

Facilitating Students to be Co-creators of their Learning and Teaching: a Scottish Sector Insight

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Scottish context

Our higher education system in Scotland is unique; the quality framework at a national level not only **facilitates** and support student engagement, but it **expects** students to be involved in all aspects of their learning experience – **from creation to evaluation.**



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***Student Partnership in
Quality Scotland***

Publicly-funded agency for Scotland's university and college sectors which aims to support student engagement in the quality of the learning experience.



QEF

***Quality Enhancement
Framework***

Enhancement-led approach to quality in Scotland. Collaboration and partnership are at the heart of this innovative method.



SEF

***Student Engagement
Framework for
Scotland***

Sector owned and indorsed document.

Offers a coherent and detailed way of understanding student engagement that can be helpful to institutions and students' associations as they attempt to develop and plan their student engagement activities.



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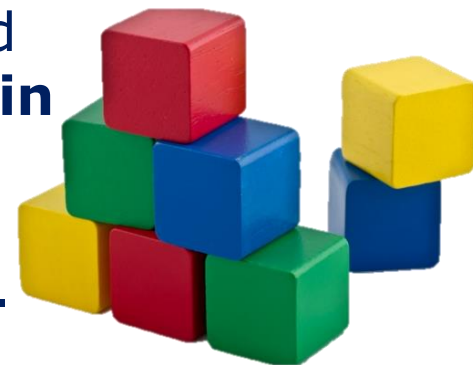
Creating co-creation

Student Partnership Agreement (SPA) – *the building blocks of partnership*

SPAs start the process, building the links and communication between institution and association, staff and students.

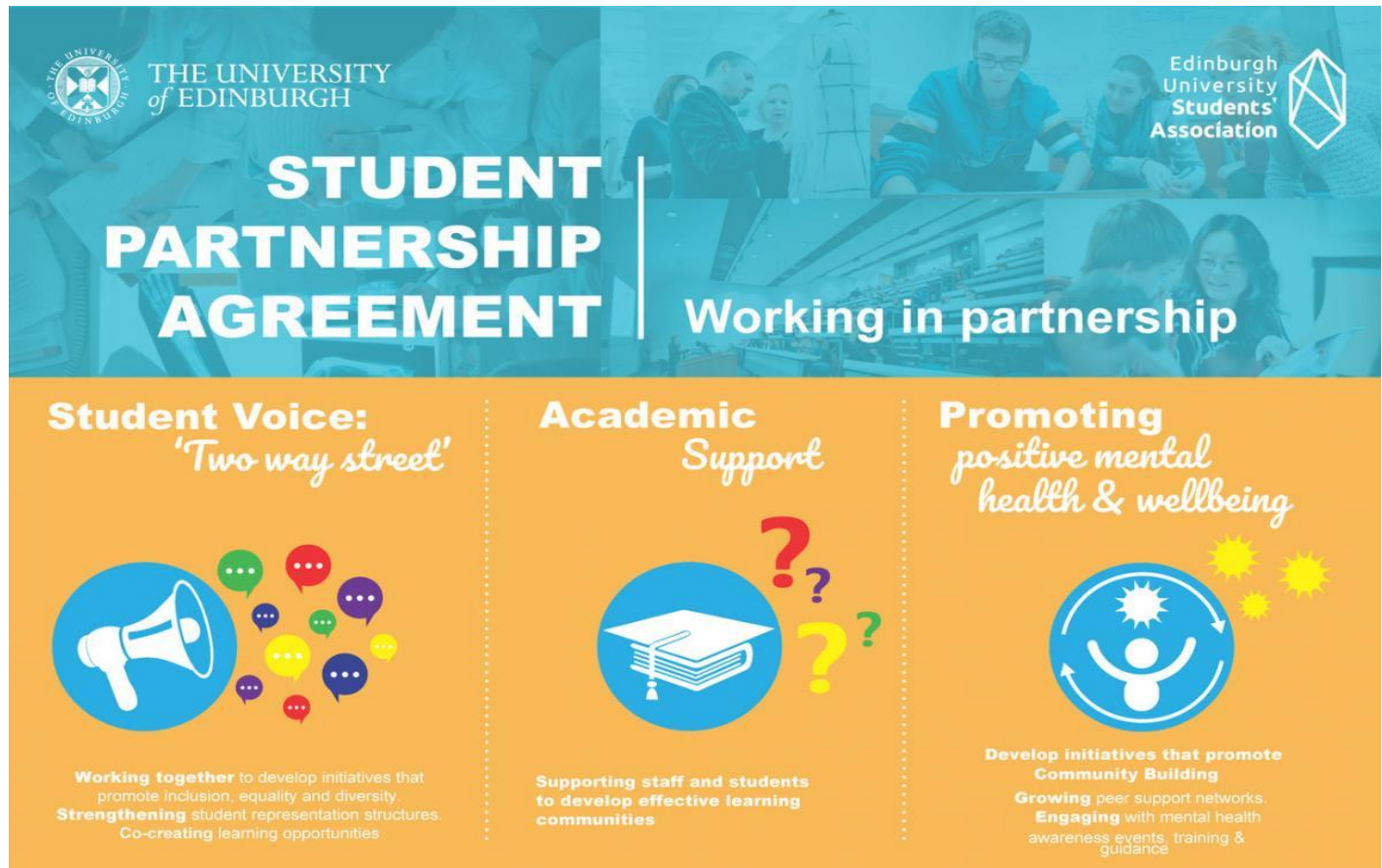
Opportunity to develop and deliver actions that enhance the student experience together.

By recognising the **benefit of student engagement** in delivering key priority areas, and considering the advantage of their **involvement in the design, delivery, and evaluation** of their own education, SPAs are an excellent tool to establish a culture of co-creation and partnership.



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Development of **student/staff led projects**, funded by the institution, to deliver projects which help achieve the priority areas of the SPA



The poster is titled 'STUDENT PARTNERSHIP AGREEMENT' and features the logos of The University of Edinburgh and the Edinburgh University Students' Association. It is divided into three main sections: 'Student Voice: Two way street', 'Academic Support', and 'Promoting positive mental health & wellbeing'. Each section includes an icon and a list of initiatives.


STUDENT PARTNERSHIP AGREEMENT | Working in partnership

Student Voice:
'Two way street'




Working together to develop initiatives that promote inclusion, equality and diversity
Strengthening student representation structures
Co-creating learning opportunities

Academic Support



Supporting staff and students to develop effective learning communities

Promoting positive mental health & wellbeing



Develop initiatives that promote Community Building
Growing peer support networks
Engaging with mental health awareness events, training & guidance



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Through students
and staff working
together in
partnership,
we shall be able
to create a
**vibrant
learning
community.**

The infographic is titled 'Achieved in Partnership' and features a central orange banner with the following text: 'Last year's objectives were to:', 'Improve the quality of assessment and feedback', 'Create a student vision for timetabling', and 'As a result of partnership activity, our achievements include...'. To the right, a calendar icon is accompanied by the text 'ACADEMIC CALENDAR AMENDED TO MOVE EXAMS BEFORE CHRISTMAS'. Below this, a notepad icon is next to 'EARLIER AVAILABILITY OF THE EXAM TIMETABLE'. Further right, a microphone icon is next to 'LAUNCH OF THE LECTURE CAPTURE PROJECT'. At the bottom right, a location pin icon is next to 'ENHANCEMENT OF THE DISTANCE LEARNING STUDENT EXPERIENCE'. The top right corner of the infographic features the text 'UNIVERSITY-WIDE ASSESSMENT & FEEDBACK ACTIONS AGREED'. The bottom left corner includes the logos for 'rgu:union' and 'ROBERT GORDON UNIVERSITY ABERDEEN'.

Achieved in Partnership – reflective
campaign to **promote the successes**
of the SPA through partnership
working.



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Devolved to departments;
school-level partnership action plans which highlight key areas specific to each school, **and are co-led by ADLTs and School Presidents (students)**, which are then reviewed and influence institution-wide SPA.



University of Dundee Student Partnership Agreement 2018-19

The University of Dundee and the Dundee University Students' Association (DUSA) work together to develop an annual Student Partnership Agreement (SPA) with the purpose of enhancing student engagement and improving the experience of our students. The SPA details agreed priorities for each academic year.

The priorities identified for AY 2018-19 are set out below. They are aligned with the University Strategy and the DUSA manifesto, and certain key themes have been carried over from previous years in recognition of the need for continuous improvement in those important areas.

1. Employability

We currently have a strong track record in the employability of our graduates¹, and recent research has shown that this is improved by access to credit-bearing careers education and engagement with extra-curricular activities. Further work is required to continue to grow and develop opportunities for extra-curricular engagement, and to ensure that the skills gained from these are appropriately recognised and communicated to prospective employers.

We will work together to ensure that Dundee Plus continues to meet the needs of our students in the recording of their achievements to enhance employability. We will also build on the work from DUSA during 2017/18 and take a partnership approach to the further development of Open Badges and other systems to recognise and record students' achievements. In addition, we will continue to provide opportunities for extra-curricular activities (volunteering, societies and social challenge events) and promote the value of participating of such activities.

Performance indicators:



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Student-led Teaching Awards (SLTA) – *establishing new ways of evaluating*

Developed over the last decade as a mechanism for **students to review and evaluate their learning and teaching**, and the factors that influence positive experiences;

Extensive research carried out by students associations to determine '**what is excellence?**'

Sharing of best practice - directly links student opinion to the ongoing enhancement of the institution.



2018 STUDENT-LED
TEACHING AWARDS



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Evaluating Evaluations

Students' evaluate their experience, on everything from **feedback to innovative teaching**, administrative support to mentoring & employability.

Student owned in design, operation and analysis, the awards are an innovative tool that students can use to feedback directly on their experiences, and a tool that is both renowned and respected by the institution, and teaching staff.



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The shift in purpose...

What does Student-Led Teaching Award nomination data tell us about student perceptions of 'good' feedback?

A report by Quality Assurance Agency for Higher Education Scotland

August 2018



Once, their role was purely celebratory; focusing on the positive aspects of learning and teaching, celebrating excellence, and culminating in an end-of-year award ceremony.

Now however, student associations' use them as a tool to find out what students' value, seeing the potential in the nomination data **as a unique way to evaluate learning and teaching, and make changes based on the analysis.** Detailed reports that unpick common themes and qualities, whilst **carefully curating concepts of excellence**, are now a key part of the SLTA process.



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Impact

Staff

- Promotions and pay rises
- Employability/CV-building
- National Teaching Awards

Student

- Student Officer manifestos
- Student-led projects

Institution

- Policy changes
- Operational and Strategic plans

Association

- Toolkits
- Working groups



Student Representative Systems (Reps) – *embedding the practice at every level*

Further supports the practice of student partnership and co-creation, emphasising the importance of student involvement in all aspects of learning & teaching.

Places students at the heart of all academic processes that review and evaluate practice.

Embeds the culture at **all levels**, and across **all areas** of an institution.



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Operating **at every institution** in Scotland, in some way or another, they come in different sizes and structures, but all focus on **providing a structure to empower students** to vocalise and feedback on their education. **Proper support and training** facilitates students to become co-creators in every aspect of the learning and teaching experience.



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Impact

- 
- Annual Monitoring & Program Review
 - Institution-led Review (ILR)

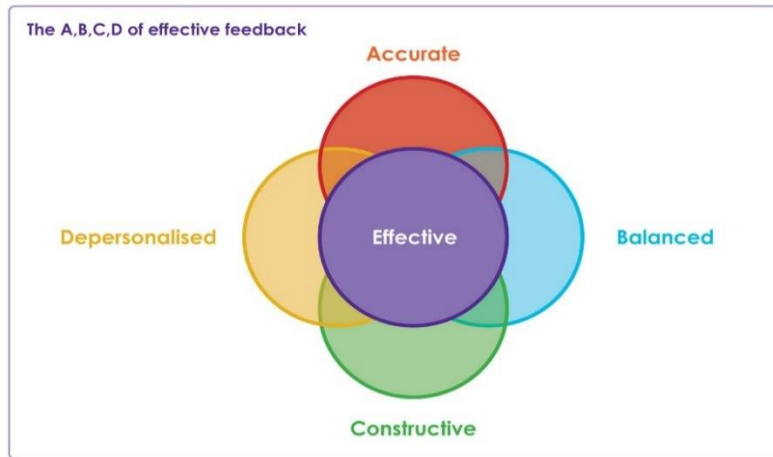
- Program Design and Approval Boards
- University level committees

- Enhancement-led Institution Review (ELIR)
- National working groups on student engagement

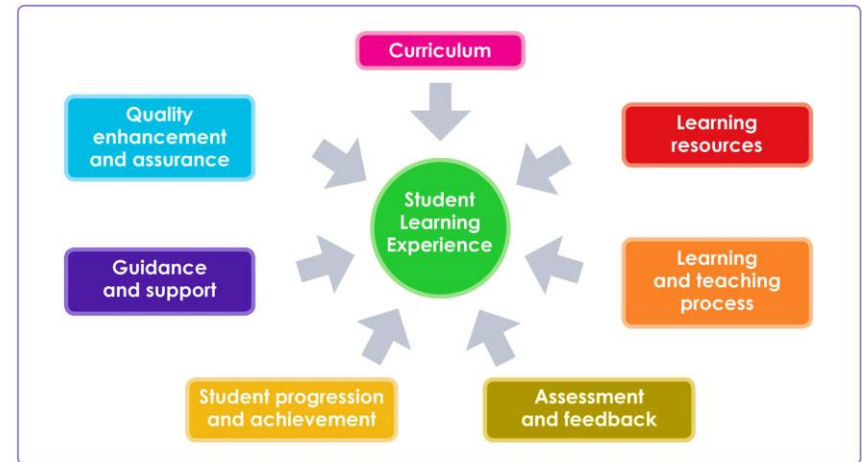


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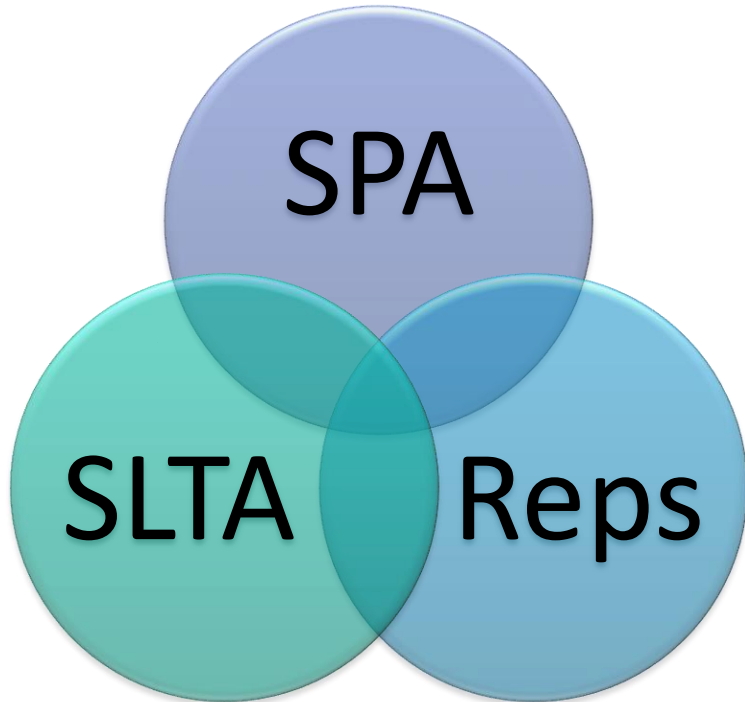
ABCD of Effective Feedback



Student Learning Experience (SLE)



Synchronous approach



These three tools are not hierarchical; nor do you need to have one to operate another, but the three do **work concurrently to promote the concept of students as partners;**

They all help to foster and support an **environment of co-creation**, and in their successful operation, enhance the role of students in the evaluation of learning and teaching.



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ANY QUESTIONS?



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