

 **AdvanceHE**



Exploring our ontological methodology,
SPICED begins with Subjective and Participatory,
Recognising that participants have unique insight,
The focus groups supplied perspectives to highlight,
In the analysis we identified keywords and themes,
That we could use in framework streams,
These keywords informed our survey,
Co-created questions to support our inquiry.
Objectives that are Interpreted and communicable,
Cross-checked and comparable,
The survey provided reflective space,
Empowering, with themes to embrace,
Diverse and deliberate to seek out any difference,
Exploring schools similarities and their divergence.



Subjective in driving the need for institutional clarity,
A choice of roles and expertise from across the University,
Monitoring the ESS progress through School leadership,
This project was based on a co-created and creative partnership,
GTA's could identify roles and volunteer,
A rewarding narrative, the different voices we could hear,
School input sought in this project which moved at speed,
Adding to the rich data captured for the analysis to proceed.
A qualitative bias in our approach by design,
Working to the team's skill set to align,
Collaborative and inclusive practices in project management,
As well as in the collation and analysis of the content.



The **Participatory** approach sets this work apart,
By gaining whole University involvement from the start.
Reaching out to all staff in schools at different levels and stages,
Uncovering a positive culture of togetherness through our project phases.
Including the views of different Schools Senior Leadership Teams,
Revealing School nuances and approaches it seems.
Using tools such as Jamboards, acting as a point of reference,
Engagement of team members according to their skills and preference.
The analysis highlights wellbeing, ESS and areas where views converge,
Mapped to the Salford behaviours, some beautiful narrative beginning to
emerge.



Interpreted and communicable data, it was helpful to see our contributions. We could all see uploads on the Teams site and able to voice our interpretations.

Exploring our message was clear and reflected in the question narrative.

Getting the ESS message over to staff, understanding what's inclusive.

The statement of intent sent out to Deans, who provided support

Multi instrument approach, providing multiple angles to collect viewpoints in our report

We flexed regarding approaches to sense check the pulse survey form bottom up.

Interesting perceptive from different disciplines, that enabled us

To be culturally sensitive to tone and feeling

Obtaining data and statistical analysis translated with meaning.



Cross-checked and compared, triangulating to existing frameworks
Depth and richness of viewpoints explored through InVivo networks
Comparable and relatable data from two methods used in the study
Ensuring quality of approach and not deviating from our ethical pathway
Mapping 10 Salford Behaviours into the thematic analysis
Exploring interpretations, similarities and differences
The study documented aspects that were grounded and empowering
Creating a sense of belonging
We got the most out of the project when immersed in it
A Eureka moment, within the rich tapestry of thematic analysis
Assessed indicators identified the position of institutional cultural change
As well as feeling involved and valued in the group exchange.



Diverse and disaggregated with data from four very different Schools
An outpouring of great practice identified through our research tools
We looked at each one independently, learning from organisation, people, culture,
Divergence within the frames of ESS, split by school, not by gender
The writing showed different opinions but part of a cohesive team
Collected and validated under the diversity theme.
The strength of voice as a collective but also rich cultural differences agreed
Learning so much about the resilience, an appetite to change and to succeed.





For more information
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