

## Strategic Organisational Response Initiative

### Session 2: “Engaging Students as Partners in shaping the 20-21 academic year”

#### Session 2 Workbook

#### Programme

Tue 21 <sup>st</sup> July – Tue 28 <sup>th</sup> July	<p><b>Pre-Session Activity (15-20 minutes)</b></p> <p>View recording of a ‘devolved Nations perspective’ on data from the Student Academic Experience Survey 2020  <a href="https://www.youtube.com/watch?v=TVz1xfdjxOs">https://www.youtube.com/watch?v=TVz1xfdjxOs</a></p>	SORI Participants
Tue 28 <sup>th</sup> July 12.00pm	<p><b>Live Session (12.00-14.00pm)</b></p> <p>Welcome and Introduction</p>	Catriona Bell, <i>Advance HE</i>
12.05-12.15pm	<p><b>Pre-session review: Student Academic Experience Survey 2020</b></p>	Jonathan Neves, <i>Advance HE</i>
12.15–12.40pm	<p><b>Part 1 – The Student Perspective</b></p> <p>What are students main concerns? Student panellists</p>	<p>Stef Black, <i>sparqs</i></p> <p>Emmanuel Akerele, <i>Robert Gordon University</i> Liam Brady, <i>University of Glasgow</i> Amy Smith, <i>University of Stirling</i></p>
12.40-13.05pm	<p><b>Part 2: Students as Partners – Where are you now? (individual)</b></p> <p>Student Engagement Frameworks Activity: Participants Student Panel – respond to questions.</p>	<p>Stef Black, <i>sparqs</i></p> <p>Catriona Bell, <i>Advance HE</i> Student panellists</p>
13.05-13.15pm	<p><b>Comfort Break</b></p>	
13.15-13.45pm	<p><b>Breakout Room discussions</b></p> <p><b>Part 3: Students as Partners:</b></p> <ul style="list-style-type: none"> <li>• Where are you now? (group)</li> <li>• Where do you want to be? (group)</li> </ul>	<p>Participants reflect on the earlier session and discuss their own experiences, insights and solutions in breakout rooms</p>
13.45-13.55pm	<p><b>Session Reflections</b></p>	<p>All groups move back to the main plenary space. Key insights are shared from each breakout group</p>
13.55-14.00pm	<p><b>Next Steps + Close</b></p>	

## Session Facilitators

### **Stef Black** (@sparqs\_stef)

Stef is a Senior Development Consultant at sparqs, a publicly-funded agency for Scotland's university and college sectors which aims to support student engagement in the quality of their learning experience.

Stef's main areas of work include supporting student engagement with national sector agencies, as well as engagement in university and college quality arrangements and policy developments. She has oversight for all of sparqs' work around student mental wellbeing, as well as ongoing work on attainment and retention in colleges. She is a graduate of Bangor University, Wales and has previously worked at University of Glasgow and University of Stirling before joining sparqs in 2017.

### **Dr Catriona Bell** (@catrionaebell)

Catriona is Head of Membership for Scotland and Senior Advisor (Learning and Teaching) at Advance HE. She is the key strategic liaison between Scottish institutions and Advance HE, and leads the development, planning and delivery of Advance HE's Scottish National Priorities Programme.

She joined Advance HE in February 2019 and brings more than 20 years of experience working as an academic in Scottish universities (latterly as a Reader in Veterinary Education). She is a qualified veterinary surgeon who has particular expertise in learning and teaching, becoming a Principal Fellow (PFHEA) in 2015 and a National Teaching Fellow (NTF) in 2018.

### **Jonathan Neves**

Jonathan is Head of Business Intelligence and Surveys at Advance HE

### **Emmanuel Akerele** (@rgu-presew)

Emmanuel is President Education and Welfare at Robert Gordon University Union.

### **Liam Brady** (@GUSRC\_President)

Liam is President at University of Glasgow Students Representative Council.

### **Amy Smith** (@stir\_president)

Amy is Union President at the University of Stirling Students Union.

## Background

- **Sessions 2 and 3 of the SORI initiative have been intentionally designed to focus around two core stakeholder groups for influencing the overall 20-21 Student Experience, namely Students and Programme Leaders.**
- **This session (Session 2) intentionally aims to encourage participants to ‘put themselves in the students’ shoes’ when considering institutional strategy and plans for the 20-21 academic year.**
- As result, we have:
  - Invited three student sabbatical officers to join us for the live session in order to provide a critical ‘student perspective’.
  - Embedded several technologies/tools to replicate those that students may be engaging with during their online/ hybrid/ blended learning experiences at your institutions (including this workbook).
- We have also intentionally adopted a mixed-methods approach to the data embedded within this session:
  - The pre-session activity is based around quantitative data from our Advance HE Student Academic Experience Survey 2020.
  - Activities within the live session are informed by qualitative data from student contacts of sparqs.

## Session Objectives

By the end of this session, participants will be able to:

- Make observations on key findings from the Student Academic Experience Survey 2020, and relate these to the HE sectors in Northern Ireland, Wales and Scotland.
- Identify key concerns over next six months from the student perspective, and develop/refine responses to these for your institution.
- Reflect on your institution’s position with regard to engaging ‘Students as Partners’ in shaping the 20-21 academic year, both in terms of ‘Where are you now?’ and ‘Where do you want to be?’.
- Identify and discuss key challenges and potential solutions with a network of cross-institutional peers.

**Pre-Session Activity (15-20 mins)**

- Our colleague Jonathan Neves (Head of Business Intelligence and Surveys) has undertaken further analysis of our Advance HE **Student Academic Experience Survey 2020** data in order to provide a 'devolved Nations perspective'.
- He has stratified responses according to the nation in which respondents are studying (Northern Ireland, Wales, Scotland, England), and has narrated a short overview of his key findings for SORI participants
- **We would ask colleagues to view this recording in advance of Session 2:**  
<https://www.youtube.com/watch?v=TVz1xfdjxOs>
- **Please feel free to bring any questions or observations from the recording to the live session – there will be an opportunity to discuss these briefly with Jonathan at the start of the session.**

**Questions / Observations:**

Live Session – Tuesday 28<sup>th</sup> July 2020

**Part 1 – The Student Perspective**

	<b>SORI Participant responses</b>	<b>Student responses</b>
What are the main concerns for students <b>over the rest of the summer?</b>		
What are the main concerns for students <b>about returning to campus?</b>		
What are the main concerns for students <b>during semester 1?</b>		

## Part 2: Student as Partners - Where are you now?

### Frameworks

sparqs: 'A Student Engagement Framework for Scotland'

Background to framework: <https://www.sparqs.ac.uk/culture.php?page=168>

Interactive pdf of framework: <https://www.sparqs.ac.uk/upfiles/SEFScotland.pdf>

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



For reference: Advance HE's 'Framework for Student Engagement through Partnership'

<https://www.advance-he.ac.uk/guidance/teaching-and-learning/student-engagement-through-partnership#Framework>

**Student as Partners - Where are you now?**

<b>Statement</b>	<b>Rating</b> <i>(Please include a X at appropriate place on purple line)</i>	<b>Example</b>
<p>“Our student officers were invited to join crisis management meetings/committees (in relation to COVID-19) from the very beginning”</p>	<p><i>Strongly Agree .....Strongly Disagree</i></p> <hr style="border: 1px solid purple;"/>	
<p>“We have actively supported our student officers to work with us to problem solve and develop solutions in our COVID-19 response”</p>	<p><i>Strongly Agree .....Strongly Disagree</i></p> <hr style="border: 1px solid purple;"/>	
<p>“We have worked with our student officers to ensure <b>all</b> students experiences’ are protected, including those most at risk or facing additional challenges”</p>	<p><i>Strongly Agree .....Strongly Disagree</i></p> <hr style="border: 1px solid purple;"/>	
<p>“We truly value the input our student officers have had, and the way we have worked together in responding to the crisis”</p>	<p><i>Strongly Agree .....Strongly Disagree</i></p> <hr style="border: 1px solid purple;"/>	
<p>“Throughout our response to COVID-19, we have maintained a strong focus on enhancement of the student experience”</p>	<p><i>Strongly Agree .....Strongly Disagree</i></p> <hr style="border: 1px solid purple;"/>	
<p>“We continue to support our student officers, recognising that developing engagement opportunities (and in particular within COVID-19 work) requires particular sets of skills and expertise that we must help to equip officers with”</p>	<p><i>Strongly Agree .....Strongly Disagree</i></p> <hr style="border: 1px solid purple;"/>	

## Part 3 – Breakout Room Discussions

Student as Partners: ‘Where are you now?’ and ‘Where do you want to be?’

Key Issue or Challenge	Where are you now?	Where do you want to be?	Actions required

### Evaluation (1 min)

We would be very grateful for approximately 1 minute of your time to complete an anonymous online evaluation form for this session (this will help us to optimise future SORI sessions).

Thank you.

<https://www.surveymonkey.co.uk/r/JCC929X>

### Notes