Enhancing Effective Student Participation and Interaction in BIH Higher Education

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Director

Sarajevo – Thursday 16th May 2019

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About sparqs

[sparqs video](#)

Our **Vision** is that:

Students are partners in shaping the quality of learning, making positive change to their own and others' experience, however and wherever they learn.

Our **Mission** is to:

Foster a culture of partnership between students and staff which enables the Scottish education sector to respond to challenges and realise its ambitions to provide the best possible experience for each and every student.

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We will do this by:

- Supporting students to develop the skills, approaches and expertise that enable them to be instrumental in enhancement activity and decision-making.

  and

- Supporting institutions, sector agencies and decision-making bodies to embed effective and innovative practices that enable them to harness this student expertise.

We will promote and develop these approaches nationally and internationally.

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Principles and Approaches

- Partnership

- Solution Focused

- Student Experts

- Representative Systems

- Evidence Based

- Constructive Dialogue

- Shared Understanding

- Global Leader

Scottish Quality Enhancement Framework

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Enhancement Led Institutional review.

Institutional Led Subject review.

Student Engagement.

Enhancement themes.

Public Information.

Underpinned by UK Quality Code(including subject benchmarks)and

external examiners plus external quality measures, e.g. professional accreditation.

'The university and the SRC might want to reflect upon how they could most effectively work together to help sustain a partnership that actively contributes to the development of a policy for the enhancement of student learning'

-University of Glasgow ELIR 2004

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'Partnership has delivered significant development in policies and provision, all of which contribute positively to the student learning experience'

Glasgow University ELIR 2010

GCU partners the students association to articulate a co-constructed approach to student engagement that reflects key messages of the Student Engagement Framework and QQAUK Quality Code. This joint approach informs the GCU annual student led Student Experience Summit and underpins a sustainable approach to student engagement within existing academic and professional spheres, making student engagement normal practice and 'just part of what we do'

Professor Nicola Andrew – academic lead - enhancement Glasgow Caledonian University

Heriot-Watt University

- 4th amongst universities in the UK for overall student satisfaction in the National Student Survey in 2012; up from 29th position in the previous year.
- Top in the UK for Student Experience in the Sunday Times University Guide,
- Scottish University of the Year for the second year running.

- "Both the University and the Students' Union believe this success was built on the strong working partnership we have developed over the past few years."

Professor John Sawkins,
Deputy Principal (Learning and Teaching)

Heriot Watt – how we did it   sparqs

- Developed a systematic approach to collecting and responding to student feedback

- Improved course representation structures, training and support, including a well-developed and resourced school officer system

- Developed partnership working with students throughout the formal decision making structures including the strategic University Learning and Teaching Board and the Student Learning Experience Committee.

Expectation from SFC Guidance

- *Institutions will continue to work with the Student Engagement Framework in their own context, and will develop their partnership approaches with students and student representatives, and enhance student engagement.*

Institutions should ensure that there is a coherent and effective strategy in place ….. We encourage institutions to be ambitious in seeking opportunities for student engagement in the co-creation of learning; for empowering students to use evidence to enhance their own learning; for extending engagement to new groups of students; and developing the role and capacity of Student Association staff to build sustainability and maintain continuity of support for student officers

Scottish Student Engagement Framework
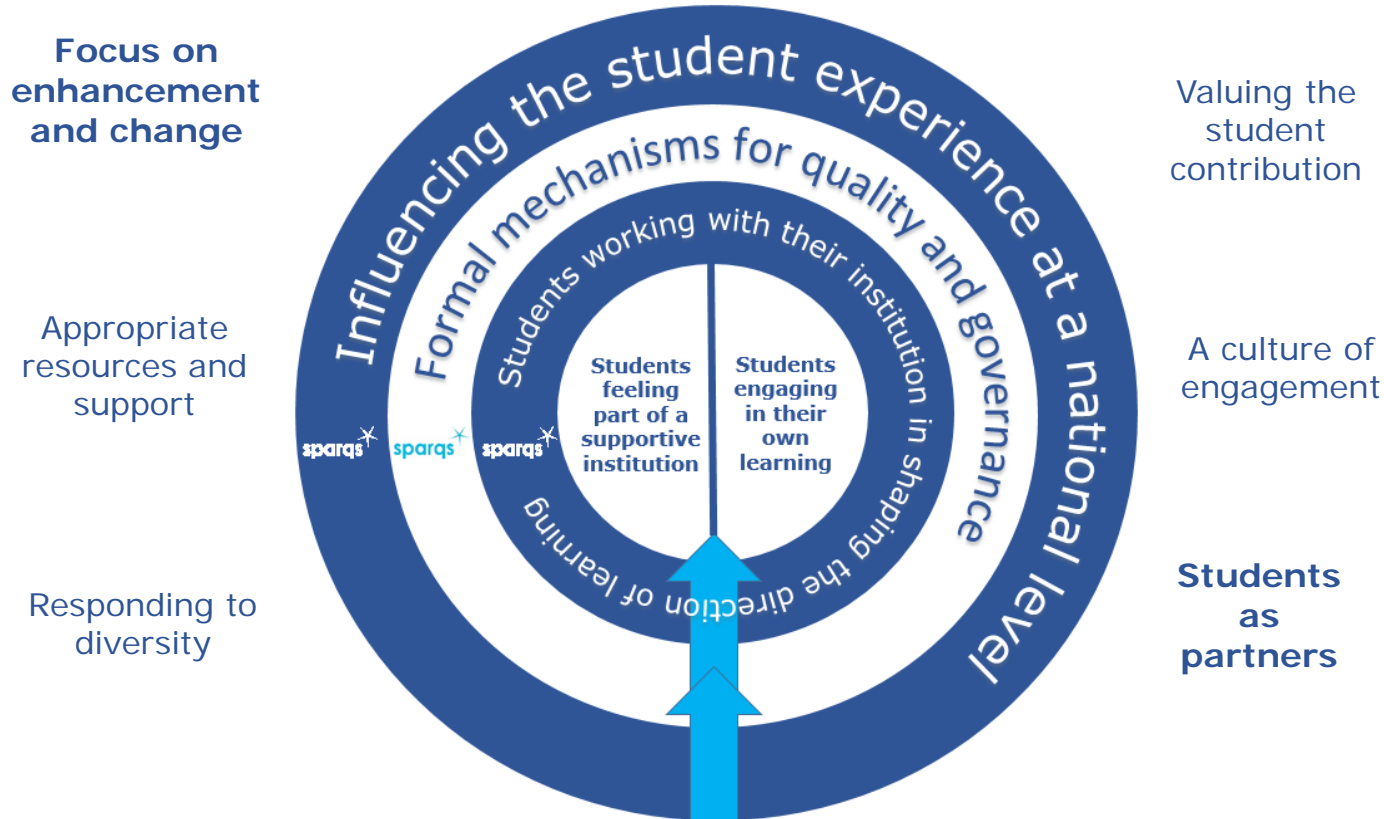
3. Working with the institution in shaping the direction of learning

- Being able to comment on their learning experience either individually or as a group.

- Ensuring students know what actions, if any, have been taken as a result of their feedback.

- Working in partnership to develop solutions, implement actions and explore/identify future developments.

Example activities and developments include:

- Involving students in the design, collection and analysis of student surveys etc.

- Student-focused learning and teaching conferences and events.

- Student-staff project teams working on specific projects, (e.g. curriculum review, improving feedback etc.).

- Tutor-led activities designed to get feedback and facilitate discussions on improvements in the classroom.

4. Formal mechanisms for quality and governance

- Engagement with rep structures and processes operated primarily by the Students' Association.

- Reps providing an independent voice to work in partnership to enhance the student experience at a strategic level.

- Representing individual or groups in an effective manner providing an informed opinion to work towards compromise with the institution.

Example activities and developments include:

- Systems, processes and events to ensure a link with students and student views emerging from other areas of student engagement, (e.g. faculty-level reps, student conferences).

- Formal representation on institutional committees, and involvement in quality assurance and enhancement processes.

- Informal liaison with senior management, strategy away days, regular Principal liaison groups etc.

- Institutional support for students' association development and activities - joint strategy development groups/events, funding for projects and staff support.

5. Influencing the student experience at national level

- How students shape education policy at a national level.

- Working with others to contribute the success of the sector as a whole.

- Recognising the contributions of action at a local level can make to wider efforts.

Example activities and developments include:

- Developing and supporting opportunities for students to influence the work of sector agencies and their initiatives.

- Involvement with NUS and their activities.

- Student involvement in and learning from external review processes.

- Influencing government strategy on education.

- Helping student leaders inform national policy developments based on student opinion within their own institutions.

Areas for development

- Role of students in ILR, particularly self evaluative processes
- Preparation of Reflective Analysis and engagement with the setting of focal points
- Annual Discussions – agenda setting
- Student Partnership Agreements – multi level
- Diverse students – articulating, PGT/PGR off campus
- Role of Student Association staff
- National engagement including Enhancement Themes and Focus On

Student involvement in ELIR 4

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- Student Reviewer on review team.
- Student views in shaping the focal points of the review are key from the beginning of ELIR process (**Student Partnership Agreements** will be used to help students contribute to discussions to determine focal points of review).
- Reflective Analysis.
- Visits (Planning and Main Visit).
- Annual Discussions.
- Follow on activity – Focus On projects.

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ELIR 4 2017-22

The main focus of the review is to consider the university's approach to improving the student learning experience.

Features:

- Focus on enhancement
- Conducted by peers
- Contextualised

Other examples

- European Standards and guidelines
- UK quality code
  - The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

- Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.

- Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.

- Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.

- Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies.
- Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.
- Student engagement and representation processes are adequately resourced and supported.
- Providers work in partnership with the student body to close the feedback loop

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Developing Student Expertise
Why is representation important?

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Improved learning experience

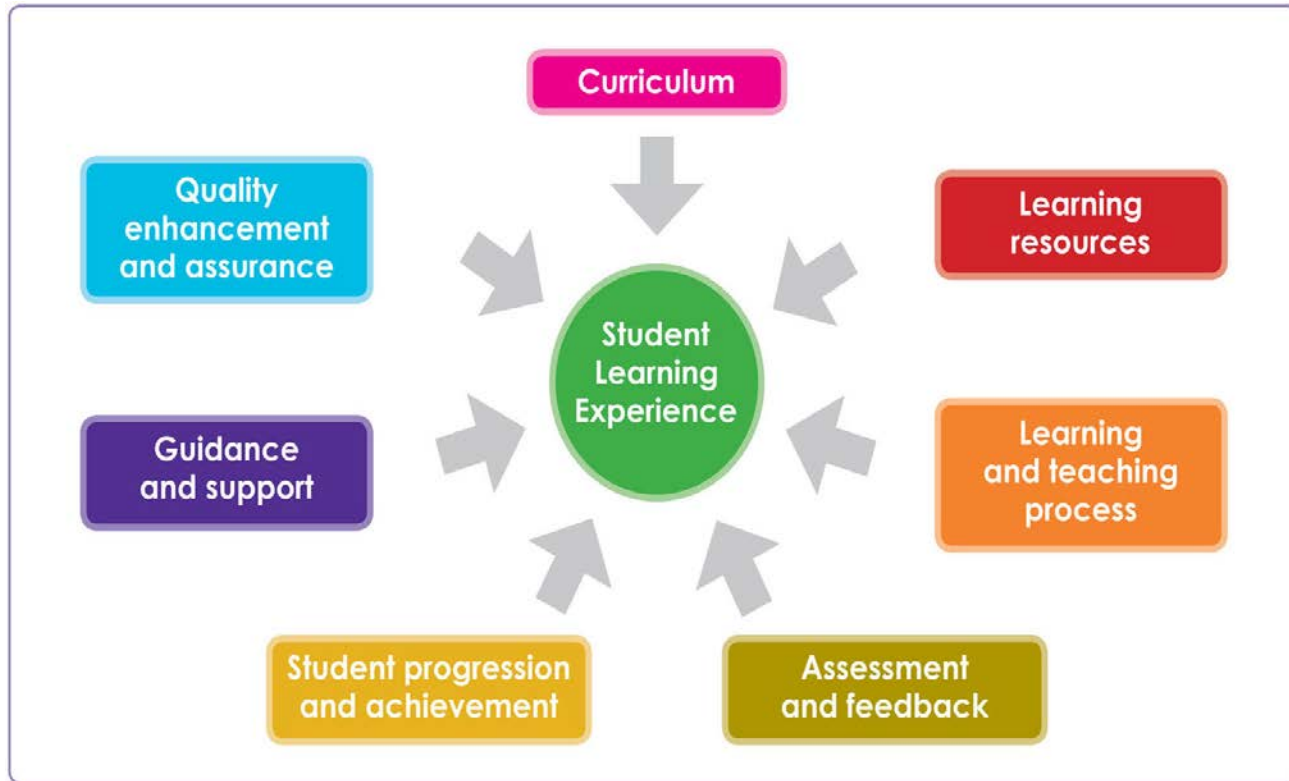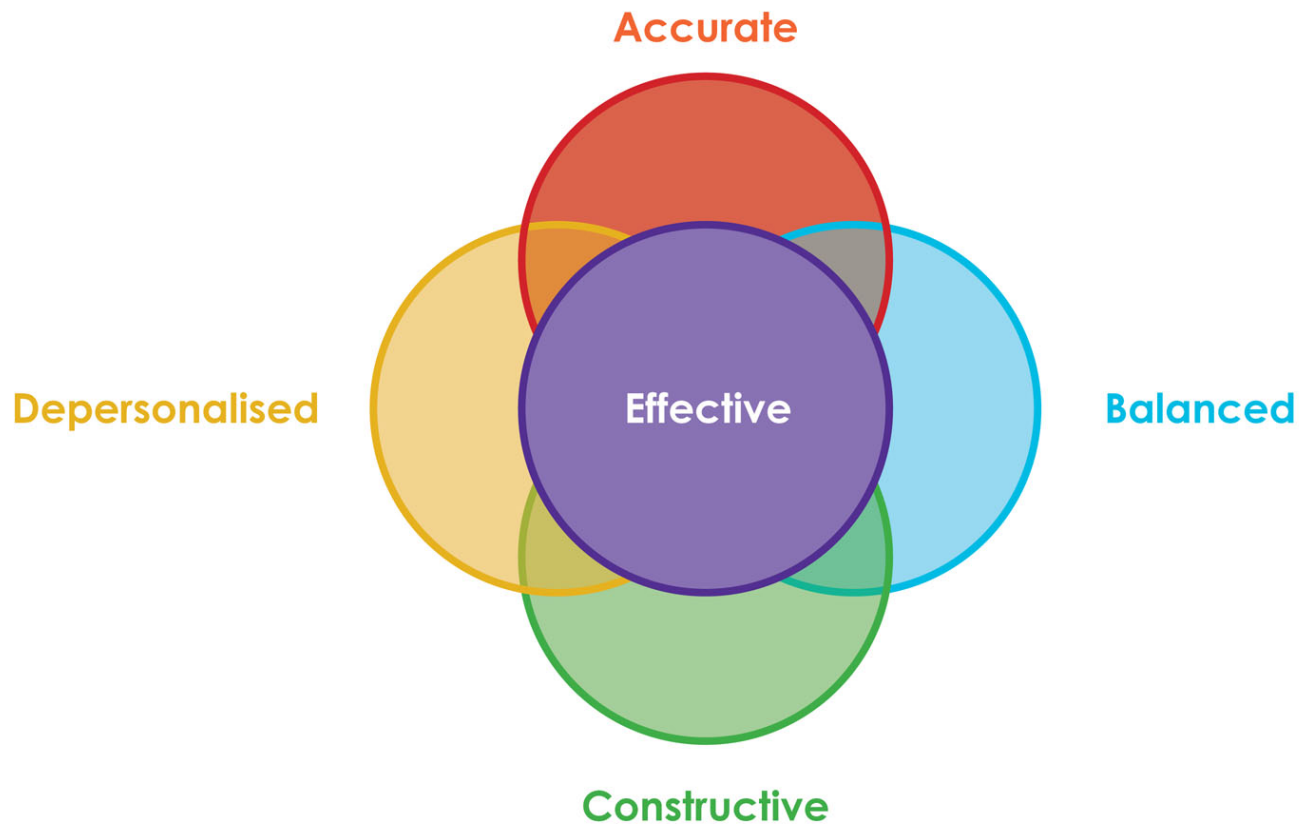Student views

Dialogue with staff
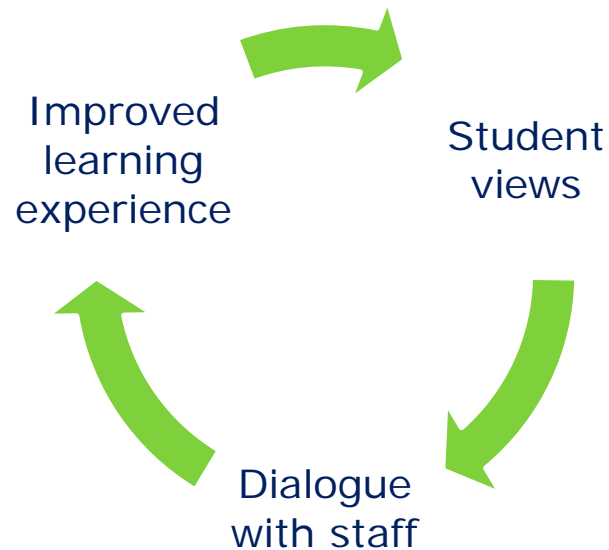
YOU ARE THE EXPERT!

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The Student Learning Experience – students as experts

The A,B,C,D of Effective Feedback

The A,B,C,D of effective feedback

Accurate

Depersonalised

Effective

Balanced

Constructive

Consider the following statements
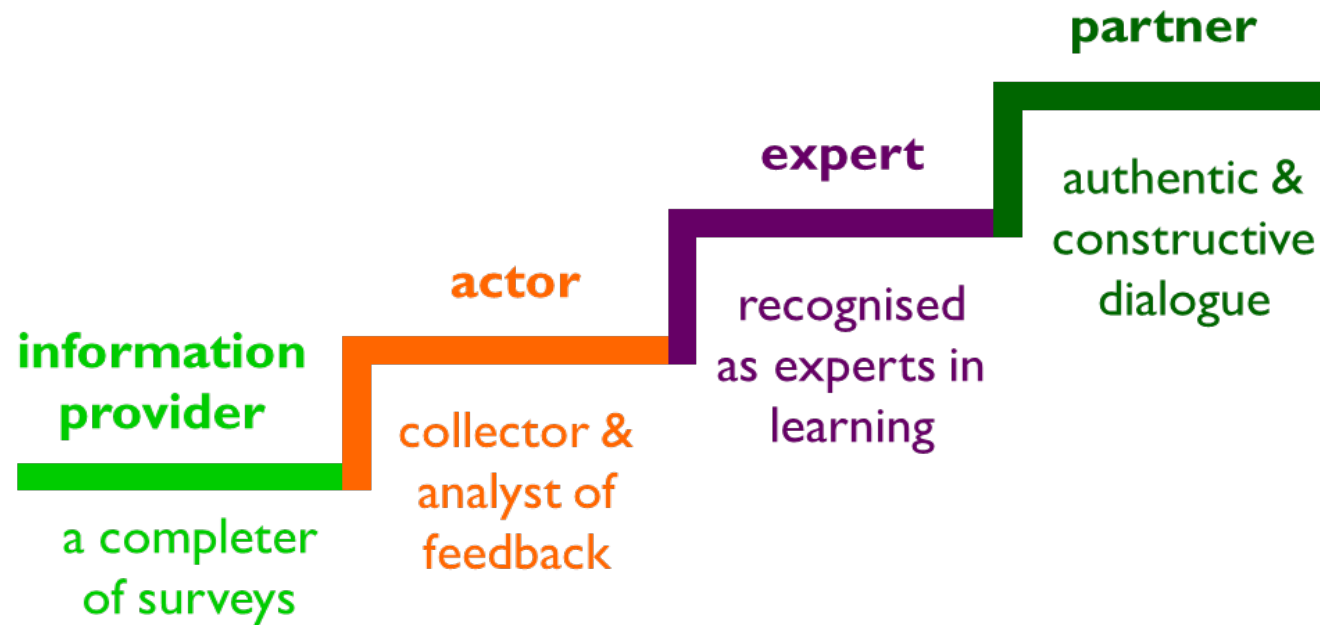
- 'Students are experts in their own learning'

- 'Students only know what they want, not what they need'

What role do students play? sparqs

A staircase diagram showing progression of student roles:

- **information provider** — a completer of surveys
- **actor** — collector & analyst of feedback
- **expert** — recognised as experts in learning
- **partner** — authentic & constructive dialogue

Citizen power

Citizen control – Citizens fully in charge of planning, policy and management.
Delegated power – Citizens in dominant or veto-wielding positions over certain matters.
Partnership – Shared planning through jointly-owned structures.

Tokenism

Placation – Inviting some citizens to participate in structures, but often limited in number and advisory in role.
Consultation – Asking for views, but decisions are still made by those in authority.
Informing – A one-way flow of communication about what is happening or has been decided.

Non-participation

Therapy – Citizens are educated to cure them of their incorrect views.
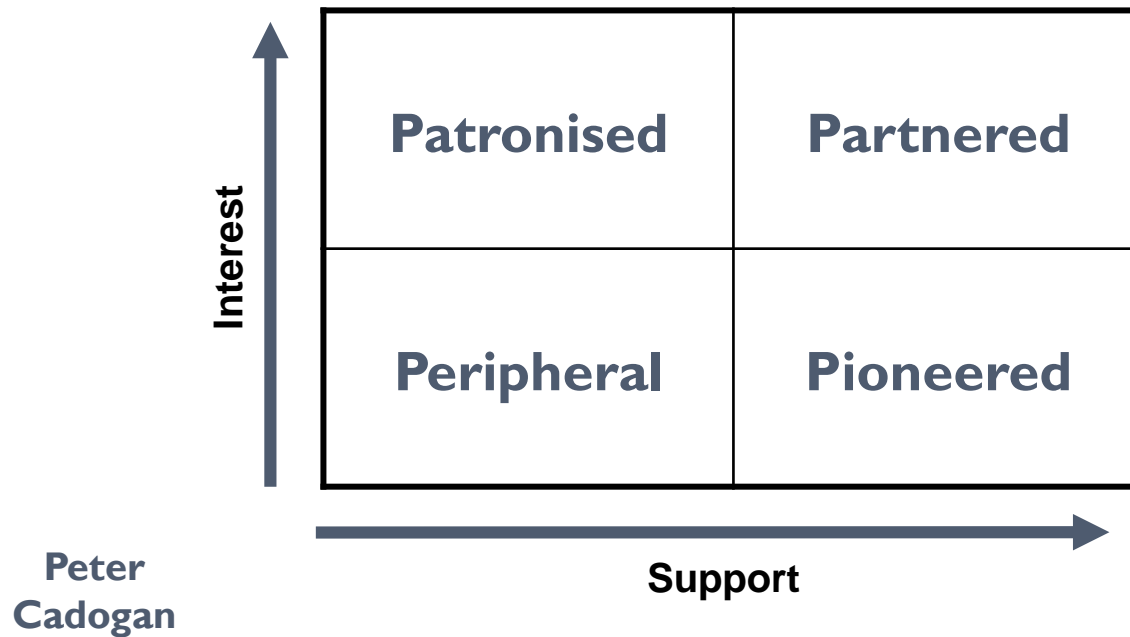**Manipulation** – Citizens are engineered to support or rubber-stamp existing decisions.

A Ladder of Citizen Participation by Sherry R Arnstein (1969)

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Cadogan Matrix of Institutional and Students' Union Relationships

Interest

| Patronised | Partnered |
| Peripheral | Pioneered |

Support

Peter Cadogan

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Session 2

ESU - Vision

Equal educational and social opportunities in an open and democratic Europe where students shape a sustainable future

ESU strategic priorities 2018 - 2020

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1. Reform for increased access and inclusivity in Higher Education
2. Co – creation through meaningful participation
3. Innovative learning environment
4. Increase the value of multiple purposes of education
5. Social dimension: Addressing the living conditions of students
6. An inclusive ESU: Equity in participation and contribution

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Reform for increased access and inclusivity in Higher Education

- Recognition of prior learning
- Balanced mobility and widened participation in Erasmus+
- Widened participation – students from marginalised groups and students lacking representation – link to publically funded, free higher education
- Widening access – national access plans to include student support and measures to help completion

Co – creation through meaningful participation

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- Students are full academic members and equal partners in all formal and informal decision making bodies within HEIs and at the national level
- Co creators of curricula and learning outcomes at programme level
- Support for member unions in their involvement in European higher education policies
- A united global student voice

Innovative learning environment

- Student – centred learning and accompanying teaching competences a policy priority
- Quality assessment of student centred learning
- Appropriate use of digitalisation – SCL not tool to reduce funding
- Recognition of extra curricula learning
- Promotion of open educational resources

Increase the value of multiple purposes of education

- Student workers rights and remuneration
- Importance and funding of independent research
- Political discourse around purpose of higher education
- Importance of democratic competencies
- Emphasis on compliance with the fundamental values of EHEA
- Addressing commodification

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An inclusive ESU: Equity in participation and contribution

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- New ways for members to participate in decision making and support for members lobbying and advocacy
- Increased collaboration between members and ESU activitites
- Organisational change to build capacity
- Working conditions
- Inclusive and collaborative working environment

ESU Membership

Every NUS must be open and accessible to all students from all higher education institutions in the country, regardless of their political conviction, religion, ethnic or cultural origin, nationality, gender, sexual orientation, social standing or any disability they may have
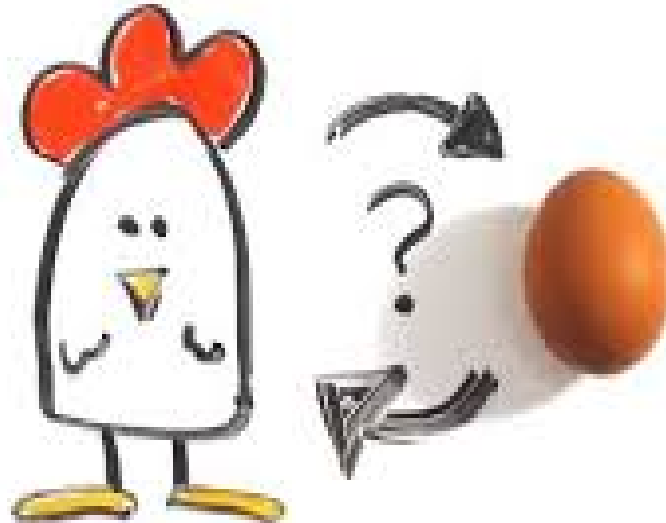
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Criteria

- Controlled and run by students.
- Democratic elections and run on a democratic basis.
- Representative and legitimate
- Autonomous and independent in decision-making.
- Aligned with ESU objectives and values - stand for the rights of students and student communities.

What does a National Union do?

- Influence and campaign(who/what)
- Develop members organisations
- Individual advocacy
- Enrich student life
- Provide services
- Student Affairs vs wider social/political sphere

NUSUK

7 Million Students

600 member student unions

A confederation

NUSUK Entities

National campaigning body

NUS UK

Builds stronger students' unions

NUS Charity

NUS Services

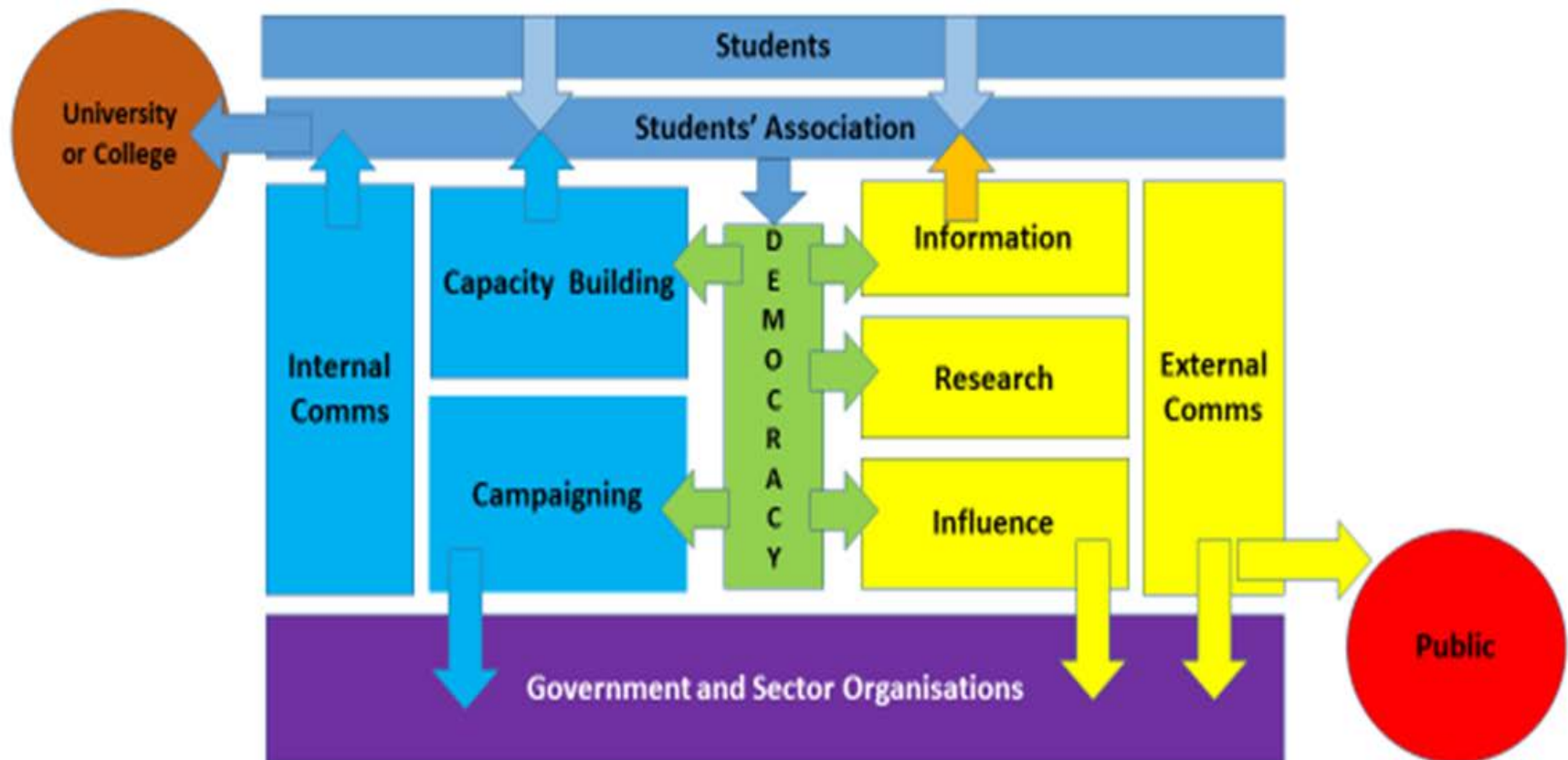Creates income for SU's & NUS

NUSUK Vision

- To Promote, defend and extend the rights of students

- To champion and build strong student unions

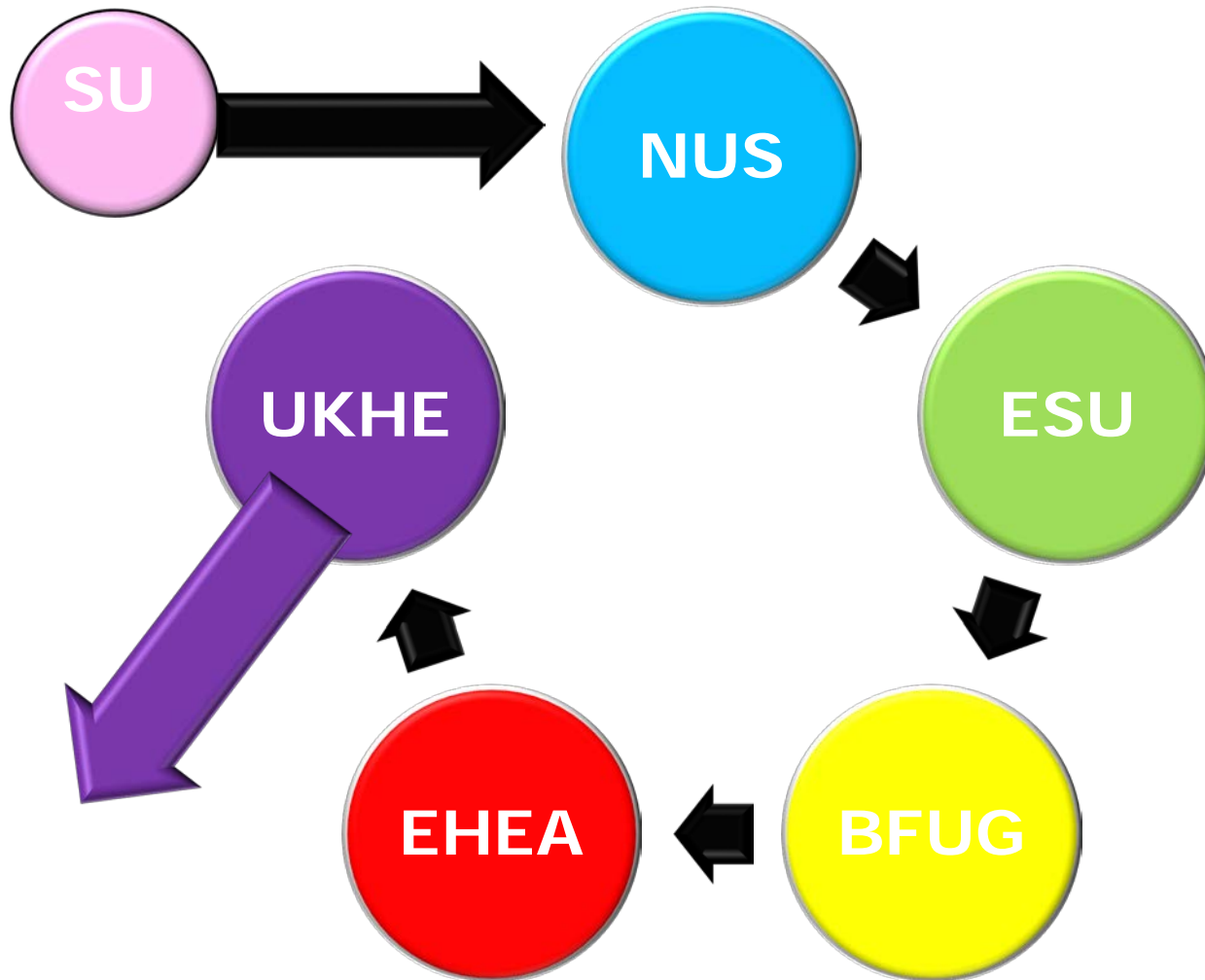- By making student lives better we make society better

Our Rationale

Linking Local and National Development

Influencing EHEA

Devolved Nations=Devolved NUS

Democratic pathway

- Training – Summer - Lead and Change

- Enthusing – Autumn – The Gathering

- Thinking/accountability – Winter – Zone Conference

- Deciding – Spring – elections/policy

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NUS Scotland/NUSUK

- Funding
- Quality
- Widening Access
- Services
- Mental Health

NUS Scotland Achievements

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- Votes at 16
- Reversal of college cuts
- Free education
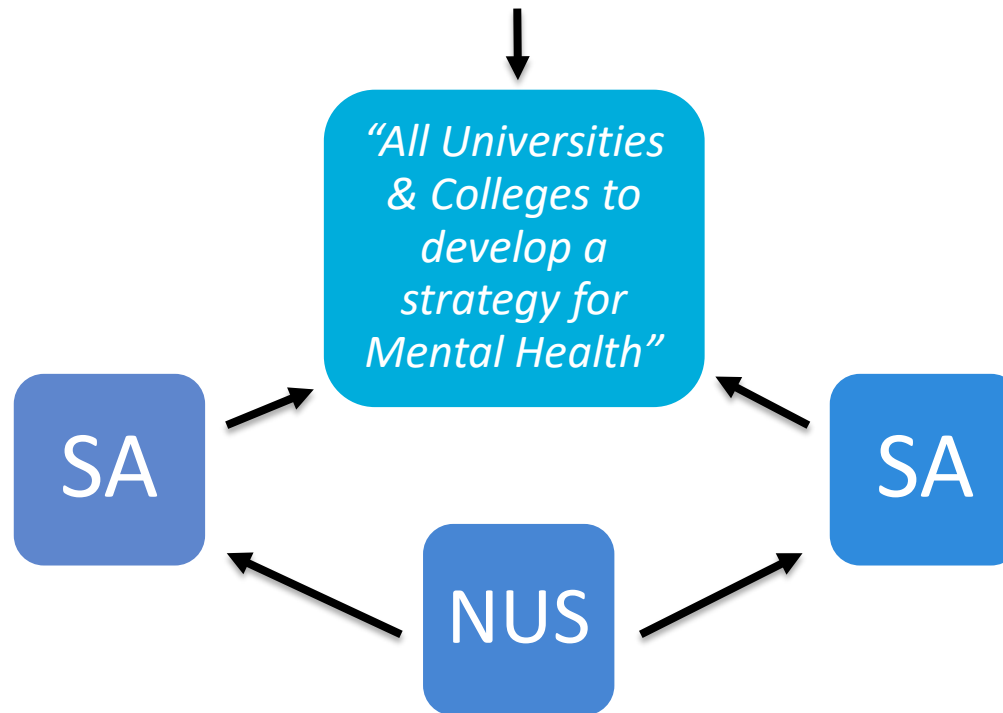- Saved Educational Maintenance Allowance
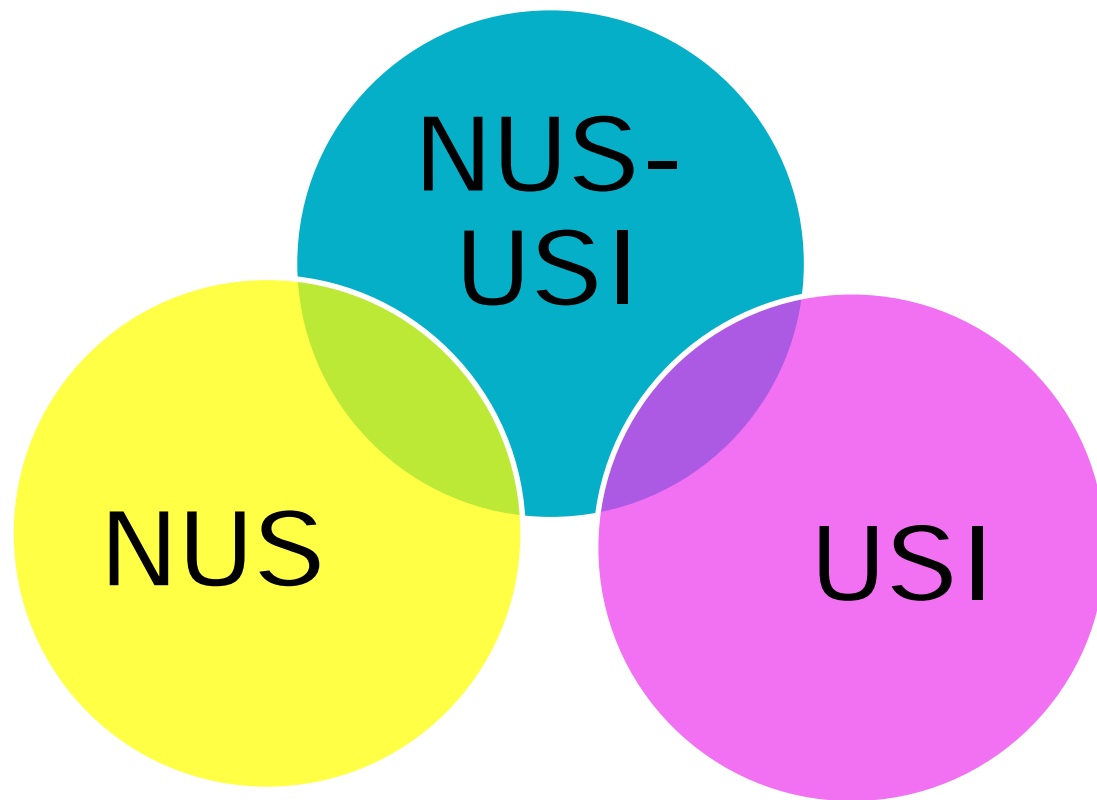- Mental Health Agreements

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NUS-USI

NUS-USI

Session 3

Setting

- Limited places in universities
- Access competitive based on academic performance in school
- Strong link between academic performance and socio – economic background and other equality and diversity factors
- Historic diversity of type of institution and level of access

- Access
- Retention and Success
- Curriculum

**A BLUEPRINT
FOR FAIRNESS**

**THE FINAL REPORT OF THE COMMISSION ON
WIDENING ACCESS
MARCH 2016**

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Fundamentally, access is an issue of fairness and it is our firm belief that Scotland has a moral, social and economic duty to tackle this inequality. Scotland has a truly world-class higher education system, perhaps the most powerful weapon there is to combat socioeconomic inequality... this predominantly publicly funded asset disproportionate... those in our most affluent communities, meaning... of birth, those in our most disadvan... nothing like an equal chance to rea...

Fair access is also much more tha... avoiding this lost potential is fir... economic interests. Graduates a... enjoy better employment outc... social, cultural and financial b... can be transmitted between... deprivation and contributing... inclusive Scotland.

"I WANT US TO DETERMINE NOW THAT A CHILD BORN TODAY IN ONE OF OUR MOST DEPRIVED COMMUNITIES WILL, BY THE TIME HE OR SHE LEAVES SCHOOL, HAVE THE SAME CHANCE OF GOING TO UNIVERSITY AS A CHILD BORN IN ONE OF OUR LEAST DEPRIVED COMMUNITIES."

Nicola Sturgeon, First Minister of Scotland,
26 November 2014

34 recommendations, including:

o Appointment of a *Commissioner of Fair Access*

o Recommendations tied into *Outcome Agreements*

o Greater access for articulation

o Contextual admissions policies

o Student funding

o Early years and attainment

o Equality of access: **students from the 20% most deprived backgrounds should represent 20% of entrants to higher education**.

Target setting and Priorities sparqs

SIMD20:

o Scottish Funding Council targets set within respective University Outcome Agreements (20% by 2030 is a sector target)

  ▪ By 2021, SIMD20 should represent at least 16% of full-time first-degree entrants to Scottish universities as a whole (at least 10% to every individual Scottish university)

  ▪ By 2026, SIMD20 should represent at least 18% of full-time first-degree entrants to Scottish universities as a whole

  ▪ Articulation from college targets too

Access to Higher Education: WP groups

- **Student carer** - aged 16–25 provide unpaid care for a family member or friend with an illness or disability, mental health condition or an addiction

- **Care-experienced** - having been looked after or are a care leaver

- Mature student applying via a **Scottish Widening Access Programme** (SWAP)

- Government-recognised **refugee or asylum status**

- Living in a '**SIMD20**' postcode

- Attendance of a **Schools for Higher Education Programme** (SHEP) such as LEAPS, LIFT OFF, Aspire North, Focus West
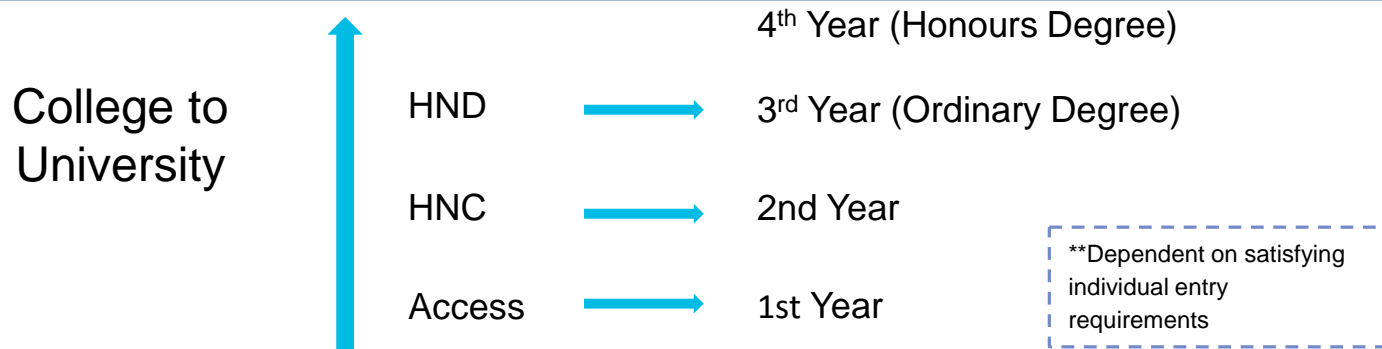
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'Articulation' (direct-entry) from a Scottish college to university:
- The movement of students from Higher National Qualifications (HNQs) into second or third year of a university degree with 'Advanced Standing'
- Underpinned with curriculum mapping
- Students achieve the same four year degree
- High entry requirements – typically 'A' or 'B' grades – and limited number of places available
- Not all universities offer articulation or direct-entry routes, some only 'access' routes

College to University

		4th Year (Honours Degree)
HND	⟶	3rd Year (Ordinary Degree)
HNC	⟶	2nd Year
Access	⟶	1st Year

**Dependent on satisfying individual entry requirements

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WP in Practice:
Working with Schools

Schools for Higher Education Programmes (SHEP)

- LEAPS (Lothians Equal Access Program for Schools)
- LIFT OFF
- ASPIRENorth
- Focus West

University Schools Outreach Programmes

- 'Aspiration and attainment raising'

- Edinburgh Napier University works in close partnership with 28+ schools

A student priority

- NUS Structures/officer diversity
- Policy influencing
- Outcome agreements
- Retention and success
- Student union programmes
- Liberating the Curriculum/Project Myopia
- Gender Action Plans