



UNIVERSITY OF
WINCHESTER
CENTRE FOR STUDENT
ENGAGEMENT

Student Engagement in Higher Education (MA/PG Cert)

13th May 2021

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Aims of the Centre for Student Engagement

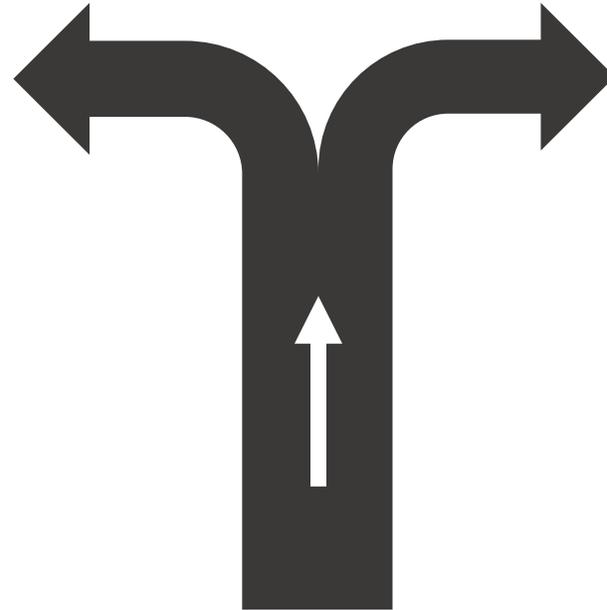
1. To assist, consult with and develop Student Engagement practice at Winchester for academic and professional departments.
2. To continue to research, publish and bid for funding relating to Student Engagement in Higher Education.
3. To develop innovative consultancy models and programmes of study for external professionals working in Higher Education relating to Student Engagement.
4. To deliver on University projects to enhance students' experiences increasing students' engagement and development.
5. To remain sector leading in Student Engagement practices at Winchester internationally.

Higher Education Institutions & Student Engagement

As marketisation of global Higher Education increases with push factors such as fees, league tables and recruitment competition, Universities have two choices ahead of them:

Students as Customer Approaches:

- Students as paying customers for Higher Education
- University providing marketised service
- Students left to engage only via end of experience feedback surveys, complaints, social media & student protests.



Student Engagement Approaches:

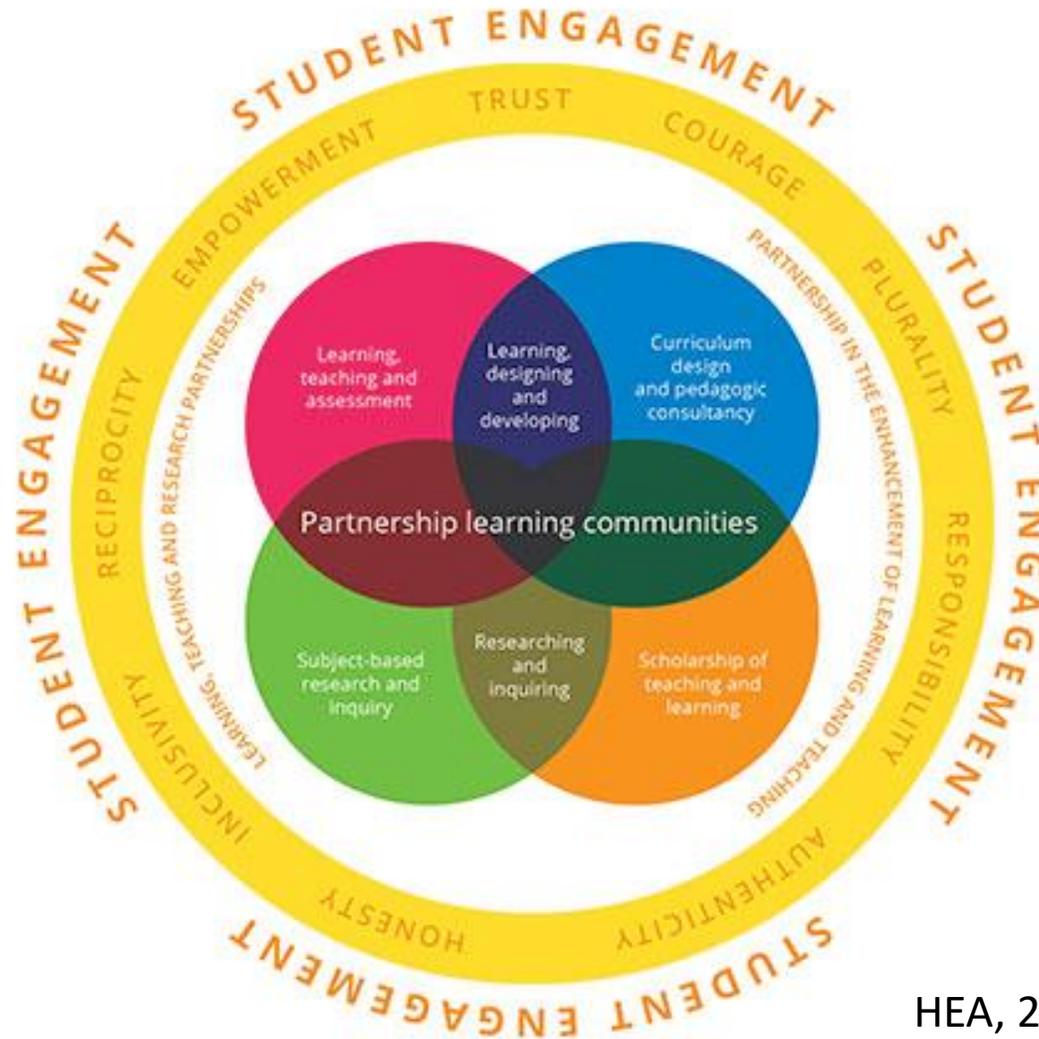
- Emphasis of a community of learners, where students are partners/members
- Students are engaged in decision making, enhancement, quality processes etc.
- Students are empowered to meet staff about educational developments
- Staff are empowered to meet staff about educational developments

Student Engagement in Higher Education Postgraduate Certificate

Push Factors



ACCOUNTABILITY



HEA, 2015

Pull Factors

Enhancement

Sense of Belonging

Learning

Transforming Lives

Accessibility

Student Success

Student Engagement as a debated term

‘Student engagement’ has many meanings and is interpreted in multiple ways (Bryson, 2014; Dunne, 2016).

“We could define student engagement in any way we want” (Finn and Zimmer , 2001: 137) – a strength or weakness?

Caution that the *buzzword* becomes a “*fuzzword*” (Vouri, 2013: 509).

“...so many of the ideas produced by engagement researchers are generic. It is up to teachers and institutions to interpret and shape such ideas for specific and unique contexts, subjects and, most importantly, learners” (Zepke, 2013:1):

The *“lack of conceptual clarity carries a number of risks. If we are not clear about what student engagement is, then our ability to improve, increase, support and encourage it through well-designed interventions will be severely diminished.” (Buckley, 2014: 2)*

Be clear what you are focusing on in regards to the discourse of Student Engagement before you start

Background

Many initiatives in the UK and across the world:

Students as Partners
Student Partnerships
Student-Staff Partnerships
Students as Researchers
Students as Co-Researchers
Students as Learners and Teachers
Students as Change Agents
Students as Co-constructors

Student Fellows
Student Colleagues
Students as Champions
Students as Producers
Students as Change Makers
Students as Co-Producers
Students as Co-creators

(Dunne, 2016)

Student engagement shapes and meanings

Institutional feedback options:

- Student Surveys
- Advice and guidance
- Approachable staff
- Personal tutors
- Student Reps on course level committees
- Student Officers on University level committees
- Student Forums
- Experimental Feedback Events
- Polls and Idea Logs
- Complaints
- **Every department and staff member having responsibility for students' experiences.**

Institutional activities:

- Student-Staff Partnership Projects (Student Fellows)
- Student Experience Committee
- Student Academic Council
- Student Chairs of meetings
- Students on Quality Panels
- Student-Led Teaching Awards
- Co-designing modules, spaces and services
- **Students have ownership and responsibility to take part in the enhancement of their HEI.**

If the feedback doors are shut:

- Formal complaints at all levels
- Social media posts about University business
- Student Protests
- **Lack of ownership in the HE community and a students as customer mind-set.**

Find out more: Growth of Student Engagement activity & discourse

Theory:

- Neary, Kuh, Felton, Trowler, Healy, Flint, Bryson, Lawson & Lawson, Bovill etc.
- Students as..
- Partnership
- Co-design

Practice:

- Student Fellows
- Student Reviewers
- RAISE
- SLTAs
- TSEP
- Change Agent
- Sparqs
- REACT
- Peer Mentoring (PAL, PASS)
- Student Written Submissions

Priority:

- SE Officers / Directors
- Strategy and Policy
- Quality
- Employability
- Student Experience
- Learning & Teaching

Discipline:

- Research & Evaluation
- Conferences & Publications
- Journal of SE in HE
- International Journal of Students as Partners
- Journal of Educational Innovation Partnership & Change
- Lecturers in SE
- MA SE in HE

Who is the programme for?

Unique programme:

- The content proposed in the course is not covered in any programmes worldwide
- There is a large portion of the HE community not yet engaged in this area through CPD
- Other offers are available for HE professionals more broadly such as; Higher Education Studies (Lancaster, UCL); Learning and Teaching (Winchester, Sheffield Hallam).
- The only comparable programme that is delivered in the UK was the PG Cert in Student Affairs at Anglia Ruskin University.

Audience:

- Academics, Transition Officers, Learning and Teaching, Faculty, Quality, Student Experience, Student Engagement and Student Unions



Context

Student Engagement in Higher Education globally:

- Growth of policy, theory and activity.
- Dozens of HEIs with strategies to champion practice & numerous staff tasked with facilitating and meeting sector regulations .
- Growing emphasis of SE as best practice to enhance the student experience.
- Multiple conferences, networks, books and journals in the area.
- Significant demand for sharing practice and publishing theory developing a discipline in its own right within education.



Winchester & Student Engagement

Student Engagement and Winchester:

- University of Winchester have become a leading practitioner and centre for knowledge exchange surrounding Student Engagement (RAISE, CAN, REACT, QAA, Guild HE, ISSOTL).
- Established new practices and conducted research in the area since c.2012
- Recently led 16 Universities in the HEFCE funded REACT project enhancing Student Engagement across the UK.
- Strategic priority to be leading in Student Engagement with the recently established Centre for Student Engagement.





Tom Lowe – Programme Leader
Head of Student Engagement & Employability



Maisha Islam – Programme Administrator
Student Engagement Research & Projects
Officer



Dr Cathy Bovill – Visiting Fellow
UoEdinburgh Senior Lecturer in Student Engagement



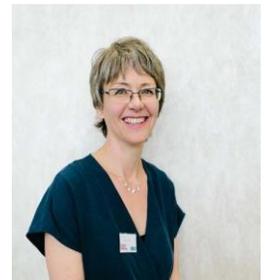
Maria Moxey – Teaching Fellow
Teaching Fellow in Student Engagement



Prof Colin Bryson – Visiting Professor
Newcastle University Director of
Combined Honours Centre



Paula Green - Lecturer
Head of Student Academic Skills



Dr Jill LeBihan – Visiting Fellow
Head of Student Engagement at Sheffield Hallam
University.



Jenny Marie – External Examiner
UoGreenwich, Head of Educational Development

Key information

Dates of retreats:

Retreat 1 CE7001: 9th-10th September 2021

Retreat 2 CE7002: 8th – 9th January 2022

Retreat 3 CE7003: 6th – 7th September 2021

Retreat 4 CE7004: 13th-14th January 2022

Retreat 5 CE7005: 1st July 2022

Application process:

- Meeting prior or following application
- Application by end of August 2021
- If wishing to apply direct onto MA year, prior completion of PG Cert SE or interview for prior learning evidence req.

Tuition fee and enrolment options for 2021/22:

PG Cert Year 1 (60 credits): £2,267

MA Year 2 (120 credits): £4,533

Full MA (both years) (180 credits): £6,800

International Full MA (both years) (180 credits): £13,800



For more info: Tom.Lowe@winchester.ac.uk

Student experience

“I'm loving the course, thanks to the wonderful course team!”

“I was worrying about feeling a part of a community and staying engaged from a distance, but it's been really good.”

“Excellent knowledge of staff. Very engaging even in the strange environment of an online lecture!”

“Retreat was great, and teaching at a distance was much better than anticipated. Lots of group work, which was useful and interesting.”

“This is fantastic. The retreat kick-started this allowing us to all get to know each other quickly and form this community of students.”

“This course is great for networking opportunities!”



Open discussion

Postgraduate Certificate/MA Student Engagement in HE:

<https://www.winchester.ac.uk/study/postgraduate/courses/pg-cert-student-engagement-in-higher-education/>

Email enquiries:

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Any questions?



@TomLowe_