

# Community of Practice

## Meeting 4: Developing a Student Engagement Policy



TRƯỜNG ĐẠI HỌC KINH TẾ QUỐC DÂN  
NATIONAL ECONOMICS UNIVERSITY  
KẾT NỐI TRI THỨC - ỦNG ĐŨNG BƯỚC TƯƠNG LAI



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# Introduction

- A Student Engagement Policy
- Consultative approach
- Student survey
- Feedback
- YOUR views
- Interactive tasks

Your feedback will inform the development of a new institutional Student Engagement Policy!



# Student Engagement in the University

This should be determined by a project team with a focus on why this is being done – internal and external factors may be referenced here, as well as feedback from student surveys



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# Aims of the Student Engagement Policy

1 of 2

These are examples of aims adopted by other universities but they may not all be suitable for this university –this is for us to determine

- Enhance the overall learning environment by encouraging active participation through full engagement for all areas of study;
- Define student engagement at NEU.
- Define the University's core/minimum expectations around student engagement within the different NEU contexts and to provide guidance on why engagement is important;



# Aims of the Student Engagement Policy

2 of 2

- Provide opportunities for students to be able to reflect on, and discuss their own progression, attainment and engagement;
- Provide the University with mechanisms and support structures to better promote/support student progression and success;
- Ensure that all staff, including Personal Tutors, have the appropriate skills, knowledge and attributes to support the Student Engagement Policy;
- Devise systems and structures to collate, analyse and present data on student engagement



# Workshop Agenda

- ✓ Discuss and define the concept of Student Engagement
- ✓ Identify current practices/best practice for engaging students
- ✓ Identify key points of engagement during the student lifecycle
- ✓ Explore the key elements of a Student Engagement Policy and discuss expectations (of University and students)
- ✓ Identify how student engagement is currently measured and tracked at the university
- ✓ Explore thresholds and interventions in student engagement
- ✓ Identify what student engagement data is needed

Throughout the workshop we will collate a wish-list which will inform the Student Engagement Policy road map



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# Student Lifecycle Model

Lizzio (2011).

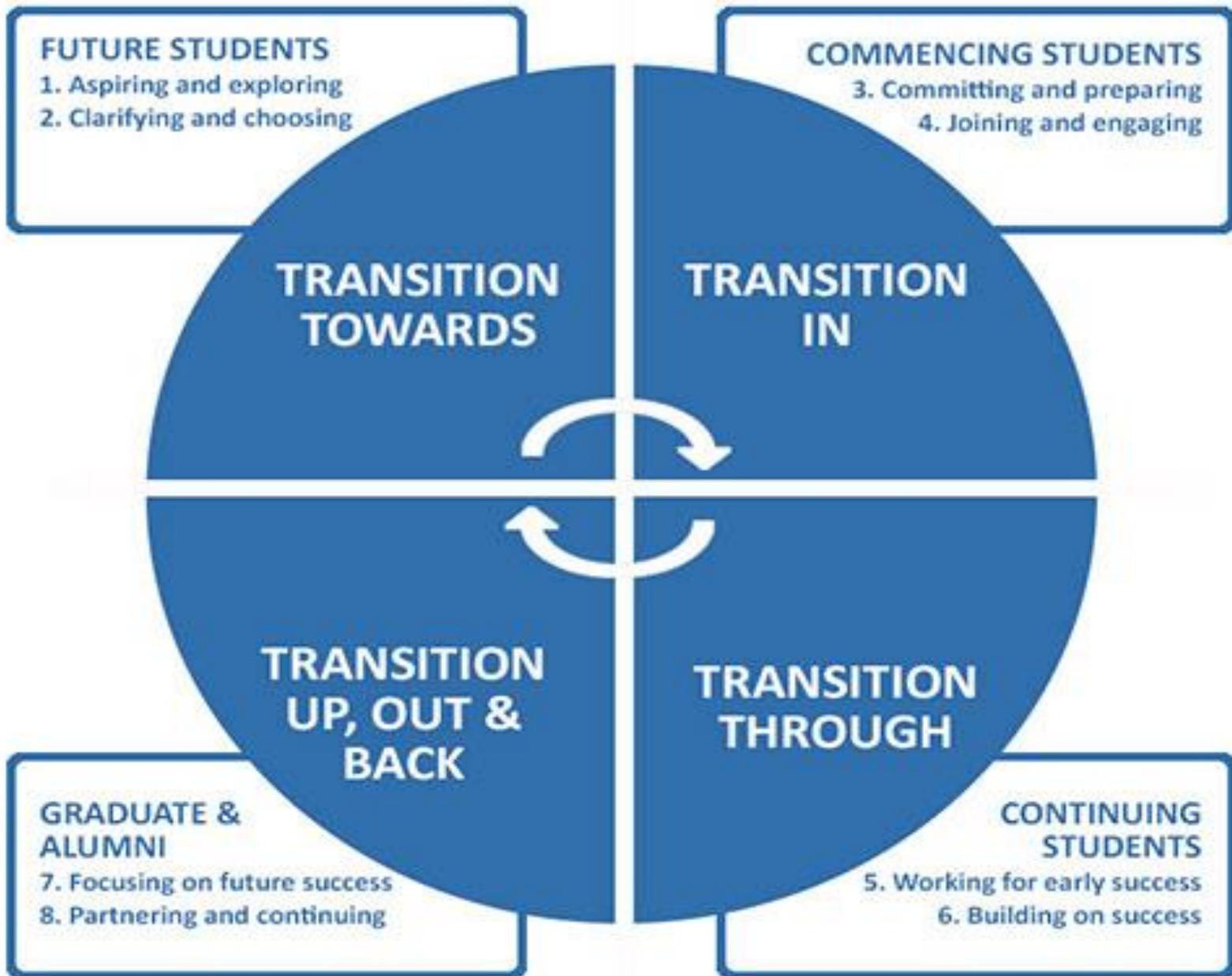


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# Activity:

In your groups draw a picture of what an engaged student looks like.

(10 mins)



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# Activity:

Individually write down a sentence to define Student Engagement at the university

5 mins



Short break  
and review of definitions (10 mins)



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# 1. Engaging students throughout the lifecycle

What are you currently doing to support student engagement? What strategies/practices/initiatives/environments/cultures are in place already?

What more could be done/what could be done more effectively to promote/maintain student engagement at each stage?

(15 mins)



## 2. How do we track and measure Student Engagement throughout the lifecycle?

What are the potential engagement points during each stage of the student lifecycle? How would you know that students are engaged?

Flag using the coloured stickers which engagement points are:

-  = Currently captured, tracked and monitored
-  = Currently captured but not tracked or monitored
-  = Neither captured or tracked/monitored currently



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(15 mins)



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### 3. Identify the top 5 engagement points that you feel are central to the first draft of the policy

Using the template, note down why you think these engagement points are central to the *first draft* of a SE Policy.

What do you expect of **students** in relation to each of the engagement points (what do you want to see in the policy in relation to these)? E.g. that all students will attend scheduled personal tutoring meetings.

How might expectations change depending on the different types of learner (e.g. part-time, distance)?

What should students expect of you, and of the university, in terms of opportunities/support in order for them to meet expectations?

(20 mins)



# 4. Stepping in: why, when, how and who?

Refer back to your top 5 engagement points

Using the template, note down the signs that indicate we need to step in. What would be the trigger(s) for an intervention? Are there stages or layers to these?

What processes or procedures are/should be in place at a Programme, Departmental, Unit, School or Institutional level to identify students who are vulnerable or at risk of disengagement?

What interventions might be appropriate – remember the aim is to support, encourage and motivate learners?

Who is/should be responsible for the intervention?

What would you expect/hope to happen as a result of the intervention?



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(20 mins)



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# Student Engagement Data

What data do we need to track and measure student engagement (and identify 'at risk' students?)

What data sets will different people need? (e.g. Personal Tutors, Programme Directors, Heads of Department, Professional Services)?

How should the data be displayed?



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# Thank you!



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