Engaging diversely: how online students, postgraduates and others can (and should!) be full partners in quality

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sparqs

About sparqs

- **S**tudent **Par**tnerships in **Q**uality **S**cotland.
- Works with Scotland's agencies, institutions and students' associations.
- Engages in projects, conferences and consultancy beyond Scotland.
- Staff of 10 plus a team of student trainers.
- Provides training, research, consultancy, events and more.
- Keep up with us at www.sparqs.ac.uk.

Some features of Scottish higher education

- Student engagement a foundation of quality:
  - Partnership with students' associations.
  - Student reviewers, and strong enquiry about student roles.
- Enhancement-led model: how can we be ever-better?
- Increasing diversification:
  - Social indicators.
  - Methods of learning.

Student Engagement Framework for Scotland

What to engage students in:

1. Wider life of institution.
2. Learning.
3. Shaping the learning.
4. Formal decision-making.
5. National decision-making.

How to engage students:

1. A culture of engagement.
2. Students as partners.
3. Responding to diversity.
4. Valuing the student contribution.
5. Focus on enhancement & change.
6. Appropriate resources & support.

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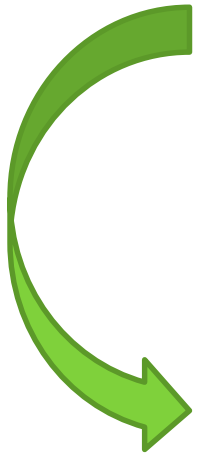
Capacity for partnership



Students and students' associations

Institutional management, staff and governors

Broadening the scope by engaging diversely: Training and support of students

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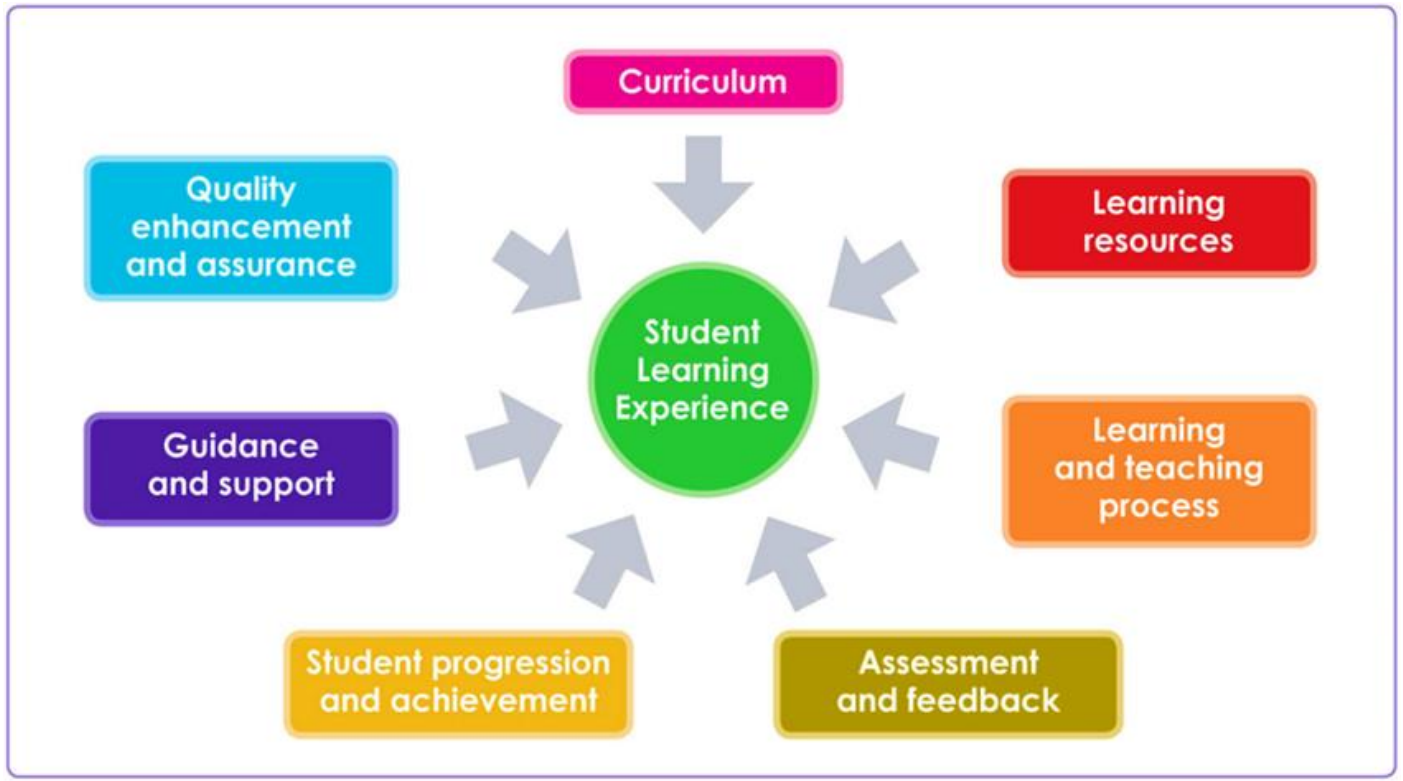

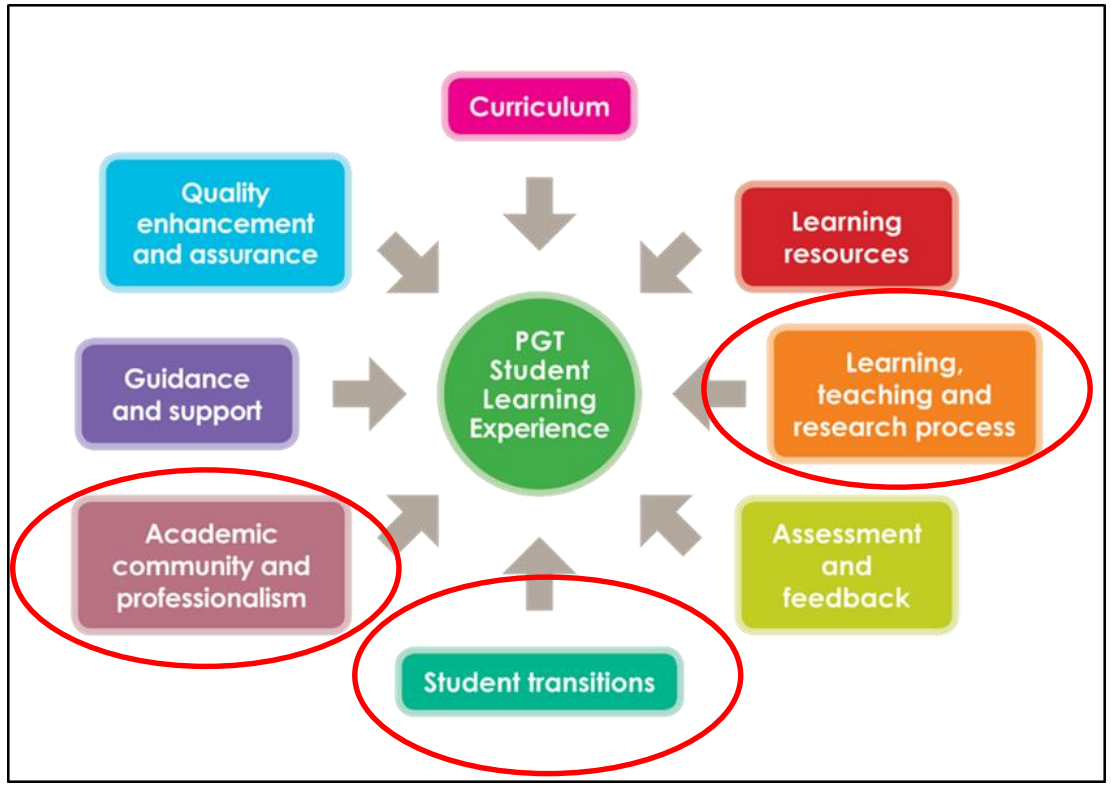

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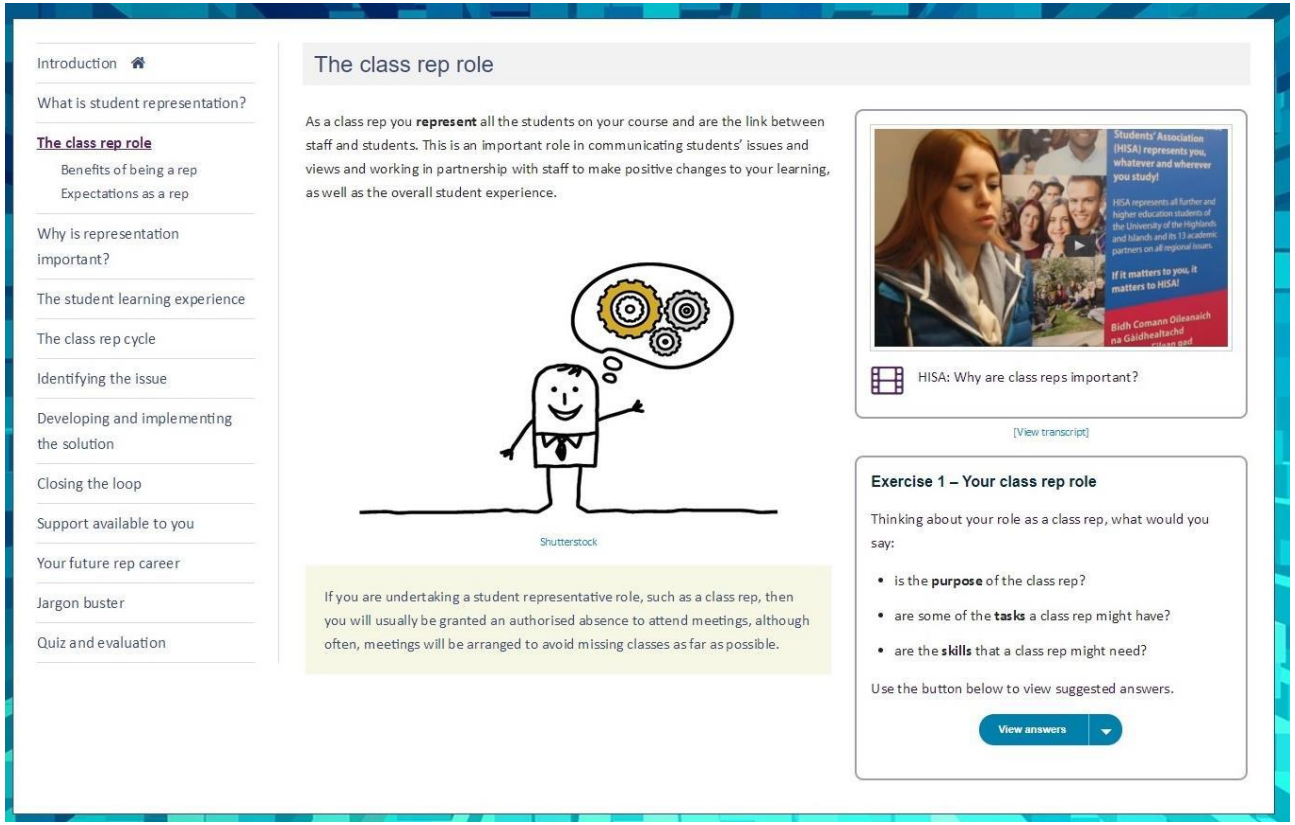

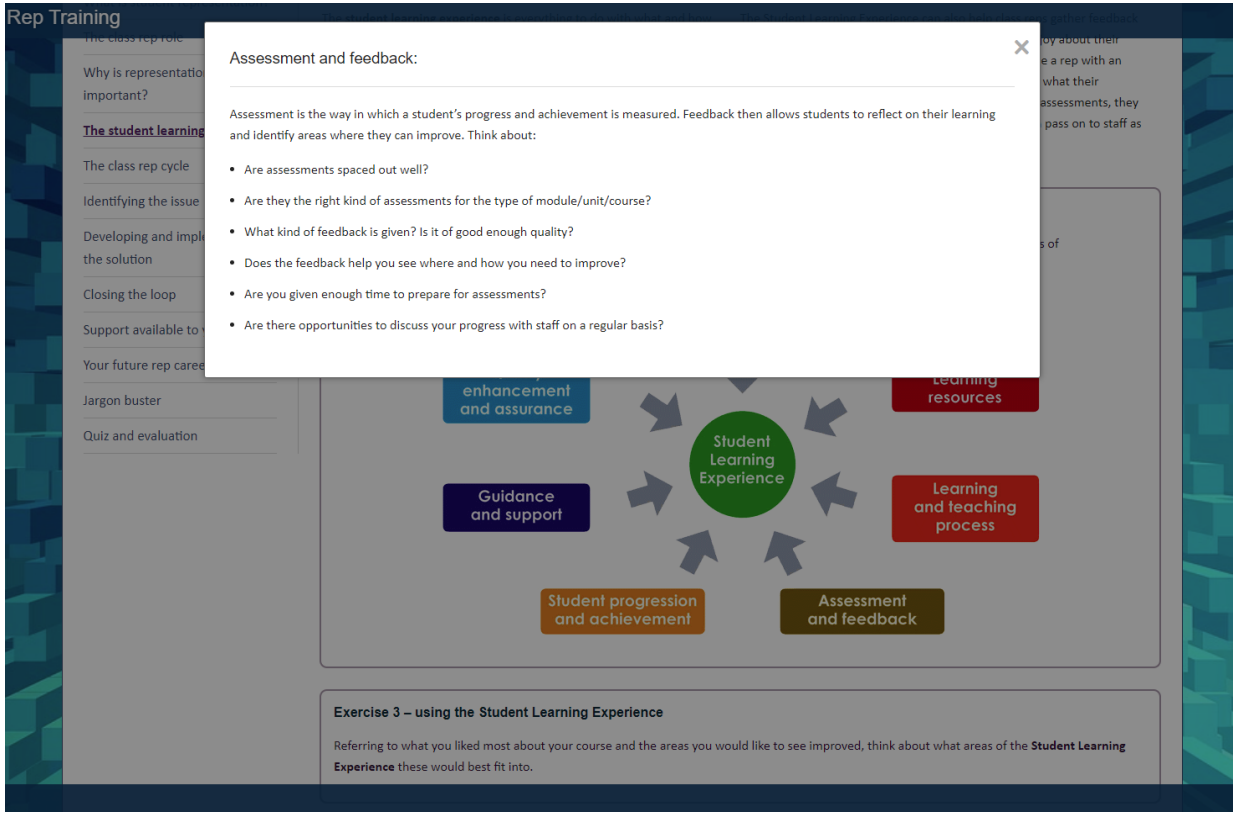

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1. Student reps may need to approach their roles in different ways.
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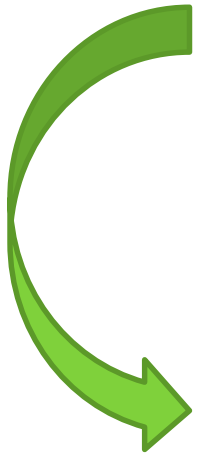
3. Student reps need to be supported to be representative representatives:
   - Training on seeking diverse views through flexible means.
   - Diversity monitoring of rep cohorts.

Capacity for partnership



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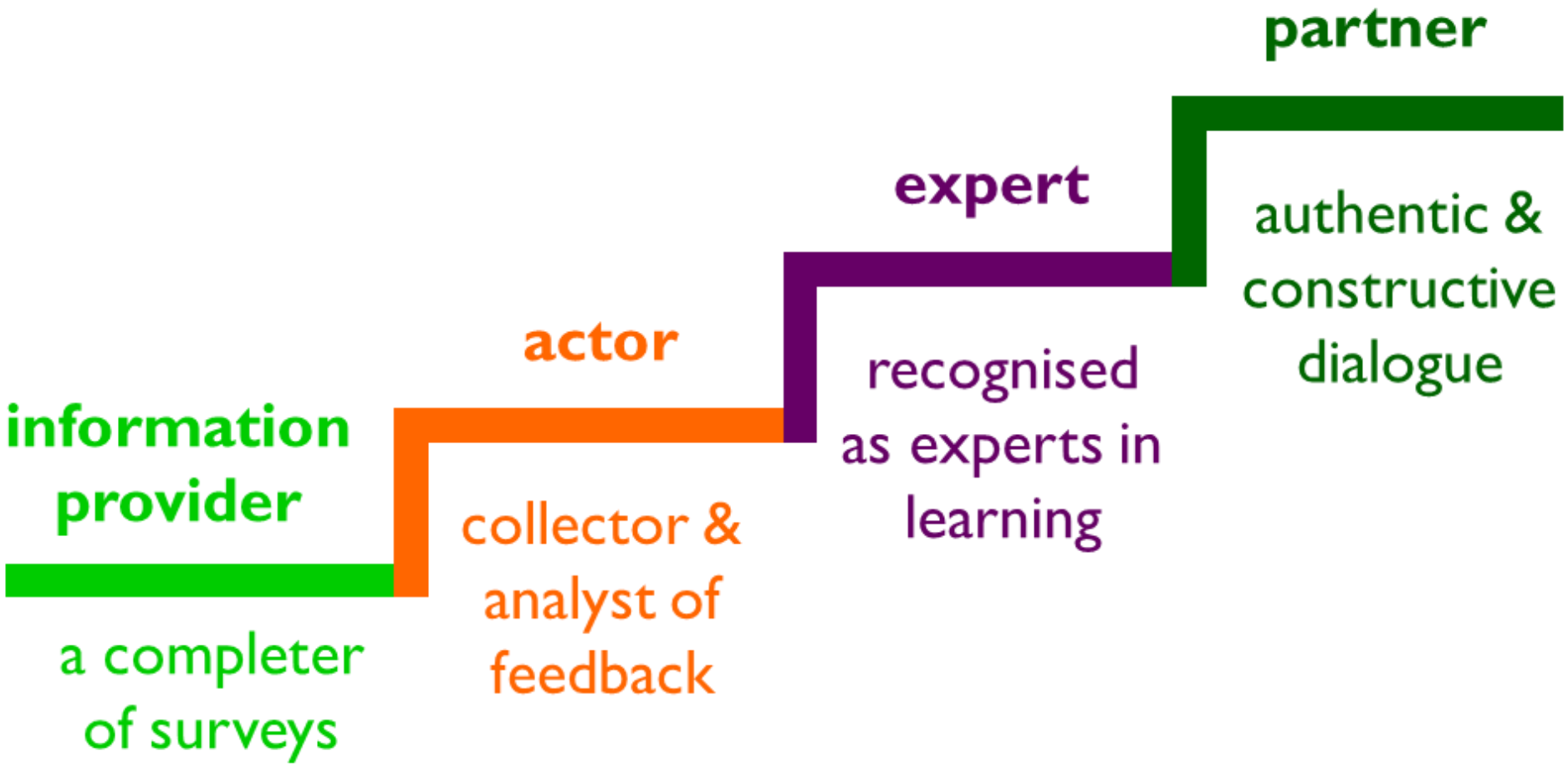
Broadening the scope by engaging diversely: Building institutional capacity

1. What sorts of activities can students undertake?

Student partnership staircase



Broadening the scope by engaging diversely: Building institutional capacity

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2. What approaches can be taken to representing students?
   - Autonomous – self-governing group.
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   - Executive – responsibility directly with academic affairs lead.

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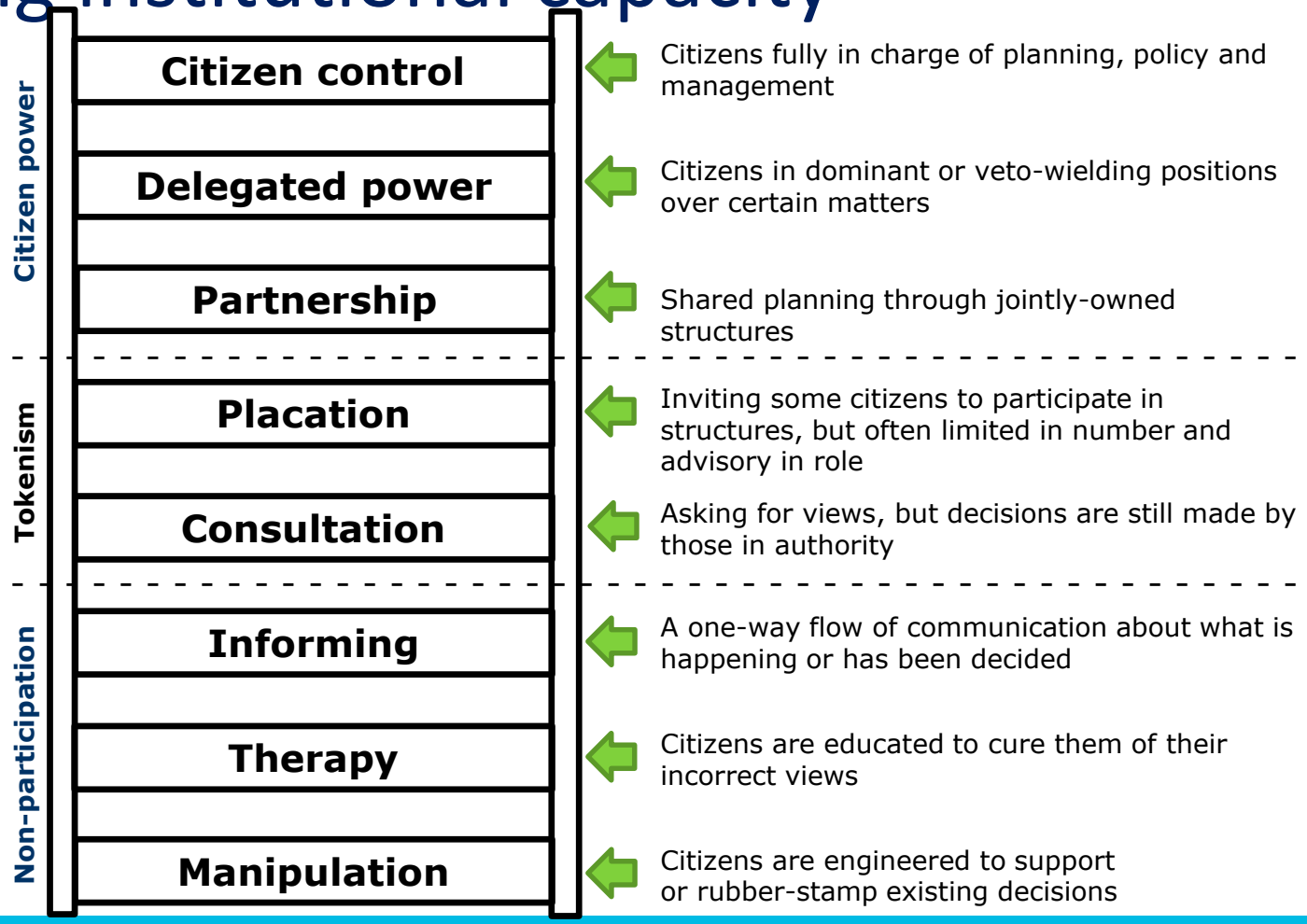
- Are students partners? Or something else?

Broadening the scope by engaging diversely: Building institutional capacity



A Ladder of Citizen Participation
by
Sherry R Arnstein
(1969)

More information

- Find our resources:
  - In the paper.
  - Collect some at the end of the session.
- Find them all at www.sparqs.ac.uk
- Contact me: simon.varwell@sparqs.ac.uk

Questions from paper (summarised!)

1. How can your student data inform your strategies for engagement?
2. Do your institutions and student bodies work in effective partnership to broaden engagement?
3. How can you develop partnership for typically less engaged students?