Engaging with the executive: Embedding student engagement throughout the university hierarchy

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Manchester Metropolitan University

A modern university, delivering better outcomes for students, to add value to businesses, the economy and society

38,000 students
6th in the UK

7th most popular university by applications (URAS)

112 more than half of new students have 112 tariff points, equivalent to BBC at A level (URAS)

52% of our students are the first generation of their family to attend university

1st for degree apprenticeships
1300 degree apprentices by summer 2019

233 employers partnering with us on degree apprenticeships including 75 SMEs

Top 5 for Knowledge Transfer Partnerships currently working with 31 SMEs (seven NTUs)

968 primary and secondary school teachers graduate from us each year
5th in the UK

UK’s largest community of academic and student creative writers, including Poet Laureate Dame Carol Ann Duffy, and more than 85 published authors

Top 10 ranked globally
Manchester School of Architecture (QS World Ranking by subject)

The UK’s greenest university
(People and Planet University League 2017)

Anchor institution in Manchester significant partner in the Greater Manchester regional strategy – digital, health, skills, age friendly, green economy

Institute of Coding Founding member Driving diversity and inclusion in the digital industries

Student Mental Health a partner in Greater Manchester student CP passport programme

Over £400M invested
School of Digital Arts and Manchester Poetry Library: flagship developments to support the creative industries
Student Engagement as:

- A sense of belonging to a community
- Participation in the learning process
- Production of knowledge – co-creation
- The voice of what students want

Lea, 2016; Sum, 2018; Little et al., 2009, McLeod, 2011
“But also here is surely where we get to the real point about student voice. It’s not just about acting on what students demand; it’s about joining in a conversation, and all that follows from that. And foremost here is that sometimes we learn more by just listening; sometimes we learn by discussing each other’s perspectives; and sometimes we learn by seeking to solve problems together.”

“Lea, 2016,p3”
Engaging with the Executive at Man Met – Our Conversation

1. Our Conversation Framework
2. Applying our framework to the Education Annual Review Process
3. Conclusions and reflections
The conversation framework – how our students see it

Layers of ‘Student Voice’

Feedback

Raising Issues

Conversations
The Conversation Framework – institutionally

- Student Staff Liaison Committees
- Faculty Education Committees
- Programme Committees
- University Education Committee
- University Executive Group
- Academic Board
- Department/Faculty
- University
Concrete outputs from the conversation

- PALs scheme
- Education Annual Review Framework
- SU Research Reports (Student Voice, Lecture Capture)
- Diversity and Inclusion Ambassadors
- Programme Approval and Review Events
- Academic Policy Development

Manchesteer Metropolitan University
Education Annual Review: Framework

- Data Available
- Preparation Work in each Department
- Education Annual Review
- Faculty Education Committee
- Education Committee
- University Executive Group

Before ———— During ———— After
Education Annual Review: Data

- Contextual Data
- Progression
- DLHE
- National Student Survey
- Attainment
- Analysis of Student Comments
- Internal Student Survey
- Analysis of External Examiner Reports

Education Annual Review
Student Reflections on the EAR “conversation”

- Feedback
- Raising Issues
- Conversations
Senior Management Reflections on the EAR conversations

Working Well:
Senior Management Reflections on the EAR conversations

Less well:
Concluding Remarks

• The conversations are evidence led

• The structure allows the conversation to flow within and beyond its boundaries

• The structure has flexibility in it to allow nuances across different Faculties

• The structure is only as effective as the people in it – and we have great students at Man Met

• Our challenge is to get the conversation at the right level in the pyramid

Thank you for listening