the Student Experience, 27-38	10	2013
<input type="checkbox"/> <a href="#">Student diversity in higher education</a> M Morgan Supporting student diversity in higher education: A practical guide, 10-23	5	2013
<input type="checkbox"/> <a href="#">Study expectations of 1st/2nd generation STEM postgraduate taught students</a> M Morgan Quality Assurance in Education 22 (2), 169-184	4	2014
<input type="checkbox"/> <a href="#">Student diversity in higher education</a> M Morgan Supporting student diversity in higher education: A practical guide, 10-23	5	2013
<input type="checkbox"/> <a href="#">Study expectations of 1st/2nd generation STEM postgraduate taught students</a> M Morgan Quality Assurance in Education 22 (2), 169-184	4	2014
<input type="checkbox"/> <a href="#">Re-framing The First-year Undergraduate Student Experience.</a> M Morgan AISHE-J: The All Ireland Journal of Teaching & Learning in Higher Education ...	4	2013
<input type="checkbox"/> <a href="#">The importance of OUTduction in the student lifecycle</a> M Morgan	3	2008
<input type="checkbox"/> <a href="#">Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes...</a> M Morgan, I Direito Kingston upon Thames. doi 10	2	2016
<input type="checkbox"/> <a href="#">The student experience practitioner model</a> M Morgan Supporting Student Diversity in Higher Education: A Practical Guide, 43	2	2013
<input type="checkbox"/> <a href="#">Understanding prior feedback experiences of new postgraduate taught (PGT) STEM students' and their expectations and attitudes towards PGT level study at a 1992...</a> M Morgan Higher Education Academy	2	2013

- |   |   |      |
|---|---|------|
| <input type="checkbox"/> Study expectations of different domiciled Postgraduate-Taught students in a UK post-1992-institution<br>M Morgan<br>Quality Assurance in Education 23 (3), 233-249   | 1 | 2015 |
| <input type="checkbox"/> The importance of understanding the expectations and attitudes of the student body, university staff and business and industry in improving the STEM postgraduate t...<br>M Morgan, S Rigby<br>The Higher Education Academy STEM | 1 | 2014 |
| <input type="checkbox"/> Reorientation and reinduction to study<br>M Morgan<br>Supporting Student Diversity in Higher Education: A Practical Guide, 139-55  | 1 | 2013 |
| <input type="checkbox"/> Commencement of the academic year: Welcoming, inducting and developing students<br>M Morgan, S Brown<br>Routledge  | 1 | 2010 |
| <input type="checkbox"/> Commencement of the Academic Year<br>M MORGAN<br>A Practical Guide to University and College Management: Beyond Bureaucracy, 47  | 1 | 2009 |

## Appendix 3 (i) The evolution of student services in the UK

Citations as of 1 July 2018

### The evolution of student services in the UK

Authors	Michelle Morgan
Publication date	2012/7/1
Journal	Perspectives: Policy and Practice in Higher Education
Volume	16
Issue	3
Pages	77-84
Publisher	Routledge
Description	There is limited literature that looks at the evolution of student services in the UK and their effectiveness in providing student support. Student support is broadly defined as all services which support students to learn (Thomas et al 2002). The literature available often discusses 'student services' and 'student support' together and the words are used interchangeably. However, I would argue that student support comprises two strands which are 'academic' and 'non-academic'. It is important from the outset of this paper to attempt to define the differences between these two strands when discussing the evolution of student services. I would define academic support as being mainly provided by academics with administrative back-up and covering academic issues such as learning and teaching. This support is primarily delivered via home teaching units such as faculties, schools and departments ...

Total citations Cited by 14



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M Morgan - Perspectives: Policy and Practice in Higher Education, 2012  
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### Leveraging institutional knowledge for student success: promoting academic advisors

[JL Pellegrino](#), C Snyder, N Crutchfield... - ... : Policy and Practice ..., 2015 - Taylor & Francis

### Peer mentoring program as a student support tool: a conceptual approach

[J Narayan](#), [S Sharma](#) - International Journal of Instructional Technology and ..., 2016 - itdl.org

### Student Support in Higher Education: Lessons Learnt and Challenges Ahead

NB Jumani, AJ Bhatti, S Malik - International Journal of Technology ..., 2013 - igi-global.com

### Adjusting College Students' Support Services to Students' Type: Lithuania's Case

R Tamuliené - Procedia-Social and Behavioral Sciences, 2014 - Elsevier

**What's it like? Re-cognising leadership in student support and development services in Australian universities through cognitive frames, phenomenology and ...**

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**LSES students and the theory of trusting networks: a whole of institution approach for Student Services**

CJ White - STARS Conference Proceedings 2016, 2016 - [eprints.usq.edu.au](http://eprints.usq.edu.au)

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C White - 2016 - [eprints.usq.edu.au](http://eprints.usq.edu.au)

**How can a central Study Advice Unit stimulate the integration of study skills in the curriculum?**

A Gilis, J Vanhoudt, M De Dijn - [apps.nacada.ksu.edu](http://apps.nacada.ksu.edu)

**O absentismo nos estudantes e as vivências académicas nas insituições de ensino superior da Região Autónoma da Madeira**

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R Tamulienė - MOKSLO TAIKOMIEJI TYRIMAI LIETUVOS ..., 2016 - [ojs.kaunokolegija.lt](http://ojs.kaunokolegija.lt)

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Views of the paper as stated on the Taylor Francis site

Perspectives: Policy and Practice in Higher Education

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Article  
**The evolution of student services in the UK** >

Michelle Morgan  
Pages: 77-84  
**Published online:** 27 Feb 2012

[First Page Preview](#) | [Full Text](#) | [References](#) | [PDF \(119 KB\)](#)

568  
Views

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CrossRef citations

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Altmetric

## Appendix 3 (ii)

### [Re-framing The First-year Undergraduate Student Experience](#)

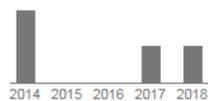
Citations as of 1 July 2018

#### Re-framing The First-year Undergraduate Student Experience.

[PDF] from [aishe.org](http://aishe.org)

Authors Michelle Morgan  
Publication date 2013/9/1  
Journal AISHE-J: The All Ireland Journal of Teaching & Learning in Higher Education  
Volume 5  
Issue 3  
Description Abstract The 'first-year' student experience is a critical transition period for new students. Navigating it successfully can help students in their first-year at university settle into their studies and provide a foundation for retention and success. It has traditionally focused on students entering year one of an undergraduate degree. However, due to the increased diversity in the student body and various entry routes into different levels of university study, what constitutes the first-year student experience and the support students' receive needs to be re-framed. This paper highlights the changes that have occurred in higher education, and puts forward a new student lifecycle to assist institutions effectively support new undergraduate students in their first-year of study and beyond across academic and non-academic activities.

Total citations Cited by 4



Scholar articles [Re-framing The First-year Undergraduate Student Experience.](#)  
M Morgan - AISHE-J: The All Ireland Journal of Teaching & ..., 2013  
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#### **Part-time students in transition: supporting a successful start to higher education**

A Goodchild - Journal of Further and Higher Education, 2017 - Taylor & Francis

#### **First-Year Experience (FYE) Curriculum Review for Academic, Social, and Emotional Connect**

[P Ponnudurai](#), R Ganesan - Redesigning Learning for Greater Social ..., 2018 - Springer

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AMP Neves - 2014 - repositorioaberto.uab.pt

#### **爱尔兰高等教育研究会的发展及启示**

杨莹莹 - 2014 - dspace.xmu.edu.cn

## Appendix 3 (iii)

### [Patterns, drivers and challenges pertaining to postgraduate taught study: an international comparative analysis](#)

Citations as of 1 July 2018

Patterns, drivers and challenges pertaining to postgraduate taught study: an international comparative analysis

Authors Michelle Morgan  
Publication date 2014/11/2  
Journal Higher Education Research & Development  
Volume 33  
Issue 6  
Pages 1150-1165  
Publisher Routledge  
Description The global growth in postgraduate (PG) study since the mid-1990s has been attributed to the expansion in Masters by Coursework participation (Bekhradnia, B (2005). Postgraduate education in the UK: Trends and challenges higher education policy institute. Paper presented at a conference The future of postgraduate education supporting the students of today and tomorrow, London, 17 March). However, unlike at undergraduate level, research into understanding PG growth has been under-researched. This paper aims to contribute to the knowledge gap by identifying and comparing the growth in PG study in Australia, Canada, the USA and the UK. It explores the possible drivers behind the growth and concludes by highlighting potential challenges facing the future of PG study across the sector.

Total citations Cited by 14



Scholar articles [Patterns, drivers and challenges pertaining to postgraduate taught study: an international comparative analysis](#)  
M Morgan - Higher Education Research & Development, 2014  
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K Meginnis, [D Campbell](#) - International Review of Economics Education, 2017 - Elsevier

### **Are postgraduate qualifications the 'new frontier of social mobility'?**

[P Wakeling](#), [D Laurison](#) - The British journal of sociology, 2017 - Wiley Online Library

### **10 ALIGNING STUDENT AND SUPERVISOR PERSPECTIVES OF RESEARCH CHALLENGES**

[R Albertyn](#), S van Collier-Peter, J Morrison - researchgate.net

### **Perceptions of Teachers at the International Institute of Sociology of Law of International Student Diversity: Barriers, Enrichment or Cosmopolitan Learning?**

[AL Melville](#), S Arrese Murguzur - 2016 - papers.ssrn.com

**Does Studying Taught Postgraduate Management Education increase Students' Perceptions of their Employability?**

CE Jones - 2015 - publications.aston.ac.uk

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M Morgan, I Direito - Procedia-Social and Behavioral Sciences, 2016 - Elsevier

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S Watson - 2015 - dro.deakin.edu.au

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P Wakeling - 2016 - educationopportunities.co.uk

**Being altruistically motivated: the postgraduate and career motivational orientations of access students at an Irish University**

E Keane - Cambridge Journal of Education, 2017 - Taylor & Francis

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B Khalifa, O Dukhan, S Mouselli - International Journal of ..., 2018 - emeraldinsight.com

**Graduate Work: Skills, Credentials, Careers, and Labour Markets**

G Tholen - 2017 - books.google.com

## Appendix 3 (iv)

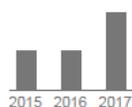
### Study expectations of 1st/2nd generation STEM postgraduate taught students

Citations as of 1 July 2018

#### Study expectations of 1st/2nd generation STEM postgraduate taught students

Authors	Michelle Morgan
Publication date	2014/4/1
Journal	Quality Assurance in Education
Volume	22
Issue	2
Pages	169-184
Publisher	Emerald Group Publishing Limited
Description	Purpose—Although there is an increasing body of literature looking at the postgraduate student experience, there is a lack of research and knowledge in understanding the impact of postgraduate (taught) PGT students' learning experiences prior to their postgraduate study, and their expectations of studying at PGT level. The research undertaken in the Faculty of Science, Engineering and Computing at a post-1992 institution, which focuses on STEM disciplines (science, technology, engineering and mathematics), aims to correct this deficiency by providing valuable data and insights into this nationally and internationally largely neglected area. This paper seeks to report the notable findings of first and second-generation respondents. Design/methodology/approach—Data were collected via a hard copy questionnaire that had been developed through previous research and with staff ...

Total citations [Cited by 4](#)



Scholar articles [Study expectations of 1st/2nd generation STEM postgraduate taught students](#)  
M Morgan - Quality Assurance in Education, 2014  
[Cited by 4](#) [Related articles](#) [All 5 versions](#)

#### **Entry to study expectations of science, technology, engineering and mathematics postgraduate taught students**

M Morgan, I Direito - Procedia-Social and Behavioral Sciences, 2016 - Elsevier

#### **TOWARDS AN UNDERSTANDING OF BUILDING ENERGY MANAGEMENT EDUCATION-USERS' EXPECTATIONS OF A UK DISTANCE LEARNING COURSE**

S Oliveira, P O'Flynn - 2015 - arcom.ac.uk

#### **Being altruistically motivated: the postgraduate and career motivational orientations of access students at an Irish University**

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A Saiti, R Papa, R Brown - Journal of Applied Research in ..., 2017 - emeraldinsight.co

## Appendix 3 (v)

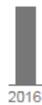
### [Study expectations of different domiciled Postgraduate-Taught students in a UK post-1992-institution](#)

Citations as of 1 July 2018

#### Study expectations of different domiciled Postgraduate-Taught students in a UK post-1992-institution

Authors	Michelle Morgan
Publication date	2015/7/6
Journal	Quality Assurance in Education
Volume	23
Issue	3
Pages	233-249
Publisher	Emerald Group Publishing Limited
Description	<p>Purpose—The purpose of this paper is to report the notable findings of students with different domiciled status. There is a lack of research and understanding of how prior study experiences and the expectations of new students that are due to embark on an MSc by coursework level (also known as postgraduate-taught [PGT]) can impact on their study and ability to persist and succeed. The research available has mainly been confined to post-experience surveys. By identifying prior study experiences and study expectations, education providers in higher education institutions can use these insights not only to attract more students but to improve retention rates and the overall student experience. The research undertaken in the Faculty of Science, Engineering and Computing at a London-based, post-1992 institution aims to provide valuable data and insights into this nationally ...</p>

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[A Marnewick, JHC Pretorius - Frontiers in Education ..., 2016 - ieeexplore.ieee.org](#)

## Appendix 4 Edited books

### Appendix 4 (i)

#### [Improving the student experience: A practical guide for universities and colleges](#)

Citations as of 1 July 2018

##### Improving the student experience: A practical guide for universities and colleges

Authors	Michelle Morgan
Publication date	2013/6/17
Publisher	Routledge
Description	The landscape of higher education (HE) has dramatically altered in the past 30 years and it continues to evolve and change. More students are entering HE and attending university or college on a global scale than ever before. Supporting and enhancing the undergraduate student experience across the student lifecycle, from first contact through to alumni, is a critical activity in higher education today not only to aid retention and progression but in a highly competitive HE market, the quality of the student experience is pivotal to an institution's ability to attract students. The student experience encompasses all aspects of student life, ie academic, social, welfare, with the academic imperative at the heart of it. However, the increasing costs of delivering HE, a reduction in government/state funding and constraints on resources means delivering a quality student experience has never been ...

Total citations [Cited by 37](#)



Scholar articles [Improving the student experience: A practical guide for universities and colleges](#)  
M Morgan - 2013  
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#### **Managing the student experience in a shifting higher education landscape**

P Temple, C Callender, L Grove... - The Higher Education ..., 2014 -  
[pdfs.semanticscholar.org](https://pdfs.semanticscholar.org)

#### **Guessing where the goal posts are: managing health and well-being during the transition to university studies**

[A Wrench](#), [R Garrett](#), [S King](#) - Journal of Youth Studies, 2013 - Taylor & Francis

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S Christopher - Policing: A Journal of Policy and Practice, 2015 - [academic.oup.com](http://academic.oup.com)

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C Penman, S Ratz - Intercultural Education, 2015 - Taylor & Francis

**Group work: facilitating the learning of international and domestic undergraduate nursing students**

J Shaw, C Mitchell, L Del Fabbro - Education for Health, 2015 - educationforhealth.net

**What has the Coalition Government done for higher education?**

P Temple - London Review of Education, 2015 - ingentaconnect.com

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**First-Generation College Students' 1st-Year College Experiences: Challenges Attending a Private University**

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**Semiotising the student perception of learning outcomes in British higher education**

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**A Review of the Disability Access Route to Education in UCD 2010-2013**

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A Md Ali - 2013 - researchbank.rmit.edu.au

**The Views of Nursing Students and Staff surrounding Additional Academic/Pastoral Support, Pod Tutorials and Student Success: A Two-Phase Mixed Methods Study**

E Griffin, R Postance, D Dowsett, N Welyczko - 2016 - v00dor00001d.dmu.ac.uk

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**Embedding Peer Support as a Core Learning Skill in Higher Education**

P Russell, G Ryder, M Burton, S Daly, P Quinn - 2017 - [arrow.dit.ie](http://arrow.dit.ie)

**Student departure: analyzing the customer service experience, commitment to the institution, and overall satisfaction as predictors: a study at the University of ...**

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**Supporting Postgraduate 'Taught' Student transitions into, through and out of study**

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G Ryder, P Russell, M Burton, P Quinn, S Daly - [ojs.lboro.ac.uk](http://ojs.lboro.ac.uk)

**The Effects of Time-Perspective and Character-Strengths on the Success, Psychological Health and Subjective Well-Being of Undergraduate Students**

E Griffin - 2014 - [dora.dmu.ac.uk](http://dora.dmu.ac.uk)

**The influence self-efficacy and involvement have on student success**

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**The perceptions of school administrators and educators concerning student retention in private for-profit universities**

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**Help wanted: sosiaalihjaajan tuen merkitys ulkomaisten tutkinto-opiskelijoiden arjessa**

P Hiltunen - 2016 - theseus.fi

## Appendix 4 (ii)

### [The context of learning in Higher Education](#) in *Improving the student experience: A practical guide for universities and colleges*

Citations as of 1 July 2018

#### The context of learning in Higher Education

Authors	Michelle Morgan
Publication date	2013/6/17
Book	Improving the Student Experience
Pages	27-38
Publisher	Routledge
Description	As students progress through the student lifecycle at university, they need a range of academic and personal services plus advice and support in order to succeed. This requires the input, collaboration and coordination of a range of key service providers consisting of academic and professional service staff (non-academic staff) from across an institution at university level, and also the student's academic home unit with whom they tend to identify (referred to as the home unit hereafter). The home unit can be at faculty, department, school or course level. Professional service staff, although not directly involved in the academic strand of the student experience are essential contributors through their various roles and functions, such as student support and student funding. Enhancing the student experience today is an important activity for all staff within HE. With the increasing pressures on HE ...
Total citations	<a href="#">Cited by 10</a>



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M Morgan - Improving the Student Experience, 2013  
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#### **Student to scholar: Learning experiences of international students**

[YM Palmer](#) - Journal of international students, 2016 - books.google.com

#### **Study expectations of 1st/2nd generation STEM postgraduate taught students**

[M Morgan](#) - Quality Assurance in Education, 2014 - emeraldinsight.com

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A Reid - Supporting Student Diversity in Higher Education: A ..., 2013 - books.google.com

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J Southall, H Wason - Practitioner Research in Higher ..., 2016 - insight.cumbria.ac.uk

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synthesis of recent literature to enhance understanding of their needs.**

J Southall, H Wason, B Avery - Student Engagement and ..., 2016 - research.shu.ac.uk

**First-Year Experience (FYE) Curriculum Review for Academic, Social, and  
Emotional Connect**

P Ponnudurai, R Ganesan - Redesigning Learning for Greater Social ..., 2018 - Springer

academically, socially, and emotionally engaging. Therefore, a curricular review of the

**Realising the potential of sessional staff as educational scholars**

J Southall - Practice and Evidence of the Scholarship of ..., 2017 - eprints.kingston.ac.uk

## Appendix 4 (iii)

### [Supporting student diversity in higher education: A practical guide](#)

Citations as of 1 July 2018

#### Supporting student diversity in higher education: A practical guide

Authors Michelle Morgan

Publication date 2013/7/18

Publisher Routledge

Description Supporting Student Diversity in Higher Education is a working manual that is designed to help managers, academics and members of the professional service teams within universities, recruit and support a diverse student body across the student lifecycle at the same time as delivering a quality student experience in a challenging and pressured environment. Using the Student Experience Practitioner Model as a framework, this book helps colleagues responsible for improving the student experience navigate their way through the maze of student diversity across all levels of study, determining what to deliver, how to deliver it and to whom. It interlinks academic, welfare and support activities at faculty department, school, course and university level to support the student in their university journey. Containing 40 practical and innovative undergraduate UK and international case ...

Total citations Cited by 24



Scholar articles [Supporting student diversity in higher education: A practical guide](#)  
M Morgan - 2013  
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#### **Building capacity to develop an African teaching platform on health workforce development: a collaborative initiative of universities from four sub Saharan ...**

WK Amde, D Sanders... - Human ..., 2014 - human-resources-health ...

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[M Morgan](#) - Quality Assurance in Education, 2014 - emeraldinsight.com

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[IM Kinchin](#), C Wiley - Arts and Humanities in Higher ..., 2017 - journals.sagepub.com

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#### **Ideas, concerns and expectations—a “whole of institution” approach to navigating transitions and mapping the student journey**

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L Crane, S Kinash, G Hamlin, MM Judd - works.bepress.com

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S Secules - 2017 - search.proquest.com

**The Changing Era of Higher Education**

C Binns - 2017 - pdfs.semanticscholar.org

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V Gunn, J Morrison, P Hanesworth - researchgate.net

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L Crane, S Kinash, A Bannatyne, MM Judd... - 2016 - epublications.bond.edu.au

**National research on the postgraduate student experience: Case presentation on postgraduate student diversity (Volume 2 of 3)**

B Eckersley, L Crane, [S Kinash](#), A Bannatyne... - 2016 - [epublications.bond.edu.au](http://epublications.bond.edu.au)

**Developing a Practice of Cultural Awareness in Pre-Service Teachers by Promoting Positive Dialogue Around Diversity**

AL Watson - ... and Competency Development in Higher Education, 2017 - [books.google.com](http://books.google.com)

**Evaluating Postgraduate students' Perceptions of Activity Led Learning: Findings from a longitudinal study**

P Lewis, I Glendinning

**Articulating a pedagogy for transition and early intervention—insights from Bolton Business School**

E McIntosh, C Brown - [researchgate.net](http://researchgate.net)

## Appendix 4 (iv)

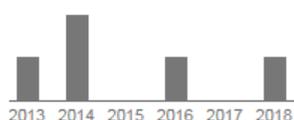
### [Student diversity in higher education in Supporting student diversity in higher education: A practical guide](#)

Citations as of 1 July 2018

#### Student diversity in higher education

Authors	Michelle Morgan
Publication date	2013/7/18
Journal	Supporting student diversity in higher education: A practical guide
Pages	10-23
Description	The participation of diverse students in higher education in recent years has impacted on the way institutions have evolved and function. It is clear that in HE today, one size no longer fits all and it is not possible to teach a massified and diversified student body in the same way as the homogenous university population was taught 30 years ago. The two primary changes have been the massification (increase in student numbers) and diversification of the student body (participation by different group identities). I would argue that diversification is the most challenging change for practitioners.

Total citations [Cited by 5](#)



Scholar articles [Student diversity in higher education](#)  
M Morgan - Supporting student diversity in higher education: A ..., 2013  
[Cited by 5](#) [Related articles](#) [All 3 versions](#)

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L Thomas, [J Herbert](#), [M Teras](#) - ... Journal of the First Year in ..., 2014 - search.proquest.com

#### **Institutional wide implementation of key advice for socially inclusive teaching in higher education. A Practice Report**

L Thomas, J Heath - The International Journal of the First Year ..., 2014 - search.proquest.com

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**Creating socially inclusive online learning environments in higher education**

LK Thomas, J Herbert - 2013 - ro.uow.edu.au

## Appendix 4 (v)

### Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project: creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers

Citations as of 1 July 2018

Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitud...

Authors Michelle Morgan, Ines Direito  
Publication date 2016  
Journal Kingston upon Thames. doi  
Volume 10

Description There has been a dramatic expansion in postgraduate taught study (PGT) in the UK in recent years, but this is now faltering, especially amongst UK domiciled students and those undertaking part-time study. As a result, sustaining the participation required to meet national skill needs as well as the PGT market in the UK has become a pressing challenge. Although there is a growing body of evidence looking at the postgraduate student experience, there is still a paucity of research exploring participation barriers, understanding students' and employers' expectations of PGT study,...[+] Show more

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Scholar articles Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project. Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers  
M Morgan, I Direito - Kingston upon Thames. doi, 2016  
Cited by 2 Related articles

### **Disadvantaged by degrees? How widening participation students are not only hindered in accessing HE, but also during—and after—university**

R Budd - Perspectives: Policy and Practice in Higher ..., 2017 - srhe.tandfonline.com

### **Entry to study expectations of science, technology, engineering and mathematics postgraduate taught students**

M Morgan... - Procedia-Social and ..., 2016 - eprints.kingston.ac.uk

## Appendix 5 Example letter sent to members of the Science and Education Committee in support of introducing a PGT Loan Scheme



Michelle Morgan  
Project Lead and PI  
CHERP  
Kingston University  
Kingston Hill  
Kingston upon Thames  
Surrey KT2 7LB

Rt Hon Alex Cunningham (MP)  
House of Commons  
London  
SW1A 0AA

14 November 2014

### HEFCE PSS Scheme-Making a difference in widening **postgraduate** study in **Science, Technology, Engineering and Mathematics**

Dear Mr Cunningham

My name is Michelle Morgan and I am heading up the largest HEFCE funded Postgraduate Support Scheme project. The project has been designed to explore how participation at postgraduate level could be widened across STEM subjects to support our economy. A key element of the project is to explore the importance and availability of accessing different types of funding in order to make this possible. As a result, scholarships of varying levels were awarded as part of the project. I thought you might like to see what a difference the project has made to the lives of people who were awarded the scholarships within my project called the *Postgraduate Experience Project* (PEP).

This anthology is a collection of stories describing the very personal journey of some of the Project's young and mature scholarship recipients in getting to the start line of their MSc degree. Collecting their personal accounts was not a planned activity of the project, but as the scholarships were being awarded by the 9 English Partners that make up this particular project, some recipients started emailing the Project Links at each university about how grateful they were for the scholarship and how much it had changed their life. As a result, it was decided to ask the recipients if they would like to submit their story to inspire others and to help us further understand the barriers and motivations facing master's level students. The stories and comments have provided immensely valuable data that we had not anticipated.

Their stories illustrate their hopes, frustrations, dreams and determination as well as their belief that postgraduate study will provide benefits for them, their families and society. The stories have been put into chapters reflecting the broad themes arising from them. It is important to note that a constant reoccurring theme throughout the stories is that of finance. This finding supports and underpins the rationale by Government and HEFCE for the urgent work being undertaken through the

Postgraduate Support Scheme in exploring how postgraduate study can be funded and sustained in the future. I hope you enjoy reading these personal accounts and are moved as much as I have been.

Best wishes

Michelle Morgan

Principal Investigator and Project Leader of the Postgraduate Experience Project (HEFCE funded), Centre for Higher Education Research and Practice (CHERP)

### **Letter sent to members of Education and Science Committee in the House of Lords**

Baroness Hilton of Eggardon, Baroness Manningham-Buller, Baroness Sharp of Guilford, Lord Dixon-Smith, Earl of Selborne, Lord Hennessy of Nympsfield, Lord O'Neill of Clackmannan, Lord Patel, Lord Peston, Lord Wade of Chorlton, Lord Willis of Knaresborough, Lord Winston and Viscount Ridley

### **Letter sent to members of Education and Science Committee in the House of Commons**

Rt Hon Liam Byrne (MP) Shadow Universities Minister, Rt Hon Neil Carmichael (MP), Rt Hon Alex Cunningham (MP), Rt Hon Jim Dowd (MP), Rt Hon Bill Esterson (MP), Rt Hon Pat Glass (MP), Rt Hon David Heath (MP), Rt Hon Julian Huppert (MP), Rt Hon Siobhain McDonagh (MP), Rt Hon Ian Mearns (MP), Rt Hon Stephen Metcalfe (MP), Rt Hon Andrew Miller (MP) Chair, Rt Hon David Morris (MP), Rt Hon Stephen Mosley (MP), Rt Hon Pamela Nash (MP), Rt Hon Sarah Newton (MP), Rt Hon Caroline Nokes (MP), Rt Hon Dominic Raab (MP), Rt Hon Graham Stringer (MP), Rt Hon Graham Stuart (MP), Rt Hon David Tredinnick (MP), Rt Hon David Ward (MP), Rt Hon Craig Whittaker (MP) and the Rt Hon David Willetts (MP).