Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

21st century Student Engagement: how does institutional partners address 'complain and comply' culture in Quality Assurance of Higher Education?

Dale Whelehan – Trinity College Dublin Students' Union Deputy President and Education Officer 2016-17
Patricia Callaghan – Academic Secretary, Trinity College Dublin, The University of Dublin

European Quality Assurance Forum 25/11/17
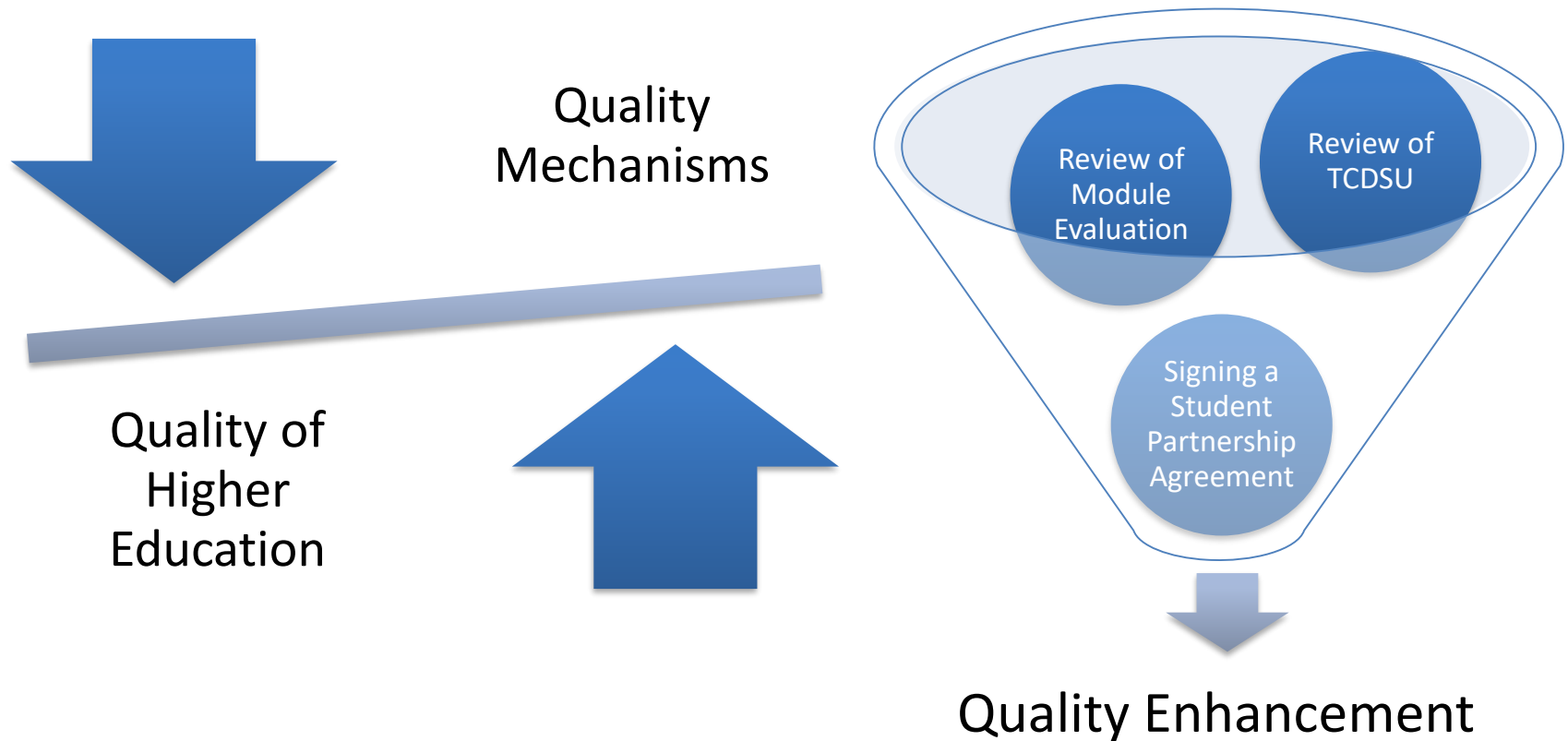
Who are we?

Dale
- Former TCDSU Education Officer 2016-17
- Irish Student Expert on QA for ESU
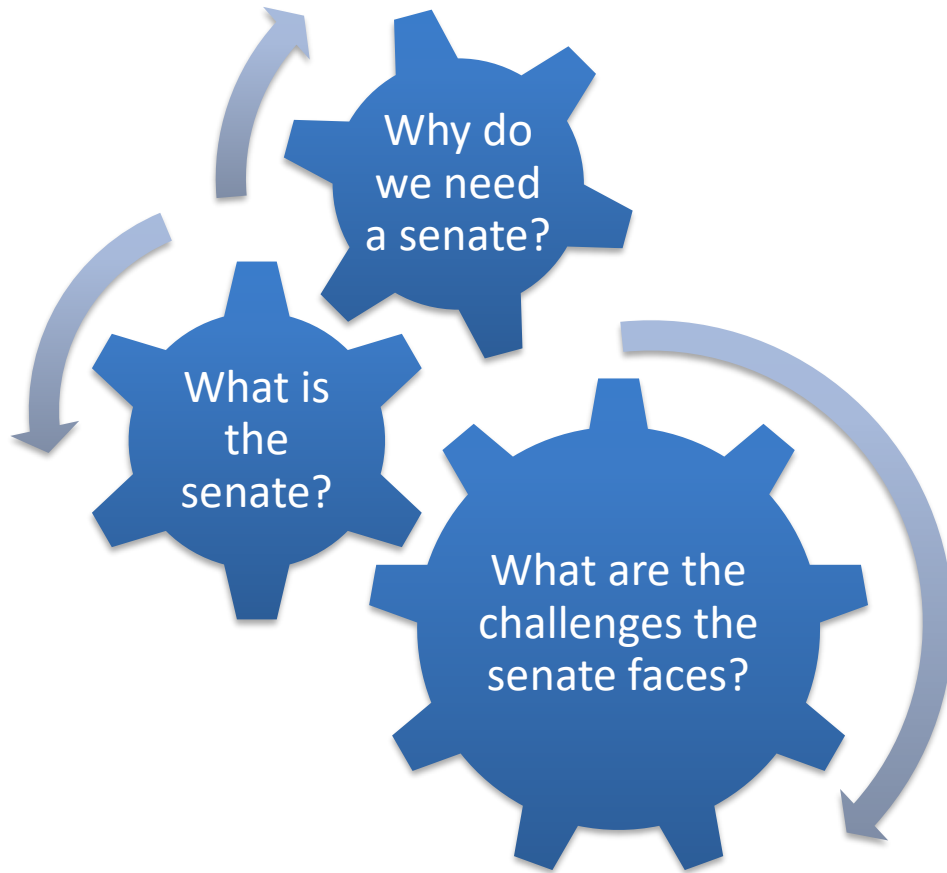- Championed Ireland's 1st Student Partnership Agreement

Trish
- Academic Secretary in Trinity College Dublin, The University of Dublin
- Honorary member of TCDSU
- Responsible for overview of Quality
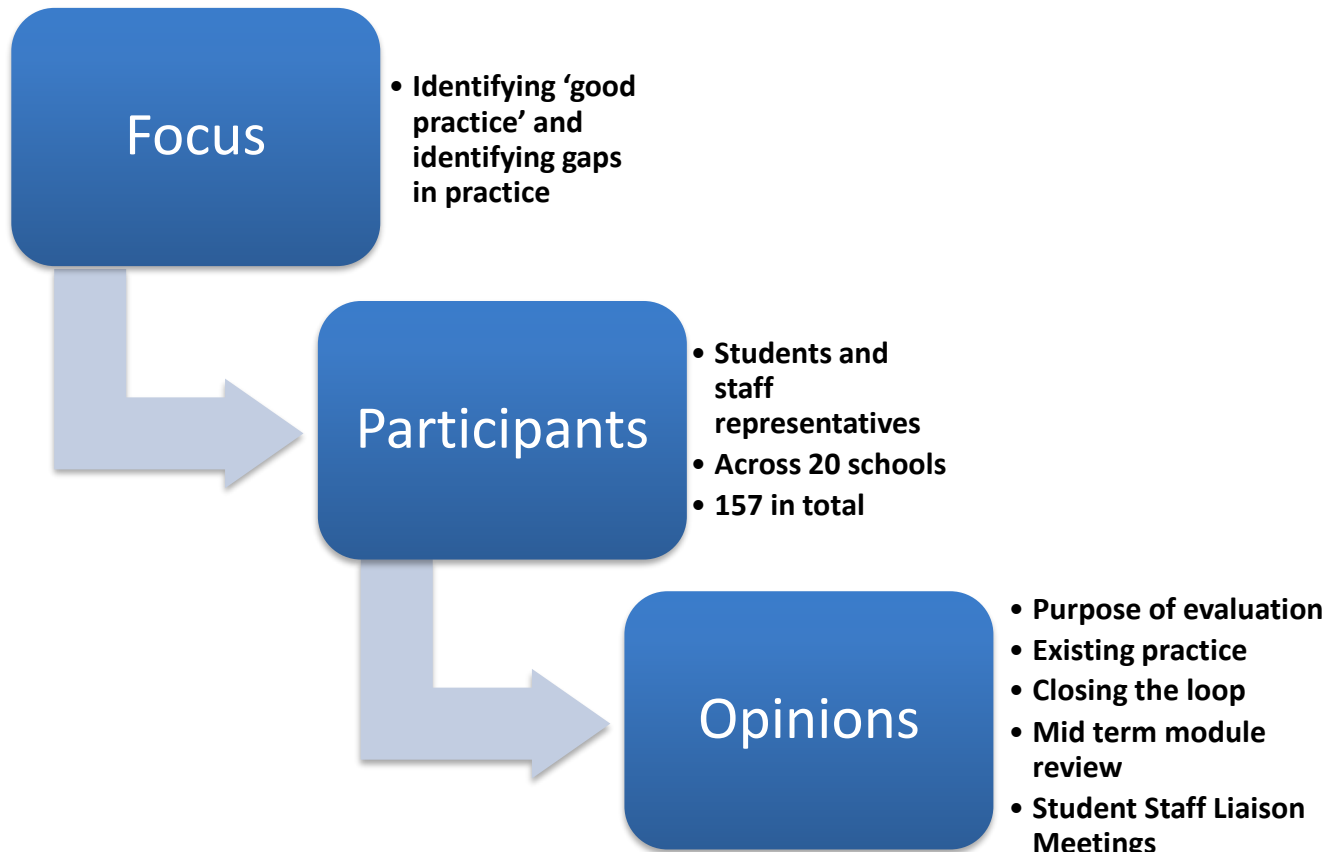
Why is this relevant?

Quality Mechanisms

Quality of Higher Education

Review of Module Evaluation

Review of TCDSU

Signing a Student Partnership Agreement

Quality Enhancement

Activity 1: Trinity College Dublin Students' Union Academic Senate

Activity 2: Quality Assurance Mechanisms Scoping Exercise Structure

Focus

- **Identifying 'good practice' and identifying gaps in practice**

Participants

- **Students and staff representatives**
- **Across 20 schools**
- **157 in total**

Opinions

- **Purpose of evaluation**
- **Existing practice**
- **Closing the loop**
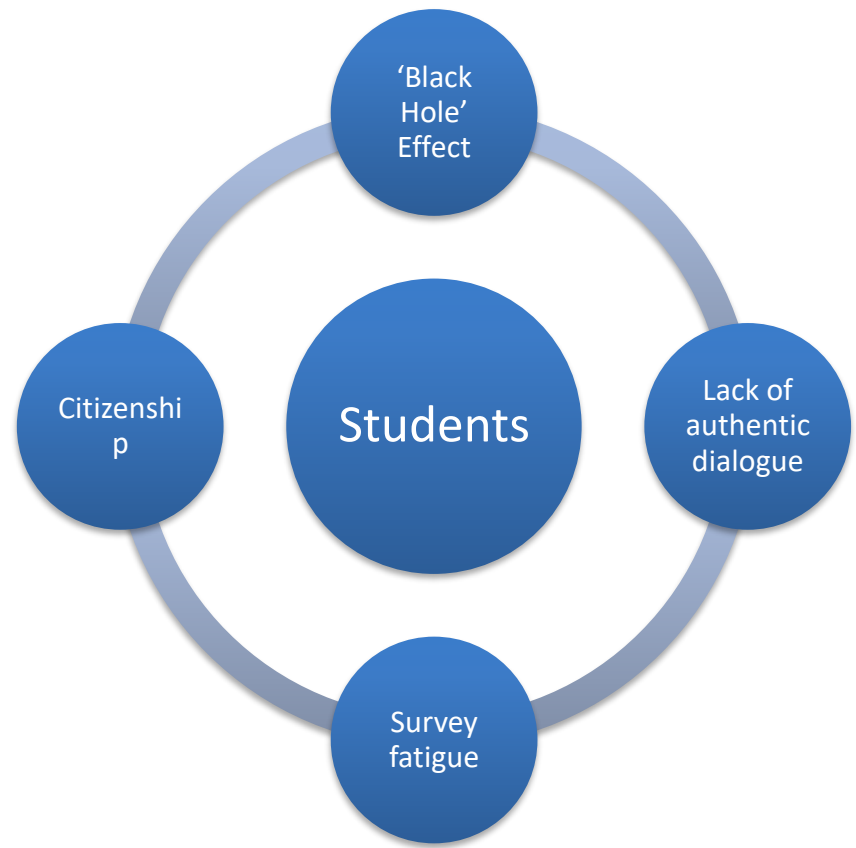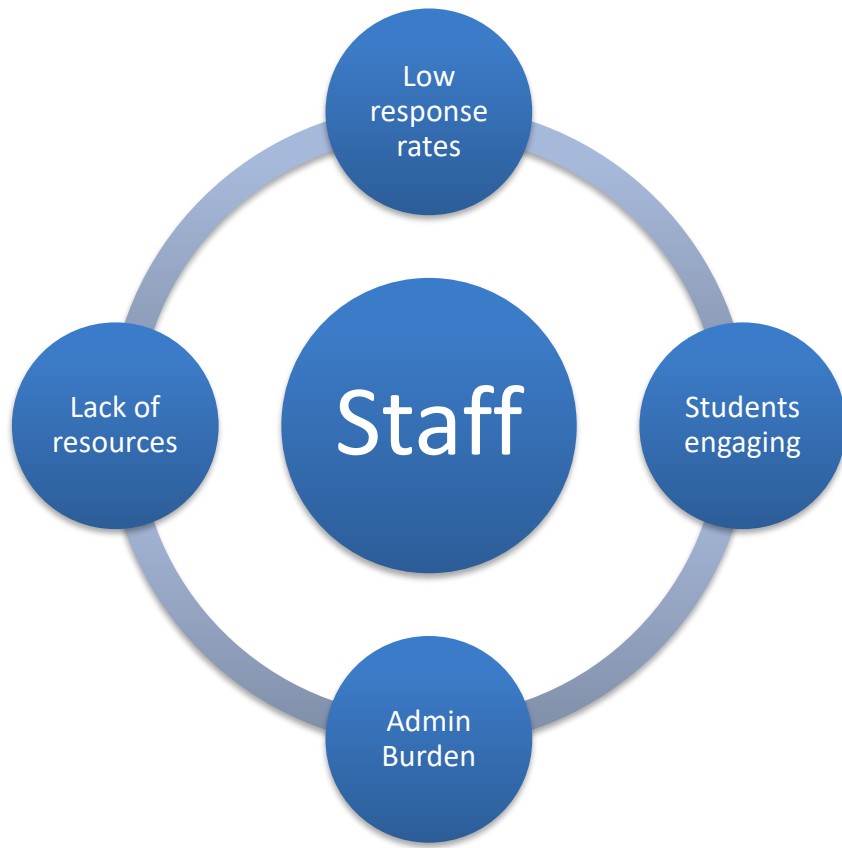- **Mid term module review**
- **Student Staff Liaison Meetings**

– Arising from these 'generic' questions issues of 'anonymity' and 'power imbalance', as well as 'dialogue' as a form of evaluation between students and staff emerged.

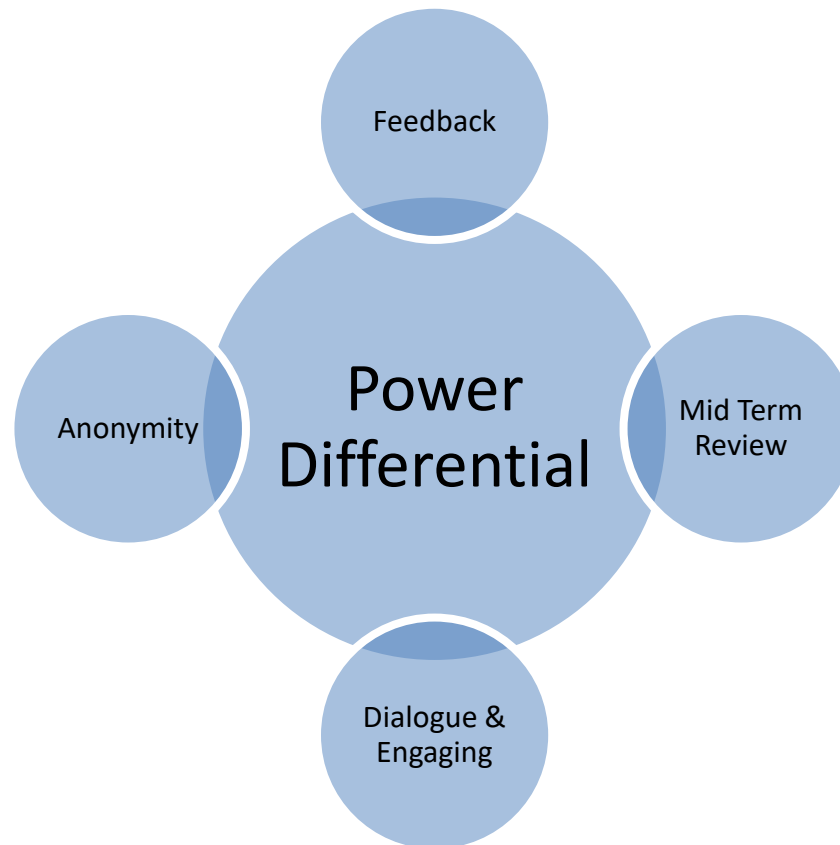# Activity 2: Quality Assurance Mechanisms Scoping Exercise Findings

– General culture of 'complain and comply'

Activity 2: Quality Assurance Mechanisms Scoping Exercise Opinion Findings

– "You see what power is – holding someone else's fear in your hand and showing it to them" – Amy Tan

Activity 3: Signing a Student Partnership Agreement

Trinity College Dublin, The University of Dublin & Trinity College Dublin Students' Union

Conclusion

- 'Complain – comply' approach to evaluation defeats the purpose of module evaluation

- 'Feedback' is a two way street

- 'Quality Rhetoric' should support holistic approach to addressing systemic problems in teaching and learning identified in Quality reviews

- Where to next?

  - Pilot in a number of schools (i) mid module evaluation (ii) establishment of SSLC (iii) inauguration of TCDSU Academic Senate

- How will we be successful?

  - New structures. New approach. New purpose.

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Question 1:

How does a quality culture address the power imbalance between staff and student?

Question 2:

How is the growing culture of measuring Quality serving the primary purpose of Teaching and Learning?

Thank You