

Aims and Objectives

This project explored how students experience and perceive Experiential Learning (EL) at the University.

Aim:

- Capture the *student voice* in EL to ensure future policy and practice reflect student needs.

Objectives:

- Assess student perceptions of EL effectiveness across disciplines.
- Identify recurring strengths and challenges in module delivery.
- Recommend ways to improve facilitation, support, and communication.
- Share findings with staff and academic audiences to inform teaching innovation.

Research Methodology

Data Sources:

- Student surveys and evaluations across disciplines (e.g., Electrical Science, Creative Enterprise, Physiological Studies, Music).
- Dissertation on student reception of an EL module.
- Findings from a student workshop.
- Outputs from a prior EL project.

Analytical Approach:

- Compared experiences across disciplines to identify common themes.
- Focused on recurring issues of support, facilitation, and communication.
- Synthesised findings into a holistic account of student perspectives.

Conclusion.

This project demonstrates that students value the practical and innovative aspects of Experiential Learning (EL). However, success relies on support and effective communication. Students are most engaged when EL connects to workplace practice and collaboration.

Overall, EL works best when it:

- Provides clear introductions and peer-building opportunities.
- Ensures staff are accessible and responsive.
- Design inclusive activities that meet diverse needs.
- Combines academic learning with employability development, preparing students to apply knowledge in practice.

Results

1. Content of Modules

Students valued hands-on learning and workplace simulations over lectures, finding them more engaging and better for employability.

2. Introduction to Modules

Clear expectations, strong foundations, and early peer connections were key to engagement.

3. Role of Module Leaders

Accessible, communicative staff and regular feedback built trust; their absence caused frustration.

4. Reflection

Reflection was valued but inconsistently applied; stronger integration was needed.

5. Broader Themes

EL must be strongly linked to employability.

Some key findings below:

