Come Design With Me: Student Engagement in Curriculum Design and Development
The Department from the Perspective of Our Stakeholders: Compassionate & Caring
Ethos of programme team

- To work collaboratively with students to ensure genuine and authentic partnership and engagement.
- To work with students as key stakeholders.
- To work within a model of co-production, designing a programme to allow students to take ownership of their learning in a less prescribed way, from induction through learning and teaching, academic support and practice learning.
- To work in partnership with students through a series of events and working groups.
Student voice throughout curriculum design

Start

Middle

End

Student Voice

Student Voice

Student Voice

GCU

Glasgow Caledonian University
Context: Student engagement

- Central to retention and success, underpinning the university Strategy for Learning and the Student Experience Framework
- The Quality Enhancement Framework for Higher Education in Scotland prioritises a culture of institutional enhancement and student involvement.
- The QAA Quality Code for Higher Education (2012/13)
- Sparqs Student Engagement Framework (2011)
- The SFC Student Partnership Agreement; Putting Learners at the Centre: Delivering our Ambitions for Post 16 Education
Underpinning theoretical framework

- “Partnership is understood as a relationship in which all involved are actively engaged in and stand to gain from the process of learning and working together to foster engaged student learning and engaging learning and teaching enhancement” Healey (2014)

- HEA Framework for Partnership in Learning and Teaching in Higher Education (fig 1)
Fig 1: Students as Partners in Learning and Teaching in Higher Education (Healey et al 2014)
GCU Perspective

- ENGAGE: Engaging students in their own learning and in shaping their learning and teaching experience at GCU

- SAGE (Student Action Group for Engagement)

- Student Association

- Current strategies: module evaluation, student staff consultative groups, annual feedback responses, and the National Student Survey..
Student Engagement

- Development Board membership
- Setting the Direction student group
- Come Design with Me Aug 2014
- Student engagement forum 1 - Dec 2014 to inform CREW:ED event
- Student engagement forum 2 - March 2015 to review modules and assessments
- Student engagement subgroup
- Ladder of Student Engagement
- HEA student engagement bid- blog
Come Design With Me

- Attended by a range of key stakeholders - 3rd year nursing students, service users, carers, mentors, practice education facilitators and representatives from third sector organisations. 45 people attended in total.

- The aim of the event was to bring people together, all of whom have knowledge and experience of the current pre-registration programme, to reflect upon it's strengths and to stimulate thoughts and ideas on how to design the future nursing programme here at GCU.

- The underpinning ethos of the day was around promoting partnership working with the aim of building a collective, inclusive vision of the future of nursing education. 'Blue sky thinking' was actively encouraged and set the scene for the discussions.
How do we involve you?

How do we teach?

How do we assess?
Authenticity of learning

Suggestions included:

- More live classroom simulations using mannequins, padlets and clickers
- Reflection and self-awareness through role playing scenarios and recording these skills on video for play back
- More use of the home environment and clinical skills labs
- Online learning which contains authentic learning materials which triggers emotions such as case scenarios, ethical dilemmas related to practice, short clinical videos, ‘patient stories’ and videos capturing the ‘lived experience’
Authenticity of learning

- Maximise the use of IT to engage learners online. For example, interactive learning activities such as short quizzes or interactive video sequences.
- Stronger links between online learning and classroom activities. For example, students feeding back what they have been learning online and give them the opportunity to share their learning and learn from each other in the class.
- Use of ‘Storify’ as an alternative platform to GCU Learn as it is easier to use and has an interface with social media such as Twitter.
Service user and student involvement

- Employ service users/carers as teachers – creates a memorable learning experience for students and demonstrates genuine partnership working.
- Involve students more in the development of modules and in the design of assessments.
- Have student ‘passports’ which chart the achievements of each individual student throughout the programme.
- Have regular personal tutor groups as a mandatory part of learning. These should focus on encouraging reflection, personal growth and be used to identify gaps in learning, skills and experience.
Service user and student involvement

- Give students the opportunity to teach each other (e.g., 3rd year students teaching 1st year students in the skills lab)
- Develop a ‘buddy’ system where students mentor and support one another
- Have more creative placements (e.g., spending time with families to capture a 'day in the life')
- More flexibility of learning to meet the needs of students who have family/caring responsibilities (e.g., starting classes at 10am or holding sessions in the evenings)
Ladder of Student Engagement (based on Bovill, 2011)

**Level 4: PARTNERSHIP**
Control and ownership of the curriculum is shared, with different partners taking the lead as appropriate. Students negotiate a partnership curriculum where they are in control decision-making and have substantial influence on teaching and learning strategies, choice of assessments, group activities, and practice learning experiences.

**Level 3: GROWING ENGAGEMENT**
Students are increasingly active in participation, and have some choice and influence over some areas of teaching and learning, for example peer assessment, designing group activities and teaching resources. Students involved in discussion with lecturers to decide teaching schedule, mode of delivery, mode of assessment.

**Level 2: LIMITED ENGAGEMENT**
Tutors control decision-making, informed by student feedback, students involved in module reviews and evaluations, practice learning evaluations. There is wide student choice, from prescribed sources. Students evaluate modules, participate in Student Staff Consultative Committees.

**Level 1: NO ENGAGEMENT**
Tutors control decision making, curriculum is often dictated with little or no interaction. Teaching and learning approaches are not negotiated or discussed, and assessment strategy is prescribed, there may be claimed partnership but this may not be evidenced.
Student Co-Production in Nursing Education-SPINE

- This blog has been developed to support student engagement through the design of the new nursing curriculum. The programme team believes that engaged students are more likely to reach their full potential, and the three events shown above demonstrate our students in action as co-producers and co-designers.

- Using a theoretical framework to underpin our work, we wanted to involve students as evaluators, partners in decision-making and agents of change.

- Students are seen within the programme as key stakeholders, and their contribution has been captured as consultants in their own learning.