sparqs Conference 2017: Workshop and Presentation Outlines

This document outlines the workshops and presentations running across 3 sessions during the conference. Some of the sessions comprise of 2 or 3 presentations which complement one another. Please note that one of the presentation sessions is being run twice (session 1.3 and 2.6).

Session 1

Session 1.1: Workshop – Student Engagement in Gender Action Plans	
Facilitated by: Lindsay Isaacs (Development Consultant, sparqs) and Jenny Lees (Engagement and Delivery Consultant, NUS Scotland)	This joint workshop from sparqs and NUS Scotland focuses on how you can ensure meaningful, sustainable student engagement in the design and delivery of your institution's Gender Action Plan (GAP). The Scottish Funding Council (SFC)'s Gender Action Plan report, published in August 2016, sets out ambitious targets for tackling the long-standing problem of gender imbalance within colleges and universities. Each institution is required to publish its own plan detailing actions for meeting these targets, with the first round of GAPs expected in July 2017. Aimed at delegates from students' associations, college and university staff who support the students' association and those with quality and student engagement roles, the workshop will: • Provide delegates with a high-level overview of SFC's GAP. • Review why there is a need for focused efforts to address gender imbalance. • Examine the benefits and challenges of putting the student voice at the heart of this process. • Explore NUS Scotland's resource, published in December 2016, 'Student Engagement in Gender Action Plans' – a checklist packed with helpful advice, case studies and top tips.

Session 1.2: Workshop – A curriculum that works for all – student engagement in curriculum design to create inclusive learning experiences and meet societal, environmental and economic challenges	
Facilitated by: Fflur Elin (NUS Wales President) and Pamitta Mall (Sustainability Project Officer, NUS Scotland)	This workshop explores programmes that put students at the heart of curriculum design at a strategic and course level. Responsible Futures is an NUS sustainability programme that supports partnerships between students' unions and institutions to foster Education for Sustainable Development (ESD). By embedding social and environmental ethics into the formal and informal curriculum, students are equipped to tackle the challenges of the century ahead – rather than to repeat the mistakes of the one behind us. Those signed up to Responsible Futures are marked against an externally-assessed accreditation scheme. And, in the spirit of putting students at the centre of their learning, and to develop their skills and experience, students work as auditors to determine their institution's progress on ESD. With support from NUS Wales, the University of Bangor is implementing a programme to take forward the principles contained in the Liberating My Degree Campaign. Students are shaping the future direction of education with a Student Led Teaching and Learning Strategy (SLTLS) and training is being offered to course reps on inclusive curriculum issues before supporting them to undertake curriculum audits. After introducing participants to these programmes this workshop will explore ways in which students are equipped to critically analyse their education and drive enhancement. There will be opportunities to explore tools from the programmes as well as NUS Scotland's Liberation and Learning campaign pack.

Session 1.3: Presentation –International perspectives on student engagement in quality assurance and university decision-making

(a) Creating a National Framework for student partnership in university decision-making and governance: the Australian Learning and Teaching National Senior Teaching Fellowship

Presented by: Professor Sally Varnham (University of Technology Sydney, Australia)

International research has shown how student partnership through engagement is now firmly embedded in higher education sectors elsewhere and evidence shows clear benefits for universities and their students. It is recognised as both enhancing the quality of teaching and learning in universities and the educational experience of students, and facilitating their personal development in terms of leadership and citizenship. The Fellowship to be undertaken in 2017 builds on the momentum developed in the OLT Strategic Commissioned Priority Project: '*Student Engagement in university decision making and governance"* (2014-2016). The project involved comparative international research, a national survey of student engagement in university decision-making within Australia, and development of a number of case studies of partnership processes which have been initiated in Australian universities. The Fellowship will aim to produce a framework for student partnership in university decision-making and governance. It will take an inclusive and collaborative approach, so that all stakeholders including student leaders, senior management and policy makers, student engagement staff and senior academics will have opportunities to contribute to a consideration of student partnership. This presentation begins by outlining the project findings and focuses on how these, together with the Scottish experience, may form the basis of the national collaboration.

(b) Student engagement in quality assurance: the peculiar form of student faculty development in Japan

Presented by: Associate Professor Masahiro Tanaka (University of Tsukuba, Japan)

NB: these presentations are running again in Session 2 (option 2.6)

The term 'student engagement in quality assurance' is not widely known in Japan because the traditional role in managing quality assurance at the university level has always been the university's responsibility, specifically the teaching staff, and not the students. Nevertheless, many universities have been administering teaching evaluation questionnaires and student surveys aiming to obtain students' views on improving their educational provision. In other words, students are, in fact, (directly or indirectly) contributing to the preservation and enhancement of the education quality in the university. It appears that student engagement in quality assurance in Japan has developed in a unique manner; while the US/Australian model and the European model have been absorbed, a peculiar form of student Faculty Development (FD) has become widespread in Japan. We have adopted the three-level framework by Healey et al. (2010) and will describe the historical development of each stage. Drawing from findings from this analysis, the paper examines the current situation and challenges of student engagement in education quality assurance in Japan. The main purpose of this presentation is to describe the reasons why Japanese students are normally not given the autonomy and authority to realise their reform agenda by themselves.

Session 1.4: Presentation – The pupil voice – setting the groundwork for sustainable student engagement?

Presented by: Morven Stewart (Development Consultant, sparqs), Lynn Cathro (Depute Rector, Braeview Academy, Dundee) and pupils from the school: Alyssia Smith, Robbie Berry, Morgan Watt and Sophie Dolan

sparqs began working with Braeview Academy in Dundee after a series of sparqs/HEA (Higher Education Academy) events across Scotland which brought together pupils, schools, colleges and universities to look at impressions of, and barriers to, the transition from school/college to university. Developing the pupil voice falls under the four capacities of the Curriculum for Excellence, helping young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Specifically, it looks at developing the attributes and capacities of making reasoned evaluations, secure values and beliefs, developing and communicating beliefs and a commitment to participate responsibly in the life of the school. In discussions with a range of people, sparqs established a training programme for the members of the school pupil council to develop their skills and abilities to build partnerships with staff and contribute more effectively to the enhancement of their learning experience. We have also begun work with colleges on supporting the representation of school pupils who are attending parts of their programme in college. This presentation will outline the progress we have made so far and the opportunities and challenges which lie ahead.

Session 1.5: Presentation - Hearing the student voice in the quality enhancement of learning and teaching

(a) Process makes Perfect: How developing structures and processes has increased our capacity to deliver, support and win for our members

Presented by: Conor Murray-Gauld (Edinburgh College Students' Association Engagement and Policy Co-ordinator)

Edinburgh College Students' Association (ECSA) has developed an integrated systems process to support its democratic and quality enhancement work, a framework in the form of a Learner Engagement Framework which has changed the culture within the college in how students and staff approach partnership, backed by a system that provides powerful analytical tools, and engagement methods with the student membership. This combined approach has given ECSA a unique opportunity to become a powerful partner with the college in shaping change and linking that change with the key aims of the college such as its transformation plan and outcome agreement. This has put us in an excellent position to become even further integrated into the work and processes inherent in the new Education Scotland Review Framework. In this presentation ECSA will make the case that this direction allows us to become more secure and embedded into college life, enabling us to continue to make change long term; that this is a good direction of travel for Students' Associations specifically in terms of partnership and improving the student experience.

(b) The Students' Association and Performance: Class Reps as Quality Partners

Presented by: Douglas Smith (Student Liaison Officer, City of Glasgow College Students' Association); and Jack McAllister and Elena Semple (Institutional Associate Trainers, City of Glasgow College)

This presentation will look at how City of Glasgow College Students' Association works closely with the college's Performance Department to ensure that an effective student voice feeds into quality enhancement of learning and teaching and the student experience. We'll speak about the use of data and the college's 'dashboard' system, as well as the theory and practicalities behind our 'Finger on the Pulse' system of gathering, analysing and acting upon Class Rep feedback.

Session 1.6: Presentation – Enhancing structures for effective representation and partnership

(a) Partnerships to enhance the student experience: Learning, Support and Community **Presented by:** Kirsty Campbell (Project and Quality Co-ordinator, Department for the Enhancement of Learning, Teaching and Access (DELTA)) and Kerry Harrison (President Education and Welfare, RGU Students' Union)	The Robert Gordon University (RGU) greatly values working in partnership with students. This partnership is built upon the formal mechanisms for student engagement; extending this in meaningful ways to achieve more for students, through development of enhancement solutions. This presentation will highlight three examples: • Learning – a School-specific approach which aims to engender sustainable cultural change. • Support – the Project Support Intern Scheme which enables students to work on specific initiatives. • Community – which facilitates creative thinking to enhance social and community atmospheres.
(b) Enhancing the student representative system **Presented by:** Matt Adie (Vice President Education) and Stef Black (Policy & Research Co-ordinator), University of Stirling Students' Union	Student engagement provides a crucial voice in ensuring a student focus in quality processes. However, there is a requirement for universities and Students' Associations/Unions alike to have appropriate structures in place to support this voice. Through adopting a partnership-based approach to reviewing and restructuring the training delivered to representatives, we've been able to create a system which seeks to embed the aspirations of the Scottish Student Engagement Framework at a modular level, whilst assuring equality of access for all and providing vital reward and recognition to reps for the work they undertake. Development of this system represents just one step on the long path to achieving a change in culture around student engagement across the institution. This presentation will look at the potential benefits and challenges to be realised by conducting an enhancement-focused review of representative systems, discussing how these can be tackled and individual thoughts and concerns about the future of student engagement within institutions.
(c) Practising is Progress – early steps in embedding students as partners in quality in an Irish Institute of Technology **Presented by:** Shane Falvey (Student Union President), Cork Institute of Technology Students' Union, Ireland	What does it take to achieve partnership? How do you nurture and develop a culture of staff and students jointly working together to agreed shared goals and values? Based in the south of Ireland, and newcomers to the concept of students as partners in quality, Cork Institute of Technology's Students' Union will present three case studies that will focus on the impact that the student body are having shaping decision-making at the college and the student learning experience. In this presentation you will learn about how we got started creating structures that value and build opportunities for students to be viewed as experts of their own experiences. Hear examples of positive changes that occurred as a result of the partnership model and more importantly, the impact these changes have had on how the college works with students.

Session 2

Session 2.1: Workshop – Maximising the student voice in institutional reviews	
Facilitated by: Libby Curtis (Associate Head of School, The Robert Gordon University, Gray's School of Art); and Stef Black (Policy and Research Co-ordinator) and Matt Adie (Vice President Education), University of Stirling Students' Union	There is currently considerable focus on Institution-led Review (ILR) across universities with a number of national initiatives taking place, including a Quality Assurance Agency (QAA) "Focus on". The Focus On topics are drawn directly from the outcomes of Enhancement-led Institutional Review (ELIR) to support the enhancement of policy and practice in the sector and provide a link between the outcomes of ELIR and the enhancement of practice. This workshop explores how two institutions have gone about enhancing effective student involvement in the ILR process, identifying aspects of successful practice and the challenges for partnership engagement in institutional quality procedures.
Session 2.2: Workshop – How good is our college? - supporting student engagement with college self-evaluation	
Facilitated by: Hannah Clarke (Development Consultant, sparqs) and Scott Anderson (HMI, Education Scotland)	How good is our college? is the new the Education Scotland Quality Framework published in December 2016. Active student engagement in college self-evaluation is a key part of the new arrangements and the framework is designed to support colleges in engaging learners, staff, and college partners in working together to continuously improve and enhance the student experience. In this workshop, Education Scotland and sparqs will explore ways in which learners, learner representatives and students' associations can be involved in shaping all stages of the review and the information generated as part of the self-evaluation process.

Session 2.3: Presentation – Co-creation in the curriculum – research and initiatives from the Scottish sector

(a) Co-creation of research on co-creation of the curriculum

Presented by: Tanya Lubicz-Nawrocka (PhD student); and Alexandra McGregor and Hermina Simoni (student consultants), The University of Edinburgh

This research focuses on understanding student perspectives of effective co-creation of the curriculum; the project was led by a PhD researcher but, following the theme of the topic at hand, involved student consultants who co-created this research and its findings. Co-creation of the curriculum is an innovative process of student engagement in which students and staff members become partners who each have a voice and a stake in curriculum development. Although few academics and students currently participate in co-creation of the curriculum in practice, the researcher identified rare instances of co-creation of the curriculum in Scotland and subsequently interviewed ten students who participated in these innovative projects. The researcher analysed their perspectives of what is needed to foster effective co-creation of the curriculum in higher education. Subsequently, focus groups were conducted with students who had not been involved in co-creation of the curriculum; the researcher and student consultants analysed the data to learn about their perspectives on this new form of student engagement. This paper will present findings of student perceptions of, and reactions to, co-creation of the curriculum, and students' views on the support needed to help them participate effectively in this co-creation partnership.

(b) Student-Led development of Organic Laboratory Films

Presented by: Dr Ciorsdaidh Watts, Dr Beth Paschke, Jacqueline Reilly, Kelly McComb, Louise McGrath and Blair Collins (University of Glasgow School of Chemistry)

As students we observed an increase in the complexity of techniques, and the degree of independent working required on transitioning from 2nd to 3rd Year in organic chemistry. Organic 3 labs introduced new, challenging procedures and staff demonstrators raised concerns that students were unprepared for experiments. Feedback from our peers confirmed that there was a need for new teaching resources and support in Organic 3 labs. We therefore began a project to co-create curriculum in collaboration with staff. This involved us designing, filming, and producing short pre-lab films demonstrating key techniques encountered in Organic 3 labs. We are clear that the project is an example of innovative use of technology in teaching, and co-creation of curriculum by students, for students. For these reasons, we hope to share our work with academics and students from other disciplines, to encourage development of similar resources beyond the School of Chemistry.

1. To highlight the positive impact student-led initiatives can have on student experience (both for students involved in the initiative and for the subsequent cohorts).
2. To illustrate the high quality of curriculum resources developed by students with guidance from staff. Students know what is lacking and are able to contribute to curriculum in an extremely valuable way.
3. Recount improved student feedback after new student-produced resources were introduced.
4. To describe how similar initiatives could be more widely utilised to improve student engagement and develop graduate attributes.

(c) Press-Start – a student-led games journal **Presented by:** Matthew Barr (Lecturer, University of Glasgow)	Press Start (http://press-start.gla.ac.uk) is a student-run, peer-reviewed journal that publishes student work relating to the study of video games. The journal was founded with the aim of providing students with opportunities to develop their writing skills by submitting or peer reviewing work, and to gain experience of working together to deliver a project with an international profile. The intention was also to provide students studying games with a venue for publishing high-quality work that might otherwise have gone unnoticed. This paper will demonstrate how the students involved in Press Start have risen to the challenge of delivering such an ambitious project. The presentation will describe the challenges associated with running an international student journal to: • Offer an account of how the students involved in Press Start have overcome these challenges. • Provide an overview of the management of Press Start, including the peer review process. • Explain the practical aspects of setting up an online student journal.
Session 2.4: Presentation - Apprentice Engagement - enhancing the Apprentice Learning Experience	
Presented by: Morven Stewart (Development Consultant, sparqs) *With contributions from:* Arran Cottam (Development Consultant (Apprentices), NUS) and Rob Henthorn (Vice President Education, NUS Scotland)	This presentation will explore the current work in engaging apprentices in college, university and the workplace. We will explore the new sparqs apprentice materials available to colleges, universities and employers and look at how these new resources can help institutions to engage apprentices at all levels of their apprenticeship. Our work with apprentices is split into two main categories - bringing through the apprentice voice at work, and the apprentice voice at college. Our work focuses on developing the capacity of colleges and college students' associations to work more closely with their apprentices, tailoring their representative structures or training their staff to deal better with their needs. With the apprentices themselves, we work to develop, through training, their capacity to feed back on issues related to enhancing their apprentice experience. Our project around bringing through the apprentice voice at work focuses on engaging employers in an apprentice development package. sparqs delivers a training package aimed at developing the apprentices' voice, and building structures to ensure that voice is heard by employers during their apprenticeship.

Session 2.5: Presentation – Responding to Diversity	
(a) Student led transition support for articulating students at Edinburgh Napier University **Presented by:** Peter Tormey (Articulation Support Advisor), Gary Donaldson (student of Marketing, Management with Consumer Studies) and Matt Muir (Computer Security and Forensics), Edinburgh Napier University	Longitudinal evaluation by the Edinburgh, Lothians, Fife and Borders Regional Articulation Hub suggests that transitional activities are still not meeting the needs of students articulating from college to university. Many articulating students, and students from a non-traditional university background, find the transition to university personally challenging, highlighting issues with identity and assimilation (Bourdieu and Wacquant, 1992; Christie, 2009). However, timely contact, transitional initiatives and tailored pre-entry interventions foster a more positive student experience (Fotheringham and Alder, 2012). We asked two groups of students from The Business School (TBS) and the School of Computing (SOC) respectively to develop, in partnership with academic/transitional support staff, contextualised materials for pre-transition and continuing support for articulating students. Bespoke student-led initiatives created include: • Social events. • A dedicated social media page to develop personal relationships before university. • A direct-entrant student union society. This presentation will focus on specific issues facing students articulating onto unique degree programmes from college, how collaboration between staff and students can work to alleviate transitional issues and share the student voice.
b) Reacting to Collaborative Student Engagement Initiatives – a report from the REACT (Realising Engagement through Active Culture Transformation) Project **Presented by:** Dr Stuart Sims (Lead Researcher), Chris Guggiari-Peel (Research & Development Officer), and Claire Alison (Steering Group Member), REACT	REACT is a HEFCE-funded project designed to investigate the impact of different forms of engagement on the student experience. A special focus is on so-called 'hard-to-reach' students, with the aim of embedding inclusive student engagement opportunities in the 16 participating universities. To participate in REACT, each institution was required to set out goals and targets they wished to achieve in collaboration with the core project team (London Metropolitan and the Universities of Exeter and Winchester) and through sharing practice with the additional participant institutions. The 'Collaborative Development Programme' has supported this aim through the organisation of events and consultancy days enabling institutional teams to adapt and develop plans and strategies and to evaluate their progress in terms of Student Engagement and reaching out to those who are less likely to engage. These findings have been benchmarked against student demographics to explore the groups of students involved in these activities. The presentation will: • Address issues around characterising so-called 'hard-to-reach' students in any institution. • Showcase an array of institutional initiatives around means for widening access to student engagement and the many ways in which this can be achieved. • Disseminate findings from the REACT Research Project looking at engaging the 'hard-to-reach' in Student Engagement activities.

Session 2.6: Presentation – International perspectives on student engagement in quality assurance and university decision-making

(a) Creating a National Framework for student partnership in university decision-making and governance: the Australian Learning and Teaching National Senior Teaching Fellowship **Presented by:** Professor Sally Varnham (University of Technology Sydney, Australia)	International research has shown how student partnership through engagement is now firmly embedded in higher education sectors elsewhere and evidence shows clear benefits for universities and their students. It is recognised as both enhancing the quality of teaching and learning in universities and the educational experience of students, and facilitating their personal development in terms of leadership and citizenship. The Fellowship to be undertaken in 2017 builds on the momentum developed in the OLT Strategic Commissioned Priority Project: '*Student Engagement in university decision making and governance"* (2014-2016). The project involved comparative international research, a national survey of student engagement in university decision-making within Australia, and development of a number of case studies of partnership processes which have been initiated in Australian universities. The Fellowship will aim to produce a framework for student partnership in university decision-making and governance. It will take an inclusive and collaborative approach, so that all stakeholders including student leaders, senior management and policy makers, student engagement staff and senior academics will have opportunities to contribute to a consideration of student partnership. This presentation begins by outlining the project findings and focuses on how these, together with the Scottish experience, may form the basis of the national collaboration.
(**b) Student engagement in quality assurance: the peculiar form of student faculty development in Japan** **Presented by:** Associate Professor Masahiro Tanaka (University of Tsukuba, Japan) **NB: these presentations are running earlier in the day in Session 1 (option 1.3)**	The term 'student engagement in quality assurance' is not widely known in Japan because the traditional role in managing quality assurance at the university level has always been the university's responsibility, specifically the teaching staff, and not the students. Nevertheless, many universities have been administering teaching evaluation questionnaires and student surveys aiming to obtain students' views on improving their educational provision. In other words, students are, in fact, (directly or indirectly) contributing to the preservation and enhancement of the education quality in the university. It appears that student engagement in quality assurance in Japan has developed in a unique manner; while the US/Australian model and the European model have been absorbed, a peculiar form of student Faculty Development (FD) has become widespread in Japan. We have adopted the three-level framework by Healey et al. (2010) and will describe the historical development of each stage. Drawing from findings from this analysis, the paper examines the current situation and challenges of student engagement in education quality assurance in Japan. The main purpose of this presentation is to describe the reasons why Japanese students are normally not given the autonomy and authority to realise their reform agenda by themselves.

Session 3

Session 3.1: Presentation – Partnership Agreements – how effective are they?	
(a) The GCU Community Partnership Agreement – from leaflet to living document **Presented by:** Aimee Cuthbert (Student Voice Co-ordinator) and Kevin Campbell (Vice President, School of Health and Life Sciences), GCU Students' Association	Many Scottish universities and colleges have or are working towards a Student Partnership Agreement, but how effective are these partnerships? Do they demonstrate true partnership or are they left on the shelf as soon as they're created? At Glasgow Caledonian University (GCU) Students' Association we have spent the last two academic years working alongside the university to assess, develop and create a new GCU Community Partnership Agreement that works for all in our community, is easy to understand, and demonstrates partnership on both sides but also ties in with existing strategies of both the university and the students' association. We also plan to make the GCU Community Partnership Agreement a living document, which would benefit staff and students of the future greatly, but the challenges we could come against need to be considered. By examining the full process and extensive consultation with staff and students, what came out of the initial conversations and how these have shaped the current progress of the partnership agreement, we can reflect on our experiences to pass on knowledge to other staff in the sector considering a review or implementation of a Student Partnership Agreement. This presentation will explore the overall project, the extensive consultation undertaken with staff and students, the current progress and the overall aim for the partnership agreements future.
(b) Enhancing awareness and understanding of partnership **Presented by:** Kirsty Campbell, (Project and Quality Co-ordinator, Department for the Enhancement of Learning, Teaching and Access (DELTA), RGU Students' Union)	The Robert Gordon University (RGU)'s approach to conveying the ethos of our Student Partnership Agreement, and of the enhancement activities undertaken under the auspices of this, has continued to evolve. There is a strong desire to ensure that the Agreement enables effective working relationships and open, transparent discussions. To facilitate this a suite of materials has been developed. Within these Part One outlines the various roles and mechanisms which support partnership activity, and Part Two outlines key enhancement objectives. Importantly the new 'Part 3', of our Agreement highlights improvements which have been 'Achieved in Partnership', providing tangible examples to students and demonstrating impact.

Session 3.2: Presentation – Student engagement in the quality of transnational education

Presented by: Debra MacFarlane (Quality Enhancement Manager, QAA Scotland), Rebecca Maxwell Stuart (PhD student, Heriot-Watt University), and Simon Varwell (Development Consultant, sparqs)

The rise of transnational education (TNE) in Scotland's universities – through directly-run campuses or accredited learning providers in other countries – has led to new opportunities. However it has also created many challenges for student engagement.

Questions currently being explored across the sector include:

- How can students contribute to quality in a way that is meaningful to the local context but at the same time fits in with what quality means in Scotland?
- How can senior student officers in Scotland engage successfully with reps in potentially multiple campuses across the world?
- How can students' associations engage in strategic conversations with their universities about how transnational arrangements are managed and developed?
- And how does transnational student engagement contribute to wider conversations about how institutions work effectively in partnership with their students and students associations to develop student engagement at a distance more generally?

This presentation will draw on the experiences of sparqs' ongoing project on TNE student engagement and on recent work in this area by the Quality Assurance Agency for Scotland, both of which have approached transnational student engagement in concert with parallel questions about online and distance learning. We will also explore the latest research and practice in Heriot Watt University, including the engagement of students at its Dubai and Malaysia campuses.

Participants will be able to understand more about the dynamics and issues TNE delivery presents, hear about work being undertaken across the sector, and contribute thoughts about how support for TNE student engagement should develop in the future.

Session 3.3: Presentation – International approaches to enhancing the student voice in higher education	
(a) Enhancing the student voice both systematically and organically: developments in New Zealand **Presented by:** Nicholas Huntington (AKO Aotearoa) and Dr Alistair Shaw (New Zealand Union of Students' Associations)	In New Zealand, the tertiary education system is undergoing a period of change. This creates both system-level opportunities for improving the student voice – such as a new evaluative approach to internal and external quality assurance – and potential threats, such as an over-reliance on simple output data as a replacement for genuine student engagement. At the same time, traditional student voice structures are facing internal challenges, including voluntary membership of student organisations and variable engagement across sectors. This presentation will discuss how Ako Aotearoa and the New Zealand Union of Students' Associations (NZUSA) are working to support an effective student voice within this context. Ako Aotearoa – New Zealand's National Centre for Tertiary Teaching Excellence – is a government-funded but independent body charged with supporting the best possible outcomes for all learners, while NZUSA is the national representative body for students' associations. Since 2012, our organisations have been collaborating to strengthen student voice across all tertiary education sectors. The presentation will begin by outlining New Zealand's distinctive tertiary education system, including its integration of all post-secondary education (higher, vocational, and foundational) within a single framework, and new developments in quality assurance. It will then discuss the student voice partnership between Ako Aotearoa and NZUSA in this environment. This discussion will focus particularly on the relationship between evaluative quality assurance and enhanced student voice, and recent research into effective student voice structures for students in short foundation and vocational programmes (where traditional models often prove ineffective).
(b) ESPAQ – Enhancing Student Participation in Quality Assurance in Armenia **Presented by:** David Scott (Institutional Support and Development Manager, sparqs); Gohar Hovhannisyan (Armenian National Students' Association); and Ella Karagulyan (National Center for Professional Education Quality Assurance Foundation, Armenia)	The ESPAQ project (an EU Tempus project) is focused on one of the core challenges of Armenian higher education, enhancing the quality of its provision and outcomes, by engaging the students into quality assurance processes and the enhancement of their learning experience. The project aims to improve the conditions for engagement by raising awareness on the importance of students' say within the academic community providing capacity building support and by suggesting relevant changes in the legislation/HEI regulation. Involvement of HEIs and agencies from the EU countries (Scotland, Spain, Italy, and Romania) as well as the number of home institutions, will send a clear signal to the academic community about the benefits of students' engagement in quality processes. Partnership with the Armenian QA Agency and the Ministry of Education and Science will ensure that outcomes of the project are embedded into future good practice. This presentation will report on progress so far, and identify the continuing challenges to the embedding of student engagement across HE in Armenia.

Session 3.4: Presentation – Student-led initiatives across the college sector	
(a) #ThisAyrshireGirlCan – award winning initiative encouraging females into STEM subjects **Presented by:** Lainey McKinlay (Vice President and NUS Women's Committee Member) and Charlotte Mitchell (Ayrshire Students' Association Advisor), Ayrshire College Students' Association	Ayrshire College Students' Association's #ThisAyrshireGirlCan campaign was developed in response to the low uptake of traditionally male subject areas by female students. This inequality in certain curriculum areas has an impact on all who study and teach within that area and also on the industry areas these courses are there to provide a workforce for. The Students' Association, in order to tackle this, created a short film featuring female students from the college who are studying in the areas of Science, Technology, Engineering and Maths (STEM). The DVD is an inspirational insight into the options available to all, and every school in Ayrshire has received a copy to ensure that young girls, and those who support them in their life choices, know what's available and that there is no reason why girls cannot take on these roles. The DVD was officially launched by First Minister, Nicola Sturgeon, on International Women's Day 2015 and the campaign was recognised at the recent Herald Diversity Awards where it won the award for Best Marketing and Social Impact Campaign of 2016. The presentation showcases the film and explains the development and impact of the campaign and where it sits within the wider equality agenda at Ayrshire College.
(b) Work placements in the Students' Association; helping students help the SA **Presented by:** Lee Carlton (Student Engagement Officer) and Kirsty McGlashan (work experience student), City of Glasgow College	City of Glasgow College Students' Association (CitySA) has established a work experience scheme for the college's journalism students whereby they undertake a 6-week work placement at the association, creating a student-focused magazine which is sent out to the entire student population. Students are involved in gathering information, conducting interviews, arranging photography, writing articles, designing the magazine layout and promoting the final product. Working with the college's Creative Industries Faculty, CitySA has ensured that the work students undertake on the placement is fully credited on their course, counting towards their graded unit. The work experience culminates in the publication of the CitySA newsletter, showcasing not only the journalistic talents of those involved in creating it, but also the activities of the association and student body in the reporting of their activities. This presentation will look at how CitySA successfully established their work placement opportunity, the lessons they have learned from running it and how the model might be applied to a variety of subject areas at a variety of institutions.