

Student participation in the Enhancement Themes

Developing sector-wide perspectives
and resources

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QAA Scotland



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The plan...

- Student partnership across the Enhancement Theme
- Student-led project: Responding to student voice
 - Talking points: Working with student voice principles
- Student-led project: Students' using evidence
 - Talking points: Your year in data?
- Student partnership across the Theme... what works?

Scotland's Higher Education Institutions



15 Universities



2 small specialist institutions



1 tertiary institution



The Open University in Scotland



Scotland's HEIs

UHI campuses:

- Argyll College
- Highland Theological College
- Inverness College
- Lews Castle College
- Moray College
- NAFC Marine Centre
- North Highland College
- Orkney College
- Perth College
- Sabhal Mór Ostaig
- SAMS UHI
- Shetland College
- West Highland College



UWS campuses:

- Ayr
- Dumfries
- Hamilton



- Heriot Watt campuses:**
- Edinburgh
 - Scottish Borders
 - Orkney

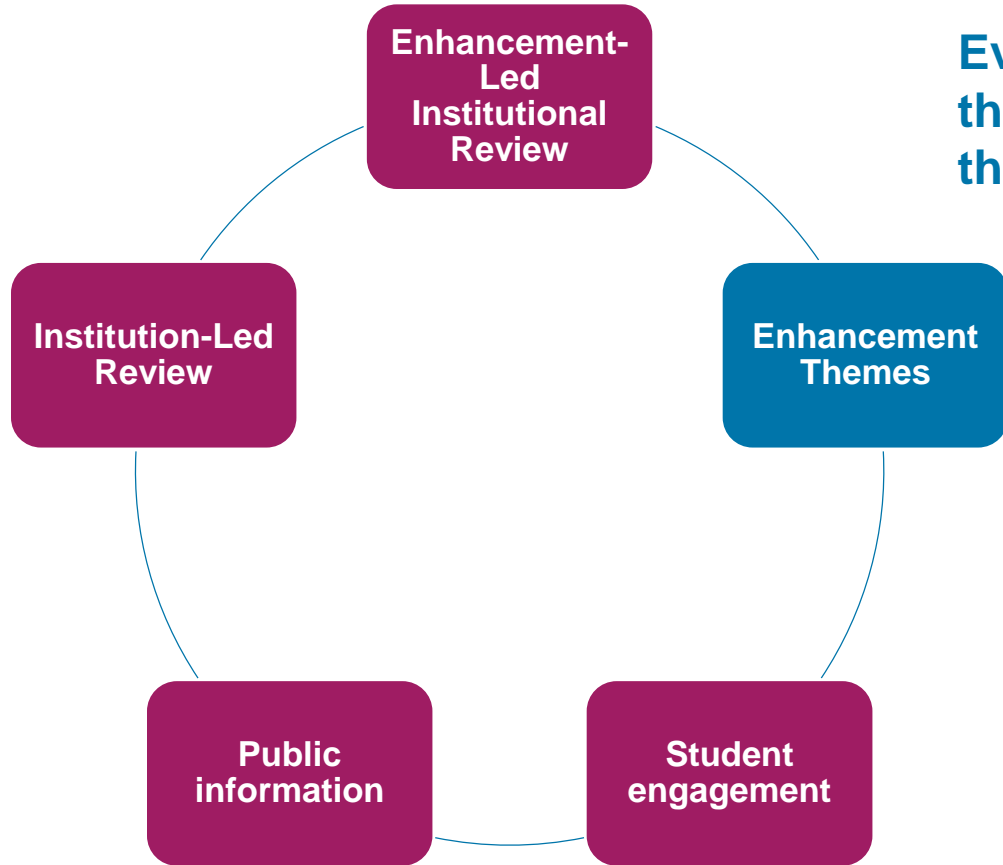


SRUC Campuses:

- Aberdeen
- Ayr
- Barony
- Edinburgh
- Elmwood
- Oatridge



Scotland's Quality Enhancement Framework



Evaluating the quality of learning & teaching through an enhancement-led approach since 2003 through partnership



The Enhancement Themes

15 Years of Enhancement Themes



- Assessment and Integrative assessment (2003-04)
- Responding to student needs (2003-04)
- Employability (2004-06)
- Flexible delivery (2004-06)
- First year: engagement & empowerment (2005-08)
- Research-teaching linkages: enhancing graduate attributes (2006-08)
- Graduates for the 21st century (2008-11)
- Developing and supporting the curriculum (2011-14)
- Student Transitions (2014-17)



- **Evidence for Enhancement: Improving the Student Experience (2017-20)**



What makes a good Theme?

- Relevance to students and staff at all levels
- Inspires people to make a real difference
- Timely response to major issues in HE
- Resonates across the UK and beyond



How does it work?

- Scottish Higher Education Enhancement Committee – VPs (Learning and Teaching)
- Theme Leaders' Group – staff and students
- Institutional teams



Supporting Programme Leaders
Edinburgh Napier University



Learning analytics
University of Strathclyde



Creative disciplines
Glasgow School of Art



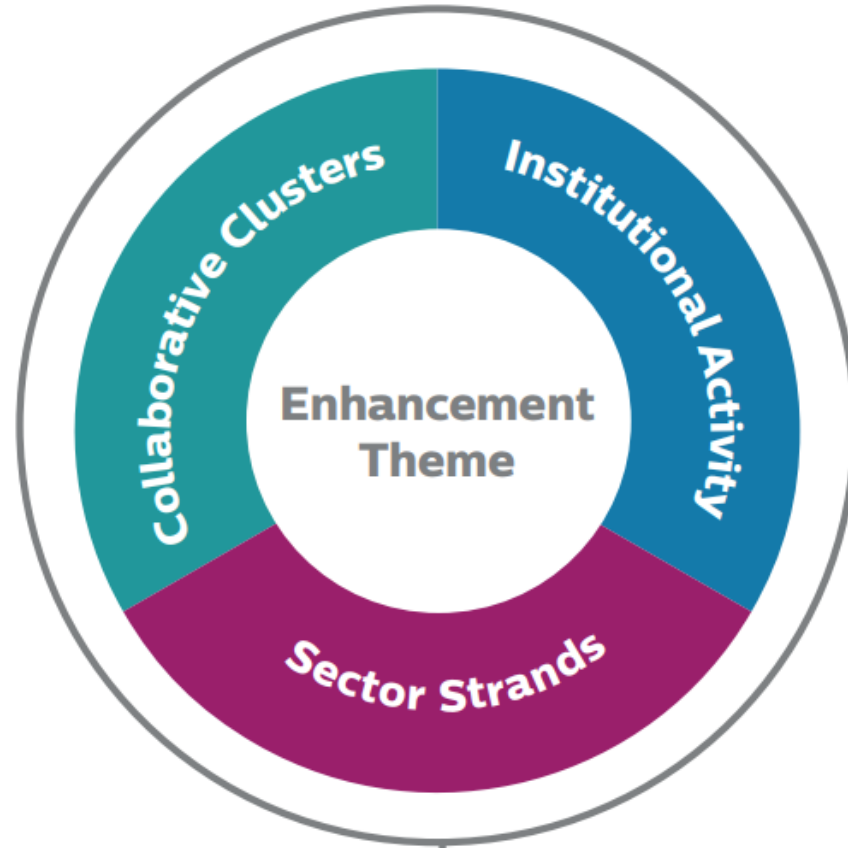
Distance learning
Queen Margaret University



Measuring beyond metrics
Abertay University



Graduate employment
University of Dundee



19 Institutions pursuing projects across the following areas:

- The nature of evidence
- Approaches to evaluation
- Staff upskilling and empowerment
- Learning analytics and dashboard development
- Quality assurance processes
- Student characteristics
- Student success, retention and employability
- Student engagement and belonging
- Learning space and curriculum development
- Digital technology, learning, teaching and assessment

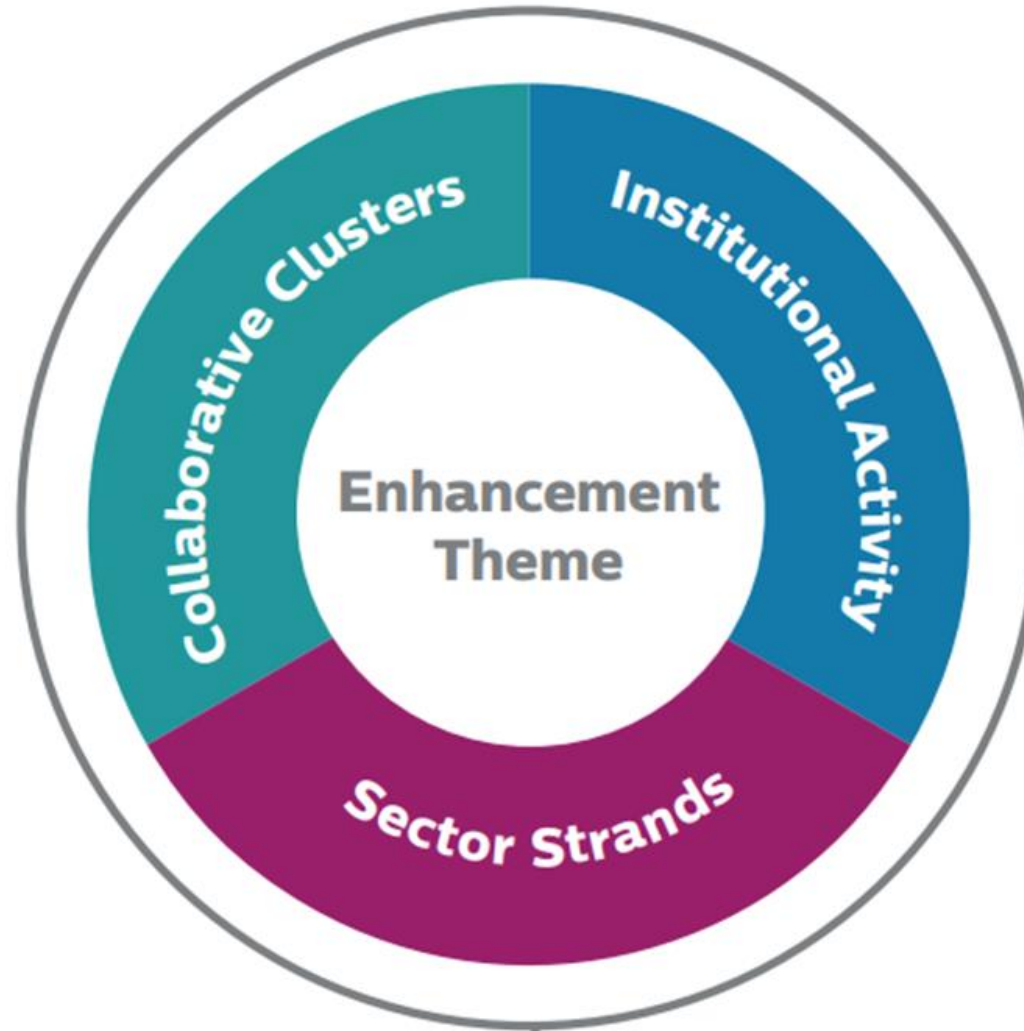
Optimising the use of existing evidence

Student engagement

Student demographics, retention, and attainment

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

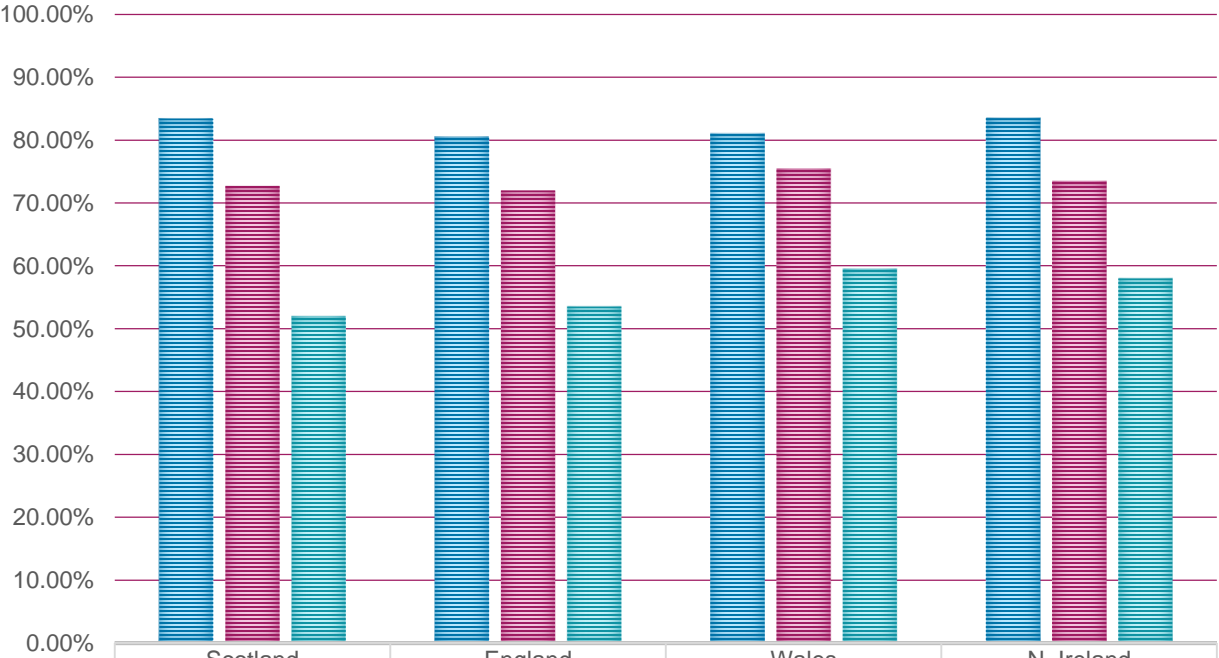
Responding to Student Voice



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)



	Scotland	England	Wales	N. Ireland
■ Q.23 I have had the right opportunities to provide feedback on my course.	83.40%	80.50%	81%	83.50%
■ Q.24. Staff value students' views and opinions about the course	72.70%	72%	75.50%	73.50%
■ Q.25. It is clear how students' feedback on the course has been acted on	52%	53.50%	59.50%	58%



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.



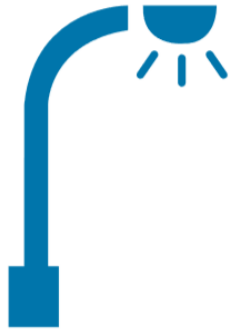
UTILISE REPRESENTATIVE SYSTEMS

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

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UTILISE REPRESENTATIVE SYSTEMS

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RESPONDING TO STUDENT VOICE



ENCOURAGE DIALOGUE

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Something to think about...

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

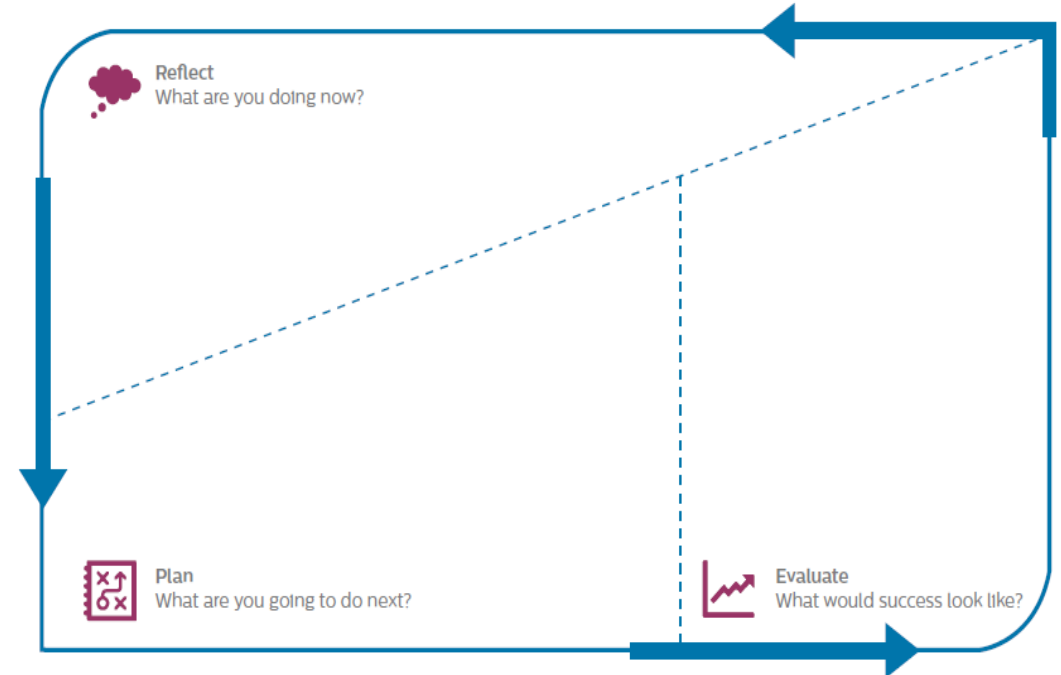
Q: Do you think that students feel their feedback is part of an ongoing conversation?

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.

Talking points

Think about your overall approach to student voice...

Does your policy and practice meet these principles?

Where are we falling short?

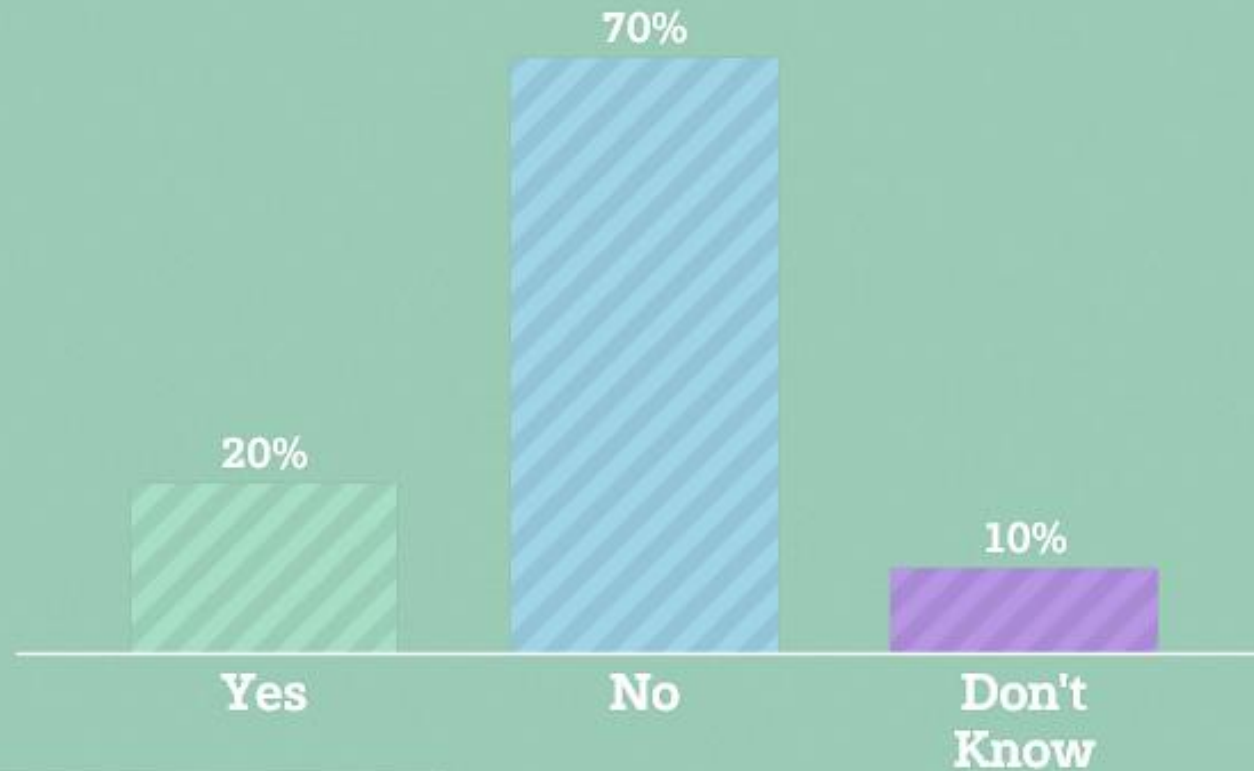


Go to www.menti.com and use the code 30 67 99

i

Mentimeter

Does your policy and practice on student voice currently meet these principles?



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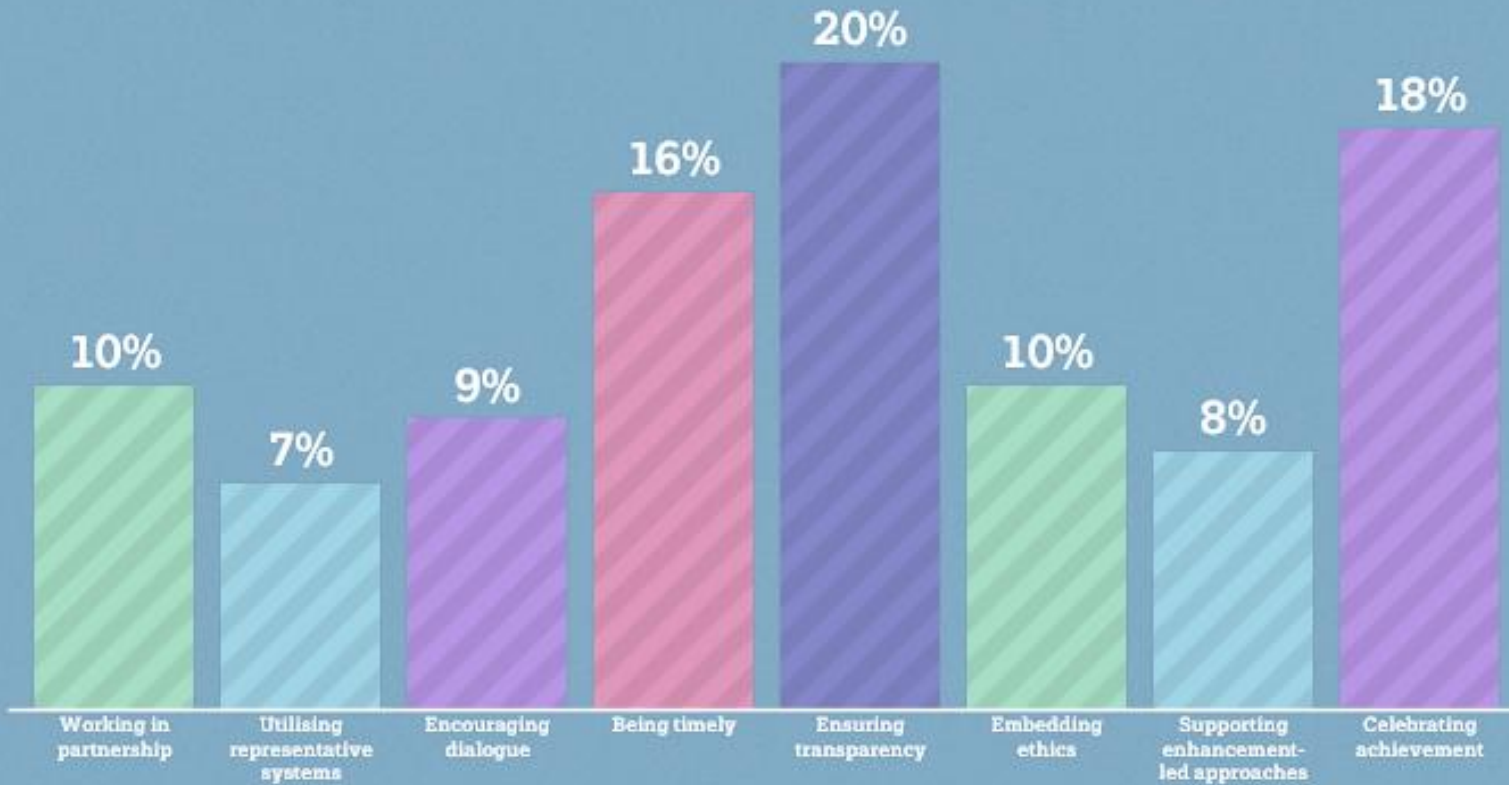
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Go to www.menti.com and use the code 30 67 99

Mentimeter

Where are we falling short?



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Activate

36



 Search the Web 



You said, we did... so, what next?

- **General dissatisfaction with the you said, we did approach?**
- Is it engaging?
- Is it too transactional?
- Is it too easy?
- **How do we improve this (and everything else around it)?**



ENHANCEMENT
THEME
STUDENT-LED
PROJECT
2018-19

Students using evidence

Students using evidence

- **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!

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



What evidence or data do you think you will encounter, and when?



What actions do you think you will take as a result of these 'encounters'?



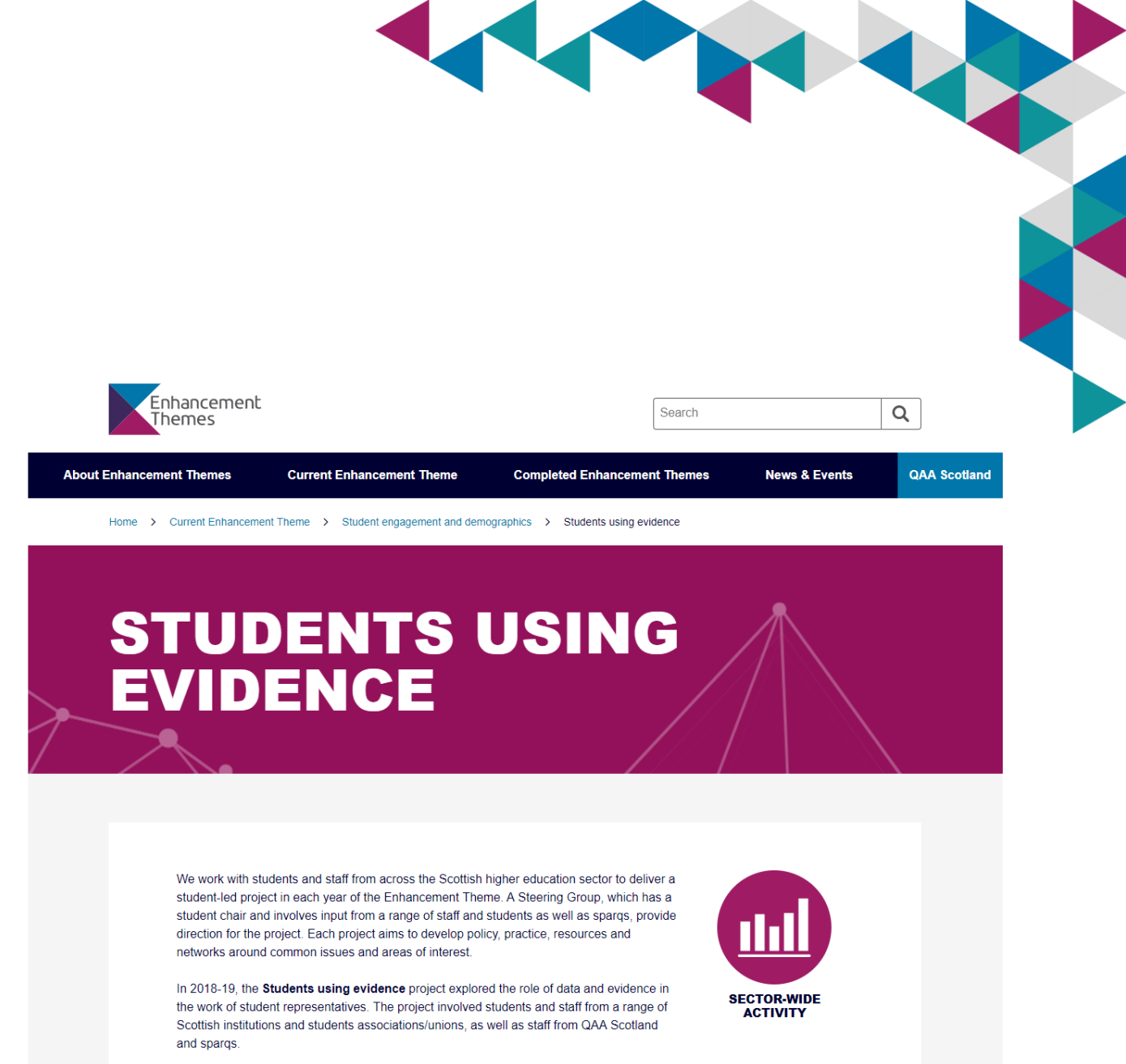
How do you plan to engage other students, association/union staff, and institutional staff in this work?



What we are doing...

- Sharing practice event
- Examples of practice
- Webinar
- Guide to Data Landscape
- Guide to Using Evidence
- Curated links

Visit website and get in touch!



The screenshot displays the website interface for 'Enhancement Themes'. At the top right, there is a decorative graphic of overlapping triangles in shades of blue, teal, and purple. The website header includes the 'Enhancement Themes' logo on the left and a search bar on the right. A dark blue navigation bar contains the following menu items: 'About Enhancement Themes', 'Current Enhancement Theme', 'Completed Enhancement Themes', 'News & Events', and 'QAA Scotland'. Below the navigation bar 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 text 'STUDENTS USING EVIDENCE' in white. Below the banner, there is a white box containing text about the project's goals and a circular icon with a bar chart labeled 'SECTOR-WIDE ACTIVITY'. The text in the white box reads: '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.' Below this, it 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.'

The Student-led Project... what next?

- How do we get students and students' association/union staff involved? All help welcome!
- What should we be doing? What matters most to students at the moment? What matters to association/union staff?



Thank you

Please do get in touch to discuss
further

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