Introduction

Cardiff Metropolitan University, National Economics University (NEU), and QAA have worked in partnership on the project, 'Fostering a Culture of Quality at NEU'. This partnership was supported by the British Council.

The aim of the project is to enhance processes and practices to create a learning environment that promotes student engagement.

Student engagement has developed as a mainstay of higher education in the UK and is recognised to be of increasing importance to higher education in Vietnam.

The project commenced in November 2018 and to date, activities have included:

- An initial scoping of quality assurance and quality enhancement at NEU which included short surveys of staff and students
- The delivery of two rounds of workshops on quality assurance and quality enhancement issues, with a focus on student engagement
- The formation of a community of practice for staff at NEU
- A survey of more than 500 students to gain their thoughts on student engagement

This toolkit forms a major outcome for the project and it is hoped that it is an effective way to share our experience and learning.

Purpose of the Toolkit

The purpose of the toolkit is to support higher education providers who are looking to enhance the quality of their provision – both quality assurance and quality enhancement. The focus of the toolkit relates to how higher education can develop greater engagement with students.

The toolkit focuses on the collaborative partnership that took place between Cardiff Metropolitan University and the National Economics University. In this sense, the focus is on what took place and how the project developed over the course of a 12-month period. It looks to provide insights into the collaboration and co-creation of developing a culture of quality. The focus of the toolkit is to provide bite sized examples and tools which can be transferred to other contexts. In this way, we hope that the toolkit can be used by other higher education providers from other countries. Users of the toolkit are encouraged to explore the concepts and activities through further reading, examples of which are provided throughout.

Contents

Glossary

AQAF	ASEAN Quality Assurance Framework
CEA	Centres for Accreditation
Cardiff Met	Cardiff Metropolitan University, UK
CoP	Community of Practice
EHEA	European Higher Education Area
ESG	Standards and Guidelines for Quality Assurance in the EHEA
HEA	Higher Education Academy (now: Advance HE)
L&T	Learning and Teaching
NEU	National Economics University
QA	Quality Assurance
QAA	The Quality Assurance Agency, UK
QE	Quality Enhancement
SE	Student Engagement

Using the Toolkit

The project, 'Fostering a Culture of Quality at NEU' is the focus of this toolkit. The toolkit reflects the collaborative efforts of Cardiff Metropolitan University, the National Economics University and the QAA. All the materials included in the toolkit have been used in the project and thus they reflect the work that was undertaken over the 12 months.

Based on the project, the toolkit covers three main components:

- Surveying staff and students to provide a picture of the current situation

- Materials for workshops to provide an introduction to quality assurance and quality enhancement together with different aspects of student engagement

- A guide on how to establish a Community of Practice – the intention of which is to enable staff to come together and share knowledge and ideas .

These activities will allow you to assess current levels of engagement in your university and the appetite for change, as well as providing guidance and training for staff in a way that enables them to influence and actively work with students.

As a note of caution, these activities will not provide everything you need to implement student engagement in your university. We have included a selection of materials that should be considered as examples from a pilot project which has made a positive impact. Further reading on the subject is necessary and sources are signposted throughout.

Each section within the toolkit provides:
- ✓ Insight in to why it was an important activity within the project and how we implemented it
- ✓ Practical guidance on carrying out a similar activity within your own university
- ✓ -Supporting materials and suggested further reading

What you will need:

There are a number of ingredients that are important to ensure a project such as this is successful and these include:

1.Mutual agreement between both partners of the importance of the project

2.Buy-in from senior staff in both higher education institutes

3. Opportunities for project teams to form at both higher education institutes

4. Freedom given to the project team so that there are genuine opportunities for co-creation and learning

5.Organic development of the project in order to avoid 'an off the shelf' approach

About the Project

Fostering a Culture of Quality at NEU is co-funded by the British Council through the UK-VN Higher Education Partnerships programme.

With university enrolment in Vietnam at approx. 25% of young adults (aged 18 and 19) and expected to grow, there is a strong appetite for an approach that looks to focus on quality assurance and quality enhancement. . Increasing the number of students studying at university is seen as an important route for Vietnam to achieve its development goals. Nonetheless there remain challenges in terms of graduate employment rates and some of the graduate skills needed.

The programme has provided a valuable opportunity for Cardiff Met and NEU to develop their collaboration and to enhance the quality of the teaching that NEU delivers to approximately 45,000 students.

By building capacity in teaching, the project aims to enhance the reputation of Vietnam's higher education provision and ensure that students enter the workplace as properly skilled graduates.

The project has been sponsored and supported by the British Council an is a partnership between Cardiff Metropolitan University, National Economics University and the Quality Assurance Agency. It commenced in November 2018, and had five objectives:

1. Analysis of the current situation to identify areas of best practice and areas in need of development.
2. Delivering training with key members of staff at NEU in quality assurance and teaching methodologies.
3. Implementing a change project related to the learning outcomes of number 2.
4. Develop a training programme on quality processes for all staff at NEU that encompasses international standards within the local cultural context.
5. Disseminate the training programme and materials nationally.

Following an initial survey, the project team decided to focus on quality assurance and quality enhancement through the lens of student engagement. Student engagement is an important feature of the toolkit and is explored further although it is worth noting that the concept of student engagement was adopted as an intentionally broad term that could be used in a developmental way – i.e. its meaning would develop among the project participants over time.

The survey asked staff and students at the National Economics University about their learning and teaching experiences, and to consider what types of skills employers require together with what kinds of teaching activities would enhance these skills.

The survey provided a useful snapshot:

- Among staff, there was an appetite for training in quality assurance and enhancement, with specific interest in student engagement, course design and review and assessment design and review.
- Of particular interest was the question that identified and ranked 10 skills needed by graduates on the programme. Whilst there appears a likely relationship between the top skills identified and the types of teaching activities alongside assessment types undertaken this may be less clear with some of the middle ranking graduate skills identified by staff.
- Student responses suggest that students are not always aware, or able to fully articulate, how certain assessment types and class activities are enabling them to develop and demonstrate particular skills.

Quality Assurance and Quality Enhancement

Real world example: exploring the wider context helped understand our local contexts

The Quality Assurance Agency for Higher Education (QAA) monitors quality within higher education in the UK, and provides guidance to enhance quality to providers in the UK and countries around the world.

QAA's involvement in the project was crucial in connecting the activities to both internal and external quality assurance; their role was key in three areas:

- To provide an overview of the overarching frameworks that both Vietnam and the UK follow
- To draw parallels between these frameworks, demonstrating that Cardiff Met and NEU face the same need to align or comply with particular sets of criteria or processes
- To introduce the concept of quality in higher education as existing both internally and externally and how quality assurance processes link to pedagogy.

The inclusion of QAA's material may prove useful to users of the toolkit and universities may find the example useful to examine as an introduction to the workshops.

Quality assurance criteria and processes in the higher education systems of Vietnam and the UK, may at first glance appear to be very different. Yet, as QAA demonstrated to the workshop participants, the two systems share connections and similarities at every level.

At an institutional level, they adhere to the requirements of their respective agencies

National Economics University

Cardiff Metropolitan University

MOET standards and criteria

UK Quality Code/ baseline regulatory requirements

QAA

At a national level, there are designated agencies responsible for ensuring quality within higher education

Vietnam

UK

MOET/ CEAs

QAA/HEFCW

QAA

Similarly, both agencies feed in to a global regional body

ASEAN

EHEA

ASEAN Member Countries

AQAF

ESG
European Higher Education Area and Bologna Follow-Up Group

QAA

Cardiff Metropolitan University

QAA

BRITISH COUNCIL

In projects such as 'Fostering a Culture of Quality at NEU', or in the development of student engagement strategies and communities of practice, the national and regional frameworks can be support in these endeavours rather than merely setting criteria or frameworks to be complied with.

Criteria and frameworks can help to support enhancement work due to the fact that the details have generally been agreed to be important by a range of stakeholders, including students and HE.

Student Engagement: what is it and why do we do it?

Despite differences in culture and context, at each of the three levels, institutions in both countries must find ways of demonstrating alignment and/or compliance.

The most interesting of these, in terms of mutual learning at the workshops, were the global regional frameworks. The principles between the EU and ASEAN frameworks are broadly the same and when mapped by participants in the workshops, the similarities could be seen.

Similarly, with the national agencies there are differences in the detail but are broadly also the same.

This understanding of the QA systems demonstrated the ability for two higher education institutes to work together and create some common understanding and approaches to developing quality. It provided reassurance to colleagues in Vietnam that lessons learnt from the UK system are relevant to their own system and that Cardiff Met was not just superimposing their system onto a partner institution. This workshop helped generate some confidence in using and developing a common language around quality.

Based on the QAA's perspective there was agreement that quality enhancement follows from quality assurance. in seeking to improve once and where minimum standards have been met.

For this project a broad definition for student engagement was adopted - student engagement describes the meaningful and active participation of students in the learning process. The idea has become increasingly important to UK higher education providers,. It is worth noting that its importance has also seen a commensurate growth in research, policies and strategies that have sought to understand the various aspects of student engagement. The project also revealed the relevance of student engagement internationally and specifically to the Ministry of Education and Training in Vietnam,. But why?
There is a recognition within theresearch on student experience, that retention and success indicates that learners who are fully engaged with their studies are more likely to complete their programmes of study and achieve good academic outcomes.

Student Engagement is a topic much researched, and there are many definitions of it which reflect the different emphases that can be placed on the term. We encourage you to explore further and the examples below provide a good starting point.

Find Out More

Advance HE, Engagement through partnership: students as partners in learning and teaching

QAA, UK Quality Code, Advice and Guidance: Student Engagement

Xerri, Matthew J, Katrina Radford, and Kate Shacklock. "Student Engagement in Academic Activities: A Social Support Perspective." Higher Education: The International Journal of Higher Education Research 75.4 (2018): 589-605. Web.

Robinson, Carol. Exploring student engagement in Higher Education : theory, context and practice, edited by Carol Robinson, Emerald Publishing Limited, 2012. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/cardiffmet/detail.action?docID=1050427.

Cardiff Met, like many universities in the UK, has invested significant resources to increase student engagement with the intention to it leading to greater participation. Following a series of consultative workshops with staff and students in which participants described what student engagement means at Cardiff Metropolitan University, the the following definition was adopted:

'Student engagement' describes the time, effort and resources invested by both students and the university in relevant, purposeful activities that enhance learning, develop a sense of belonging, improve academic outcomes and the overall learning experience

Conducting Surveys

Real word example: surveying students at NEU

The survey was developed following the third meeting of the Community of Practice. During the meeting, students answered a series of questions and the insight provided in their responses inspired the project team in NEU to survey a larger sample of students.

The survey was distributed via Qualtrics to students in the School of Accounting and Auditing in November 2019. Over 500 responses were received and analysis of these responses is currently taking place.

Developing and Distributing the Survey

The questions were devised by NEU and transferred to Qualtrics. Qualtrics is the survey software provider for Cardiff Met although an alternative software provider could be used. Online surveys allow for easy distribution, monitoring and analysis. It is worth noting, however, that a paper based survey could easily be undertaken and is an acceptable alternative .

As part of Cardiff Met University's Research Governance Framework, the survey was submitted to the ethics committee for approval. Please check if your university has a policy about conducting surveys (or interviews) with students and what ethical procedures are in place. For example Cardiff Met's policy states:

*Participants/Students are required to be a minimum of 18 years old.

*Participants/Students should be asked to complete the survey on a voluntary basis having been given enough information to take an informed decision.

*Participants' responses should be confidential and anonymous.

An example of the online survey can be viewed [here](). Please note that this survey is now inactive and responses will not be monitored or used in any way.

Making your survey is successful

Some top tips for making your survey successful are:

*Allow sufficient time to plan and prepare the survey including ethical clearance and how you intend to use the survey and share the findings

*Allow sufficient time for students to complete their responses. A minimum of two weeks is standard.

*Once the survey has closed, ensure that staff have time to properly analyse the results.

*Consider at the outset how you will use the survey –will you use it to form the framework of a policy for example

Workshops

Real world example: igniting interest and building a foundation of knowledge through workshops

Cardiff Met and QAA delivered two workshop events hosted by NEU, one in February and one in September 2018.

The first event took place over two days and was targeted at staff from the School of Accounting and Auditing. The workshops sparked an interest in learning and teaching for student engagement and influenced the change project, which was one of the objectives. The change project became the Community of Practice.

The second workshop event was co-delivered by Cardiff Met, QAA and NEU and targeted staff from across NEU and from a selection of other universities. The workshops provided an introduction to the concept of student engagement and examples of how it is being developed at Cardiff Met and NEU. Perhaps the most impactful and interesting part of the workshops was hearing directly from students who were involved in the Community of Practice.

Purpose of the Workshops

The workshops, through peer led facilitation, were designed to offer opportunities for discussion and engagement among participants. Prior to the first workshop delivery in February only two out of the seven Cardiff Met project team had travelled to Vietnam and / or visited the NEU. The purpose of the workshop, therefore, was to offer some broad themes that could be used to engender discussion and exploration of the issues. The aim was to use the theme of student engagement as a means of looking at quality and developing learning and teaching methodologies to enhance it.

The workshops allowed staff to:

- Develop a shared understanding of quality assurance and quality enhancement
- Consider and experience a range of different learning and teaching methodologies
- Identify potential opportunities for pilot projects within universities
- Support the development of student engagement across Vietnam

Facilitating the Workshops

The workshops can be run individually or as part of a one day training activity. When the workshops were run as part of the project '*Fostering a Culture of Quality at NEU*', the day began with an introduction from QAA. The materials from this session are included in this toolkit in the section, 'Quality Assurance and Quality Enhancement'. Facilitators and participants may find it help to look at the material in this section as an introduction.

Pre-Programme Work

There are no pre-programme activities or reading. Suggested follow up reading and materials are provided. This was intentional as the project's focus was on co-creating a quality culture and thus it was important that time was spent with participants at the workshops focusing on their local context and avoid trying to adopt a pre-existing framework. Some key documents were used to help underpin Cardiff Met's approach to the first workshop and these are included here.

Key Documents

AQAN ASEAN Quality Assurance Network (no date) ASEAN Quality Assurance Framework.

British Council (2018) The shape of global higher education: understanding the ASEAN region. International Higher Education.

Higher Education Academy (2017) Transforming teaching inspiring learning – Smith, K. Transnational Toolkit.

Higher Education Academy (2016) Framework for Internationalising Higher Education. York: Higher Education Academy.

Mellors-Bourne, R., Jones, E. and Woodfield, S. (2015) Transnational education and employability development, for the Higher Education Academic. York: Higher Education Academy.

Rees, C., Forbes, P. and Kubler, B. (2007, 2nd Ed) Student employability profiles: a guide for higher education practitioners, for the Higher Education Academy. York: Higher Education Academy.

Workshop: Students as Partners

This workshop looked at the concept of students as partners: developing quality processes as part of the learning and teaching environment that places the student at the centre of the learning experience. In the UK there is growing emphasis on students as partners and it is felt to be an area that offers both quality assurance and quality enhancement opportunities.

The workshop looks at the concept of students as partners, alongside identifying practical ways in which this could be introduced within a university.

Specifically, it covers:
- What makes a good learning and teaching (i) environment (ii) delivery/experience?
- What are the influences that can impact on achieving quality outcomes?
- Understanding students as partners – the what, the why and the how
- What quality assurance roles do students undertake and can these developed
- Why is it so valuable to create quality enhancement
- What does a positive learning environment look like
- Importance of quality processes e.g. curriculum design – constructive alignment
- Teaching delivery styles and teaching strategies

Duration: Approx 1.5 – 2 hours

Materials Provided

Presentation: Students as Partners

You will need

Post it notes for participants to write down their suggestions during the activities
Pens / marker pens for the activity

Summary of Workshop
Slides 1 and 2 – introduce the workshop and its aims
Slide3: this is the opportunity to emphasise that looking at students as partners addresses quality assurance and quality enhancement and how the two are complementary and work together.
Slide 4: this slide emphasises the shift that has taken place in the UK in order to develop the student voice and to recognise students as partners. The quote from the QAA underlines its importance to quality assurance
Slide 5: ACTIVITY participants should identify examples of student engagement in your university from different perspectives (this may reflect the types of participants attending)
Slide 6: Feedback from participants – it is suggested that these are called out and put on a flipchart
Slides 7: this slide identifies ways in which students act as partners and can be used if participants are unsure. A development of this could be to use the list on this slide and discuss how the points might be orientated towards quality assurance and/or quality enhancement and this would offer opportunities to extend the discussion

Slide 8: focuses on the students and what roles might be identified and promoted in order to elevate students as partners as a meaningful priority for the university

Slide 9: ACTIVITY participants think about the benefits – both from the perspective of the students and of the university or department

Slide 10: Feedback from participants – it is suggested that these are called out and put on a flipchart

Slide 11: Provides examples of some of the benefits which can be used to compare to the benefits identified by participants and/or as a checklist that could be discussed

Slide 12: Following a break, slide 12 marks a shift towards the learning and teaching environment (as the majority of participants were academic) and working with students. ACTIVITY how can learning and teaching practices help students become active learners?

Slide 13: an opportunity for feedback to be captured on a flipchart or via post-its

Slide 14: emphasises the desire to achieve deep learning rather than surface learning and acts as a signpost for research that has been undertaken.

Slide 15: this is a reference to constructive alignment. Further detail is provided in a separate workshop

Slides 16-18: this refers to Bloom's Taxonomy, which helps academics consider the development of learning terminology

Slide 17: ACTIVITY participant discuss their understanding of the concepts listed and rank importance

Slides 18-19: looking at Bloom's Taxonomy

Slide 19: offer a break to move to the next section and its purpose is to emphasise the importance of the student in everything we do. If students as partners is to be meaningful, an understanding of different perceptions is key – how well do you know your students?

Slide 20-25 – visual examples around perceptions

Slide 26: ACTIVITY participants, in pairs or small groups, identify what they know about their students. The metaphor of the iceberg is that most of what we know sits above the surface and there is much to discover

Slide 27&28 – sharing ideas around this

Slide 29: an opportunity to take that discussion about knowing your students back to the learning and teaching environment – challenges and opportunities

Slide 30&31: references the Lifecycle model (Lizzio) – Further detail is provided in a separate workshop

Slide 32: the opportunity to recap and review

Workshop: Constructive Alignment

This workshop introduces participants to a method for ensuring that key components of the learning environment –curriculum/outcomes/teaching methods/assessment- are aligned. The workshop will look at creating a learning environment that supports effective student engagement. This is achieved through the student being able to direct their own learning but in an environment that ensures the intended learning outcomes are met through effective assessment and teaching activities. learning activities that are appropriate for achieving the intended learning outcomes.

Participants will learn how to evaluate a module descriptor's constructive alignment for co-review and co-development.

Duration: approx. 45 mins

Materials provided:

Presentation: Constructive Alignment

Biggs, J, *Aligning teaching for constructing learning*, HEAcademy

Exemplars or module descriptors which include module learning outcomes, learning and teaching activities/exercises and assessment

You will need:

Post it notes for participants to write down their suggestions during the activities
Pens / marker pens for the activity

Summary of the workshop:

Slides 1 and 2 – introduce constructive alignment and the aim of the session

Slides 3 and 4 – provides an overview to what constructive alignment is and references John Bigg's work in this area

Slides 5 – focuses on the two words and why they are important to the learning environment

Slide 6 – demonstrates the connectivity between the three key components of constructive alignment, thus it should be an equilateral triangle

Slide 7 – set up for workshop activity – best if participants work in small groups of 3s and 4s – ensure exemplars are available

Slide 8 – plenary feedback from participants

Slide 9 to 13 – this is an optional extension for the workshop which focuses on developing student learning and how academics might look to use Bloom's Taxonomy

Slide 14 – provide a summary and recap on any key points and/or actions to be taken forward

Workshop: the Student Lifecycle

This workshop will look at the student lifecycle model developed by Lizzio (Ref) and how it relates to student success. Participants will be asked to consider the role they play in the student experience and how a positive student experience can lead to academic success for students. Participants will consider the opportunities available to create a positive student experience at all stages of the student lifecycle.

Specifically, the workshop will:
Introduce the student lifecycle model
Analyse the phases of the model
Contextualise the model
Raise awareness of the current higher education environment
Provide real life examples

Duration: approx. 1 hr 45 mins

Materials provided:

Presentation: Student Engagement

Template: Lizzio: The Student Life Cycle

You will need:

Post it notes for participants to write down their suggestions during the activities
Pens / marker pens for the activity
A template of the student lifecycle

Summary of the workshop:

Slides 2-3: the introduction looks at the work of Lizzio and the importance of understanding how a student want to belong to their university –because they feel a connection, because they are invested in its reputation etc.
Slide 4: the four phases of the student lifecycle.
Slide 5: ACTIVITY participants should think about where in the cycle the students that they interact with are and what types of interaction they have. Facilitators can use the template to organise the ideas that participants come up with.
Slide 6: the picture links through to the What Works? report. What Works? was a project partnership project that looked at Student Access, Retention, Attainment and Progression in the UK. The report includes key messages, a model for improving student engagement and discussion of the implications.
Slides 7-9: these slides look at the 'toward' and 'in phases' and the importance of these as key times for establishing engagement and ensuring that students go on to success.
Slides 10-11: these slides look at the importance of a positive induction experience. There are examples of activities that demonstrate that induction events should be varied and allow time for students to make friends and meet academic staff.
Slide 13: ACTIVITY participants should consider what types of activities and interactions there are when a student is coming to the end of their time at the university.

Slides 14 and 15: these slides bring together the various sources used in the workshop.

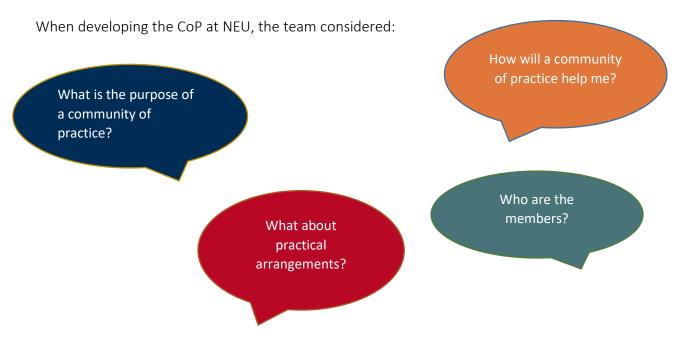Slide 16: summary of the points covered in the workshop.

A Community of Practice (CoP) Approach

Real world example: Implementing a CoP at NEU

Following the delivery of the first workshops, forming a CoP seemed like a natural next step for both Cardiff Met and NEU, who were keen to take forward the idea of a teaching forum to develop teaching aids that would aid student engagement; this then expanded to include exploring the development of an institutional policy.

Following the workshops, the CoP was developed as a pilot project, involving staff from the School of Accounting and Auditing but with an option to include staff from other schools. The structure of the CoP was developed by Cardiff Met, who also provided relevant supporting materials. The implementation of the CoP was led by NEU.

This section includes the background as to why the project team decided to develop a community of practice; the steps it took to establish one and the materials that would enable others to establish their own.

When developing the CoP at NEU, the team considered:

How will a community of practice help me?

What is the purpose of a community of practice?

Who are the members?

What about practical arrangements?

What is a community of practice?

There are no exact rules that define what a community of practice is. Any group of people seeking to share experiences and develop knowledge could be considered a community of practice.

Cox and Richlin (2004) define a "faculty learning community" as one in which groups of around 8-12 cross-disciplinary staff spend a period of time (which could be months or years depending on the purpose) working in an active, collaborative way with a common sense of purpose. They will teach and learn from each other, and could be solving problems, sharing knowledge, cultivating good practice and fostering innovation (Griffith University date 2006).

As a joint project team we considered a community of practice for NEU to be the vehicle through which academic staff could come together to develop their understanding of student engagement by exploring themes of interest that were relevant to different programmes and levels of study.

Purpose

The purpose for setting up a community of practice could include:

- To solve a particular problem
- To share knowledge
- To develop and establish good practice
- To focus on new or emerging areas of knowledge (Griffith University).

Examples of communities of practice include:
- Enabling new academic staff to support each other as they integrate into academic life, develop their teaching practice, undertake research, manage work-life balance and new stress levels
- A programme team with a particular issue within their current curriculum that needs to be addressed, or to develop a new curriculum
- A multi-disciplinary team developing their own practice but around a shared theme such as improved assessment practice, problem based learning, or better classroom engagement. This could involve each member making incremental innovations to their practice, based around purposeful reading and discussion of the scholarly literature, invited guest speakers etc
- Senior managers supporting each other through a purposeful cultural change in the university (Cox & Richlin, 2004).

How was the Community of Practice at NEU established?

Establishing a Community of Practice approach built directly on the survey, which asked students and teachers about their current teaching and learning experiences, and on the workshops that were delivered at NEU in February 2019.

The workshops included teaching staff from the School of Accounting and Auditing, and staff from the Quality and Testing Department. Both groups were keen to explore the concept of student engagement further in a CoP but whilst there were a number of shared points of interest, both groups also had needs specific to them. The teaching staff wanted to enhance their teaching and learn more about engaging

with students in the classroom, while the Quality and Testing Department wanted to explore ways to develop a policy for student engagement that would encompass the entire university. Given these differing needs, a two-strand approach was developed: one which would focus on engaging students in teaching –the quality enhancement strand, and one which would look at creating steps to develop a policy –the quality assurance strand. For some meetings, the two strands meet together and for others, they meet separately. This is detailed in the session plan.

Before progressing further with the themes, the group met to discuss the principles of the CoP and to agree a Terms of Reference.

The section, '*Basic Principles for Forming a Community of Practice*', can be used to provide guidance when establishing your own community of practice. How NEU and the project team approached some of these issues is discussed in further detail below.

Membership
A community of practice usually involves 8-12 members of staff

Members could belong to the same peer group or could become involve due to their involvement in a particular theme that has been identified.

The CoP at NEU has 17 members -15 teaching staff from the school and 2 members from the Quality and Testing Department.

The CoP at NEU agreed that:

- At least 5 members would to be present at each meeting.

- There would be at least 5 meetings within the timeframes.

- Members should attend at least 3/5 meetings.

Communication and Engaging Staff
Once it was agreed by the project team that a CoP could be an effective way for NEU to develop their own student engagement policy, staff were encouraged to find out more through an ongoing and open dialogue about what was happening, why, and what the benefits would be. This included all-school emails and information sessions during staff meetings.

Following the first meeting, the CoP leads met with staff on an individual basis to gather feedback and input.

Once the CoP was active, the leads created a group chat on Zalo (Whatsapp or WeChat are equivalent examples of platforms for other countries) to communicate quickly and effectively. Meeting dates were arranged using a polling website and confirmed to participants.

Cross-institutional Working

The Quality and Testing Department attended the first workshops and were important in shaping the idea of a student engagement policy. They were involved in the CoP from the very beginning and were supportive, recognising that the outcomes could benefit the university as a whole. Even if the Quality and Testing Department at your university is not as actively involved in your CoP, it is still important to inform your Quality and Testing Department of what you are planning to do. As specialists in this area, they may be able to provide guidance and support.

Working with Students in Meeting 3

The third meeting includes students as active participants (3-5 should be . As this is a CoP for student engagement, it is important that students are part of the process from the very beginning. Eight students from NEU took part in this meeting when they held it in July 2019. As with staff, information about the project was shared with students in the School of Accounting and Auditing openly and regularly. This included a short presentation on the project at the start of classes; updating class tutors with information and materials for them to share with students; sharing information with class representatives and social media updates on student run channels.

When inviting students to participate in the meeting, information and materials were filtered in advance through class tutors. Class representatives were asked to post about the meeting on their social media channels and each class was asked to nominate a representative who would be willing to participate in the meeting.

Before the meeting, students received a copy of the agenda and the materials. Staff wanted students to feel prepared for the meeting but wanted them to answer openly and honestly, so avoided directly discussing the content of the meeting beforehand.

Basic Principles for Forming a Community of Practice

The basic principles form general guidance for operating a Community of Practice. The first session will build on these to form a Terms of Reference which the group will need to agree with.

- Participants should ideally attend all sessions so that the participants become the CoP – this may not be possible given workloads and other logistics, but a minimum of three staff must be present at all meetings.

- A briefing and / or resources will be provided ahead of each of the scheduled meetings of the CoP (both for the joint meetings and for the separate strands).

- The first session will consider the expectations of both the CoP and the participants within an overall understanding of creating an environment in which developmental discussions can take place with a view to changing policy and practice.

- Participants may want to summarise each meeting (one note for a joint meeting and two when dfseparate meetings are held).

- Participants may wish to tape record the CoP meetings with the agreement of participants.

- All participants commit themselves to the concept of a CoP and familiarise themselves with it.

- The participation of students as part of the the CoP approach is endorsed and there is a commitment to ensure student involvement where the meeting calls for it.

- Meetings should take place weekly and typically they should last approximately 2 hours (although this is likely to be influenced by the topic and the number of participants). Meeting 2 will be a key meeting of this CoP project and there should be sufficient time provided for it and / or a supplementary meeting arranged.

Session Plan for Developing Student Engagement through a Community of Practice Approach

			Materials
Meeting 1: Joint Meeting	QE & QA, Discuss a Community of Practice Approach – Arrangements/Expectations Agree 2 CoP strands: (i) QE, Constructive Alignment (ii) QA, Student Engagement Policy Discuss and Agree: Terms of Reference / Lead / Participants Agree: The expectations of the CoP and establish participants' expectations		*COP1.1 Community of Practice presentation* *COP1.2 Template -Terms of Reference Example* *COP1.3 Template -Meeting Notes* *COP1.4 Reading: Learning Communities*
Meeting 2: Separate Meetings	QE Purpose: Develop a CoP for constructive alignment that focuses on student engagement and the local cultural context to enhance L&T	QA Purpose: Develop a CoP to plan a student engagement policy that will develop and enhance QA and pilot a framework	*COP1.3 Template –Meeting Notes (for use by both strands)* *COP2.1 Guidance for Meeting 2 Lead (QA)* *COP2.2 Slides: CoP QA Strand* *COP2.3 Reading: Engagement Through Partnership (QA)* *COP2.4 Guidance for Meeting 2 Lead (QE)* *COP2.5 Slides: Students as Partners Workshop* *COP2.6 Reading: Biggs/Constructive Alignment*
Meeting 3: Joint Meeting	QE & QA Purpose: Consult and involve students in both CoP strands Who: Invite students How: Run a joint workshop that links both strands Focus: Consider specific questions as thematic touch points that will feed into both strands including student employability and the local cultural context		*COP1.3 Template -Meeting Notes (for use by both strands)* *COP3.1 Contextual Note and Session Plan (QA)* *COP3.2 Slides: CoP QA Strand Meeting 3* *COP2.3 Reading: Engagement Through Partnership* *COP3.4 Contextual Note and Session Plan (QE)* *COP2.6 Reading: Biggs/Constructive Alignment* *COP3.5 Slides: Students as Partners Workshop* *COP3.6 Activity: Appreciate Cards and Guide*
Meeting 4: Separate Meetings	QA Purpose: Further discussions on how a student engagement policy could be developed and implemented to build on and develop on Meetings 2 & 3.		*COP1.3 Template -Meeting Notes* *COP4.1 Slides –CoP QA Student Engagement Workshop* *COP4.2 Slides –CoP QA Developing a Student Engagement Policy* *COP4.3 List of References and Reading*
Meeting 5: Joint Meeting	QE & QA Purpose: Discussion, reflection and sense-making (i) Provide Feedback on CoP – both strands (ii) Develop recommendations for changing practice / implementing policy		*COP1.3 Template -Meeting Notes* *COP5.1 Slides CoP Reflecting* *COP5.2 Template –Personal Reflections*

Session Plan for Meeting 1

Purpose: to discuss a Community of Practice approach and the principles of establishing a CoP.

Key items to have been discussed/captured by the close of the session:

- What should be the purpose of the Community of Practice?
- Do participants understand each other's expectations?
- Do participants agree a Terms of Reference?

Session Plan for Meetings 2-5 –Quality Assurance Strand

Meeting 2

Purpose: To consider constructive alignment in the context of the institution and student employability with a focus on learning outcomes and assessment and classroom activity.

Key items to have been discussed/captured by the close of the session:

- The importance and benefits of constructive alignment for student engagement
- A review of examples of module descriptors in the context of constructive alignment

Meeting 3 (Joint Meeting with QE Strand and students)

Purpose: Consult and involve students through a workshop. Touch on key areas of importance to both strands including employability and local cultural context.

Key items to have been discussed/captured by the close of the session:

- What does student engagement mean to students at the university?
- What would they expect to be in a policy?
- Do they see the value in such a policy?

Meeting 5 (Joint Meeting with QE strand)

Purpose: Discussion, reflection and sense-making. Provide feedback, develop recommendations for changing practice/implementing policy.

Key items to have been discussed/captured by close of session:

- Confirming next steps/roll out of policy
- Interface between policy work and work of QE strand

Session Plan for Meetings 2-5 –Quality Assurance Strand

The Community of Practice for the quality assurance strand is now established and a lead selected. The focus of the QA CoP for developing a Student Engagement Policy has been broadly agreed. This is the second of five meetings that will explore the development of a student engagement policy.

In order to meet this objective by the close of the five meetings it is suggested that the meetings be focused as follows:

Meeting 2

Purpose: To set the context for the CoP's work and agree the proposed way forward, to have agreed some broad principles in approach to developing a student engagement policy.

Key items to have been discussed/captured by the close of the session:

- What does student engagement mean for staff at the university?
- What is a student engagement policy for? What should be included in a policy? What should it do?

Meeting 3 (Joint Meeting with QE Strand and students)

Purpose: Consult and involve students through a workshop. Touch on key areas of importance to both strands including employability and local cultural context.

Key items to have been discussed/captured by the close of the session:

- What does student engagement mean to students at the university?
- What would they expect to be in a policy?
- Do they see the value in such a policy?

Meeting 4

Purpose: Further discussion on how a student engagement policy could be developed and implemented building on meetings 2/3

Key items to have been discussed/captured by the close of the session:

- An agreed first draft of the policy
- Key elements of the policy
- A process for consultation, approval and roll out of the policy
- How the policy's effectiveness will be reviewed/analysed/built on

Meeting 5 (Joint Meeting with QE strand)

Purpose: Discussion, reflection and sense-making. Provide feedback, develop recommendations for changing practice/implementing policy.

Key items to have been discussed/captured by close of session:

- Confirming next steps/roll out of policy
- Interface between policy work and work of QE strand

References and Further Reading

Student Engagement

https://www.advance-he.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher

https://www.qaa.ac.uk/quality-code/advice-and-guidance/student-engagement

Xerri, Matthew J, Katrina Radford, and Kate Shacklock. "Student Engagement in Academic Activities: A Social Support Perspective." Higher Education: The International Journal of Higher Education Research 75.4 (2018): 589-605. Web.

Robinson, Carol. Exploring student engagement in Higher Education : theory, context and practice, edited by Carol Robinson, Emerald Publishing Limited, 2012. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/cardiffmet/detail.action?docID=1050427.

Materials supporting the workshops

AQAN ASEAN Quality Assurance Network (no date) ASEAN Quality Assurance Framework.

British Council (2018) The shape of global higher education: understanding the ASEAN region. International Higher Education.

Higher Education Academy (2017) Transforming teaching inspiring learning – Smith, K. Transnational Toolkit.

Higher Education Academy (2016) Framework for Internationalising Higher Education. York: Higher Education Academy.

Mellors-Bourne, R., Jones, E. and Woodfield, S. (2015) Transnational education and employability development, for the Higher Education Academic. York: Higher Education Academy.

Rees, C., Forbes, P. and Kubler, B. (2007, 2nd Ed) Student employability profiles: a guide for higher education practitioners, for the Higher Education Academy. York: Higher Education Academy.

Communities of Practice

Richlin, Laurie & Cox, Milton. (2004). Developing scholarly teaching and the scholarship of teaching and learning through faculty learning communities. New Directions for Teaching and Learning. 2004. 127 - 135. 10.1002/tl.139.

The Student Life Cycle

Lizzio, A. (2011) Succeeding@ Griffith: Next Generation Partnerships across the Student Lifecycle found at

http://www.griffith.edu.au/learning-teaching/student-success/first-year-experience/student-lifecycle-transition-orientation - Student Lifecycle Framework

HEA Student Lifecycle Approach – (webpage)
http://www.heacademy.ac.uk/resources/detail/inclusion/Student_lifecycle

Sheader, E.A. and Richardson, H.C. (2005) Home – but not alone. HomeStart: a support network for students not living in university accommodation in their first year. Manchester: TRDN Cited in Hassanien,A. and Barber,A. An evaluation of student induction in higher education. International Journal of Management Education 6 (3), 35-43. Found at

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Ozga, J. & Sukhnandan, L. (1997) Undergraduate non-completion. In Undergraduate non-completion in higher education in England (Research report 97/29). Bristol, Higher Education Funding Council for England.

Thomas,L. (2012) Building student engagement and belonging in higher education at a time of change: final report from the What Works? Student Retention and Success programme found at http://www.heacademy.ac.uk/assets/documents/what-works-student-retention/What_works_final_report.pdf

Fry, H., Ketteridge, S. and Marshall, S. (2009) A handbook for Teaching and Learning in Higher Education; Enhancing Academic Practice. London, Routledge.

Developing a Student Engagement Policy

Edwards, M. and Clinton, M. (2018). A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment. Higher Education.

Hixenbaugh, P. and Thomas, L. (2006). Personal Tutoring in Higher Education. 1st ed. Stoke-on-Trent: Trentham Books Ltd.

Newman-Ford, L., Lloyd, S. and Thomas, S. (2009). An investigation in the effects of gender, prior academic achievement, place of residence, age and attendance on first-year undergraduate attainment. Journal of Applied Research in Higher Education, 1(1), pp.14-28.

Lawson, D. (2015) 'Mathematics support at the transition to university', in Grove, M., Croft, T., Kyle, J. and Lawson, D. (eds.) Transitions in undergraduate mathematics education. Birmingham: University of Birmingham, pp. 39-56

Lizzio, A. (2011). The student lifecycle: An integrative framework for guiding practice. Brisbane, Australia: Griffith University

Parker, P. (2016). Personal Tutoring enhancing staff and student experiences. In: 0th International Technology, Education and Development Conference. [online] Valencia: City University of London. Available at:

http://openaccess.city.ac.uk/14131/3/Final%20Personal%20Tutor%20Paper%20for%20Valencia.pdf [Accessed 20 Nov. 2018].

Stephen, D., O'Connell, P. and Hall, M. (2008). 'Going the extra mile', 'fire-fighting', or 'laissez-faire'? Re-evaluating personal tutoring relationships within mass higher education1. Teaching in Higher Education, 13(4), pp.449-460.

Thomas, L. (2012). Building Student Engagement and Belonging in Higher Education at a time of Change: Final Report from the What Works? Student Retention & Success Programme. Thomas, L. (2012). Available at: www.heacademy.ac.uk [Accessed: 20 November 2018]

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