**Feedback from TSEP Principles session**

1. Students are active members of a learning community.

Integral to the culture of partnership is the space for students to learn from one another and to support one another, and indeed for educators and students to learn from one another. These reciprocal relationships build learning communities, with mutual benefit. The HEAs model of ‘partnership learning communities’ (Healey, Flint and Harrington, 2014) describes this in detail.

1. What are the challenges to achieving this principle?

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| Changes power dynamics. Threatening to lecturers. Turns relationship on head. Can be scary for students. System makes this difficult – course already designed.Lecturers and large cohorts don’t encourage this. |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * Digifest at UCL – student-led activities.
* Clued-up at London Met student led sessions.
* SADL at LSE – students teach each other.
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1. How could technology support the development of this principle?

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| Another channel of engagement – Facebook groups, use of the VLE, use of Twitter, blogs etc. |

1. How would you know this principle is happening?

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| Students participate. Record what they say. Asking for feedback-survey/interviews. |

1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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| More engaged but difficult to meaure. |

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**Feedback:**

Levels

* University
* Course
* Module

“Everyone is a learner”

Challenges

* Passive/surface learning
* Give students SPACE and control and safe for staff and students
* Staff development – confidence to let go.
1. What are the challenges to achieving this principle?

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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * NCL stage one module (encouraging culture from day one).
* Mentoring and buddying – students encouraging students.
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1. How could technology support the development of this principle?

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| Students naturally use technology that enhances their communication and ease of info access. |

1. How would you know this principle is happening?

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| Ask students questions. |

1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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1. Students engage in setting the direction of their learning.

This principle concerns the ways in which an institution can empower students to shape their own and future learners’ experiences. Examples of this can be seen in initiatives to integrate greater amounts of interdisciplinary flexibility within the pathways and elective options students can take, chosen with appropriate guidance. This could also involve students and staff undertaking research to diagnose and solve shared problems relating to teaching and learning.

1. What are the challenges to achieving this principle?

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| Module choices – are there restrictions in module numbers not realising they can engage. |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| Rep feedback and development of module evals. |

1. How could technology support the development of this principle?

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1. How would you know this principle is happening?

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1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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Students feeling intimidated in challenging the pedagogy of lecturers, especially the case with lecturers in the education department.

They see modules as the constant and students as the variable. Should be the reverse?

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1. What are the challenges to achieving this principle?

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| Challenges for staff* Sufficient flexibility in curriculum and its assessment. Awarding Body, External Verifier, funding mechanisms, organisational barriers.
* Lead time needed for learner views to be collected, analysed and used – 1 year at least at times.

Challenges for students* Diversity of what students need to know and learn.
* Qualification framework is not aligned to allow it.
* Apprehension – sounds daunting even though it is achievable.
* Student culture – not used to these freedoms.
* Few, proactive students have strong voice –same people will run it.
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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1. How could technology support the development of this principle?

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| * Use of voting systems – use in design stages.
* Allowing smaller contributions and anonymous posting would encourage reticent students to take part in design – forums/social media.
* Flipped model allowing learners to lead the lesson.
* Mke use of guest specialists/speakers for new modules.
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1. How would you know this principle is happening?

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| Definitely would hve more engging delivery – a ‘student owned’ curriculum design and delivery systems. |

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| * Lack of expertise of student
* Hard to develop an individual learning prog.
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * Programme approval and review panel.
* Elective modules.
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1. How could technology support the development of this principle?

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| * Email based module feedback
* Engaging in online conv.
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1. How would you know this principle is happening?

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| Satisfaction & success rates (NSS scores) |

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| YES if a balance is achieved* It creates new interests
* Inspiration
* Encourages engagement in general!
 |

1. Students engage in curricula content, design, delivery and organisation.

With leadership and guidance provided by academics/course leaders, there is a growing diversity of approaches to student involvement in these processes and activities, which represent a high impact, transformative pedagogical approach, which has been shown to lead to educational enhancements.

1. What are the challenges to achieving this principle?

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| * Slow admin/committee processes – barrier to change module content.
* Do students know what they want?
* Is the flipped classroom too much like hard work (student view)?
* Do student want/feel empowered to input? Cultural change required to equalize voices
* Staff embracing vulnerability to say “I am not the expert in everything!” Allows us to find the answers ‘just in time’.
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1. What are the challenges to achieving this principle?

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| * Quality assurance
* Building/developing awareness of curricula
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * End of programme reviews
* Reflections on learning process
* Student-lecturer partnerships for review
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1. How could technology support the development of this principle?

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| * Technology could be used to support a change of culture in helping students understand curriculum design and participate from the start.
* Digital literacies are fundamental in nurturing chnge.
* Infrastructure needs to be in place.
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1. How would you know this principle is happening?

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| * Feedback (Boards of study/staff student liaison committee).
* Staff and students talking enthusiastically both formally and informally.
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1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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| * Hard to measure
* Depends what it is!
* Co-curricular general consensus OK
* Not always apparent how benefits can be applied (staff and students).
 |

1. Students engage in the enhancement of teaching, feedback and assessment practices.

Many cases of good practice in enhancement have been driven through student engagement. Some interesting examples of this can be seen in student led teaching award initiatives, innovations in technology enhanced-learning techniques and student engagement in developing authentic assessment strategies.

1. What are the challenges to achieving this principle?

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| * Engagement motivation – tackling apathy towards survey feedback.
* Empower students to get involved.
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| Twitter – hashtgs, chang agents, student reps, student fellows. |

1. How could technology support the development of this principle?

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| Facebook, survey monkey. |

1. How would you know this principle is happening?

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| Co-activities – more! |

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| Early stages - limited student awareness of alternatives. |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| Students shaping changes through feedback. |

1. How could technology support the development of this principle?

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| Flipped classroom approaches (online content) |

1. How would you know this principle is happening?

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| * Recognising changes or lack thereof.
* Student input into proposed curriculum changes.
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1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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| Should help students feel part of university community. |

1. Students engage in and with their learning.

There are many ways an institution can motivate and support students with their responsibility to engage in their learning to create engaged, critical, reflective learners. Some examples of this include the development of high impact, flexible pedagogical approaches; embedding standards of high quality timely feedback mechanisms, and creating internal processes to support and reward the development of excellence in teaching.

1. What are the challenges to achieving this principle?

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| * Overuse of surveys?? Or use of pointless uninspiring surveys??
* Closing the feedback loop
* Rewarding the student rep role.
 |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * Facebook groups managed by students
* Students run module feedback – time??
* Make student rep a paid/formal role
 |

1. How could technology support the development of this principle?

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| * Students as experts
* Communication, social media
* Community – online spaces
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1. How would you know this principle is happening?

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| Evidence? * Bums on seats
* Vodes for SV elections?
* Grades?
* NSS
 |

1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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| More?* With the institution
* Sense of belonging
* Friendship/support networks
* More time on campus - home
 |

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1. What are the challenges to achieving this principle?

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| * Pre-course info – should all students have an interview to show why and what they know?
* Staff expectations of students.
* Bad course design – not fit for purpose or bad module design (teaching)
* Inadequate teachers
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * SAP, extra curricula. SKILL - links to industry, SAL.
* Genuine feedback
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1. How could technology support the development of this principle?

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1. How would you know this principle is happening?

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1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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1. Students are supported to fully engage in internal quality processes.

It is now the norm for students to be part of quality processes in institutions in a number of different ways. However activities with respect to this principle might include the development of functioning and highly effective student representative system embedded within the institution’s committee structure and processes, training for students and staff involved in student engagement in quality assurance, student surveys, focus groups and many more innovative initiatives.

1. What are the challenges to achieving this principle?

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| * Communication – customer oriented. Keep students informed, and support peer discussion
* Institutional culture – respect, value, a learning organisation
* Students need opportunities to develop understanding of institutional processes, and skills to articulate and deliver constructive feedback.
* Staff need to recognise the role ofstudents and their contribution to quality processes. Also skills to manage expectations – it is OK to say ‘no’ I you have to.
* Timing – change of approval processes are important but can inhibit rapid change. Resources also impact opportunities for change.
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * Validation focus groups
* PSR panel members
* Course reps
* Course design workshops
* Surveys
* Student success advisors to facilitate informal feedback and initiate rapid change.
 |

1. How could technology support the development of this principle?

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| * Classroom (F2F or online) tools can enable quick, on-the-fly feedback and troubleshooting (especially if anonymous) e.g. socrative, or smiley face buttons (like at airports).
* Online validation and PSR enable participation from students who don’t attend 9-5 on campus (DL, evening, those “hard to reach”).
* Online discussion forums/contribution tools/suggestion tools enable participation
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1. How would you know this principle is happening?

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| Information should lead to interventions. Curse and mdule leaders should be accountable and required to explain how they have/plan to address feedback. |

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1. What are the challenges to achieving this principle?

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| * Get students involved and aware of opportunities (infrastructure?)
* Equal representation
* How are students supported to engage e.g. training and handover?
* Competes with other ‘activities’ for students, particularly in first year (course rep elections before summer, engage students prior to enrolment? Early contact by SU?)
* Sudden change t uni – student turnover
* Shared language – issue of student engagement definition, communication between reps and rest of stuents
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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1. How could technology support the development of this principle?

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| * Over-emailed and over surveyed (global email)
* Online contact prior to enrolment (blogs and central base with all available info.
 |

1. How would you know this principle is happening?

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1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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Recognition of principle

* Concern: don’t have power to change as systems set.
* Clear rep structures – issues taken to lots of avenues and numerous reps (power in numbers)
* “You said … we did …”
* Formal/informal settings – professionalism important.
1. Students effect change in a continual process of enhancement.

This could involve students being actively involved in an institution’s processes for identifying and implementing enhancement activities. Allied to that would be ensuring that those (potentially future) students not involved in the identification process are made aware of the student role in bringing such enhancements aobut in order to ensure a continual process of student feedback and empowerment.

1. What are the challenges to achieving this principle?

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| Feedback loop – getting feedback to students, showing it is listened to. |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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1. How could technology support the development of this principle?

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| App like ‘Unitu’ for upward feedback. |

1. How would you know this principle is happening?

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1. Does participating in co and extra-curricular activities mean students are more or less engaged with their academic studies? Why?

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| Is ‘academic studies’ too narrow a term? What do students gain from extra-curricular activities (that’s not academic)? |

1. Students engage in the process of making decisions that affect them.

In an institution with a positive culture of partnership engagement it would be clear where decisions are made and how, if appropriate, each member of that community can contribute to that decision being made. Consultation, for example, would be conducted in order t o assist the formation of a decision rather than to judge a decision already made.

1. What are the challenges to achieving this principle?

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| * Apathy
* Differences in engagement – HE/FE levels?
* Consultation doesn’t equal get what ask for
* Less likely to respond to consultation if think its positive
* Communicating back to student
* Don’t address real, ke issues to students – gap
* Consultation “done to”, a token gesture therefore approach is very important – two way
* Time
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1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * Students chairing meetings e.g. student/staff liaison meetings giving students more responsibility and ownership
* With support and training/confidence.
* Taking students into panel meetings – giving their perspective on self-assessments = Ofsted outstanding, engaged in learning.
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1. How could technology support the development of this principle?

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| Sharing feedback to entire course groups for ex. |

1. How would you know this principle is happening?

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| * Vibrant meetings
* Results improve
* Feedback would change
* See change happen
* Attitude/reaction to
 |

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| * Buy in from all senior managers and middle managers
* We sometimes forget staff in student engagement
* Power dynamics (staff relinquishing control)
 |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| * University of Lincoln
* Every school and professional service thinking about SE for themselves and developing a plan
* www.lincoln.ac.uk/student engagement
* Embedding ‘student as producer’
* Not just in SE learning or in quality – it’s across the board – a culture.
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1. How could technology support the development of this principle?

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1. How would you know this principle is happening?

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1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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1. Students’ engagement is given strategic leadership.

It is clear that where student engagement has already become embedded in the culture of an institution, strong leadership is provided by senior staff of an institution and its student representative body - championing policies, agendas and processes. Furthermore a strategic approach to enhancement and dissemination of activities is a key feature.

1. What are the challenges to achieving this principle?

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| Actually having it transfer from documentation to activity; just having management agree that it needs to happen is not enough. |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| Student reps, student awards and student-led organisations, networks and activities working to spread. |

1. How could technology support the development of this principle?

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| Apps collecting opinion and input from students; information gathering and sharing! |

1. How would you know this principle is happening?

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| Champions and networks of engaged staff and students; observable engagement from both sides. |

1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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| It depends! Extra-curricular less likely as it consumes time away from learning, but that isn’t a bad thing! Co-curricular more. |

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| * Too busy to engage – people don’t know how to manage their time
* Patchy reception with staff
* Resourcing by senior management so that leadership is resourced
 |

1. What examples of practice have you seen in relation to this principle? What ideas do you have for how this principle could be realised and challenges overcome?

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| Winchester mid-module feedback in Business School – closes the feedback loop, listening and acting. |

1. How could technology support the development of this principle?

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| * Quick mid-module so you can change approach.
* Module feedback SNAP
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1. How would you know this principle is happening?

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| * Seeing the change
* Affects us not future students only
 |

1. Does participating in co and extra-curricula activities mean students are more or less engaged with their academic studies? Why?

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| * Having a focus for your academic studies can ste from being busy – engagement with lots of activities means you have to plan when studies will take place
* No, time planning/management. Those who know they cannot do work at times because of sorts and activities get it done at other times. Those how have nothing to do get nothing done.
* No, if you are engaged you are engaged in lots of activities.
 |

1. Students’ engage through effective student leaders and governors.

Student leaders (such as student, course, department or faculty representatives, sabbatical officers of students’ unions etc) and student members of institution governing bodies are an essential part of the university community. Appropriate mechanisms to nurture, train and support these individuals are crucial to their success and to the committees they serve.

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* Needs to be a process of continuous improvement
* Clarity on the different roles and their impact.
* Incentives: should differ dependent on the student and the role.
* Technology to current and relevant.
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* This principle because prerequisite to achieve others.
* Incentives e.g. green employability points
* Choosing the right student leaders
* Role not been used enough – student engagement role
* There are several ‘roles’
* Challenge networks
* Takes time to see embed an se impact, needs a process of continuous improvement.