

# Student engagement in the Enhancement Themes

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# The plan...

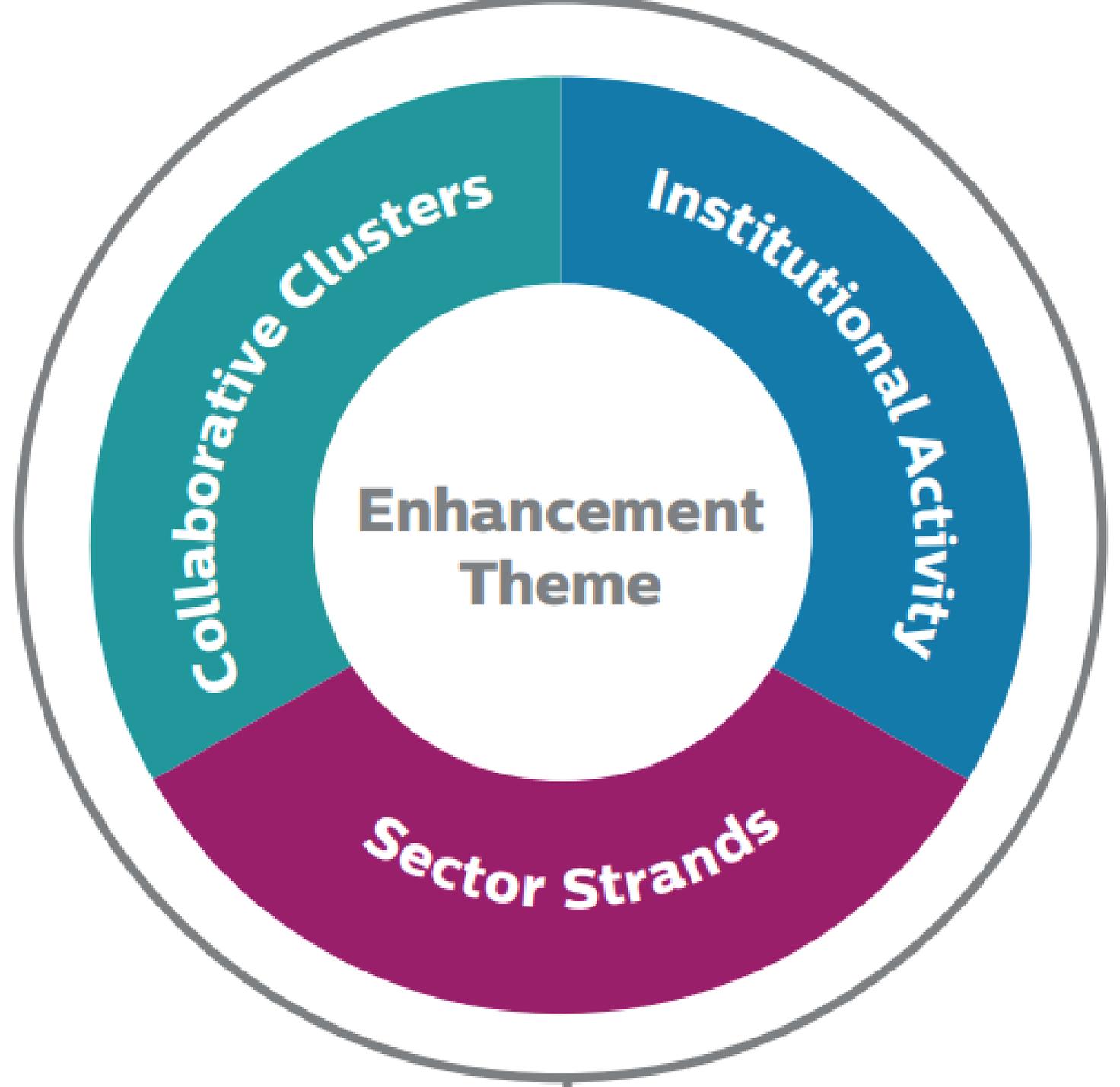
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1. Student engagement across the Enhancement Theme
2. The student-led project
3. Year 1: Responding to student voice
4. Year 2: Students using evidence
5. The future!



# Student engagement across the Theme

- **Student-led projects**
- **TLG and SHEEC membership**
- **Key element in Collaborative Clusters** (e.g. student interns working on Learning Analytics across the sector)
- **Members of all institutional teams**
- **Leading institutional projects** (e.g. SRUC Students' Association 'speak week' initiative)



# Student-led projects

- Partnership approach
- Student-led – what does that mean?
- Aim to support the development of new and/or enhanced policy, practice, resources, and networks around issues students identify as pressing or important.
- Students and staff from across the sector work together, coordinated by QAA Scotland, with significant input from sparqs.



ENHANCEMENT  
THEME

STUDENT-LED  
PROJECT

2019-20

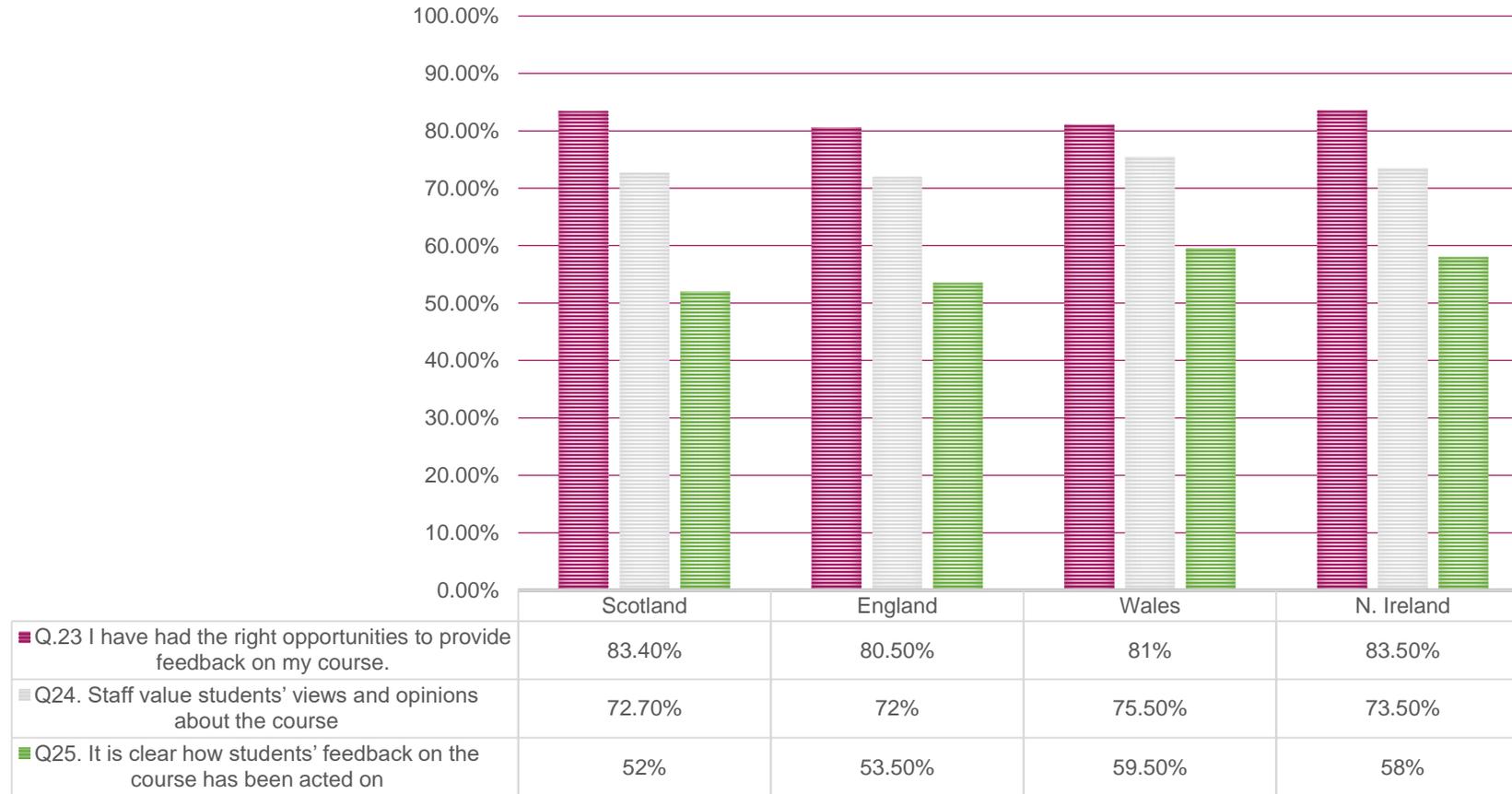
# Responding to Student Voice



Student opinion is an **increasingly important arbiter of teaching quality** in higher education environments, **gradually being institutionalised** as a valid comparative performance measure on such things as the quality of teachers and teaching, programmes and assessment, and levels of institutional support.

Darwin (2016: vii)

## UK NATION AVERAGES FOR 'STUDENT VOICE' QUESTIONS (NSS 2017)



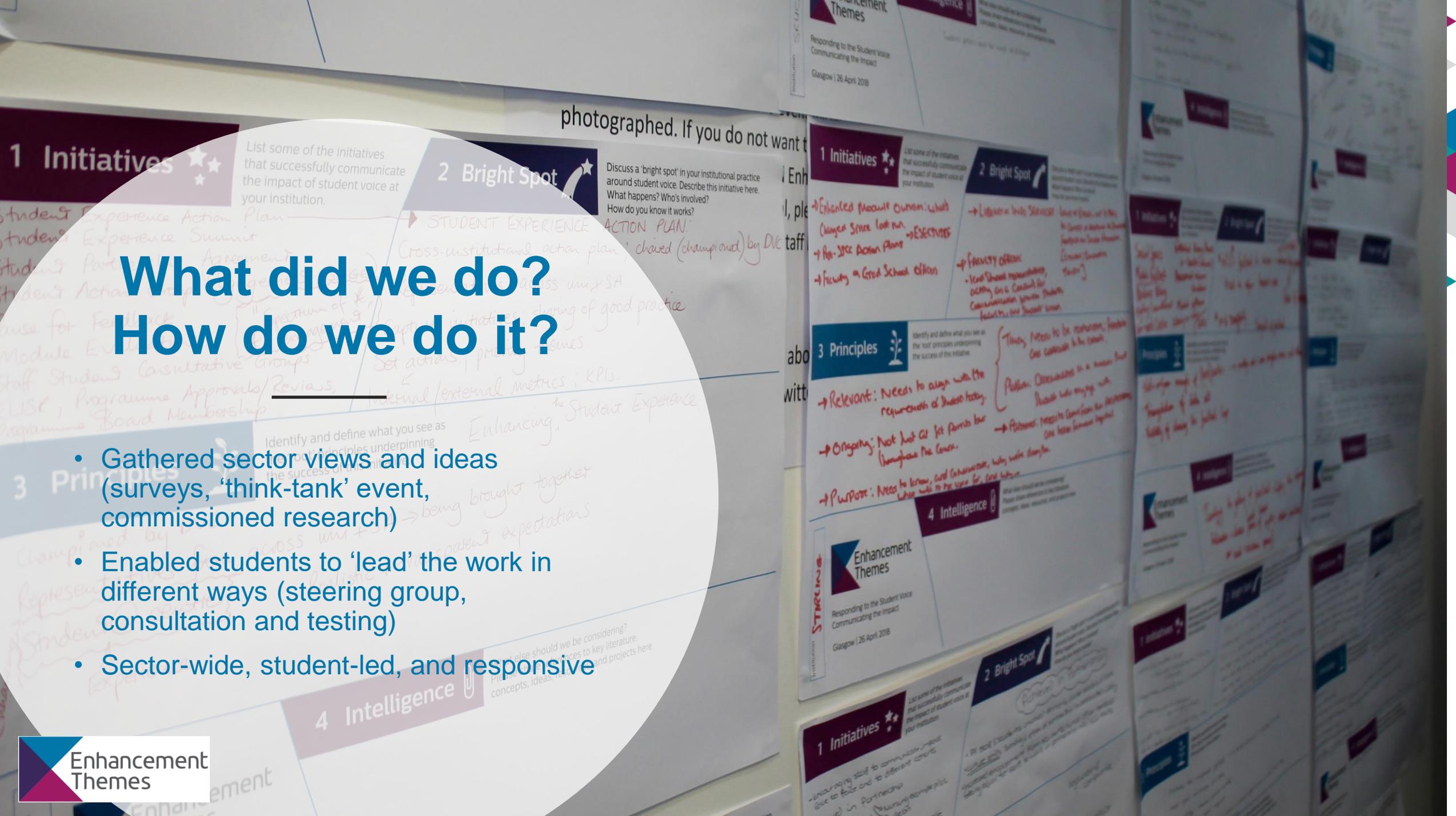


Previous studies have shown that **if universities do not systematically close the loop on student feedback then there are manifold risks** including declining response rates, poor student engagement in feedback process, and **lack of trust between universities, students, and academics** on improvements as a result of their voice.

Shah *et al* (2017: 119)

# What did we do? How do we do it?

- Gathered sector views and ideas (surveys, 'think-tank' event, commissioned research)
- Enabled students to 'lead' the work in different ways (steering group, consultation and testing)
- Sector-wide, student-led, and responsive



# RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE

In responding to student feedback, **institutions** and **students' associations** should...



WORK IN  
PARTNERSHIP



UTILISE  
REPRESENTATIVE  
SYSTEMS



ENCOURAGE  
DIALOGUE



BE TIMELY



ENSURE  
TRANSPARENCY



EMBED ETHICS



SUPPORT  
ENHANCEMENT-LED  
APPROACHES



CELEBRATE  
ACHIEVEMENT



## **WORK IN PARTNERSHIP**

Empower staff and students to participate fully and meaningfully in student feedback cycles.



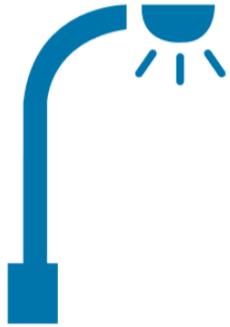
## **UTILISE REPRESENTATIVE SYSTEMS**

Continue to engage with and evolve student representative structures as a framework for meaningful discussions on student feedback



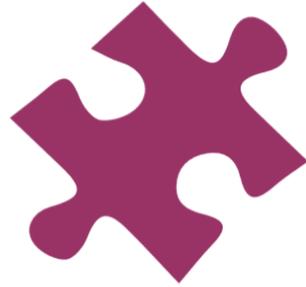
## **ENCOURAGE DIALOGUE**

Encourage respectful and open-ended dialogue between staff and students to ensure feedback cycles are dynamic and inclusive.



## **ENSURE TRANSPARENCY**

Provide accessible and clear explanations of feedback processes and information about who is responsible for these processes.



## **EMBED ETHICS**

Adhere to all relevant ethics standards and procedures when processing student feedback and communicating outcomes realised through this activity.



## **BE TIMELY**

Process feedback efficiently and share outcomes emerging from this activity at a time which will benefit students.



## SUPPORT ENHANCEMENT-LED APPROACHES

Approaches to responding to student feedback should be regularly evaluated and reviewed with a view to supporting continuous improvement.



## CELEBRATE ACHIEVEMENT

Ensure achievements emerging from actions taken as a result of student feedback are shared and celebrated.

### Responding to Student Voice: Principles of Practice

Responding to student voice involves paying attention to how student feedback is processed and how the impact of this activity is communicated back to students. These principles of practice were designed by staff and students working in partnership to help you improve the policies, processes, and practices that shape how you respond to student feedback.



#### WORK IN PARTNERSHIP

Empower staff and students to participate fully and meaningfully in student feedback cycles.



#### UTILISE REPRESENTATIVE SYSTEMS

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#### ENCOURAGE DIALOGUE

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## RESPONDING TO STUDENT VOICE



### ENCOURAGE DIALOGUE

Encourage respectful and open-ended dialogue between staff and students to ensure feedback cycles are dynamic and inclusive.



#### Something to think about...

Q: Which of your current policies and practices encourage open-ended dialogue?

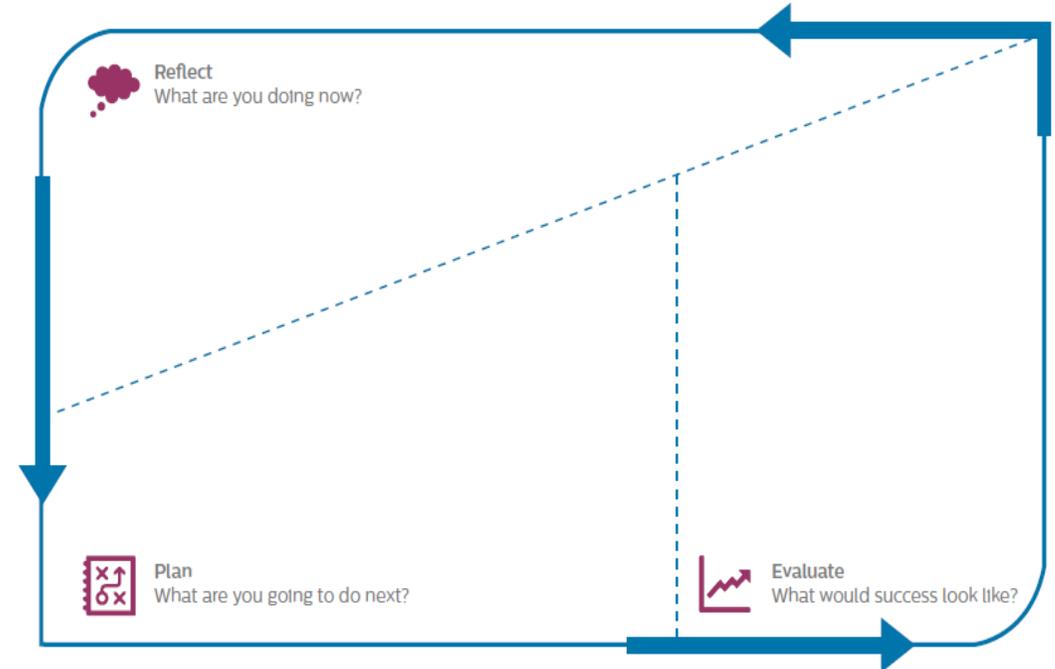
Q: Do you think that students feel their feedback is part of an ongoing conversation?

Q: When communicating the impact of changes made as a result of feedback, do you encourage further engagement from students?

## PRINCIPLE: ENCOURAGE DIALOGUE



**ACTION:** Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.



# RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE



**ACTION:** Using the table below and the notes you have made on the back of each principle card, you could produce a summary of proposed actions, interventions and enhancements.

Principle	Summary of actions/next steps			Review point(s)	Owner(s)
	Objective	Activities/Outputs	Success/Impact Indicators		
Work in partnership					
Utilise representative systems					
Encourage dialogue					
Be timely					
Ensure transparency					
Embed ethics					
Support enhancement-led approaches					
Celebrate achievement					

# WHEN CAN I USE THE CARDS?



The principle cards can be used by individuals or groups in formal and informal contexts. Ultimately, the cards should be used in an active way rather than simply consulted as a check-list. You should write on them, annotate them, use them as a stimulus for discussion, and as mechanism for planning changes.

Here are some suggested uses, offered by students involved in the project which delivered these cards:



To audit Institutional or Students' Association policies



To gauge consistency and difference across Institution or Students' Association



As a framework for establishing student views



In staff development sessions



During programme or module review exercises



To identify, evaluate, and share effective practice



In workshops with students and/or staff



In staff and student representative inductions

Using the notes on the back of each principle card, the A3 planning grid sheet included in the pack can be used to plot activities and interventions across the principles.

# Questions for discussion...

- **Have you seen these resources before?** [shout-out or yes/no in chat box...]
- **When could you use them? What would you do? Who would be involved?** [Padlet – Column 1 – start response with Q1]
- **What else would you need to make these useful?** [Padlet – Column 1 – start response with Q2]



ENHANCEMENT  
THEME  
STUDENT-LED  
PROJECT  
2018-19

# Students using evidence

# Students using evidence

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- **Culture is changing** - Evidence and data will play a key role in work of students working with institutions and students associations
- **Students need to be** (and be seen to be) **agents...** and not only subjects. How do we move beyond voice to agency.
- What data and evidence do student have access to?
- What kinds of support is required?
- What could institutions gain from student engagement with evidence and data?

# Talking points!

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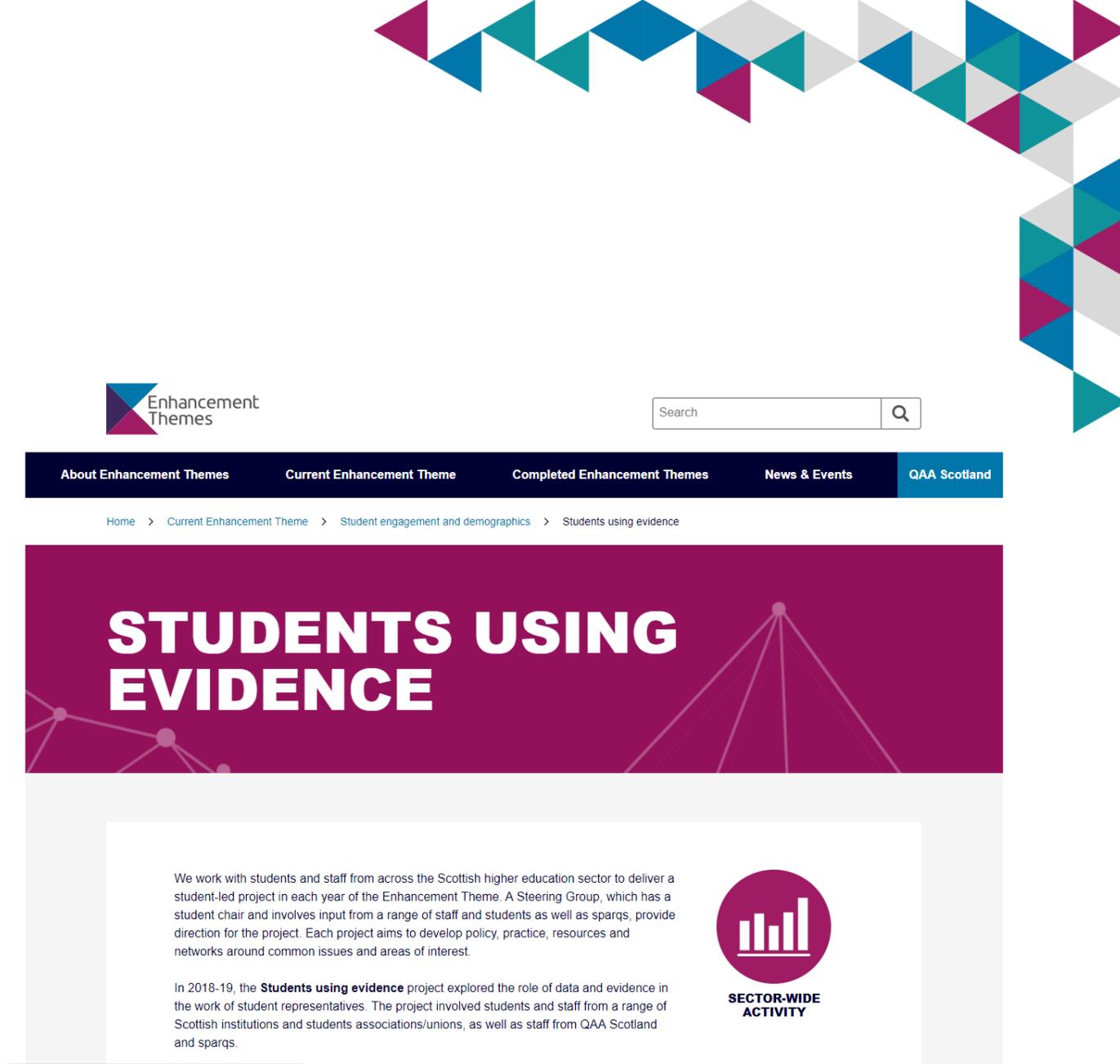
- What data and evidence are student representatives using in their work at your institutions and/or students' association/union?
- Do students have access to all of the data and evidence they might find useful?
- What support and development opportunities are they offered to help them use data and evidence effectively?



# What we are doing...

- Sharing practice event
- Examples of practice
- Webinar – 18 June (sign up now!)
- Guide to Data Landscape
- Guide to Using Evidence
- Curated links

Visit website and get in touch!



The screenshot shows the website interface for 'Enhancement Themes'. At the top right, there is a decorative graphic of colorful triangles. The website header includes the 'Enhancement Themes' logo, a search bar, and a navigation menu with items: 'About Enhancement Themes', 'Current Enhancement Theme', 'Completed Enhancement Themes', 'News & Events', and 'QAA Scotland'. Below the navigation is a breadcrumb trail: 'Home > Current Enhancement Theme > Student engagement and demographics > Students using evidence'. The main content area features a large purple banner with the title 'STUDENTS USING EVIDENCE' and a network diagram. Below the banner, there is a text block describing the project's goal: 'We work with students and staff from across the Scottish higher education sector to deliver a student-led project in each year of the Enhancement Theme. A Steering Group, which has a student chair and involves input from a range of staff and students as well as sparqs, provide direction for the project. Each project aims to develop policy, practice, resources and networks around common issues and areas of interest.' To the right of this text is a circular icon containing a bar chart, labeled 'SECTOR-WIDE ACTIVITY'. A second text block below the first states: 'In 2018-19, the **Students using evidence** project explored the role of data and evidence in the work of student representatives. The project involved students and staff from a range of Scottish institutions and students associations/unions, as well as staff from QAA Scotland and sparqs.'

## What does a year in evidence and data look like at your students' association/union?



What are the top three 'encounters' with evidence or data? [Padlet – Column 2 – start response with Q1]



What actions do you take as a result of these 'encounters'? [Padlet – Column 2 – start response with Q2]



How do you engage students, association/union staff, and institutional staff in this work? [Padlet – Column 2 – start response with Q1]



# Get involved!

## You could...

- **Share an example of practice (online form, or simple word doc/email, in conversation with me)**
- **Help shape 'guide to data landscape' resources**
- **Get involved yourself or encourage other officers and staff to be part of the steering group next year**

Please do get in touch with us:  
[w.hasty@qaa.ac.uk](mailto:w.hasty@qaa.ac.uk)



## STUDENTS AND THE DATA LANDSCAPE

### An Enhancement Themes Student-led project

The purpose of this form is to aid the Enhancement Themes Student-led project steering group in gathering examples of practice around how students, students' representatives and the staff who support both are using data and evidence in their projects, initiatives, interventions and services.

Participants are asked to provide details of a project or practice where data or evidence is used by students, student representatives, and students' associations/unions to improve the student experience of higher education. We are looking for examples of practice involving all kinds of data and evidence, not just numbers!

When you submit an example of practice with the sector, You are welcome to submit multiple examples of practice if you wish to do so!

1. Please provide your name, students' association/union or institution, and role \*

2. Title of your example of practice  
 (tip: be descriptive: 15 words max) \*

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# The Student-led Project... what next?

- **How do we get students and students' association/union staff involved? All help welcome!** [Padlet – Column 3 – start response with Q1]
- **What should we be doing? What matters most to students at the moment? What matters to association/union staff?** [Padlet – Column 3 – start with Q2]

