

# Student Engagement

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# NIAD-UE University Evaluation Forum

- ◆ Efforts towards Evaluation; Guiding towards Improvement (Sep. 20, 2007)
- ◆ Strategy and Methodology for Using University Evaluation (July 7, 2008)
- ◆ Effective Use of Academic Resources for Enhancement of **the Internal Quality Assurance** System – For Developing University’s Distinctiveness – (Aug. 3, 2009)
- ◆ Establishing a **Quality Assurance** System based on the **Learning Outcomes** – Effective Assessment, Visualization and Publication of the Learning Outcomes - (Aug. 2, 2010)
- ◆ New Paradigm of **Quality Assurance** in **the Age of Globalization** – The “Functions” Viewing from Practices at International Organizations – (26 October 2011)
- ◆ **Student Learning** and the Future of Higher Education (23 July 2012)
- ◆ **Student's Role** in Higher Education **Quality Assurance** (22 July 2013)

# History of Student Movement and Development of Student Engagement in QA

- ◆ Student movement in the late 1960s was the world-wide phenomena in higher education sectors in Europe, US, Japan, etc.
- ◆ A degree of development with student engagement/involvement afterward is varied with each region.
  - ❖ Student is providing information by responding to surveys on a regular basis for quality enhancement/improvement.
  - ❖ Student involvement in quality assurance, etc.

# Comparison Between the West and Japan in 1970s: In the Context of Students

- ◆ Expanding of higher education may have been one factor triggered student movement since 1968.
- ◆ (In comparison with US particularly) Japan had seen a rapid growth in access rate to higher education, but university was still seen as an academia for elites of students filled with a sense of mission.
- ◆ In Europe and the US, students had participated in reforms of higher education by compromising where appropriate.
- ◆ In the late 1970s, industrialized society progressed focusing on the manufacturing industry in Japan, where it fell into depression in Europe and the US (in transition to post-industrialized society).
- ◆ Student movement in Japan was a 'resistance of adolescence' as transient fever which hardly affected the society.

# Europe: Promoting Student Engagement in QA

- ◆ Sorbonne Joint Declaration (1998)/Bologna Declaration (1999) lead to the creation of the EHEA
- ◆ 3 Achievements in particular:
  - ❖ Establishment of ENQA in 2000
  - ❖ Drafting the ESGs in 2005 /2009
  - ❖ Creation of EQAR in 2008
- ◆ Involvement of students in drafting the ESGs

Involvement of students is stipulated in all three guidelines for IQA for higher education institutions, EQA of higher education, and external quality assurance agencies.

# Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): **PART 1**

## (on Student Involvement)

Part 1: European standards and guidelines for internal quality assurance within higher education institutions

**1.1 Policy and procedures for QA:** Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. (omit) They should also **include a role for students** and other stakeholders.

**Guidelines:** The policy statement is expected to include: (omit) - the involvement of students in quality assurance

**1.2 Approval, monitoring and periodic review of programmes and awards:** Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

**Guideline:** The quality assurance of programmes and awards are expected to include: (omit) - **participation of students** in quality assurance activities

# Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): **PART 2**

## (on Student Involvement)

Part 2: European standards and guidelines for the external quality assurance of higher education

*2.4 Processes fit for purpose:* All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

*Guidelines:* .....there are some widely-used elements of external review processes.... Amongst these elements the following are particularly noteworthy: (omit)

- **participation of students**

# Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): PART 3 (on Student Involvement)

Part 3: European standards and guidelines for external quality assurance agencies

*3.6 Independence:* Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

*Guideline:* An Agency will need to demonstrate its independence through measures, such as: (omit) • while relevant stakeholders in higher education, **particularly students/learners, are consulted** in the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

*3.7 External quality assurance criteria and processes used by the agencies:* The processes, criteria and procedures used by agencies should be pre-defined and publicly available.

These processes will normally be expected to include:

(omit) • an external assessment by a group of experts, **including**, as appropriate, **(a) student member(s)**, and site visits as decided by the agency.



# Good Practices on Student Involvement in QA in Europe

Country	Good Practices
Finland	<ul style="list-style-type: none"> <li>• Students spontaneously (or with the invitation from the faculty members) design QA questionnaires and conduct analysis</li> <li>• Invites students to participate at evaluated-related workshops, and welcomes their opinions and feedbacks.</li> <li>• The remit of FINHEEC including board structure is stipulated under Finnish legislation, and this refers student involvement.</li> <li>• Representatives of the professors, other staff(lecturers, administrative staff, etc.) and students must be included at all decision making levels under the University Act.</li> <li>• FINHEEC has students involved at all levels of the QA process from the very early stage of its establishment.</li> </ul>
UK	<ul style="list-style-type: none"> <li>• Encourages students to either submit Student Written Submissions (SWSs) to supplement the self-evaluation document, or to work with institutions in preparing the self-evaluation documents submitted by their institutions.</li> <li>• Institutions involve students at decision making bodies.</li> <li>• Scotland has a long history of involving students as a full member of a review team.</li> <li>• Two among seventeen of QAA Board member are students.</li> <li>• QAA has 90 students participating as a full member of QA review teams currently.</li> </ul>

# Models of Student Involvement in QA

- ◆ Involving as members of the consultative bodies and/or the governance bodies for national quality assurance agencies
- ◆ Participating as members/observers of external review panels of higher education and/or programs
- ◆ Participating in the preparation of self-assessment reports
- ◆ Participating as members of the bodies responsible of external quality assurance decision-making processes
- ◆ Involving in the follow-up external quality assurance process

# Student Role in QA in Europe

## ◆ **Institutional Level**

- ❖ Providing information (by responding to surveys on a regular basis, focus groups, etc.);
- ❖ Participating in the preparation of self-assessment reports (as members of the self-evaluation group, writing the report, providing feedback to the report etc.)
- ❖ Participating as members of the bodies responsible of internal quality assurance **processes**

## ◆ **External Level**

- ❖ Providing information (in consultation during external reviews)
- ❖ Participating as members of external review panels of higher education institutions and/or programs

## ◆ **Level of Governance of National Quality Assurance Agencies**

- ❖ Involved as planners of the evaluation/accreditation programs
- ❖ Involved as members of the consultative bodies and as members of the governance bodies

## ◆ **Other — QA policy discussions**

- ❖ Being consulted by policy makers (as governments)
- ❖ Providing information on the issues at stake, or having a particular role of dissemination

# Benefits of Including Students in QA

- ◆ Different examples of 'added value' to be identified.
  - ❖ Students play a fundamental role in the assessment of quality of education.
  - ❖ Understanding of diversification, educational effect on students.
- ◆ Provides an improvement of processes of internal and external assurance by student involvement in these processes.
  - ❖ Students views are reflected in an enrichment of the evaluation reports, expanding and including other aspects not previously taken into account, or which have not been addressed likewise.
  - ❖ Students often provide new solutions.
- ◆ Important that both institutions and QA agencies appreciate students participation and commitment, perceiving it as inspiring and seeing good, solid results from their involvement, valuing the students as partners and great resource in this work.

# Summary: Purpose of this Forum

- ◆ Students as learners — their engagement is essential in taking necessary measures for learning outcomes for higher education
- ◆ Positive student involvement is important for understanding diverse needs for higher education in the time of massification of higher education
- ◆ It is an international trend that quality assurance process is required with student engagement
- ◆ No single models/forms for student involvement
- ◆ The role of students in quality assurance of higher education should become recognized as being necessary and sought for models/forms in Japan

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