

**Title:**                   **Students engaging with the learning and teaching agenda**

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### **Session Learning Outcomes**

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

- Discuss and compare the approaches we have used to engage students or include their voice with their own
- Examine our plan for student investment in learning and teaching
- Reflect on their institutional approach and share good practice

### **Session Outline**

Increasingly over the last decade there has been an emphasis on student engagement not just with their own learning but, also with a range of activities that can lead to the educational experience being enhanced and students becoming partners in the discovery of knowledge. Student involvement in the quality of education does lead to enhancement and both the QAA (2012) and the NUS (2012) have provided guidance around this involvement.

As a Department we have engaged with students in a range of ways but this has tended to be undertaken as separate events or activities rather than as planned strategy for engagement annually. We have worked with the Student Union to develop the success of the Student Voice Award which is now in its sixth year, we have had a student researcher and we have invited students to contribute to some of the teaching activities in our MA Academic Practice as well as using the student voice award data in our teaching. We will share these activities and approaches with the delegates.

Whilst engagement has been varied the agenda for this has been set by us (Rudd, Colligan and Naik 2006). This year the Department has changed and now also includes two student facing services: learning success, which is responsible for academic learning support and support for disabled and dyslexic students and student counselling. This has enabled us to review how we engage with students and their involvement in developing the agenda for enhancing learning and teaching (Rudd, Colligan and Naik 2006:11). We have set up a student advisory group to ensure that alongside the staff agenda they can ensure their priorities are also included. Various activities will be taking place based on the work from the Student Advisory Group such as storyboarding the educational enhancement strategy with students and looking at championing our approaches to digital engagement and literacy. We will be reporting at the conference on the initial workshop with students setting the priorities for this year and how students will be actively involved in the teaching programme and work

of the department in a meaningful and empowering way. As noted by Hargreaves (2004) real engagement should be seen as a “gateway to change” and we have an opportunity right now to make this change.

### **Session Activities and Approximate Timings**

5 minutes introduction and overview of paper

5 minutes activities that have taken place in the past such as student voice award

10 minutes outlining the student advisory group role, findings from the workshop setting this year’s agenda and an outline of student engagement with this

20 minutes discussion of the issues with the following as questions:

- What activities do you currently engage in with students?
- What is the impact of this engagement?
- Does your institution have a student engagement strategy or plan?

5 minutes summary and last questions

### **References**

Hargreaves, D (2004). Personalising Learning 2: Student Voice and Assessment for Learning. November 2004. London: Specialist Schools Trust. Secondary Heads Association.

NUS (2012) Manifesto for Partnership

<http://www.nusconnect.org.uk/news/article/highereducation/Rachel-Wenstone-launches-a-Manifesto-for-Partnership/> (accessed 28/10/13)

QAA (2012) UK Quality Code for Higher Education – Chapter B5 Student Engagement

<http://www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-B5.aspx> (accessed 28/10/13)

Rudd T, Colligan F and Naik R (2006) Learner Voice a handbook from futurelab. Bristol Futurelab