



National Student Engagement Programme

Clár Rannpháirtíochta Náisiúnta na Mac Léinn

TU Dublin Student Briefing

30 Sept 2021

Seán Whelan, NStEP Student Trainer

Maria Maguire, Guest Speaker

Videos and additional resources can be found at

<https://studentengagement.ie/institutional-review-student-briefing-resources/>



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



Union of Students in Ireland
Aontas na Mac Léinn in Éirinn

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Aims for this session:



Identify and describe student engagement, and how it relates to Quality Assurance and Quality Enhancement.



Describe and consider the Student Learning Experience



Outline the ABCD's of Effective Feedback



Learn more about the experience of student participation in quality review



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Student Engagement in Quality

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What is Student Engagement?



Go to the link posted in the chat



Watch the short video on Student Engagement (Resource 1)



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Group Discussion



Consider the following:

- Are students involved in making decisions?
- Do students play an integral part in finding solutions to problems?
- Do students, staff, and the institution work together to improve the learning experience?

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What is Quality?

Quality Assurance (QA)

A system of setting and maintaining standards of quality for education provision

Describes the processes that seek to ensure that the learning environment (including teaching and research) reaches an acceptable threshold of quality (QQ)

Quality Enhancement

A process of continuous improvement of the quality of education provided

Aims to improve quality assurance, which involves promoting and spreading effective practice in an ever-evolving quality assurance system (QQ)

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Quality Assurance in Ireland and QQI



Go to the resource link posted in the chat



Watch the short video on Quality Assurance and QQI (Resource 2)

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Students in Quality Assurance? Who says so?



- ▶ European Standards and Guidelines
Standard 1.3: 'Institutions should ensure that the programmes are delivered in a way that **encourages students to take an active role** in creating the learning process, and that the assessment of students reflects this approach.'
- ▶ Core Statutory Standards and Guidelines (Ireland - QQI)
 - ▶ 'Embedding a quality culture', which stipulates that the quality system within a 'provider' should be one "where **all of a providers' staff and learners are involved in quality assurance**, and in which quality is accepted as a responsibility for all to improve on"
 - ▶ 'Documented policies and procedures' should "**include a role for learners and other stakeholders**"
 - ▶ 'Policies and procedures for programme design and approval ensure that **programmes are designed with the involvement of learners and other stakeholders**'
 - ▶ "Ongoing monitoring and periodic review of a programme is used as an opportunity to evaluate that programme with the benefit of the experience of programme delivery **incorporating feedback from staff and learners.**"

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Institutional Review

QQI has five specific measurable purposes for its institutional reviews, which are:

- ▶ To encourage a QA culture and the enhancement of the student learning environment and experience within institutions;
- ▶ To provide feedback to institutions about institution-wide quality and the impact of mission, strategy, governance and management on quality and the overall effectiveness of their quality assurance;
- ▶ To improve public confidence in the quality of institutions by promoting transparency and public awareness;
- ▶ To support systems-level improvement of the quality of higher education; and
- ▶ To facilitate quality enhancement by using evidence-based, objective methods and advice.

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Review Team Membership

Role	Description
Chairperson	Leader of the review team
Coordinating Reviewer	Secretary to the team with responsibility for coordinating production of the review report (and a full review team member)
Student Reviewer	Represents the student voice in the review team
QA Representative (Irish/International)	Generally two QA rep roles - one Irish, one international; these reviewers provide QA expertise and knowledge of the Irish context/international benchmarks
External Representative (DABs)	Brings an industry/'third mission' (i.e. community/societal engagement) perspective to the review team

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Meet the **Review Team**



Chair: Professor Lauritz Holm-Nielsen, former Rector of Aarhus University (Denmark)



Coordinating Reviewer: Sinéad O'Sullivan, Director of Quality, UL



Student Reviewer: Dr Vivian Rath, Adjunct Teaching Fellow, TCD



Industry Rep: Dr Leisha Daly, Senior Director for Government Affairs & Policy, J&J Supply Chain in EMEA



International Rep: Professor Petri Suomala, VP Education, Aalto University



Irish QA Reviewer: Professor Caroline Fennell, former Registrar UCC

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The Student Learning Experience

You are the expert on your own learning experience!

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The Student Learning Experience



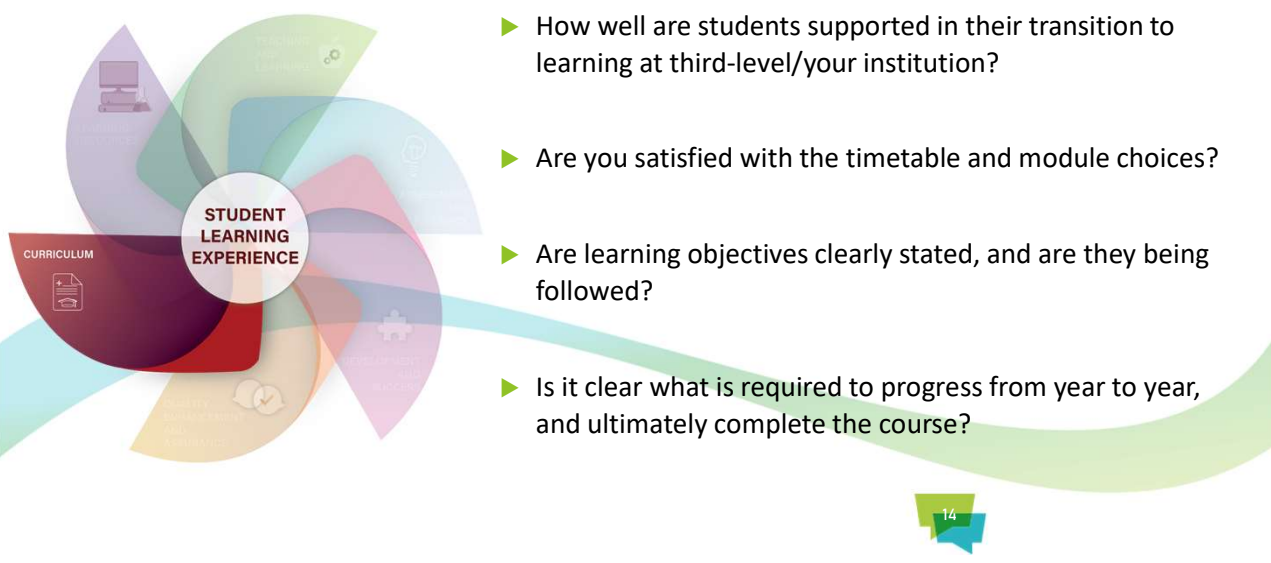
Go to the resources link posted in the chat

Watch the short video on The Student Learning Experience (Resource 3)

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Curriculum

The way content and learning is organised on your course and modules

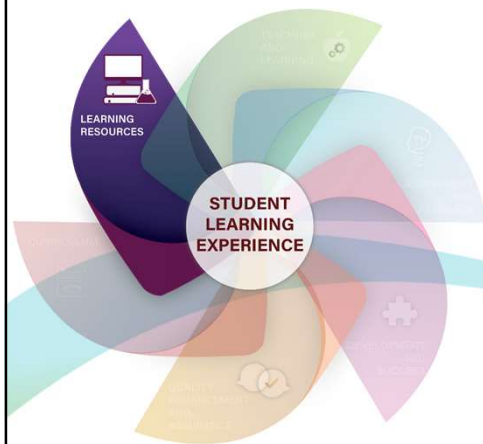


- ▶ How well are students supported in their transition to learning at third-level/your institution?
- ▶ Are you satisfied with the timetable and module choices?
- ▶ Are learning objectives clearly stated, and are they being followed?
- ▶ Is it clear what is required to progress from year to year, and ultimately complete the course?

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Learning resources

Everything needed to be successful on your course and modules



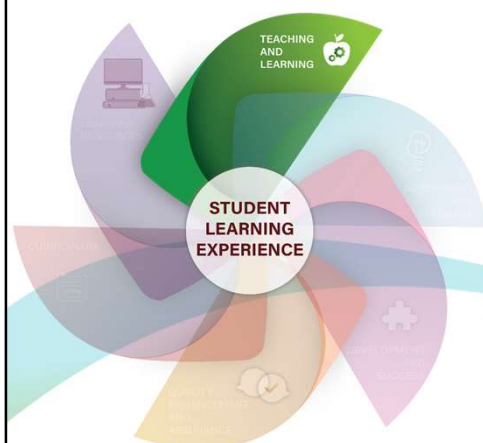
- ▶ Are there adequate learning resources available (e.g. textbooks, up-to-date materials, digital repositories and eLearning materials?)
- ▶ Is there sufficient access to necessary materials (e.g. lab equipment, art materials, computer software, health and safety equipment)?
- ▶ Do students know what resources are available and how to use them?
- ▶ Are there adequate supports and services for students struggling with a particular subject or skill?

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Teaching and learning

The way content and skills are taught, and how students learn



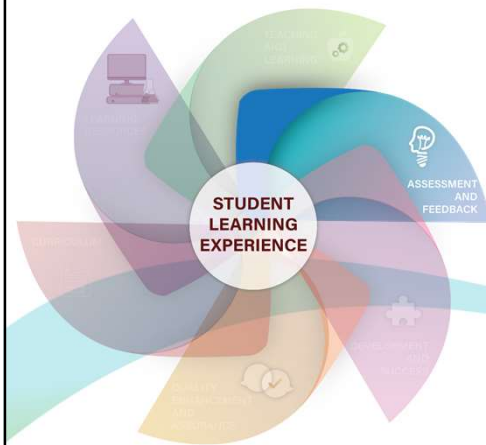
- ▶ Are students guided in the development of technical, digital, academic, and transferable skills?
- ▶ Do lecturers / tutors provide support on course content, assignments, and assessment inside and outside of the classroom?
- ▶ Are students able to learn in a way that suits their needs?
- ▶ Are there other forms of teaching that would help student learning?

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Assessment and feedback

How learning is measured, and results are communicated back to students



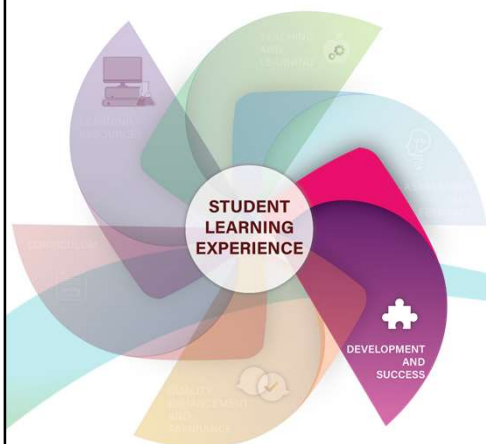
- ▶ Are students given a choice of assessments?
- ▶ Are assignments staggered across different modules to prevent overload?
- ▶ Are assessments marked fairly and do lecturers / tutors all mark to the same standard?
- ▶ Is feedback provided promptly, and with enough time for students to identify areas for improvement on future assessments?
- ▶ Are assignment submission and exam re-sit procedures clearly communicated and fair?

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Development and success

A learning experience that embraces diversity and wellness, and encourages students to develop new perspectives and future goals



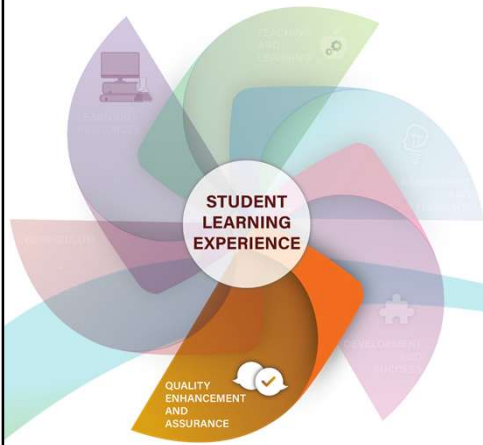
- ▶ Are students aware what career or further study options are available after completing the course?
- ▶ Does my course provide an educational experience with opportunities to meet new people, discover new talents, and expand students' understanding of the world?
- ▶ Does the college actively work to remove obstacles to student achievement and participation?
- ▶ Is student diversity and wellness recognised through curriculum and learning supports, and are students encouraged to share their experiences?

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Quality enhancement and assurance

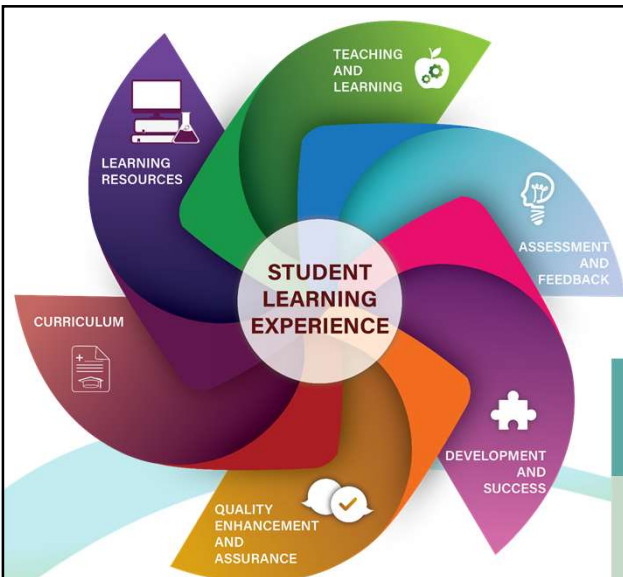
The institutional processes to improve students' learning experience



- ▶ Are improvements made to your course as a result of student feedback?
- ▶ Are students told what changes have been made to their course?
- ▶ Are students / class reps actively involved in assessing and improving the quality of courses?
- ▶ Are students invited to co-create surveys and feedback forms?



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Activity

Using the SLE, identify one example of something you may give feedback on relating to your own personal learning experiences.



After you have done this, consider the following:

How do you think your experience compares with others on your course/programme?

What can you do to try to represent the broader student voice when it comes to feedback?



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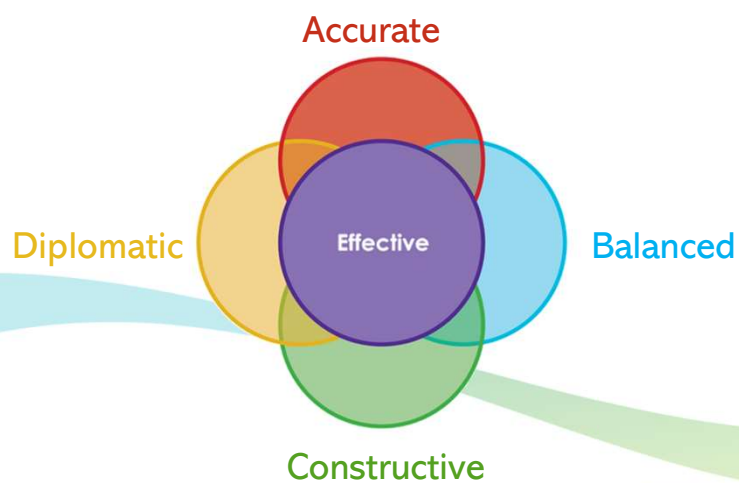
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Providing Effective Feedback

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The ABCD of Effective Feedback



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A is for Accurate

- ▶ Be specific, and provide evidence to back what you say.
- ▶ Avoid sweeping generalisations or emotional language.
- ▶ Where possible include information about the scale of the issue (e.g. Is it a large number of students affected?) to add weight to your argument.

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B is for Balanced

- ▶ Pass on both positive and negative feedback.
 - ▶ Acknowledge where staff or the institution have attempted to address an issue, even if it was not completely successful.
- ▶ Avoid being one-sided or biased in any particular direction. Show that you can appreciate problems from multiple perspectives.
- ▶ Being balanced will strengthen your argument

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C is for Constructive

- ▶ When raising an issue, don't just identify problems. Make suggestions for possible solutions to the problem.
- ▶ Be as specific as possible when giving feedback, providing details on exactly what works well, and what could be improved.

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D is for Diplomatic

- ▶ Even if feedback is mostly negative, try to present it in a way that does not come across as negative toward a particular person or their work.
- ▶ Where possible, avoid making the problem about specific people (students or staff) – instead focus on the impact on students' learning experience in your class.

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Some Final Tips

- ▶ If you've something important to say, then don't wait to be asked
- ▶ It's confidential
- ▶ Think about the good and the bad
- ▶ Be prepared

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*Perspectives on participating in the
CINNTE Review process*

Maria Maguire

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Questions?

Please complete the rest of the feedback form at this time. The link can be found in the chat box.