



Supporting Student Success

*Faculty of Nursing, Midwifery, and Palliative Care
Student Experience Strategy*

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1. THE STUDENT EXPERIENCE STRATEGY: VISION, PRINCIPLES, AND MISSION (SUMMARY)

OUR VISION	Supporting student success, so they realise their full potential, regardless of their previous experience	
OUR PRINCIPLES	To achieve this, we will aim high; make every action count; and involve, listen, and adapt	
OUR MISSION	To support student success, we expect all staff and students to aim for S.U.C.C.E.S.S.	
S		
	Student-Centred – Commitment	
We expect our staff to be committed to enabling the success of every student, and adapt their practice accordingly	We expect our students to be committed to their personal and professional development at university and in practice, and throughout their studies	
U		
	Unique – Care	
We expect our staff to be inclusive in their practice and committed to embrace the diversity of our students while improving their journey whether they are disabled, international, mature, full- or part-time, or from a non-academic background, and regardless of their race, gender, sexuality, ability, religion, or age	We expect our students to contribute their unique and diverse experience to enhance the experience of all in their learning community, at university and in practice, and whenever possible	
C		
	Challenging – Courage	
We expect our staff to be bold in their practice and challenge students to be the best professionals possible	We expect our students to take ownership of their learning and face every challenge with courage and integrity	
C		
	Collaborative – Communication	
We expect our staff to work in partnership with all students, academic, teaching, and professional services staff to improve the experience of all by listening to each other, accepting feedback, and applying visible change whenever required	We expect our students to work collaboratively, listen to others and take their views into account, and actively engage with everyone in their learning community, students and staff, at university and in practice	
E		
	Evidence-based – Competence	
We expect our staff to be experts in their field, using data and best practice, whether it is academic, clinical, or administrative, and to keep their practice up to date	We expect our students to be competent professionals by acquiring the required level of skills, and by always using evidence to support their practice and research	
S		
	Supportive – Compassion	
We expect our staff to listen to students and each other in an empathetic way, and actively support each other to create a peaceful and productive environment, and increase the well-being of all in our community, so no one feels excluded	We expect our students to be compassionate professionals, and be supportive and empathetic towards other students and staff, who are doing everything they can to provide them with the best experience possible	
S		
	Success-oriented – World-Leaders	
We expect our staff to be leaders in providing the best student experience, academic, clinical, and administrative, in the world, thus enabling students to be successful in their studies and be confident leaders in their field	We expect our students to be committed to their personal and professional development at university and in practice, and throughout their studies, and be leading professionals, who will always be proud King's alumni	

Figure 1: The Student Experience Strategy's Vision, Principles and Mission (Summary)

2. THE STUDENT EXPERIENCE STRATEGY: INTRODUCTION

This Student Experience Strategy understands the student experience as defined by the Higher Education Academy, which is “the totality of a student’s interaction with the institution”, including the “application experience”, the “academic experience”, the “campus experience”, and the “graduate experience” (Temple et al. 2014). Therefore, improving the student experience at the Florence Nightingale Faculty of Nursing, Midwifery, and Palliative Care requires a concerted effort of the whole university community, professional and academic staff alike, as well as students themselves as “change agents” (Dunne et al. 2011, 4) of their own learning journey. Our approach involves “students as partners” (Healey, Flint, and Harrington 2014, 7) and “co-producers” (Dunne et al. 2011, 4), which has already been done successful in the Faculty¹, as we believe that students as engaged participants have the power to enhance but also to transform their experience.

So, the aim of this strategy is to develop a more systematic and meaningful dialogue with our students, and encourage them to become agents of change, and shapers of their education to improve all aspects of the student journey, such as administrative and academic support, access to relevant information, teaching quality, or feedback on assignments. The aim is also to build on our strengths and successes to ensure we offer the highest-quality, but also the most relevant experience possible, and to ensure that students and their experience are at the core of everything we do and that their voices are sought and considered whenever decisions are made, which will influence their journey with us. Therefore, we will involve students in everything we do, listen to their suggestions, and adapt our practices so that we succeed in providing the best experience possible to our students. Students are not receivers of education any longer; they are the drivers of their learning journey (Dunne et al. 2011, 17), and the Student Experience Strategy recognises this as one of its core principles. As such, we also expect our students to be fully engaged with their communities and committed to their personal and professional development, and therefore to be central actors of the student experience strategy.

Because the history of the Faculty of Nursing, Midwifery and Palliative Care at King's College London is closely linked to the history of the first school of nursing in the world founded more than a century and a half ago by Florence Nightingale, and because it came as 1st faculty for nursing in the UK and 2nd in the world in the latest QS World University Rankings (“QS World University Rankings by Subject 2020” n.d.), we aim to become leaders in the student experience as we are in our academic fields. Our ambition is also supported at College level by the King's Strategic Vision 2029, in which the Student Experience is one of the three identified transformative initiatives (“King's Strategic Vision 2029” n.d., 3; 18). Indeed, the Student Experience Strategy supports Vision 2029, which aims to “extend reach, expand access and deliver an extraordinary student experience”, as it aims to transform the experience of **all** our students so that they can enjoy their journey and make the most of their time with us.

Finally, we recognise that the experience of our students is closely linked to the experience of our staff, who share their expertise and passion every day, and inspire the next generation of professionals. Their work and dedication are core to the student experience, and the Faculty also aims to improve their experience.

3. THE STUDENT EXPERIENCE STRATEGY: VISION AND PRINCIPLES

The Student Experience Strategy’s vision, principles, and mission is summarised in **Figure 1**.

The Student Experience Strategy consists of a vision and a mission underpinned by core principles, which are shared by all staff and students in the Faculty. Our vision is simple yet demanding: we want to **support every student’s success**, so that they realise their full potential, regardless of their previous experience. This means that we expect all members of our community, staff and students, to embrace the following principles:

- **Aim high:** Our ambition is to provide the best experience possible at every stage of the student journey, academically as well as administratively, and from the day students start thinking about King’s until they graduate or obtain their qualification. And in return, we expect our students to focus on being committed to their personal and professional development at university and in practice.
- **Make every action count:** Every decision we make matters because it impacts the student experience, and everybody has a role to play. So, whether we are academic, teaching or professional services staff, we will ask ourselves: Will my action impact all students positively? We also expect our students to be active learners and members of their communities, at university and in practice.
- **Involve, listen, adapt:** We will build a community of like-minded staff and students across the Faculty with a drive to collaborate to improve and deliver a truly student-centred experience. To achieve this, we will involve students every step of the way, listen to their suggestions, and make sure we visibly adapt what we do in response, and whenever change is possible. In addition, we will

¹ Examples of student-staff partnerships in the Faculty include: Jenny Oates’s wellbeing project; Shawn Walker and Teresa Arias’ gender in midwifery project; Sam Bassett’s NSS action plan for the Midwifery department.

nurture our community and its environment, so that everyone, staff and students, feels able to engage and excel in their field. We also expect our students to be involved in their learning, to listen to others, staff and students, and to adapt their practice as a result.

It is by aiming high, making every action count, and involving all members of the community, listening to them, and adapting our practices, that our staff will succeed in delivering the best student experience possible, and one that will ultimately enable and enhance our students' "learning gain" (Kandiko-Howson 2017), and that our students will achieve the most fulfilling experience and succeed in their studies and professional career.

4. THE STUDENT EXPERIENCE STRATEGY: MISSION

The Faculty's student experience vision requires the commitment of all members of our community. Therefore, we expect professional services, academic and teaching staff to be committed to support our students' journey at every level, but we also expect students to be committed to become active and responsible members of their new learning and professional community. The vision is supported by a mission, which describes how we will make our vision a reality, and it is based on the professional skills we teach our students: *the 6 Cs of healthcare* (NHS England n.d.), so that students experience in their new learning community the skills embraced in their professional community. The final mission statement is specific to King's because we aspire to become world-leaders in everything we do. While being anchored in healthcare, it also fully supports the King's Vision 2029 ("King's Strategic Vision 2029" n.d., 3; 32).

Our strategy's mission statements integrate the NHS 6 Cs: Care, Communication, Commitment, Competence, Compassion, Courage, while adapting them to the particular context and challenges of higher education. Our strategy's mission statements aim to support every student's success by providing all professional, teaching and academic staff, as well as students with a mission that takes the form of a memorable check list that can be applied to their everyday practice and studies. Thus, **Supporting Student Success** means that we expect every staff and every student to aim for S.U.C.C.E.S.S. as described in **Figure 1**.

To support staff and students to achieve this, they will find other work carried out across the Faculty, which will offer guidance and which they can also engage with. These include, but are not limited to:

- The Assessment Strategy
- The Teaching Quality Strategy (TBC)
- The Equality, Diversity, and Inclusion Strategy (TBC)
- The Peer Support Policy (TBC)
- Module Enhancement Plans

5. THE STUDENT EXPERIENCE STRATEGY: REFERENCES

- Dunne, Elisabeth, Roos Zandstra, Tony Brown, and Teresa Nurser. 2011. "Students as Change Agents: New Ways of Engaging with Learning and Teaching in Higher Education." <http://escalate.ac.uk/downloads/8242.pdf>.
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