



Developing Student Engagement

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Director

- <https://www.youtube.com/watch?v=EOSqOFWH0Iw&feature=youtu.be>



Who are we?



- **student partnerships in quality Scotland**
- Full-time staff in Edinburgh and Inverness
- Works with all institutions and students' associations in the university and college sector. Provides international consultancy.
- Scottish Charity - members all sector agencies
- Main Funding – Scottish Funding Council
- www.sparqs.ac.uk

Our **Vision** is of:



Students making a positive and rewarding difference to their own and others' educational experience, helping shape the nature of learning and contributing to the overall success of Scotland's universities and colleges.



To make this **Vision** a reality our **Mission** is to



Ensure students are able to engage as partners in all levels of assurance and enhancement activities including:

- Commenting on and shaping their own learning experience.
- Taking an active part in formal student engagement mechanisms, including quality processes and strategic decision making.
- Shaping the development of the student experience at national level.



Student Engagement Framework

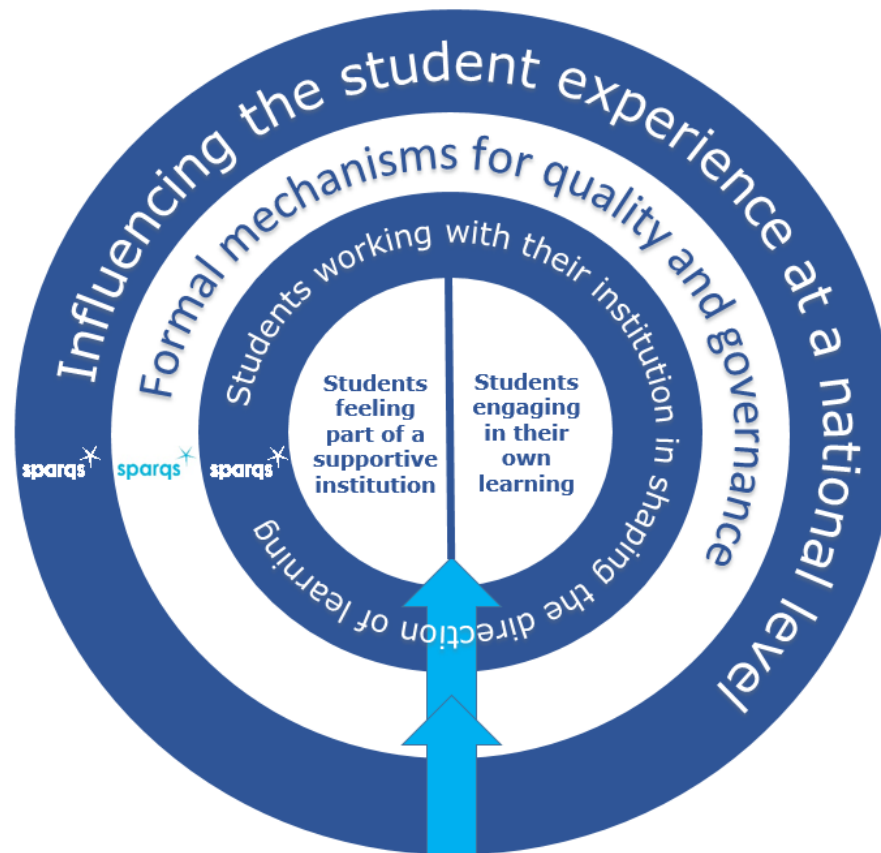
**Focus on
enhancement
and change**

Valuing the
student
contribution

Appropriate
resources
and support

A culture of
engagement

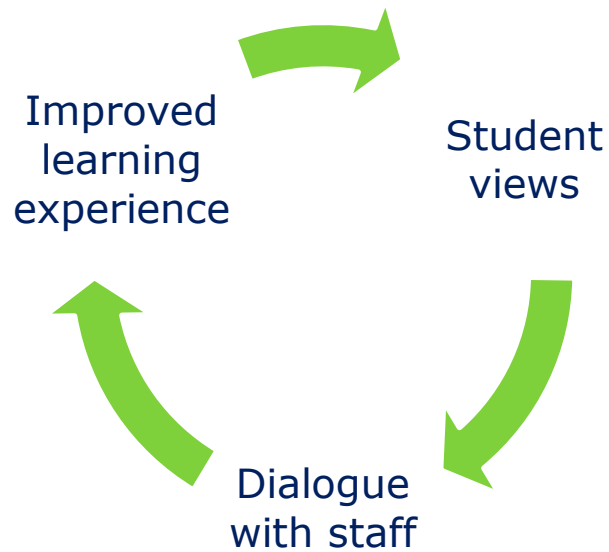
Responding
to diversity



**Students
as
partners**

Developing Student Expertise

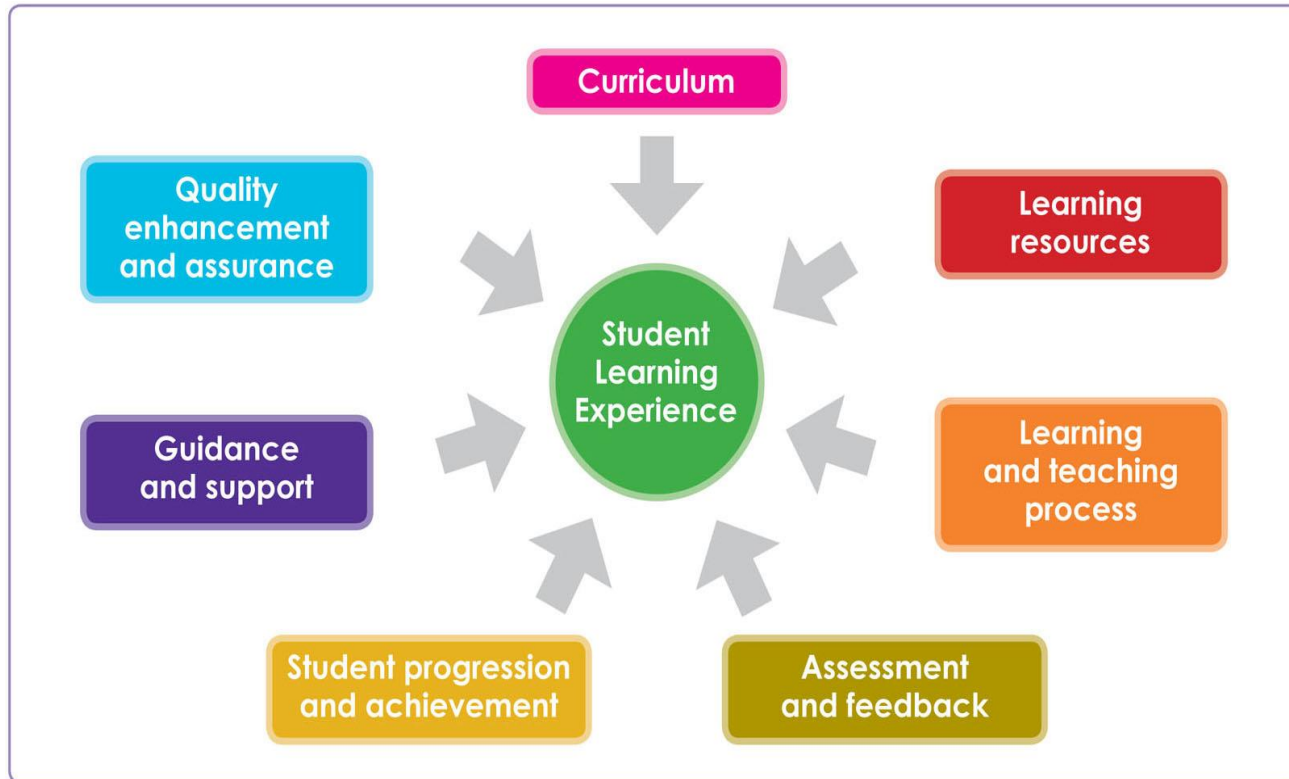
Why is representation important?



**YOU ARE
THE
EXPERT!**

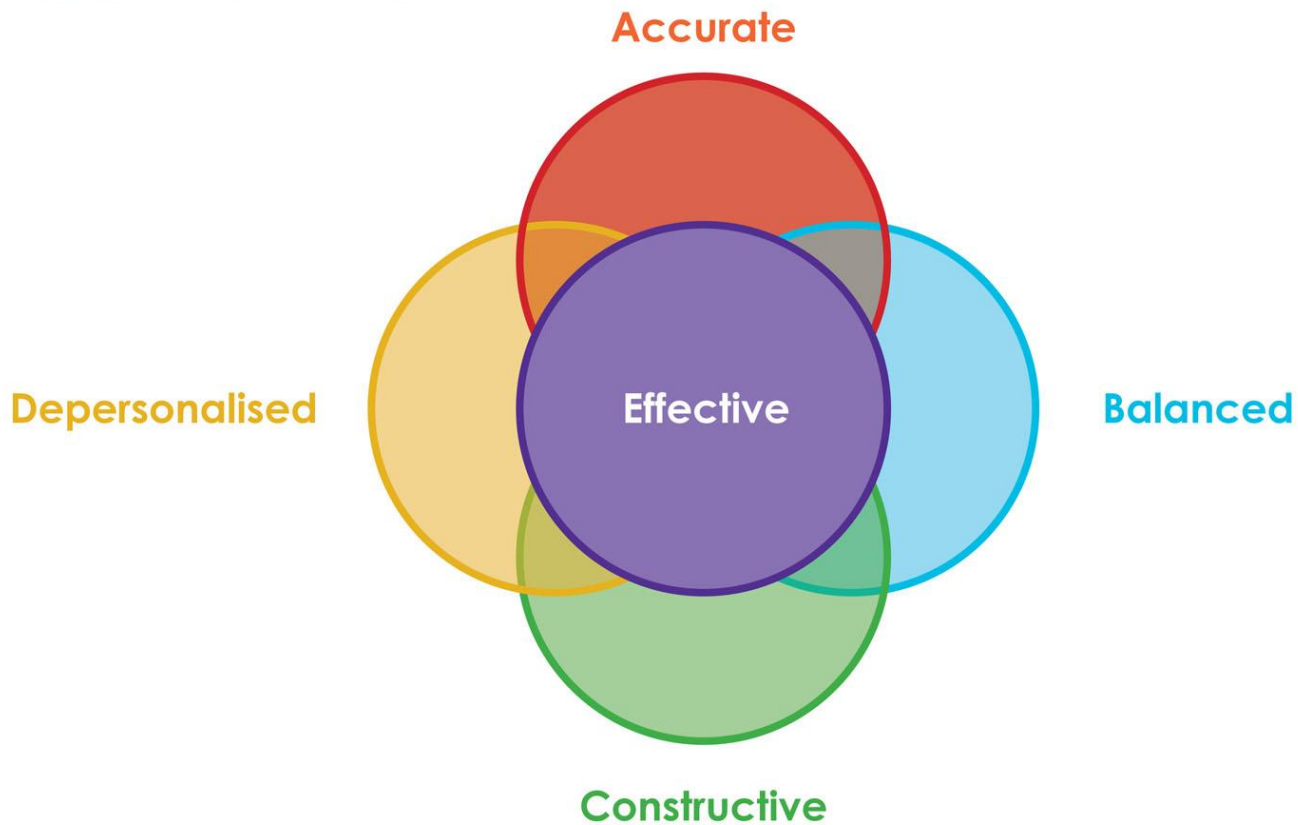


The Student Learning Experience – students as experts



The A,B,C,D of Effective Feedback

The A,B,C,D of effective feedback

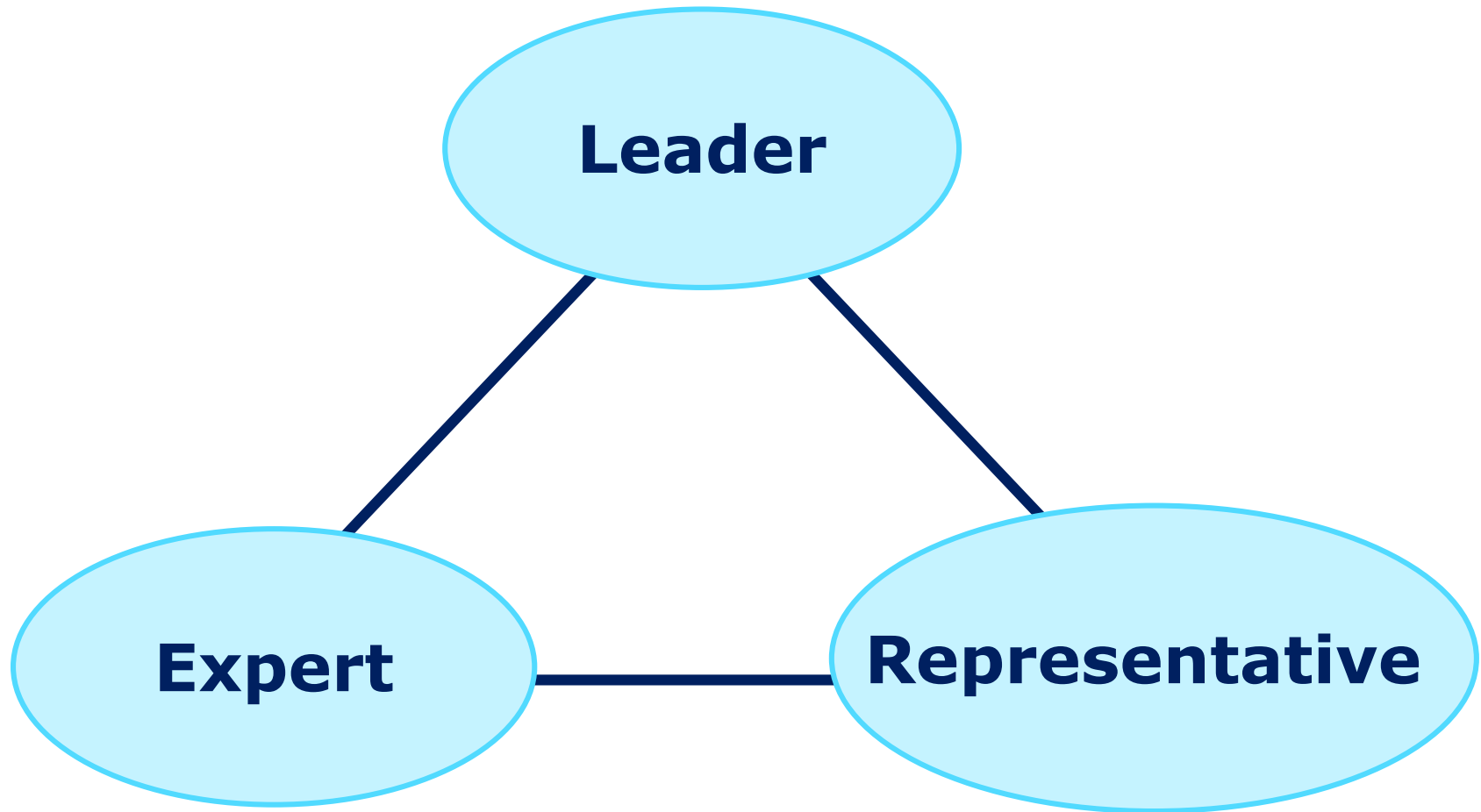


Consider the following statements

- 'Students are experts in their own learning'
- 'Students only know what they want, not what they need'



The role of a student leader



Making Change happen



Consider the following words – what do you understand by these terms in relation to how students might bring about change? What are the pros and cons of each approach

- Customer
- Volunteer
- Campaigner
- Lobbyist
- Partner/Collaborator



....and Institutional Consultancy



- Developing Representative systems
- Supporting quality Processes
- Learning from review
- Addressing institutional challenges
- Staff training and development



Where are we now



3. Working with the institution in shaping the direction of learning

- Being able to comment on their learning experience either individually or as a group.
- Ensuring students know what actions, if any, have been taken as a result of their feedback.
- Working in partnership to develop solutions, implement actions and explore/identify future developments.

Example activities and developments include:

- Involving students in the design, collection and analysis of student surveys etc.
- Student-focused learning and teaching conferences and events.
- Student-staff project teams working on specific projects, (e.g. curriculum review, improving feedback etc.).
- Tutor-led activities designed to get feedback and facilitate discussions on improvements in the classroom.

4. Formal mechanisms for quality and governance

- Engagement with rep structures and processes operated primarily by the Students' Association.
- Reps providing an independent voice to work in partnership to enhance the student experience at a strategic level.
- Representing individual or groups in an effective manner providing an informed opinion to work towards compromise with the institution.

Example activities and developments include:

- Systems, processes and events to ensure a link with students and student views emerging from other areas of student engagement, (e.g. faculty-level reps, student conferences).
- Formal representation on institutional committees, and involvement in quality assurance and enhancement processes.
- Informal liaison with senior management, strategy away days, regular Principal liaison groups etc.
- Institutional support for students' association development and activities - joint strategy development groups/events, funding for projects and staff support.

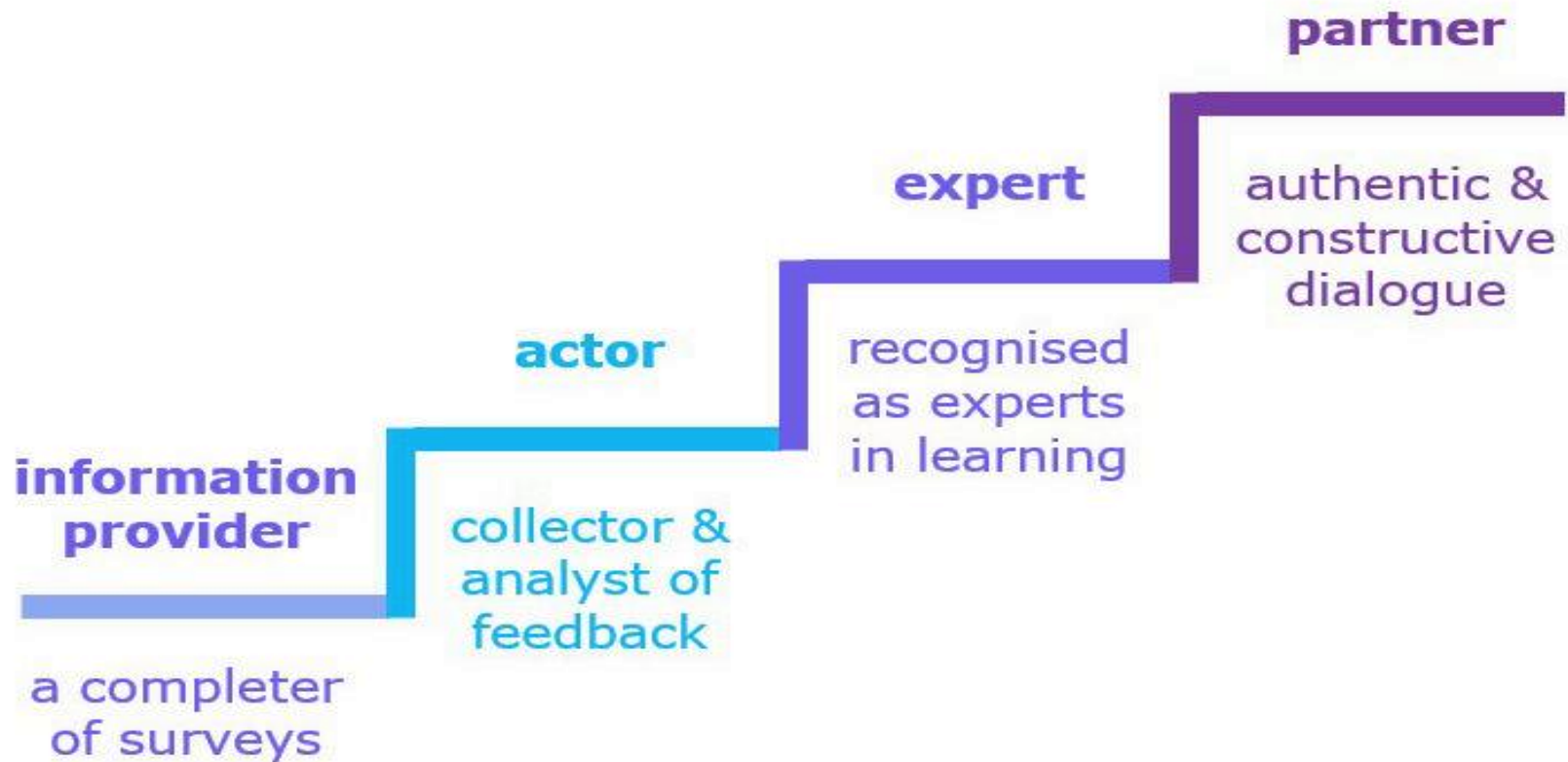
5. Influencing the student experience at national level

- How students shape education policy at a national level.
- Working with others to contribute the success of the sector as a whole.
- Recognising the contributions of action at a local level can make to wider efforts.

Example activities and developments include:

- Developing and supporting opportunities for students to influence the work of sector agencies and their initiatives.
- Involvement with NUS and their activities.
- Student involvement in and learning from external review processes.
- Influencing government strategy on education.
- Helping student leaders inform national policy developments based on student opinion within their own institutions.

More than Feedback



Where are we now?

- Thinking about the types of activities you have heard about that effective student engagement involves - think about student engagement in Lebanon
- Use the dialogue sheet provided to record your conversation
- Activities can take place at different levels - are you working in partnership with your student body?



Agreeing principles and Values

A Student Engagement Framework for Scotland

There are six features of effective student engagement:

1. A culture of engagement.
2. Students as partners.
3. Responding to diversity.
4. Valuing the student contribution.
5. Focus on enhancement and change.
6. Appropriate resources and support.

1. A culture of engagement.

- Students currently play a central role in our national quality arrangements.
- Key messages need to come from Senior Staff and be reinforced by actions and behaviours.
- In developing a culture it is important to define approaches and priorities in a clear and accessible manner.

Features of a good culture might include:

- Student membership at all levels of decision making committees and processes.
- The recognition that staff and students have much to learn from each other.
- Strong leadership on the student engagement culture and ethos.

2. Students as partners.

- Partnership is a widely accepted concept in Scotland and is a feature of our quality arrangements.
- It is important to recognise the issues relating to perceptions around position, power and influence.
- Representatives are important in supporting the individual student to feel part of the partnership.

Partnership can be developed in many ways:

- In the development of individual students as active participators in their learning.
- Between the institution, its students' association and the student body.
- At the level and type of discussion between students, their representatives and the institution.

3. Responding to diversity.

- Mechanisms for engagement should recognise the diverse nature of institutions as well as their student body.
- These mechanisms should enable those who wish to engage, regardless of their background.
- We need to pay attention to protected characteristics, mode and level of study and socio-economic background.

Issues to consider include:

- Institutions may need to adapt their approach to learning and teaching to meet the needs of a diverse population.
- The level of engagement; systems need to recognise that some students will choose to limit their engagement to a level appropriate for them.
- Methods of engaging particular groups of students need to feed into representative structures. Support from the institution needs to be given to realise this.

4. Valuing the student contribution.

- In recognising the progress that has been made in student engagement it is important to acknowledge the efforts of students themselves.
- A course rep will commit around 40 hours volunteering a year to do their job well.
- At a more senior level the complexity of their role and the expectation of working at a similar level of those who are paid should be recognised.

In valuing the student contribution it is important to:

- Ensure students are supported in their efforts and do not have unrealistic demand made of them.
- Make clear the difference their contributions have made.
- Value the expertise they bring without expecting them to have the same expertise as others.

5. Focus on enhancement and change.

- Student engagement should enable enhancement and change – in the students themselves, in the student experience, in the institution and in the sector as a whole.
- In monitoring the effectiveness of student engagement it is important to look at the outcomes in terms of the difference activities have made to the student experience.

6. Appropriate resources and support.

- The world leading work in student engagement has been underpinned by the SFC funding sparqs and at an institutional level.
- Dedicated staff support can address issues of continuity and sustainability as well as providing the necessary skills and expertise.
- It is difficult for part time volunteer students to fulfil their role in comparison to a sabbatical student officer.

Resource issues to consider include:

- Representatives having the ability to do their job – for instance through their ability to communicate with those they represent.
- Student members of committees being supported in their role at meetings.
- A joined up and centrally resourced co-ordination of representative support.

Agreeing Principles and Values



Your group has been provided with a set of cards each containing a word or phrase related to student engagement

- Use the cards to prompt some discussion about what is important to consider in developing student engagement in Lebanon
- In your group pick the top 5 cards that you feel are important to Student Engagement in Lebanon



Next Steps

Some examples of strategic change



- **sparqs** – dedicated agency, funding, joint project with sector agencies and universities, underpinned by Quality Enhancement Framework and Student Engagement Framework
- **rUK** – in quality regulations - UK quality Code chapter B5



- **NStEP(Ireland)** – brought agencies together, pilot project – training(for students) and institutional support, growth in demand – central funding
- **Australia** – research project, development project – Principles of Partnership, pilot project – institutional funding
- **Institutional(Belgium)** – funding made available by institution - consultancy/training, attending sparqs events
- **Albania** – TAM following up with funding bid to Erasmus

What next – some questions



- What mechanisms exist to support development at a national level – how to bring students and staff together to create joint ownership?
- Are there policy/regulatory areas to develop – Quality, Legislation?
- Code/Principles?
- Practical Support – pilot projects – interested institutions/national programme?
- Funding?



- Hania – these are some of the things I’m not thinking of including – more explanation about partnership etc. but I keep them here just in case we need to draw on them– which I think

Scottish Student Engagement Framework

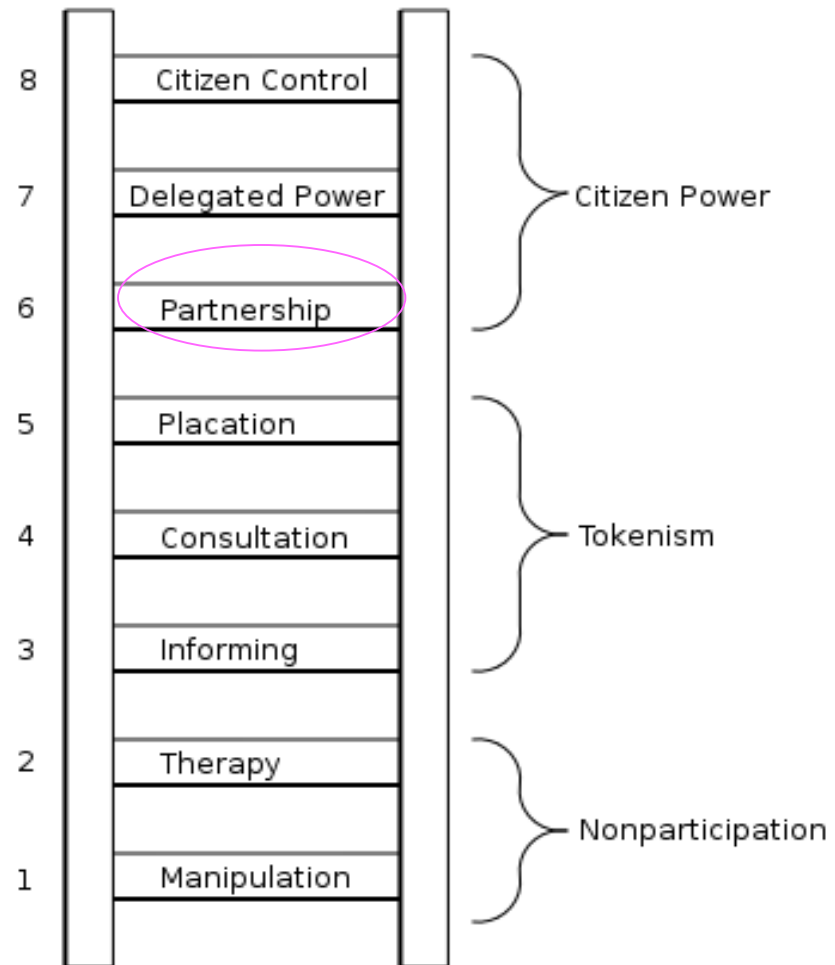


Partnership is a key concept – students have a role in shaping their experience which when fully realised goes beyond feedback, problem solving and membership of committees, to opportunities for real enhancement.

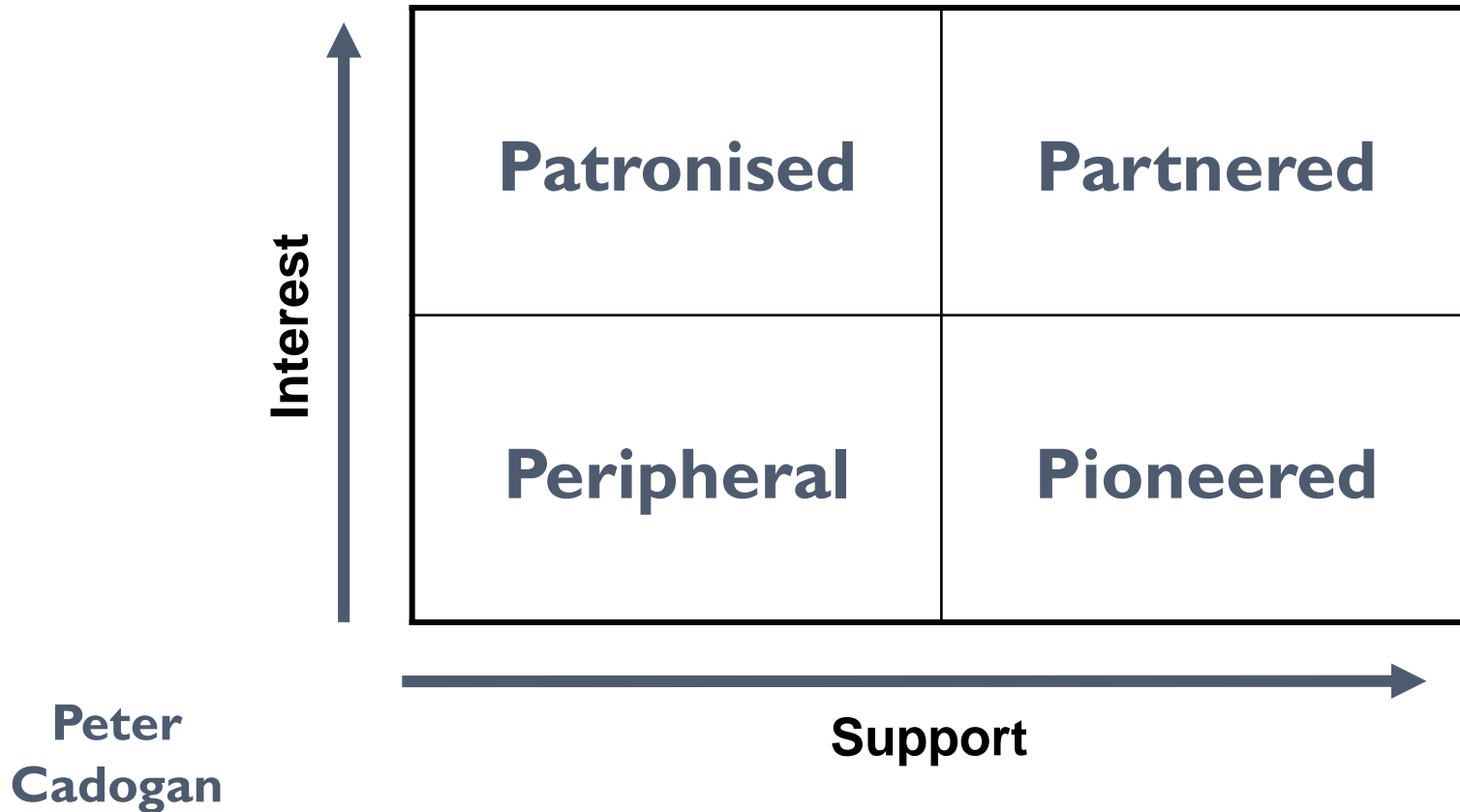


A Ladder of Citizen Participation

- Sherry R Arnstein



Cadogan Matrix of Institutional / Student Union Relationships



Students as Partners



- Recognise issues relating to position, power and influence
- Different but equally valuable contribution of students as experts
- The role of an autonomous student organisation as a key partner—the ability to deliver a considered student view point based on hard evidence, democratic processes and due attention to meeting the needs of all students

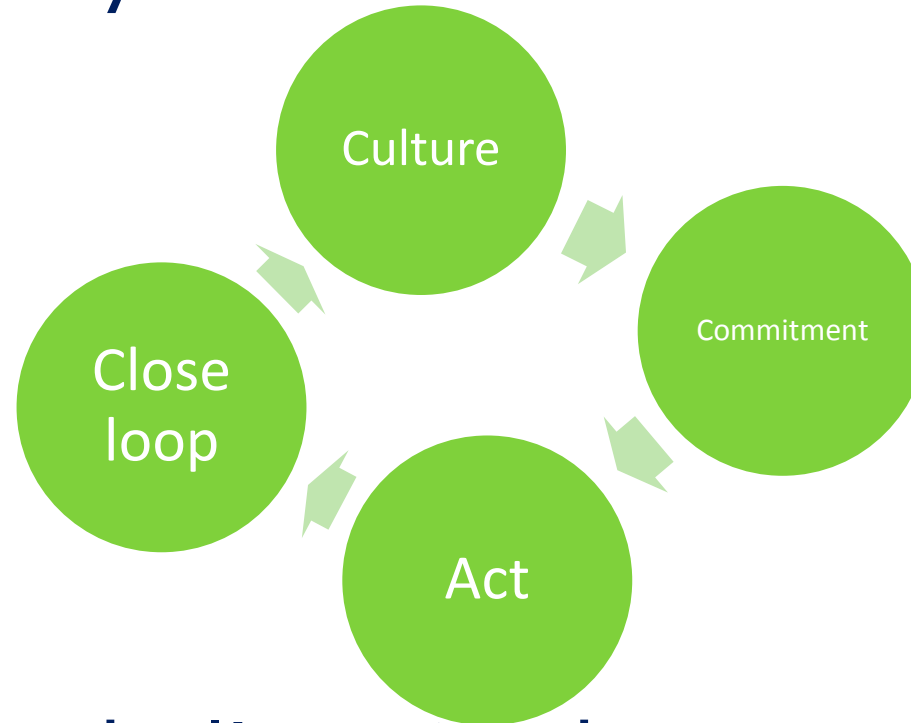


But what about student
apathy/unrest?



Starting Points

- Believe in your students



- Show you believe in them