

Learner Engagement in Virtual Processes

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Move to Virtual Review Visits

- On-site 'world café' meetings with cross-section of learners → parallel virtual meeting sessions via Microsoft Teams
- 2 reviewers per session; informal atmosphere encouraged
- Concern that virtual environment might hinder open and frank articulation of student learning experience...

Modifications

- Follow-up focus group and survey with learners post-review to hear feedback/recommendations for improvement of the process
- Improvements to reviewer briefing on foot of learner feedback

NStEP Student Briefing

- NStEP developed an optional student briefing in collaboration with QQI to equip learners to participate in the virtual process
- Ninety-minute session over Zoom peer-led by NStEP's student trainers.
- Content encouraged learners to develop an awareness and understanding of:
 - The role students play in quality assurance / enhancement.
 - The review process and what to expect.
 - How to evaluate and prepare feedback on their course / programme.
 - Strategies for communicating feedback and representing the ideas of others.



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Student Feedback

"The language used was, in some cases, quite academic, which was confusing."

Student participant in QQI CINNTE review process 2020

"I took part in the NStEP training...it was very good...I had prepared what I wanted to say to the review team in advance."

Student participant in QQI CINNTE review process 2020

"[The virtual process] gave some people who might not have made it to [campus] the chance to be part of the meeting."

Student participant in QQI CINNTE review process 2020

"Online, the visual cues and clues are missing, but our reviewers did a round-table and made sure everyone had a chance to contribute."

Student participant in QQI CINNTE review process 2020

"The online experience made [engaging in the review process] more comfortable. Being in your own space made a big difference."

Student participant in QQI CINNTE review process 2020

NStEP Briefing Feedback

89.5% reported that their understanding of quality assurance/enhancement, and their role in the process, improved.

89.5% reported that the briefing provided them with useful tools to prepare feedback on the learning experience of their course/programme

86.8% reported that the briefing helped them to plan how to give feedback during the review

86.8% reported that the briefing better equipped them participate in the institutional review process

Conclusions



Continue to work with HE providers and QQI to facilitate student briefings for learner participants



Regularly review participant feedback to improve content and delivery



Collaborate with QQI to ensure content of student briefings is tailored to each review process



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Consider whether a hybrid approach is possible, while also ensuring that online delivery remains a core option



Consider what additional resources can be developed to support students participating in institutional review processes



Continue to encourage providers to incorporate optional learner briefings by NStEP



Consider and adapt where necessary review team briefing to incorporate learner feedback



Continue to follow up with learner participants on their ability to engage with the process through surveys/focus groups



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Collaborate with providers to provide guidance for learners on using MS Teams



Consider what supports are required to encourage broad participation by a variety of cohorts



Consider whether hybrid approach for learner participants is possible



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