



BISHOP
GROSSETESTE
UNIVERSITY

[BG Research Online](#)

Levell, J. and Mitchell, J. and Sayers, R. and Thomson, C. (2017) Students Creating Change. European Higher Education Area, 2017 (3).

This is an Accepted Manuscript published by Duz medienhaus in its final form on Sept 11, 2017 at <https://www.ehea-journal.eu/en/handbuch/gliederung/#/Gliederungsebene/408/Issue-3>.

This version may differ slightly from the final published version.

Copyright is retained by the author/s and/or other copyright holders.

End users generally may reproduce, display or distribute single copies of content held within BG Research Online, in any format or medium, for personal research & study or for educational or other not-for-profit purposes provided that:

- The full bibliographic details and a hyperlink to (or the URL of) the item's record in BG Research Online are clearly displayed;
- No part of the content or metadata is further copied, reproduced, distributed, displayed or published, in any format or medium;
- The content and/or metadata is not used for commercial purposes;
- The content is not altered or adapted without written permission from the rights owner/s, unless expressly permitted by licence.

For other BG Research Online policies see <http://researchonline.bishopg.ac.uk/policies.html>.

For enquiries about BG Research Online email bgro@bishopg.ac.uk.

Journal of the European Higher Education Area

“Students Creating Change”

Authors: J. Mitchell/J. Levell/C. Thomson/R. Sayers

Professor Jayne Mitchell, Deputy Vice-Chancellor, Bishop Grosseteste University, United Kingdom (jayne.mitchell@bishopg.ac.uk)

Joseph Levell, Student Engagement Facilitator, Bishop Grosseteste University, United Kingdom

Dr Claire Thomson, Head of Centre for Enhancement of Learning and Teaching, Bishop Grosseteste University, United Kingdom

Dr Ruth Sayers, Executive Dean, Learning Teaching and International, Bishop Grosseteste University, United Kingdom

Abstract

The article presents Bishop Grosseteste University’s (BGU) experience of introducing and embedding an innovative whole-University student engagement initiative into a small, traditional, University.

The article describes the development of an institutional wide ‘students creating change’ scheme where staff and students were coached and supported to research and create change to the learning opportunities and experiences for students. The scheme also includes the development of a ‘students creating change’ framework, designed to identify and embed institutional enhancement in student representation, ensure that the Learning, Teaching, and Assessment Strategy is meeting the needs of students, and embed student engagement as a key part of the student experience.

The article highlights the challenges, benefits, lessons learned and approaches to gaining the support and participation of the Students’ Union, student body, senior University leaders and academic and professional services staff in the process.

Contents List

- 1. Abstract**
- 2. Introduction**
 - 2.1. The University**
 - 2.2. Rationale**
- 3. Development of the 'Students Creating Change' Scheme**
 - 3.1. Students Creating Change Framework**
 - 3.2. Implementing the Framework**
- 4. Challenges, Successes and Lessons Learned**
- 5. Sustainable Outcomes**
- 6. Conclusions**
- 7. Appendix A**
- 8. Appendix B**
- 9. Appendix C**
- 10. References**

1. Abstract

The article presents Bishop Grosseteste University's (BGU) experience of introducing and embedding an innovative whole-University student engagement initiative into a small, traditional, University.

The article describes the development of an institutional wide 'students creating change' scheme where staff and students were coached and supported to research and create change to the learning opportunities and experiences for students. The scheme also includes the development of a 'students creating change' framework, designed to identify and embed institutional enhancement in student representation, ensure that the Learning, Teaching, and Assessment Strategy is meeting the needs of students, and embed student engagement as a key part of the student experience.

The article highlights the challenges, benefits, lessons learned and approaches to gaining the support and participation of the Students' Union, student body, senior University leaders and academic and professional services staff in the process.

2. Introduction

(margin note:
Aspects of
student
engagement)

The concept that students should be active partners in their learning is now an important part of the debate about the creation, delivery and quality assurance of Higher Education. The term student engagement covers two aspects (i) improving the motivation of students to engage in learning and to learn independently, and / or (ii) the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience. Bishop Grosseteste University's approach to student engagement aims to address both aspects and is informed by the national expectation for external quality assurance contained in chapter B5 (student engagement) of the UK Quality Code for Higher Education, that '*Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience* (Quality Assurance Agency for Higher Education, 2015)

2.1 The University

Bishop Grosseteste University (BGU; the University) is located in Lincoln, UK. It was founded in 1862 as the Lincoln Diocesan Training School, an Anglican teacher training college for women. It was renamed Bishop Grosseteste College in 1962 and University title was confirmed in 2012. The established portfolio of Initial Teacher Education and other education courses has expanded in recent years to include Social Sciences, Arts and Humanities, Business, and Health and Social Care programmes that lead to first, second and third cycle qualifications.

The University's mission is to excel at teaching, learning and research, enabling all students to achieve the highest possible standard in their chosen field of study. This includes provision of life-enriching opportunities through self-development, the recognition of achievement and aspiration, and participation in regional, national and international partnerships.

(margin note: commitment to supporting active and accessible learning)

Following an extensive, and reflective, research and development process involving staff, students and stakeholders, the University launched its Five Year Strategy 2014–2019 (Bishop Grosseteste University, 2014) in September 2014. The Strategy comprises eight strands, including '*Learning, Teaching and Student Engagement*'. The aim of this strand is to revise the University's overall approach to learning, teaching and assessment with a commitment to supporting active and accessible learning, whereby students are fully engaged with a variety of research-informed and enriched learning and assessment opportunities in a range of learning environments.

2.2 Rationale

A successful external quality assurance review of the University's provision by the Quality Assurance Agency for Higher Education (QAA) in 2009 (Quality Assurance Agency for Higher Education, 2009) identified the following features of good practice:

- *The comprehensive arrangements for student feedback and its use in quality assurance and enhancement*
- *The enhancement of the student experience through provision of opportunities for self-development*
- *The contribution of the Centre for Learning and Teaching in support of staff development and the furtherance of the University [College's] quality enhancement agenda*

Building on this good practice, the University continued to further develop student engagement by introducing a 'Student Voice' project in 2012, in collaboration with Bishop Grosseteste University Students' Union and the National Union of Students (NUS), which resulted in a number of initiatives including enhanced training of student representatives.

Following the success of the 'student voice project' and recognising that student engagement has become a more prominent and increasingly significant part of the Higher Education sector in recent years, the University took the opportunity to review and further embed its strategic approach to student engagement in its 5-year strategy and its Learning, Teaching and Student Engagement Strategy specifically. A key aspect of the strategic approach, and an indication of the priority given by the University to student engagement, was taking the deliberate step, in 2015, to appoint a Student Engagement Facilitator. The post holder is required to work with staff and students to improve the student experience and enhance the dialogue and engagement between staff and students. An important outcome of this appointment was the development of a 'Students Creating Change' scheme.

(margin note: appointment of Student Engagement Facilitator reflects priority given by the University to student engagement)

3. Development of the 'Students Creating Change' scheme

During summer 2015, the Student Engagement Facilitator reviewed both the University's current practices in student engagement and initiatives from across the HE sector, to develop a 'Students Creating Change' scheme; a process through which students are able to work alongside academics and professional support staff to actively lead on enhancements to the student experience.

In order to successfully embed student engagement across BGU, it was agreed by the Learning and Teaching Committee that any extra-curricular projects must be mirrored with the development of intra-curricular opportunities for student

engagement in order to create an environment where students feel able to shape and develop their experiences outside the classroom, and become partners in their own learning within the classroom.

The Learning, Teaching, and Assessment Strategy 2015-19 sets out clear expectations of what the institution hopes to achieve, with six aims for how students can become active participants in their learning while studying at the University. Through this strategy the University aims to:

- Work in a dynamic way with students in the co-creation and enhancement of learning opportunities with a shared understanding of objectives;
- Encourage students to take responsibility for their own learning;
- Be responsive in ensuring that students are fully supported in navigating the transition into and through higher education;
- Implement e-learning and digital literacies in partnership with students, making appropriate use of a portfolio of achievement;
- Work with students to agree and embed a set of expectations and responsibilities in learning teaching and assessment;
- Support and encourage the Students' Union to continue to develop its representational and engagement role on behalf of all students. (Bishop Grosseteste University, 2014)

(margin note:
'Students
Creating
Change'
scheme has 3
main areas

By developing, monitoring, and evaluating student engagement projects based around these aims, BGU aimed to embed student engagement across the University in both academic courses and professional support services, facilitating student leadership and ownership of their academic, and broader University, experience. For the purposes of the 'Students Creating Change' scheme the six goals were summarised into three main areas:

- developing the roles of student representatives,
- ensuring the Learning, Teaching, and Assessment Strategy is successfully embedded, and
- developing a culture of engagement as a key part of the student experience at BGU

(margin note:
student
engagement
embedded
into annual
monitoring
process)

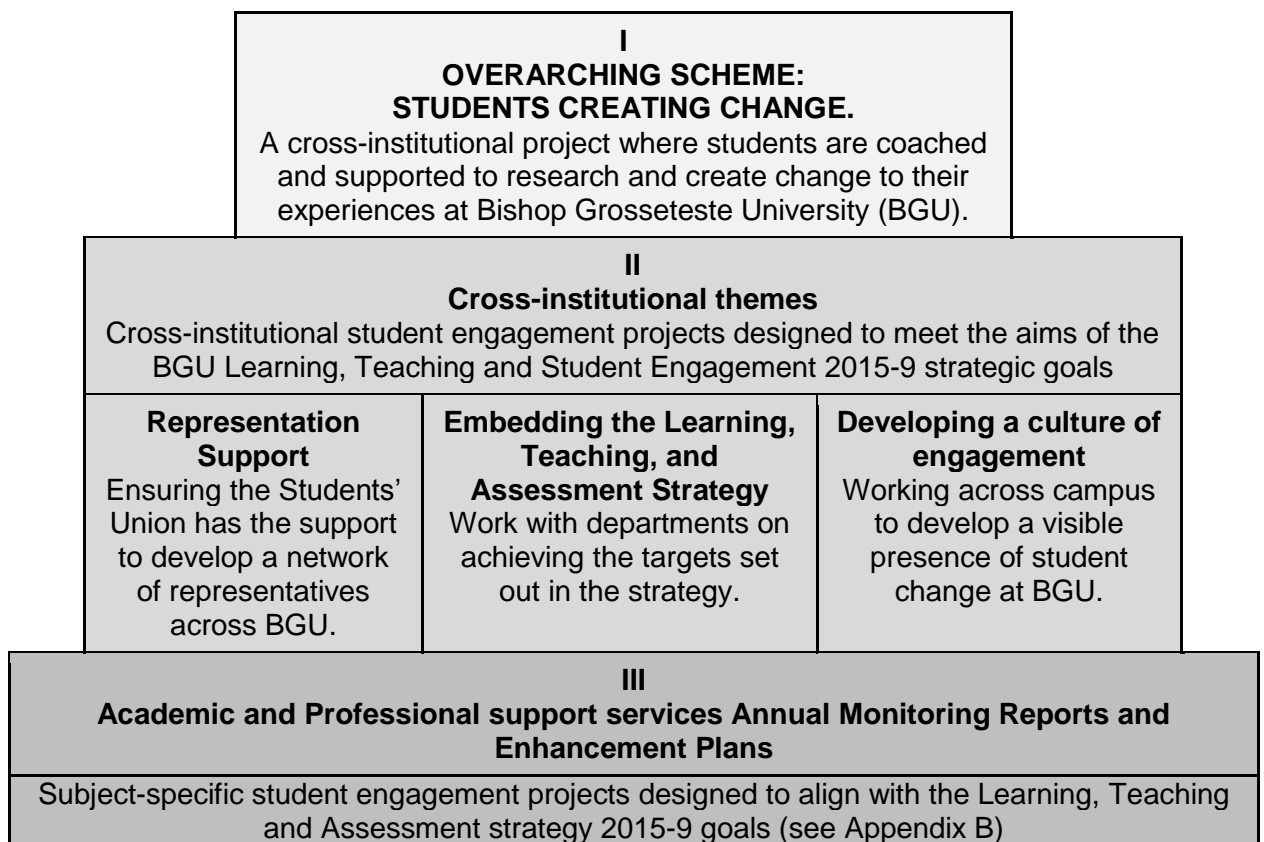
In addition to developing cross-institutional student engagement projects aligned to the University's strategic goals, the University identified an opportunity to embed student engagement at the departmental/subject level through the annual monitoring process. Annual Monitoring Reports written by each academic programme and professional support services area, at the end of each academic year, contain an institutional enhancement action plan, where the academic coordinator or professional service lead must identify and report progress against enhancement activities in their department/area, identified the previous year.

For the academic year 2015/6 each academic and professional support services area was required to identify at least one student engagement project, as part of the overall 'Students Creating Change' scheme. In order to ensure regular reporting and monitoring of these projects took place, a sub-group of the Learning and Teaching Committee was established with membership from each academic School, professional support team, and a student representative from each student year group within each of the three academic Schools.

3.1. Students Creating Change Framework

The following framework was developed to illustrate the three levels of the ‘Students Creating Change’ scheme and the relationship between (i) the overall aim of the scheme, (ii) the development of cross-institutional enhancement projects, in three main areas, that align to the goals of the University’s Learning, Teaching and Student Engagement strand of its 5-year strategy; developing the roles of student representatives, ensuring the Learning, Teaching, and Assessment Strategy is successfully embedded, and cementing student engagement as a key part of the student experience at BGU, and (iii) departmental student engagement projects identified in Annual Monitoring Reports and enhancement plans, aligned to the Learning, Teaching and Assessment strategy.

Figure 1: Students Creating Change Framework



3.2. Implementing the Framework

In October 2015, student course representatives, academic coordinators, and professional support staff were invited to develop and work on cross-institutional student engagement projects. Students were contacted by email, through presentations at the Students’ Union Council meetings and direct promotion of the scheme by staff during taught sessions and contact points with professional support services staff. Staff were contacted by email and face to face meetings, where the scope of the project and the support provided by the Student Engagement Facilitator was discussed.

By targeting course representatives, the University aimed to work alongside students who already understood the concept of academic enhancement and had experience of working alongside academic and professional support services staff to address student issues.

(margin note: cross-institutional student engagement projects developed)

In total, six cross-institutional projects were proposed in 2015/6. All project proposals were submitted by the staff; no projects were initiated by students. In order to publicise the scheme and recruit students and staff to work on the projects a full description of each project was published on the BGU website (Bishop Grosseteste University, 2016). A summary of each of the projects is provided in Annex A.

For curriculum-focussed projects, face to face meetings were arranged with each academic coordinator to explain the requirement for a cross-institutional student engagement project to take place within their course and the support available from the Student Engagement Facilitator to assist implementation. A project proposal form was drawn up to support the planning process and to ensure monitoring and evaluation of the project was kept centrally for accurate reporting through the Annual Monitoring process and deliberative committee structure. This form included the student engagement sections of the Learning, Teaching, and Assessment Strategy, and each project had to clearly show where it was matched to these strategic aims (Appendix B). Regular follow-up meetings were scheduled between the Student Engagement Facilitator and the project teams to discuss progress against the aims and review student feedback and module evaluation data in order to measure the impact of these projects.

In addition to the six cross-institutional projects, a further 22 subject-specific student engagement projects were identified in Annual Monitoring Report Enhancement Plans. A list of subject-specific projects is provided in Annex C. Each of these projects was set up based on the needs of the academic School and while some Schools worked on similar themes and ideas, they were each designed as bespoke projects for the needs of each course. A full review of the outcome and impact of the projects will be undertaken as part of the Annual Monitoring process in 2016/7. However, initial results have shown positive effects of student engagement across the institution.

4. Challenges, Successes and Lessons Learned

The 'Students Creating Change' scheme has been embedded through the institutional annual monitoring process for each programme and at a strategic institutional level through the monitoring of cross-institutional projects via the deliberative committee structure (Student Engagement Group, Learning and Teaching Committees, Academic Enhancement Committee and Senate) to ensure there is a clear route to enact student-led change.

While it was initially disappointing that no student-initiated cross-institutional projects were submitted, as the projects began to be developed and became more widely publicised and understood, student volunteers came forward to work on the projects and were integrated into the relevant project team in order for staff and students to create and develop the project plan together.

As the projects were already underway by the time students came forward to participate in the project development, the detailed, comprehensive training programme for students designed to support their participation could not be delivered in full. Nevertheless, the Student Engagement Facilitator ensured that all students participating in the projects were fully briefed and encouraged to take a full and active role in developing the project, discussing and tracking progress and gathering feedback and evaluation to inform the reporting of the project outcomes. The Student

Engagement Facilitator maintained regular contact with each student to ensure that they were well supported and understood their role as a change agent.

As a result of participating in the 'Students Creating Change' scheme students have gained in confidence and accepted greater responsibility for their own learning and shaping the learning experience for other, current and future, BGU students. One student has been supported to research (both locally and nationally) successful personal tutor systems, written reports for the Learning and Teaching Committee and developed guidance and promotional materials for students that is based on feedback gathered from students about their lack of understanding of the personal tutor role. Another student, leading research into student views on reading lists and library resources, has presented her findings and recommendations to the Library Services team with action to be considered and implemented during Summer 2016 prior to the start of the 2016/7 academic year. Both of these examples illustrate successful achievement of the aims of the 'Students Creating Change' scheme: students, supported by staff, researching and developing recommendations to improve students' learning experience.

The quality of the student representative role has also improved throughout the year. Having identified that there were limited opportunities for the University to discuss new developments and gauge student opinion about potential changes to provision, the Student Engagement Facilitator worked with the Students' Union to develop School Forums – regular meetings between academic staff, the Student Engagement Facilitator and student course representatives from each of the academic Schools, where ideas are discussed, student perspectives captured and comparisons made between Schools. The responses from these meetings are used to provide feedback to individual course teams and to shape institutional policy. Topics discussed at these meetings have included the Graduate Attributes project, responses to national surveys of student opinion (the National Student Survey), and Library opening hours. By having a central forum for student opinion accessible to staff, the University is now more able to quickly gather student opinion and views and respond to these when designing new policy or developing projects.

Participating in cross-institutional and subject-specific student engagement projects has also demanded that students, and the Student Engagement Facilitator in particular, are familiar with, and ensure that, wider HE sector policy developments and national conversations about student leadership inform the developing student engagement agenda at BGU.

The incorporation of externality into BGU's Students Creating Change scheme was evident in February 2016, when the University hosted its first Student Engagement Conference. Keynote presentations were made by representatives from the national body 'The Student Engagement Partnership' and another UK university's Students' Union, in addition to presentations from University staff and students showcasing local best practice.

A BGU student has also been part of a national research project coordinated by The Student Engagement Partnership into the experiences of 'commuter' students. The student conducted focus groups and interviews with BGU students about their experiences and reported the results to both the University and the national project. Students have also presented at the Joint Information Systems Committee (JISC) 'Change Agents Network' conference, presenting their work on developing new digital initiatives alongside the BGU e-Learning staff team.

(margin note: cross-institutional and subject specific student engagement projects reflect HE sector policy development)

(margin note: Student Engagement Conference, Feb 2016)

A further endorsement of the success of the 'Students Creating Change' scheme came in January 2016 when the national quality assurance body, QAA, undertook an external quality assurance review of BGU (Higher Education Review) (Quality Assurance Agency for Higher Education, 2016). In addition to the overall successful outcome of the review, the QAA review team noted that

"...students play a key role in the University's Student Engagement Group (SEG), a subgroup of the LTC [Learning and Teaching Committee], which is led by the Student Engagement Facilitator supported by the Students' Union. The SEG has an equal student and staff representation and allows students to constructively raise issues as well as play a role in the development of new engagement and enhancement initiatives."

The review team also *".....explored the development of the Students Creating Change scheme, and found that a wide range of staff and students had a comprehensive and detailed understanding of the initiative and its importance to both academic and professional services departments. The team learned that currently all AMRs [Annual Monitoring Reports] must include a Students Creating Change initiative to be signed off by the Learning and Teaching Committee.....The strategic embedding of the Students Creating Change scheme across schools and professional services, which engages students in the quality assurance and enhancement of learning opportunities, is good practice."*

(margin note:
strategic
embedding of
Students
Creating
Change
scheme)

5. Sustainable Outcomes

The 'Students Creating Change' scheme was developed and embedded during the 2015/6 academic session. Key ways in which the University's commitment to the sustainability of 'student engagement practices' can be evidenced is the strategic alignment of the Five Year Strategy 2014-2019, Learning, Teaching and Assessment Strategy 2015-19, and more recently the Students' Union Strategic Plan 2016-2020 which includes a major strand on student engagement. The subsequent formalised tracking and review of the individual projects and the scheme via the deliberative committee structure and the Annual Monitoring process have ensured quality assurance practices review and facilitate evaluation of student engagement practices. 'Student Creating Change' initiatives have been praised in Annual Monitoring review processes as evidence for both student engagement and also positive impact on the student experience. Evaluative data is currently qualitative as it will take more time for changes to learning opportunities to be quantifiably measurable. Student involvement in programme design, monitoring and review has enabled their assistance in understanding and therefore effectively addressing strategic drivers aligned to national surveys and data sets and key metrics reported in national league tables and more recently the Teaching Excellence Framework. Where students have been/are involved in curriculum and assessment design it is anticipated that this will be positively reflected in course evaluations and internal and national survey results going forward.

Student Engagement is a key focus for the University's Centre for Enhancement in Learning and Teaching (CELT) in which the permanent post of the Student Engagement Facilitator resides. The opening of the new Centre for Enhancement in

Learning and Teaching in 2016/7 in a central location at the heart of the campus further embeds the University's commitment to, and support of, student engagement.

Staff and Students' Union buy-in and support have been important factors in raising awareness and developing understanding of the 'Students Creating Change' scheme. Staff needed to be able to see that the 'Students Creating Change' initiative was a genuine, rewarding partnership, not a tick-box exercise. Raising awareness of the scheme with both staff and the student body has been a focus during the latter part of 2015/6 and the start of the 2016/7 academic sessions. Student representatives, shout-outs and presentations at Student Council, University committees, programme team meetings and a series of articles and interviews in University publications and online media have been key ways in which the profile of the scheme has been raised. Additionally, the Student Engagement Facilitator has actively promoted the scheme by socialising in key areas such as the refectory, campus retail outlets, Library foyer, and the Students' Union building as opportunistic ways in which to engage individuals or small groups in conversation to explain more about the scheme. Being a small institution where individuals can be relatively easily identified has been of benefit in the 'personal' messaging delivered by the Student Engagement Facilitator. The success of the scheme is in part due to the appointment of the Student Engagement Facilitator. The role ensures there is a dedicated, enthusiastic and persuasive figurehead who can spend time discussing the purpose and potential outcomes and benefits of the framework and individual projects to both staff and students.

The location of the 'Students Creating Change' framework within the Centre for Enhancement in Learning and Teaching (CELT) enables all communication and publicity materials to be branded with both the CELT and the 'Students Creating Change' logo simultaneously. Although during the 2015/6 academic year, the branding was becoming familiar to staff and students the branding of the 'Students Creating Change' logo alongside that of CELT ensures further strengthening of identity, association and familiarity.

These approaches and initiatives have encouraged student curiosity that has now resulted in student project volunteers. This interest has certainly gathered momentum during the 2016/7 academic session with students actively approaching the Student Engagement Facilitator directly with ideas of projects they would like to lead and deliver – other students have been keener to be involved in the creation and development of project plans that have been initially suggested by staff and/or the Students' Union. Two of students engaged with the 2015/6 'Students Creating Change' projects have approached us with their own project ideas and are now involved in working on engagement projects during the 2016/7 academic year. Under the guidance of the Student Engagement Facilitator, six 'Students Creating Change' projects have been proposed directly by students and accepted to run during 2016/7.

The projects that formed the 2015/6 'Students Creating Change' scheme clearly impacted on the capabilities and competencies of some individual students who were directly involved in the delivery of projects. A number of students have continued to work with the University, being recruited as course representatives, committee representatives, members of task and finish groups, recruitment panels. In addition, the student experience was enhanced for specific groups, for example particular cohorts. However, it is fair to state that the 2015/6 scheme did not wholesale benefit

students by enhancing their capabilities/competencies. With this in mind, the 2016/7 scheme is directly focused on the University's Graduate Attributes.

To further embed employability for students, the University identified a set of Graduate Attributes, comprising academic literacies; global citizenship; information literacies; digital fluency; employability and being enterprising. The Graduate Attributes align to employer needs and student's personal development and / or further study aspirations. Graduate Attributes were endorsed in the QAA Higher Education Review (Quality Assurance Agency for Higher Education, 2016) as making a positive contribution to student outcomes and an effective way of determining the learning gains made by students "The attributes address the needs of the labour market, local communities, personal development and broader social development. They provide a framework for students to measure their development". The direct association of competencies and capabilities is now the focus for the 2016/7 'Students Creating Change' scheme.

Whilst 2015/6 enabled the foundation of change agencies and the bedding in of a solid foundation on which to further develop, the 2016/7 challenge has been the deliberate weaving together of Graduate Attributes and the 'Students Creating Change' scheme. The merging of broadly similar yet different objectives has required careful thought and consideration of the nature of change agencies to ensure buy-in by the University and the student body. Achieving consistency and coherence has been challenging but adhering to the strategic approach as established by the 2015/6 'Students Creating Change' framework has ensured a further consistency of approach for 2016/7.

The University continues to be proactive in engaging students in the enhancement of teaching, learning and quality assurance and enhancement processes and for the 2016/7 academic year has included an institutional enhancement action plan on all AMRs for academic teams and professional support departments to work with the Student Engagement Facilitator on 'Student Creating Change' projects that will further embed the University's Graduate Attribute programme.

As part of a 'Students Creating Change' project, students will be leading an activity to explore how best to embed Graduate Attributes in the curriculum at the second Student Engagement Conference (2017). Student leads will facilitate the collaborative working of students and staff to consider, discuss and debate the topic; the results of which will form guidance for use at any stage from validation, revalidation to strategic annual development of programmes at a local level to ensure relevance and currency for particular programmes and cohorts.

Although too early in the 2016/7 Annual Monitoring cycle to measure tangible benefits, enhancing student learning opportunities by embedding Graduate Attributes in the curriculum must, by design, benefit students by enhancing their capabilities, competencies and employability skills. For 2016/7, progress against Graduate Attributes is being monitored via the Personal Development Plan process. Each student is allocated a personal tutor who oversees the Personal Development Plan for each of their assigned tutees'. The Personal Development Plan is monitored by eportfolio which the student, personal tutor, and career advisor all have access to. The student is asked to reflect on and rate their achievement against each Graduate Attribute. Personal Development Plan meeting takes place as a minimum twice per academic year. Through the Personal Development Plan process, students are asked to reflect on and to engage in a dialogue with their personal tutor on academic

progress, career aspiration, and Graduate Attributes. Through the Personal Development Plan process each student's learning gain is monitored and as the 'Students Creating Change' projects for 2016/7 embed, increases in student's competencies and capabilities with regards to Graduate Attributes in particular should be more apparent.

Currently, there is no direct funding for individual 'Students Creating Change' projects; the financing of the scheme takes the form of the Student Facilitator salary. However, going forward a bursary scheme to fund projects might be something we consider introducing.

The combination and alignment of institutional strategies, quality assurance and enhancement process and the appointment of a permanent, dedicated member of staff (the Student Engagement Facilitator) to oversee the further development, growth and embedding of the 'Students Creating Change' framework ensure sustainability of 'student engagement practices'.

6. Conclusions

Whilst embedding a new project always has its initial challenges, BGU has shown a clear commitment to embedding student opinions and student led actions into the curriculum and the wider student experience.

The introduction of this innovative programme into a small traditional University, has challenged long-standing pedagogical assumptions, modes of working, quality assurance processes and mechanisms for student engagement. In many ways BGU provides a case-study of the conditions, described elsewhere (Mitchell, Vettrano, Lawrence, Lowthrop, & Jackson, 2016), required to stimulate change in HE, that is: "visionary and transformative leaders at all levels in the organisation; staff acting as inspiring role models; students empowered to act and take risks; mentors and coaches who can inspire and support development opportunities; education activists and critical friends who will lead innovation in the curricula and learning; learning technologists; dynamic and effective ecosystems and a diversity of stakeholders". Although it takes time and commitment to launch such a scheme, [with a clear institutional commitment, the approach adopted by BGU to student engagement practices could be transferred to any other HEI regardless of size. The positive outcomes and lessons learnt prove it is achievable and provide a guide for other institutions.](#)

Through the 'Students Creating Change' scheme, student engagement has been embedded through quality enhancements as well as extra-curricular opportunities for students to develop employability and work on improving the student experience. Together with the Students' Union, the University will continue to support students in identifying opportunities to enhance the student learning experience and will continue to grow the 'Students Creating Change' scheme in order to fully embed student engagement into all institutional activity.

Appendix A: Cross-institutional student engagement projects 2015-6

“There Aren’t Enough Books for My Course”: Addressing Student Expectations of Resource Availability in the University Library

The aim of this project is to identify ways of better managing student expectations with regards to the availability of printed books in the University Library. The project will consider and review the effectiveness of annotated reading lists and make recommendations for other alternative approaches.

Enhancement of the Employability Award

This project aims to undertake research into how Bishop Grosseteste University can enhance its current Employability Award, and look at best practice at other universities.

Graduate Attributes at Bishop Grosseteste University

Bishop Grosseteste University launched Graduate Attributes in October 2015. ‘Graduate Attributes’ describe the skills and characteristics that Bishop Grosseteste University would like all of its graduates to develop. The project will involve collecting student views and making recommendations about the future development of the Graduate Attributes project.

Effective Tutorials

Following an initial survey with students undertaken by the Student Union in 2014/15 further research need to be undertaken with students to:

- Find out what students understand the purpose of individual tutorials to be
- Review their current experience of tutorials
- Make recommendations for the future development of the tutorial system

Institutional Study Week:

This projects aims to gather feedback and assess the feasibility of developing an ‘institutional enhancement week’, where students are able to attend a week of employability and personal and professional development opportunities.

Can access to handheld learning technologies make an impact on the development of students as teachers?

This project aims to evaluate whether providing students with an i-Pad to access learning materials and resources at University and provides an effective mechanism for engaging children in learning whilst on placement.

Appendix B: Student Engagement projects monitoring form

Date						
Project Title						
Project Lead						
Subject						
The project meets the following Learning, Teaching and Assessment strategy aims.	Work in a dynamic way with students in the co-creation and enhancement of learning opportunities with a shared understanding of objectives	Encourage students to take responsibility for their own learning	Be responsive in ensuring that students are fully supported in navigating the transition into and through higher education	Implement e-learning and digital literacies in partnership	Work with students to agree and embed a set of expectations and responsibilities in learning teaching and assessment	Support and encourage the Students' Union to continue to develop its rep' and engagement role on behalf of all students
Tick all that apply						
What is the project?						
Why was it created?						
What does success look like?						
How will success be measured?						
How will progress be monitored?						
How are students involved?						
Date of Evaluation						
<u>Mid Year Review</u>						
Date						
What has been completed so far?						
What are the next steps?						
<u>End of Year Review</u>						
What was achieved?						
What can be rolled out elsewhere?						

Appendix C: Subject-specific departmental student engagement projects 2015-6

School	Course	Project title	Project Description
Social Science	Early Childhood Studies	Student led revalidation	As part of the revalidation process, students were surveyed to gather feedback on the course and areas they would like to be included in the curriculum.
	Applied Studies	Online Teaching, Assessment, Resources, Careers and Organisation (TARCO) forms	Using online survey software to ensure that professional and part-time students can engage with representative structures
	Education Studies	Feedback on Feedback	Developing a student-led framework for providing feedback on academic work
	Maths	Student interventions in school	L5 students designing academic interventions for C/D grade GCSE students and going into school to teach these.
	Sport	Student Led Teaching	Peer teaching of modules to help students engage with the theories being discussed.
	SENI	Professional Contexts	Students used their placement module to develop and establish co-curricular activity for their course.
	Psychology	Psychology Society	Supporting a student to research and identify the best ways for a course to support student-led activity through the Bishop Grosseteste University Students' Union society framework.
	Health and Social Care	Student generated feedback	Students took part in a formative peer assessment exercise in order to help identify ways to improve their own practice.
Humanities	English	Peer Marking	Students given examples of good practice from their class to peer mark and identify positive features.
	Music	Student workshops	Academic staff worked with students to put on a workshop event focussed around student interests.
	Drama	Level4/Level6 collaboration	L4 students to act in plays directed by L6 students to support transition and build communities within the course. This will be expanded onto placements, where L4 will attend L6 placements and support activity.

	Art	Artist workshops	Students to work with academic coordinator to host and facilitate co-curricular workshops to support learning.
	History	Confidence in Academic Writing	Research project into how best to support students and their academic writing skills when transitioning into HE.
	Theology	Peer teaching	Students select an area of the curriculum to teach to the rest of class and create an A4 summary as a study resource
	Business (TE)	Coaching as tutoring	Students are coached and work in a team to develop academic communities and peer-support networks.
	Sociology	Student focus groups	Students take part in small focus group activities to ensure any improvements to the course can be delivered.
Teacher Development	Primary Teaching Studies	Online Teaching, Assessment, Resources, Careers and Organisation (TARCO) Forms	Using online survey software to ensure students can engage with representative structures.
	PGCE Primary	Socratic Surveys	Using Socratic survey tool to gather student feedback and measure impact of teaching, with sessions adapted based on responses
	PGCE Secondary	Course Charter	Working with students to develop a course-specific student charter. This is reviewed and monitored by students and clearly shows responsibilities of staff and students in professional contexts.
	MA Education	Student/Staff Research Projects	Developing Staff/Student research projects which are tied into national policy and a Bishop Grosseteste University hosted conference

References:

- Bishop Grosseteste University. (2014). *Bishop Grosseteste University: Five Year Strategy 2014-19*. Retrieved from Bishop Grosseteste University: www.bishopg.ac.uk/strategy
- Bishop Grosseteste University. (2014). *Bishop Grosseteste University: Learning, Teaching and Assessment Strategy 2015-19*. Retrieved from Bishop Grosseteste University: [http://www.bishopg.ac.uk/documents/policies and procedures - governance/ltas strategy 2015-2019 final version.pdf](http://www.bishopg.ac.uk/documents/policies%20and%20procedures%20-%20governance/ltas%20strategy%202015-2019%20final%20version.pdf)
- Bishop Grosseteste University. (2016). *Students Creating Change: Centre for Enhancement in Learning and Teaching*. Retrieved from Bishop Grosseteste University: <https://sites.bishopg.ac.uk/celt/student-engagement/students-creating-change>
- Bishop Grosseteste University. (2016). *Bishop Grosseteste University Students' Union 2020 Vision: BGSU Strategy Plan 2016-20*. Retrieved from Bishop Grosseteste University Students' Union: https://www.bgsu.co.uk/pageassets/yourunion/important_documents/strategy.compressed.pdf
- Mitchell, J., Vettrano, E., Lawrence, A., Lowthrop, K., & Jackson, C. (2016). *The Future of Education: Conference Proceedings*. Retrieved from Pixel International Conferences: <http://conference.pixel-online.net/FOE/conferenceproceedings.php>
- Quality Assurance Agency for Higher Education. (2009). *Institutional Audit: Bishop Grosseteste University College Lincoln: November 2009*. Retrieved from Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Bishop%20Grosseteste%20University/Bishop-Grosseteste-University-College-Lincoln-IA-09.pdf>
- Quality Assurance Agency for Higher Education. (2015). *Part B: Assuring and Enhancing Academic Quality Chapter B5: Student Engagement*. Retrieved from Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code>
- Quality Assurance Agency for Higher Education. (2016, January). *Higher Education Review of Bishop Grosseteste University*. Retrieved from Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Bishop%20Grosseteste%20University/Bishop-Grosseteste-University-HER-16.pdf>