"Unintended consequences" An exploration of how conducting internal quality reviews online has actually increased student engagement

Stef Black

Senior Development Consultant

sparqs





Moving reviews online



- When the pandemic hit, most institutions chose to delay their interval reviews, however a small number continued, adapting them to be conducting online.
- Those who did had to consider how they would still ensure student engagement in their online reviews, and took different approached to provide opportunities for students to engage



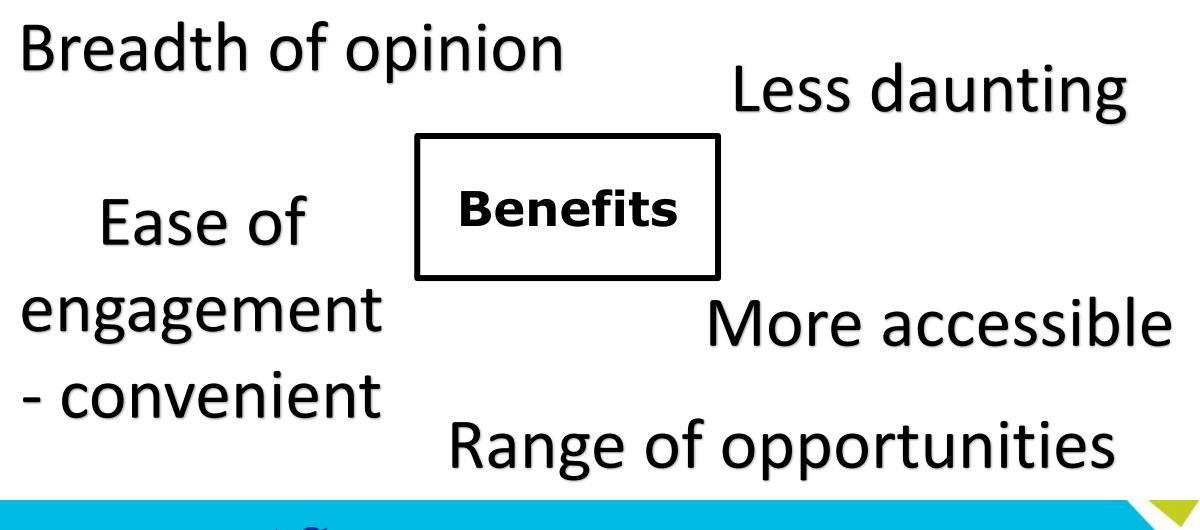
What changes were made?



- Electronic surveys sent in advance of the review to all students and graduates of the programme under review
- Groups of students brought together online to discuss successes and challenges and answer questions posed by the quality team which was fed back to the review panel
- Opportunity to meet 1-2-1 with review convenor to provide feedback
- Additional support for students involved in the review

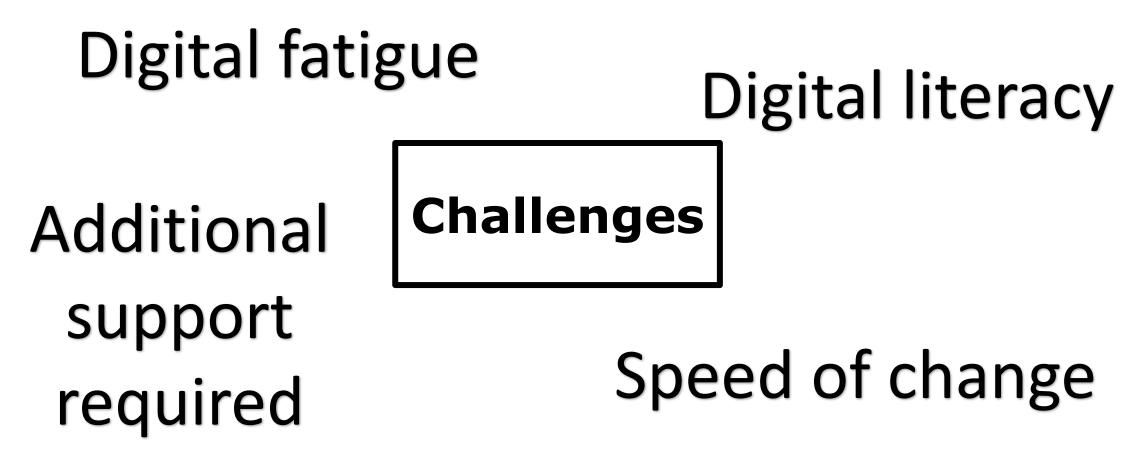






@sparqs_Scotland @sparqs_Stef







An emerging pattern?



Increases in engagement and attendance across a whole range of activity, not just internal reviews:

- Training events
- Network meetings
- Student staff meetings
- Sector committees

There is a significant surge in students wanting to engage...



Why now?



- We are all online, so it is the only way?
- Students have additional worries/fears that they want to discuss?
- Students are keen to share and learn from good practice, protecting their educational experience?
- The online format is more accessible/easier to engage in?
- Students have more to say during a time of so much uncertainty?
- Students may be feeling lonely and isolated and therefore are taking the opportunities to engage in activities they would not normally engaged in?
- It is something to do?



An interesting observation...



"We've always had the tech, but just never thought to use it!"





Where do we go from here?





