

EXPLORING ESS

FOCUS GROUP & SURVEY ANALYSIS

Combined Thematic Analysis: Overview

Introduction

ESS seeks to systematically foster a culture of evidence-based, data-led continuous improvement across teaching and learning, infrastructure, systems, processes and people, effectively joining up professional services, academic colleagues and our students' union across key touchpoints of the student learning journey.

The key objectives of the project were threefold:

- to examine how an institution can encourage a new culture to evolve
- to investigate the differences in the facilitation of culture transformation between four diverse Academic Schools
- to measure the impact in relation to benefits to staff in terms of wellbeing, a sense of belonging, value, and career development

This thematic overview is one of several key outputs of the project that form an interactive case study. The case study unpacks the key learning points we have gained from enacting transformational change at UoS.

This slide deck provides an overall introduction into the primary themes arising from the project analysis and demonstrates how these can be mapped against the pre-existing model of 'The Salford Behaviours'

Methodology



Data Collection

Four focus groups with senior members of each school leadership team were followed by a short pulse survey that was open to all School-based staff.

The aim was to explore ESS concerning student outcomes, culture change, sense of belonging, professional development, value contribution, and well-being.



Analytical Approach

Three-stage thematic analysis, including annotated transcriptions In-Vivo Coding, Pattern Coding and a final written thematic analysis. Quantitative breakdown of key survey responses to provide contextual background to the thematic analysis.



Value Mapping

During the analysis, key themes and values arising from the data have been directly mapped against both the project aims and the Salford Behaviours.

Primary Strength Themes



INCLUSIVE SOLUTIONS

A highly positive, valued-based theme focused on a collaborative "working together" way. A truly open and inclusive approach to communication, practice and creating solutions together. The realisation of a partnership approach.



THE STUDENT EXPERIENCE

Underpins the key motivations and values of the institution: a positive student experience with clear outcomes. High-quality higher education is driven by staff commitment and passion that is central to Salford's workplace culture.



OPENNESS

There is an open culture in terms of honest and inclusive dialogue where everyone can speak freely and be heard. Additionally, an open culture embraces change, creativity and innovation.

Secondary Strength Themes



BEING HEARD & VALUED

Open and reciprocal conversations to ensure staff are; supported, heard, understood and valued. This was a central element to staff belonging and overall well-being.



FOCUS & DIRECTION

Clear and effective communication, planning and delivery to establish agreed priorities that inform focus, vision and direction.



FUTURE PROOFING

Being responsive to a range of challenges and contexts in higher education to move forward positively and minimise risk.

Barrier Themes

Primary Themes



IMPACT ON STAFF

The importance of how change 'feels' to staff, particularly in terms of workload, belonging and well-being. The more positive the overall culture, and the closer it is to Salford Behaviours, the more positive ESS will have 'felt' to staff.



DIVISIONS

Where gaps in communication or relationships occur, this can create frustration, confusion and ultimately divisions between different departments across the institution. This can create silo working and an 'Us and Them' culture.

Secondary Theme

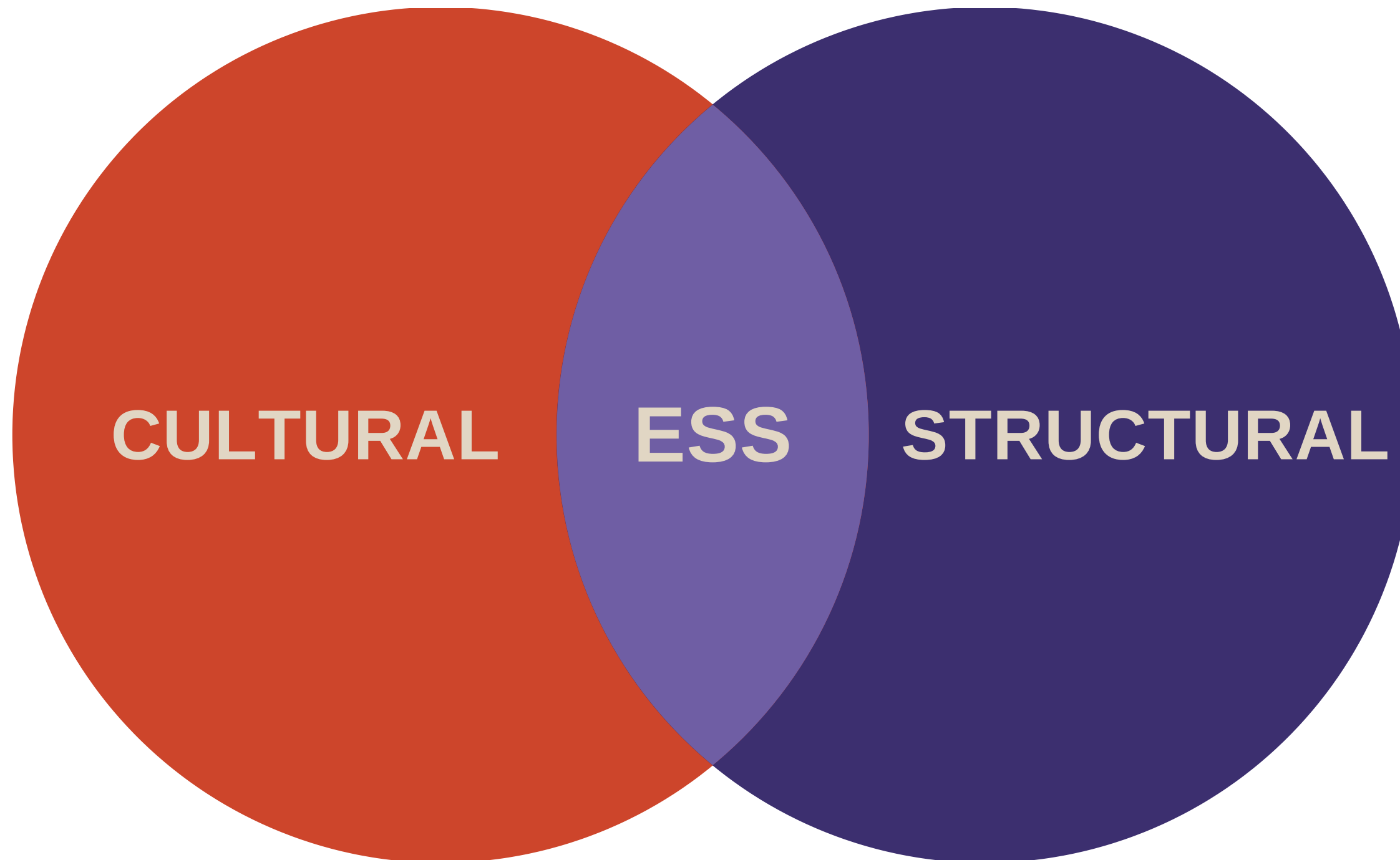


OBJECTIVE EVIDENCE

Objective evidence is necessary to achieve staff 'buy in' of change; this may need to respond to a degree of scepticism, particularly as some prefer to consider the impact of change over a period of time.

Types of Change:

As a driver of ESS success



Golden Threads

The power in communication

“Increased collaborative communication.”

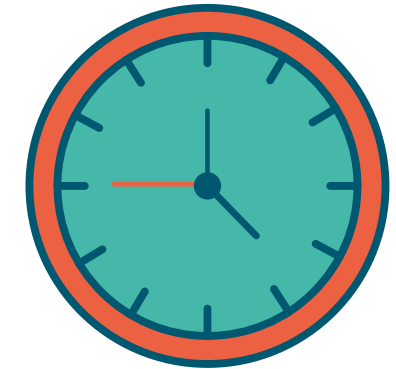
The importance of inclusive and effective channels of communication right across the insitution



Transformation as a journey

“I think it is part of our evolution rather than a revolution.”

The sense that transformational change, and the impact it creates, evolves over a period of time



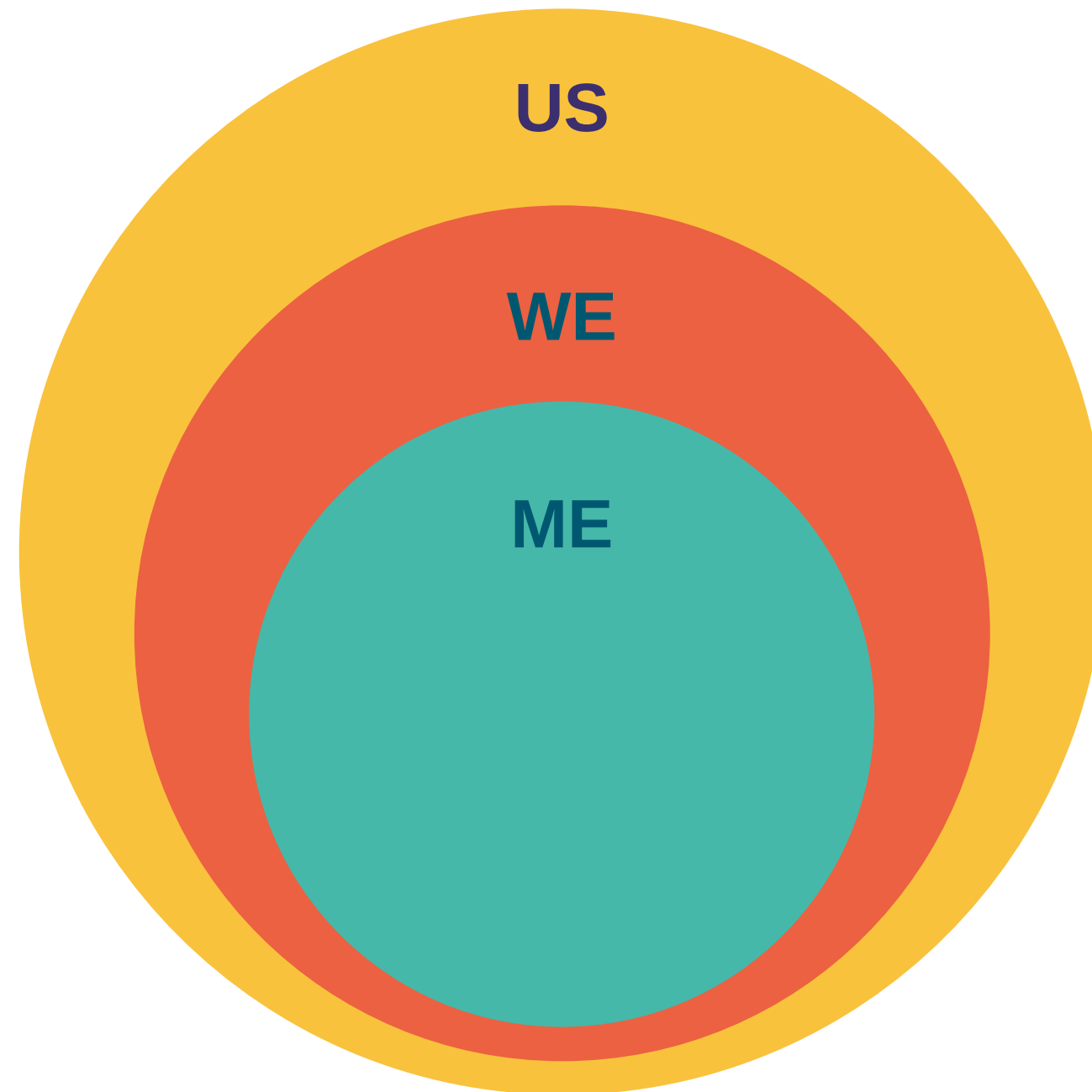
The Impact of 'Sticky' Culture

“We are going nowhere”

Encouraging a positive culture that enables staff to stick around and future proof, as opposed to some legacy culture that can leave people 'stuck'.



Belonging



The Insitution

Being able to place myself and my team within my wider institution

My Team

Understanding where I fit within my team and how 'we' contribute

Myself

Being clear about 'my' role and my own contribution

Values for cultural change

Key values across all groups



Openness

Being open to change, being open to hearing others and acknowledging risks and vulnerabilities. Openness to innovation



Addressing Challenge

Understanding the risks to the school and future-proofing, especially within the wider HE context



Communication

Genuine, reciprocal and open conversations that are honest, fair and inclusive. This may mean "difficult conversations"



Support

Coaching, developing and celebrating staff ensures they are heard, valued and on board.



Collaboration

Bringing everyone with you, establishing critical connections and effective partnerships



Focus & Direction

Clear direction using ESS as a single framework for student focussed outcomes



Inclusive

Working together in a fair and equal collective that delivers co-created solutions



Delivery

Delivery of agreed priorities that achieve student and staff outcomes



Recognition

Sharing best practice and celebrating staff and student achievements

Mapping Primary Values Against: The Salford Behaviours



Openness

Being open to change, being open to hearing others and acknowledging risks and vulnerabilities. Openness to innovation.

EVOLVING CONNECTING CO-CREATING DARING



Recognising Risk

Understanding the risks to the school and future-proofing, especially within the wider HE context

EVOLVING LEARNING ALIGNING



Communication

Genuine, reciprocal and open conversations that are honest, fair and inclusive. This may mean "difficult conversations".

CONNECTING INSPIRING CO-CREATING



Supporting Staff

Coaching, developing and celebrating staff ensures they are heard, valued and on board.

INSPIRING LEARNING DARING



Collaboration

Bringing everyone with you, establishing critical connections and effective partnerships. Understanding, planning and actioning together as a school.

CO-CREATING ACHIEVING CONNECTING EVOLVING DECIDING



Focus and Consolidation

Incorporating other frameworks and good practice to deliver under ESS as one "single measure".

INSPIRING ACHIEVING ALIGNING