CELEBRATING STUDENT ENGAGEMENT

Towards a framework for partnership

Incorporating the Annual Student Engagement Report 2013-14

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Foreword

In October 2013, the College's Learning Quality and Standards Committee endorsed a recommendation to set up a working party to explore the current situation in with regard to student engagement and propose ways in which this could be enhanced, led by the Academic Enhancement Manager. Term of reference were agreed, as follows[1]:

Membership

- Academic Enhancement Manager (Chair)
- Head of Quality
- Quality Support Officer
- DOLT&CD
- Student Services Manager
- 2 members of academic staff (one from each school)
- 2 SU reps
- 2 student reps (one from each school)
- 2 PGT student reps

13 members

Terms of Reference:

- To complete the NUS/HEA self-reflection toolkit defining the current range of opportunities for student engagement and enhancement (**Meeting 1** – could be January student reps meeting)

- To stimulate discussion on student engagement issues (**Meeting 2** – Session led by RS results of NUS/HEA self-reflection toolkit and introducing possible modules at other institutions)

- To explore models of enhancing student engagement at other institutions (**Meeting 3** – sharing models and honing down of an 'ideal' approach)

- To recommend a model for RBC (**Meeting 4** – RS to have prepared a draft model)

- To produce a student engagement policy (**Meeting 5**)

- To determine metrics for success of policy (**Meeting 6**)

- To disseminate information to encourage student engagement

The terms of reference were distributed to the Students Union Executive Committee on 9 January, circulated to staff on 13 January and discussed with Programme Student Reps on 15 January. Curiously, for a project dedicated to staff-student engagement, no one from either constituency volunteered to join the working group. Therefore at the following meeting of LQSC, I proposed a slightly different approach:

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[1] LQSC **Minute 13/14/04/044(b)**

1. AEM takes the business forward in a series of (informal) meetings with SU, student reps and staff– effectively to survey/canvas views on current student engagement.

2. Initial report and summary recommendations presented alongside a number of models for exploration.

3. Report considered by working party, constitution as per original terms of reference (scheduled as Meeting 3 on Terms of reference) **March 2014**

4. Continue as per Terms of reference

For consideration:

- Setting up one-day event considering role and models of engagement within specialist HEIs. Possible funded event possibly late May?

However, it was clear by March that I was unlikely to meet the proposed timetable and LQSC agreed that I would essentially conduct a piece of internal research and prepare a report for by the end of the academic year[2]. This would make recommendations for how the College might enhance its approach to student engagement and how (if appropriate) a working party might proceed.

This is the result of that work. Given that an annual formal Student Engagement report was initiated for QAE purposes in 2012-13, it seems appropriate to append that report to this document. (See Appendix 2). These two reports rather inform each other.

We should be clear at the outset:

Student engagement is something the College is rather good at.

That is the starting point for this report.

While section 4 might offer some recommendations (or provocations) about formalising frameworks for engagement, this is very much from the perspective of *enhancing existing good practice.*

Richard Sadler
Academic Enhancement Manager
July 2014

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[2] c.f. LQSC **Minutes 13/14/07/101.2** (April 2014) and **13/14/09/128.3** (May 2014)

1. Introduction

The final publication of Chapter B6 of the Quality Assurance Agency's UK Quality Code for Higher Education expects that higher education providers will "take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience." Additionally, student engagement which has been high on the QAA agenda for a number of years, is one of the current themes (alongside employability) that HE providers can offer for exploration as part of the new QAA Higher Education Review process.

Student engagement has always been an important dimension to the life and running of Rose Bruford College and we have a long tradition of listening to and actively responding to the student voice, both formally through representation on College Committees, programme Year representation, the students union, and through more informal routes.

Being a small specialist HE provider offers many opportunities for engaging students at this informal level with small cohorts, close contact with known academic and professional support staff both at programme level and across the institution as a whole. The consistently high levels of collaboration between the programmes, (a necessary function of operating in an educational environment training for theatre and the related performance industries), mean that students feel comfortable, (indeed are encouraged), to voice their views about a wide range of issues (for example the curriculum and its development, assessment, quality and student services), as partners in their learning experience and part of their professional development.

At a number of events I have attended recently, colleagues and students from other institutions have expressed some envy at the level of contact with students and the engagement this allows for collaborate in this way. However, they also acknowledge the inherent problem in evidencing this kind of engagement. Quality and qualitative though it may be, evidence can only be gathered anecdotally. Indeed often problems and their solutions or incremental development in the College operations (learning and teaching and support), remain unreported even through the formal Annual Monitoring procedures, since many issue are resolved at the point at which they occurred.

Also, whilst being institutionally lean and lithe may engender this kind of positive engagement, it also means that the very quantifiable engagement through committee structures is a problem. The large, (even relatively modest) multi-disciplinary institution has a greater number of students to canvas in order to cover committee

positions. The College has to maintain the same number of Committees as much larger institutions, but with a much smaller pool of students to draw from. Also, those studying at larger institutions that do come forward to take up places on formal committees are often students with a vested interest, (for example students of politics or policy in its various guises) who rightly and readily view committee membership as a useful developmental activity that will read well on CVs.

On the other hand, while some Rose Bruford students recognise the developmental opportunities of engagement with College committees it should come as no surprise in an arts centred institution, that many students are (not unreasonably) single-mindedly focussed on their own personal development as artists; indeed the level of personal commitment in order to succeed in a notoriously competitive environment is ingrained in students from early in their training. On this basis, it is perhaps equally unsurprising that the programmes that have a management element or component (typically stage management) traditionally constitute the majority of College's committees and the Students' Union Executive Committee.

To move forward, we have to have a clear understand the context in which student come to study at Rose Bruford College, and that one of the major factors influencing that choice is the intensive nature of training regime offered by the programmes of study as part of the learning experience. (See First Impressions Survey data 2013-14) Whilst this is very positive from the learning and teaching perspective and from that of the students' experience (see also results of NSS surveys), the focussed attitude that many of the student have towards their programmes – and literally the available time taken in the teaching and training process[3] - challenge the College to be creative in its approach to student engagement.

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[3] The Acting programme is predicated on 30 hours contact per week; other programmes a predicated on less formal contact hours, but none of the programmes assume less than 17 hours.

2. Frameworks for student Engagement?

A proliferation of reports on student engagement have identified a number of issues facing institutions, but as the August 2013 *sparks* report[4] indicates, "While student engagement is a key priority throughout the sector, the term 'student engagement' is often interpreted in a variety of ways and has never been fully defined." It is perhaps worth noting that the range of engagement covers: "formal engagement and representation on colleges structures and processes, linked also to governance, to the individual student engaging in self-reflection on the quality and nature of her/his learning – the learner as active participant in or as 'co-creator' of learning[5]."

Trowler and Trolwer (2011)[6] discuss student engagement in conceptual terms, identifying a number of "dimensions" (behavioural, cognitive and affective) and manifestations, which might be congruent or oppositional. The resulting "working definition" identifies the need for "investment of time, effort and other relevant resources" to:

- optimise the student experience;
- enhance learning outcomes and development of students
- enhance the performance and reputation of the institution

Although such an assertive definition may be appealing at a number of levels, one might argue that it does not necessarily articulate the complexities of student engagement across what is a wide range of institutional situations. There is a danger in proposing a toolkit of assuming or at least implying, a degree of institutional homogeny across the sector. That said, the study does draw out two important considerations:

- the tension (however implicit) between the student understanding of and expectations relating to student engagement and the intuitional imperatives relating to performance and reputation;
- how intuitions evaluate and articulate issues relating to student engagement.

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[4]Sparks Aug 2013. C*elebrating student engagement: Success and opportunities in Scotland's college sector*. Edinburgh

[5] Council Guidance to Colleges on Quality from August 2012 (Scottish Funding Council, August 2012) www.sfc.ac.uk/web/FILES/Circulars_SFC132012/SFC132012.pdf

[6] Trowler V. and Trowler P. (2011) *Student Engagement Toolkit for Leaders.* Leadership Foundation

An alternative view is explored by the 2011 research project undertaken by *sparqs* into *interpretations* of student engagement[7] which identifies five key dimensions of student engagement (Figure 1) and six features of effective engagement (Figure 2)
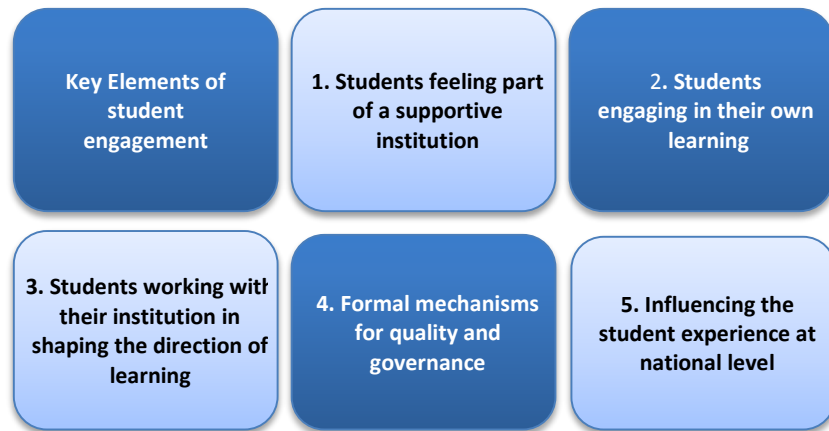
Key Elements of student engagement	1. Students feeling part of a supportive institution	2. Students engaging in their own learning
3. Students working with their institution in shaping the direction of learning	4. Formal mechanisms for quality and governance	5. Influencing the student experience at national level

Figure 1: Dimensions of student engagement

A culture of engagement	Students as partners	Responding to diversity
Valuing the student contribution	Focus on enhancement and change	Appropriate resources and support
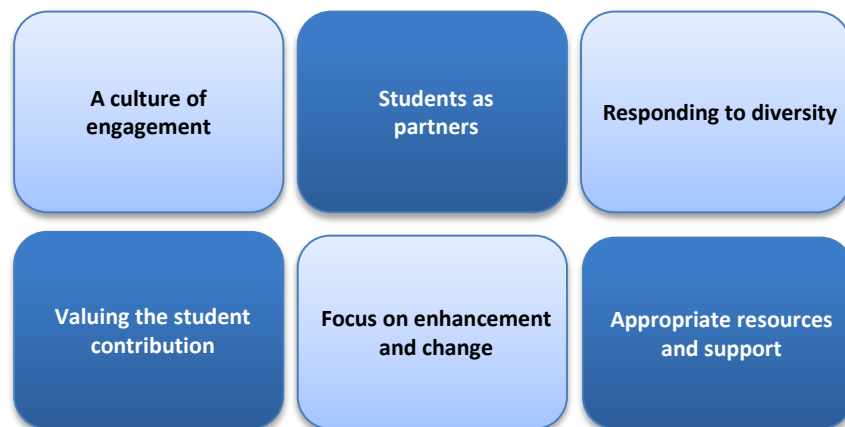
Figure 2: Features of Effective student engagement

In reproducing this model, one has to recognise the slightly different educational structure of HE in Scotland and also that **"the diverse nature of UK higher education means that one engagement or representation model does not fit all**" (van der Velden *et al* **DATE?[8]**). Indeed, given the diverse challenges facing individual institutions within the sector, a tailored approach seems not only appropriate and desirable but essential and is recognised by QAA who suggest that HE providers need

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[7] A Student Engagement Framework for Scotland (*sparqs*, Education Scotland, The Higher Education Academy Scotland, NUS Scotland, Quality Assurance Agency Scotland, Scotland's Colleges, Scottish Funding Council, Universities Scotland, December 2012). Cited hereafter as SE Framework. www.sparqs.ac.uk/SEFScotland

[8] van der Velden G.M., Pool, A.D., *et al* (DATE) *Student engagement in learning and teaching quality management: A good practice guide for Higher Education Providers and students' Unions*

to clearly define with their student body the range and parameters of student engagement within the institution[9].

Two particular engagement projects are regularly held as exemplars of good practice – University of Exeter's *Students as Change Agents Programme[10]* and University of Lincoln's *Student as Producer[11]*. Neither were necessarily offering *frameworks* for engagement *per se*, but demonstrated ways in which students could be encouraged to become full partners by undertaking research projects relating to various aspects of the university operation, their own learning or community involvement etc.

In particular, the Exeter project demonstrated what can be achieved when student engagement is promoted as a partnership between staff and the student body to drive major institutional change. The focus was very much one of engaging students as active participants working on or initiating research projects relating to learning and teaching within the university.

The theoretical framework underpinning the approach is a model focussing on a matrix exploring student voice versus student action on one axis and student versus institution as the driver on the other:[12]

Likewise the Lincoln's *Student as Producers* approach doesn't necessarily offer a radically different engagement framework. What this represented was a huge shift in the organisational culture of the University and in its learning and teaching philosophy from students as (passive) learners to students as (active) researchers and full contributors to the academic life and direction of the institution.

In both cases, (and they <u>are</u> both excellent examples of what can be achieve when there is commitment from all areas and from all levels of the academic institution), there were almost inevitable consequences (whether tacit or explicit) to the framework for engaging students that went beyond "just involvement and consultation, so that students have a direct input into decision-making processes, recognising that students are 'experts' in teaching and learning.[13]"

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[9] QAA Quality Code for Higher Education Chapter B5 pg 4

[10] Dunne, E and Zandrasta R (2011 pp. 17-18) **Students as Change Agents. New ways of engaging with learning and teaching in Higher Education** ESCalate/HA Bristol http://escalate.ac.uk/downloads/8242.pdf

[11] C.f. http://studentasproducer.lincoln.ac.uk/ Also QAA's Good practice knowledge base: http://www.qaa.ac.uk/ImprovingHigherEducation/GoodPractice/Documents/GPKB-case-study-Lincoln-2.pdf

[12] Op cit. the application of the model to RBC engagement activities can be found on page 16). Fuller descriptions of the quadrants above can be found in Appendix XX

[13] http://www.qaa.ac.uk/ImprovingHigherEducation/GoodPractice/Documents/GPKB-case-study-Lincoln-2.pdf

All well and good, but both institutions had and continue to have, considerable internal and external resources to drive through the necessary change programmes.[14] It also means they continue to have significant financial resources to be able to offer bursaries and/or grants to individuals or groups of students to fund research-led projects that had potential for institutional dissemination and impact.

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[14] Lincoln for example, was awarded a £200,000 grant though the Higher Education Academy's (HEA) National Teaching Fellowship Scheme from 2010-2013
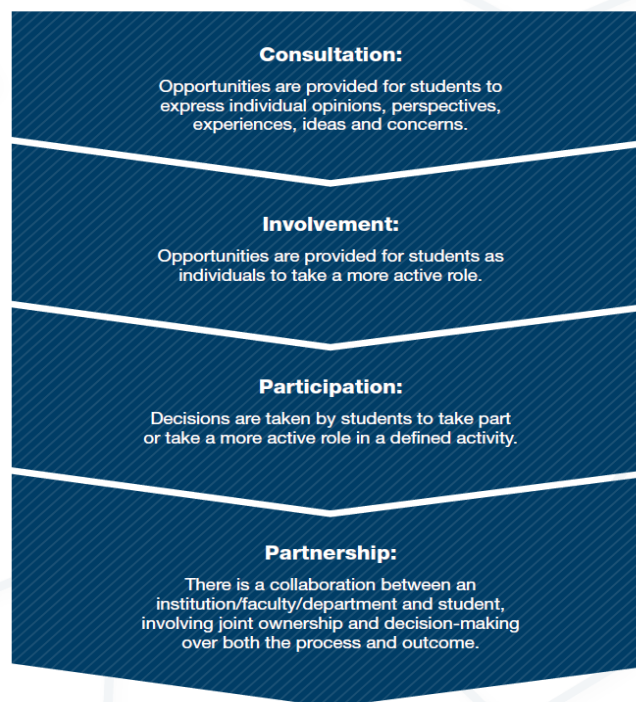
2. The engagement challenges for Rose Bruford College

A number of engagement challenges face the College as it moves forward. Mindful of the QAA Quality Code, research on the topic and in particular work undertaken by the Higher Education Academy, *sparqs* and the Nation Union of Students (**c.f. the HEA/NUS workbook**)[15] these might be characterised under three broad headings:

- Student engagement in quality assurance and enhancement; **dimensions 4 (page 4);**
- Student engagement in learning and teaching (including curriculum development and assessment) **dimensions 2 and 3**;
- Student engagement in the wider (academic) community of the College **dimensions 1 and 5.**

In considering these three broad areas, the College should give initial consideration to the following questions identified by the HEA and NUS:

- How do we consult with our students in each area?
- How do we actively involve students in each area?
- What is the level of student participation and activity in each area?
- To what extent are students partners and collaborators?[16]

Consultation:
Opportunities are provided for students to express individual opinions, perspectives, experiences, ideas and concerns.

Involvement:
Opportunities are provided for students as individuals to take a more active role.

Participation:
Decisions are taken by students to take part or take a more active role in a defined activity.

Partnership:
There is a collaboration between an institution/faculty/department and student, involving joint ownership and decision-making over both the process and outcome.

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[15] www.nusconnect.org.uk/campaigns/highereducation/student-engagement-hub/
[16] ibid

Trowler and Trowler[17] recommend that in addressing these questions, those aiming to initiate and lead change or enhancement of student engagement should also give though to strategic issues at the institutional level:

- **Salience**: How important is this student engagement initiative in your institution compared to other initiatives? How can you stop it becoming just another thing to be done, which quickly becomes deprioritised?
- **Congruence**: Which of the approaches to student engagement do you wish to enhance in your institution? Is it the most congruent with the character of the place in terms of current practices?
- **Profitability**: In what ways would these intended changes benefit the various groups involved: staff; students; managers? Would the benefits be obvious to them? If not, what might persuade them of these benefits?

Thoughtful consideration of these issues should be productive in identifying an appropriate strategy for enhancing existing good practice within the institution (whether that is more or less easy to quantify or evidence), and building a solid framework for the future.

However – and this need some consideration at the early stages – the student body, and in particular the Students' Union, needs to recognise that there are also challenges for them and the questions about the extent to which they *want* to be involved in the development of a new engagement framework. Not least is the necessity for the Students' Union to be clear about its own *raison d'etra*. This is far from clear. Chapman *et al* (2013)[18] identify four positions that equate to Thomas' (2012) "what Works" spheres:

[17] Op. cit.
[18] Chapman P, Blanchford S and Hughes E (2013) "Lightening Up the Dark Side: a Partnership Approach between a Students' Union and the University" in *Student Engagement. Identity, Motivation and Community* Libri Publishing
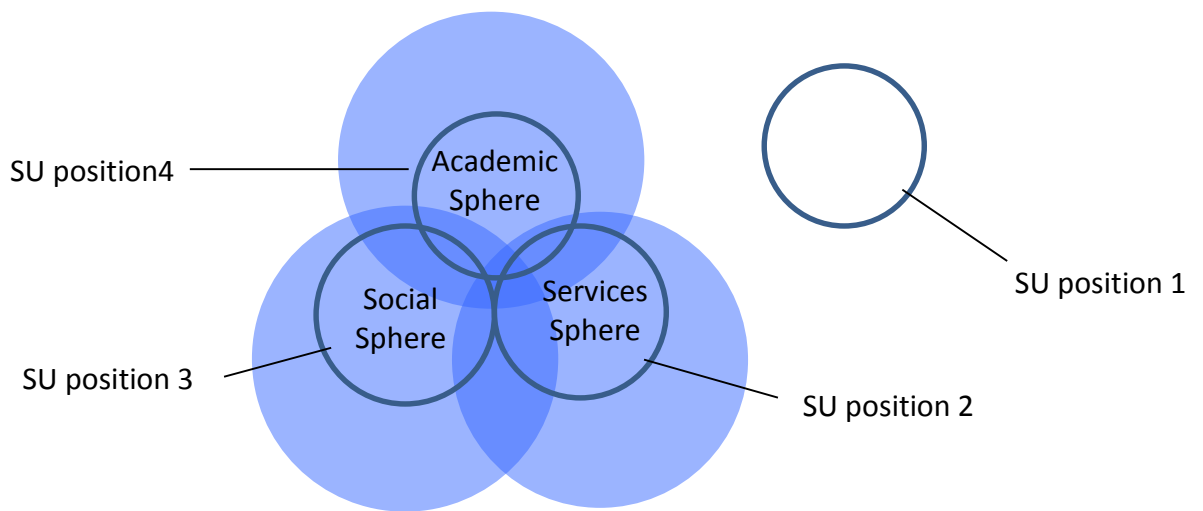
Figure 3: Spheres of SU engagement

While both the SU and the College might have aspirations for the engagement relationship to occupy position four, which implies an integrated approach to student engagement, the situation is probably better represented by position three – "The SU solely support social networks and community building outside of the classroom regulating academic quality through student representation schemes." The reality may not be quite so clear cut, but certainly for further meaningful development, the SU themselves need to address this issue.

3. The RBC engagement ecology

3.1 Student engagement in quality assurance and enhancement

3.1.1 QAE and student opinion surveys

The College actively seeks the opinions and views of the student body though a number of mechanisms, both programme specific and cross-College and values the contribution made by students to the ongoing development of the learning and teaching environment.

The annual National Student Survey is an important mechanism for eliciting student feedback. Response rates have climbed steadily in in recent years and the 2013 survey generated a 79.2% response, compared to the national average of 68%[19]. The analysed results of this survey along with a First Impressions Survey (Level 4 students) carried out in the spring of each year give a comprehensive picture of student views across the institution which further informs biannual monitoring and periodic review of programmes.

Two student representatives from each level of study sit on Programme Committees to participate in biannual monitoring, and the module evaluation pro-formas[20] they complete form a major input to the process.

Programme Directors are alerted to any emergent issues from the survey data and responses to each element of the student feedback is required in the minutes and, where enhancement activity results, in the action plan. During periodic review, students not only meet with the Panel, but are also represented on it; and on Academic Board and its committees as they undertake the above monitoring exercises.

Summary student feedback is also made available cross-College with resulting enhancement activity to be brought forward via the appropriate committee and operating plans. In addition, the College uses student feedback:

- to help identify strategic enhancement issues,

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[19] The response rate for 2014 is slightly lower at 76.3%, equating to approximately 6 students.

[20] The module evaluation pro-formas were reviewed in the early part of 2013-14 (The report produced for LQSC is attached as Annex 2). Work is continuing in consultation with student reps and staff to introduce a new methodology for 2014-15 that will elicit both quantitative and qualitative feedback. In the interim, a simplified form has been produced that more closely aligns with the annual monitoring reports.

- via consultative forums to help develop strategic enhancement objectives in response to any issues;
- via committee representation to approve final objectives. This applies both to enhancement objectives defined in the Strategic Plan and those that emerge during its lifetime.

The College is committed to "closing the loop" on student feedback and meetings take place with the Students' Union Executive Committee every two weeks. Meetings with the full Student Programme Representative group meets termly. While these meetings do offer opportunities for feedback and consultation, there is a tendency for them to be more 'training' orientated preparing students for annual monitoring and/or Programme Committees rather than forums for discussion.

The College is in the process of establishing a **Student Experience Committee** specifically to provide direct two–way communication between management and all those with a representative capacity in the student body.

In addition, students are updated on progress with enhancement objectives via their membership of programme and other formal committees as detailed in Figure 3. At these committees, **Student Issues** is a standing agenda item. (A full list of committees and student representation for 2013-14 can be found in the annual student engagement report appended to this document)

Committee	Representation
Academic Board	1 rep SU President
Academic Development	2 students
Learning Quality and Standards	2 reps
Research Committee	1 PG rep
School Board Performance	3 reps
School Board DMTA	3 reps
Programme Committees	2 from each level of Programme
Fellowship and Awards Committee	1 rep
Health & Safety Committee	SU Executive representative
Equality and Diversity Sub- Committee	SU LGBT Officer SU Environment and Ethics SU International Officer
Environment and Sustainability	SU Environment and Ethics 2 x student reps
Technologies in Learning Teaching[21]	Up to 5 reps

Figure 4: Student engagement on College Committees

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[21] Formerly the VLE Working Party. Not a formal College Committee, but a working party of LQSC.

The College's processes in relation to student engagement in College Committees from the QAE perspective appear on the surface, to paint a very positive picture. However, this needs to be viewed through the lens of *participation* in those activities.

The Report on Student Engagement 2012-13 prepared for LQSC identified issues in the consistency of attendance of the student representatives on some of the College Committees. This was despite the best effort of chairs and clerks to ensure that student were advised of general information indicating dates of meetings and invited to meet prior to the meeting to discuss the nature business to be transacted. It was hoped that will full information and support, student reps would be best able to contribute and represent their constituencies. However, the timetable regularly militated against student attendance at some meetings (and still does) and often student reps failed to contact clerks in advance of absence[22].

To address this, over the course of the current years (2013-14) the College has invited student reps unable to attend meetings to send deputies. The success of the approach is questionable:

- attendance remains patchy;
- the use of deputies also raises the question of the ability of the deputies to constructively participate in the business of the committees;
- there is a danger that inviting in this way deputies becomes nothing more than a mechanism for populating committees within out fully engaging students in the debates;
- it is unclear how discussions and decisions are relayed back to the student constituencies.

3.2 Student engagement in learning and teaching

3.2.1 Strategic level student engagement
At a strategic level, student representation on the recently inaugurated Academic Development Committee ensures that student views are also considered when new programme initiatives or programme modifications are proposed. The recent involvement of students in the development of the College's Learning, Teaching and Strategy should also be noted.

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[22] This could also be symptomatic of the focus issues articulated on page 2

Student involvement both as Panel members for, and contributors to Periodic and other Reviews is also embedded in the College's approach to learning, teaching and curriculum development. While incremental or evolutionary changes take place through Programme Committees (see below), it is often student feedback in formal reviews that initiates more major curriculum development.[23]

3.2.2 Programme level student engagement

The key student engagement with curriculum development is through the twice-yearly Programme Committees. As well as forming part of the QAE agenda indicated above, these meetings, (which follow year meetings led by the student reps with their cohorts), allow students to feedback and comment on changes they feel would be appropriate or to suggest improvements to the curriculum and/or assessment.

3.2.3 Individual Student Engagement

The DMTA programmes in particular work in partnership with students (at levels 5 and 6) to tailor timetables so that students can work on project of particular interest within the College or externally and to determine appropriate submission schedules. While such decisions must be fair and equitable, there is a degree of flexibility that allows students as they progress though the Programme to be full partners in their own learning agendas.

The situation is slightly different for the students in the School of Performance (certainly so far as Acting and Actor Musicianship are concerned) as an inevitable consequence of the process of staging a play. However, ETA and to a lesser extent ATA both take a more negotiated and partnership approach to students engaging their own learning especially in relation to study abroad components that are a feature of both programmes. Students not only have a choice of overseas institution (via Erasmus arrangements in the case of ETA and individually negotiated agreements in with institutions in the USA), but are also able to select those institutions on the basis of the learning opportunities offered and how these might best fulfil the intended learning outcomes of the appropriate RBC modules.

3.2.4 Meetings outside of the formal committee structures
- Student rep meetings
- International Student meetings
- Meeting with UoM Advisers
- Review of DMTA shared modules

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[23] The recent review of the DMTA shared modules is a good example of a major review of curriculum and delivery a result of student feedback during the 2013 Periodic Review.

3.3 Student engagement in the wider (academic) community

3.3.1 Board of Governors

The Students Union has always been represented on the Board of Governors, usually by the SU President who is invited to respond to business. In 2014, the Board resolved to invite a second, independent student to join the governing body. It is important to note here that technically neither student represents their constituency (any more than the two staff governors represent theirs); however, the Governing Body acknowledges the importance of ensuring the student voice is heard by members directly and that the student body is seen to take a full part in the governance of the institution.

3.3.2 Students' Union

In 2013-14, the Students' Union underwent a revision of its constitution and reallocation of Officers. Elections take place in June each year and a hand-over event is scheduled prior to formal induction of the newly elected Executive in September of the new Academic Year. Regular meeting (usually monthly) are held between the SU Executive and the Vice-Principal and consultation on a wide range of College issues takes place.

Rightly or wrongly, it is the SU to which the College turns for deputies if student representatives on College committees are unable to attend. This puts a particular additional burden on these students. Discussion have taken place about the appointment of a Sabbatical Officer to support the work of the SU, but surprisingly this met with a degree of resistance in 2012-13. In part this seems to have been a response to a feeling that an officer paid by the College could not fully represent the views of the SU and also a feeling that this would water-down a sense of team responsibility and accountability that should be shared by the whole Executive.

That said, the Executive Committee elected for the 2013-14 academic cycle seem to be marginally more pragmatic and while (formally at least) negotiations have not restarted, there appears to be a desire to re-think the options. The 2013-14 Executive had intended to prepare a three-year strategic plan for the SU which might have addressed the issue. Unfortunately this has not been forthcoming and may well be one of the considerations for the 2014-15 Executive.

On a very positive note, the current SU President will continue her work on behalf of the student body and the College as the lead student representative for the forthcoming HER in November 2014.

3.3.3 Symposium

The Symposium is an annual event for all students and staff. It is an opportunity for students (and staff) to explore a number of research-based themes and to interrogate their own learning and development through practice based activities. The students are very much directors of their own learning over the course of the week and partners in the content. Events include interactive workshops, demonstrations, presentations and performances, and involve professional artists from the theatre community across the range of disciplines taught in the College.

The Symposium enables students to develop their specialist discipline outside the limits of the syllabus, engage with students in different years and across programmes, and interact with members of the profession and performance industries.

3.3.4 The Creative Industries Fair

Like the Symposium, the Creative Industries Fair provides an opportunity to draw together representatives from the theatre and music production industries to discuss and explore new theatre production, management techniques and methodologies that are currently emerging. More focussed towards the School of DMTA, the event is attended by practising professional, directors, designers, musicians and other creative artists from the theatre industry and its related fields.

Students directing their own learning and product is very much a feature of the event and represents opportunity for key creative industries practitioners to meet with graduating students, and to see their work. Discussion and break-out groups provide a chance for students to reflect and discuss with professionals their progress and entry into the theatre and creative industries.

3.3.5 Students as Ambassadors

The student ambassador scheme gives students the opportunity to represent the College to the outside world through recruitment and widening participation activities, raising aspirations and encouraging young people from all social and cultural backgrounds to enter H.E. The scheme is operated by the Outreach and Diversity Officer and attracts a small payment.

3.4 Applying the Exeter Model

The above 'audit' it seen very much through the lens of the HEA/NUS toolkit. But this tool kit itself was influenced and informed by the work at Exeter University (see page 6). Having used the tool kit to inform the observations in this section, it would seem

appropriate to evaluate the College's various student engagement activities by applying those activities to the four quadrants of the model:

EMPHASIS ON THE STUDENT VOICE

Students as evaluators of their HE Experience
- National Student Survey
- (ad hoc) Level 5 surveys
- First Impressions Survey
- Module evaluations
- Programme Committees
- Annual monitoring

Students as participants in decision-making processes
- Year Reps
- Student Reps on committees
- Student Charter
- Student Ambassadors

EMPHASIS ON THE UNIVERSTY AS DRIVER

...gra... students into educational ...hang...

EMPHASIS ON THE STUDENT AS DRIVER

Students as partners, co-creators and experts
- Student Charter
- Individual negotiated engagement with programme of study
- Symposium
- DMTA Exhibition

Students as agents for change
- *WORK TO BE DONE IN THIS AREA?*

EMPHASIS ON STUDENT ACTION

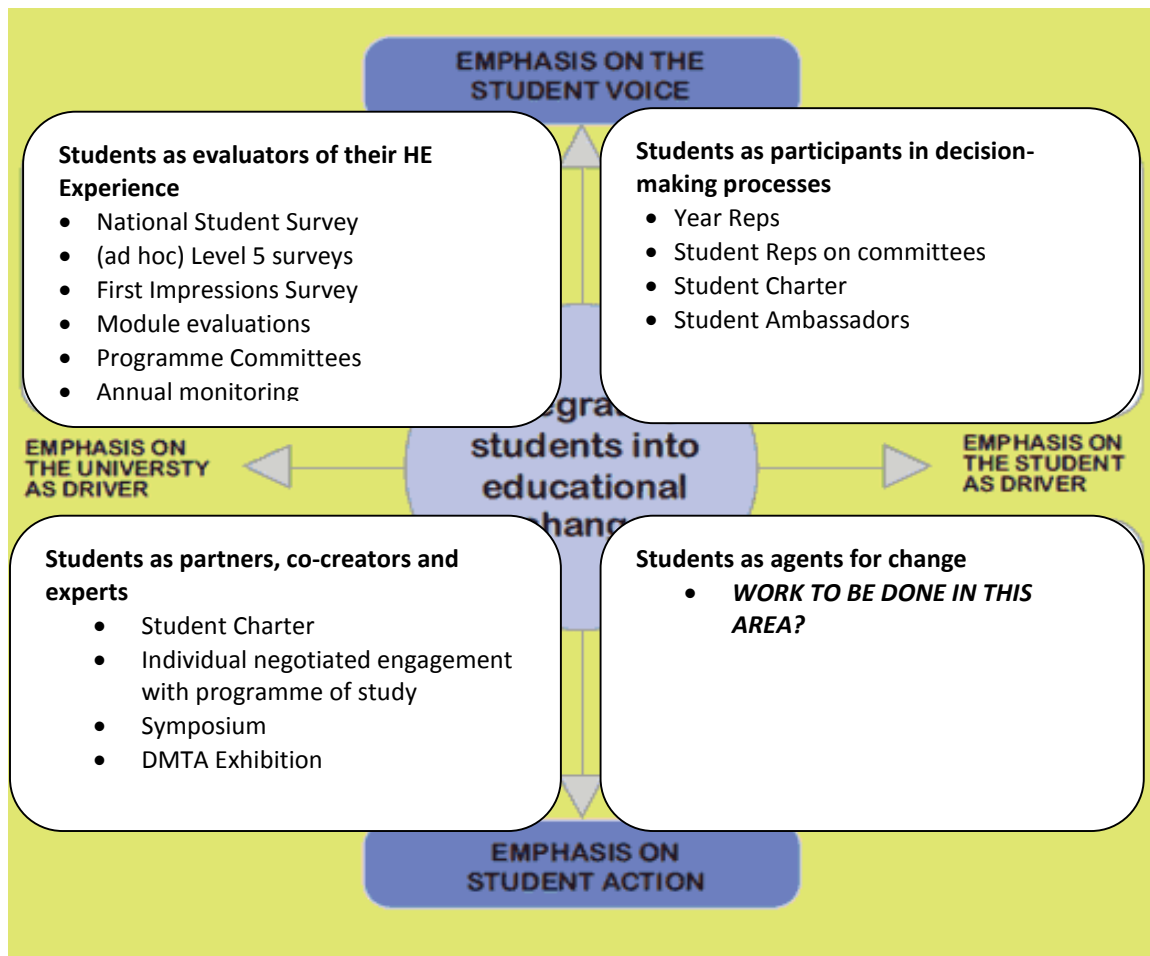Figure 5

4. Next Steps – provocations as much as recommendations

4.1 Recognise that we are different

As a College we need to celebrate the extraordinary relationship with our students and level of student engagement we do enjoy – this is regularly commended by a range of visitors. But we also need to recognise that there are ways in which we can enhance this relationship. That said, as a small specialist institution we need to be realistic about the nature of student engagement and what we want and what we can expect to achieve.

However, we are not unique. There are many small specialist institutions who are portably asking similar questions about how they engage with their students at various levels. The College should canvas these institutions and research good practice which might be adopted here. Of course, it may be that the College could be a leader in the sector, so at the same time we should be exploring what we can do in the short to medium term to enhance student engagement at home.

4.2 Change the relationship

The College should be very clear about the nature of our relationship with students and the importance of the student voice. We need to sift the rhetoric so students are seen not as consumers of education but as partners in education or even drivers of it.

But in doing so we also need to be sensitive to the factors influencing student choice to study at Rose Bruford as indicated in section 1. The students themselves may feel it is inappropriate to pursue an agenda where they contribute to the development of the curriculum and training – as suggested the traditional *training* and *vocational* focus is often the very reason that students come here[24]. However, that should not preclude the College and students exploring the possibilities so that in line with QAA indicators, we clearly define with our student body the range and parameters of student engagement within the College.

4.3 Prepare students to be engaged

The College should aim to engage students from their first contact with us and as they transition into higher-education so they feel motivated to engage when they arrive for registration. Additionally we should re-examine the induction process since this has an impact on how students interact with the College. We should aim to create an inspiring induction programme that encourages cross-programme and cross-school

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[24] We also need to be sensitive to the needs and changes taking place within the industry. (Have a think about how to express this in the context of student engagement)

approaches and demonstrates the advantages of engaging as partners with the institution.

4.4 Training and raise the profile of programme reps

The College should aim to offer greater early training and more structured support to student programme reps. In particular this should do more than focus on the QAE aspects of the role but should also support reps in considering curriculum developments as and where appropriate. Working in partnership with reps we should review the student rep system and role to create a structure that works from the *student* perspective and demonstrably enhances their transferable skills sets.

In 2013-14, the College produced a short handbook for Student Reps and introduced limited ongoing web-based support via the VLE. Both could usefully be further developed including short video training sessions.[25]

In the past the College had a Student Forum led by the Principal, as a means for students to raise general issues of concern. The new Student Experience Committee will inevitable monitor action such concerns, but the College may wish to consider formalising the thrice-yearly Student Reps and reconstituting this as a Staff-Student Liaison meeting. The exact timing and agenda for such a group would need careful consideration, but it could perhaps function more effectively to facilitate debate and consultation and raise the profile of the Programme Reps.

4.5 Encourage stronger staff engagement

We cannot reasonably expect students to engage if staff do not. Whilst all staff engage at the programme level, institutional engagement is patchy, particularly at the committee level. The College should aim to ensure that Programme teams commit to engagement not only through the formal committee route but also in the way student (reps) are timetabled; reps need to have the time to attend meetings as appropriate to their role (whether this is as programme reps or representatives on College committees). By doing so students will recognise the importance of the representative role(s), and staff will be seen as an inspiration to be more involved and engaged.

4.6 More support for specialist engagement (e.g. with committees)

The College should not assume the Programme Reps will be willing, have the time or the necessary skill to contribute effectively on behalf of the student body.

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[25] C.f. Bournemouth SU short training video at http://www.subu.org.uk/main-menu/your-voice/student-reps/student-rep-training

We need to address how we supports student who represent their constituencies on College Committees. Engaging in particularly complex College business, such as quality assurance, requires additional knowledge and support to contribute fully so we need to ensure that all such opportunities are backed up with good quality training and support that gives students transferable skills which they can use again in their working lives.

4.7 Be more creative about how we close the feedback loop

The College needs to reconsider its methods for closing the feedback loop. Working with student services, the College should create formal methods for ensuring that the student body is both involved in the decision making process and informed of the outcomes, either on-line, notice boards or formal programme routes.

4.8 Reward student engagement

The College should explore ways in which student engagement is recognised and/or rewarded. While at this stage the College cannot award credit, options might include:

- recognising engagement as part of professional development modules;
- award a "student rep certificate"
- a "student rep of the year award" which could be celebrated at the graduation ceremony;
- a student recognition event
- a remuneration structure (we do this for student ambassadors);
- supporting student-led engagement projects

4.9 Reflect on student engagement

The College should aim to celebrate its engagement with student annually. While this can be reported through the formal committee structure (and indeed ital. ready is), further opportunities should be sought to share and debate achievements and examples of good practice in student engagement over the year with staff and students.

4.10 Support a stronger Students' Union

Developing an SU Strategy

The College should find ways to support the SU executive as it develops its strategic plan and in particular facilitate the debate on the exact nature and purpose of the Students' Union at Rose Bruford. We should continue to encourage a strong SU within the institution.

Sabbatical Officer

Despite resistance, I would maintain it is in the best interest of the SU and College to reconsider the issue of an SU (sabbatical) Officer. There seems to have been a slightly erroneous assumption that this ought to be a traditionally sabbatical post, and that this would naturally be the SU president; but in fact there are a number of approaches the SU and College could consider for example:

Traditional Student Sabbatical	Elected representative of the SU take a year out of study and is paid to run the Union.
Graduate officer	Elected/appointed graduate take 12 months to manage the executive (could be as President or as Secretary for example). Personal development opportunity. Could be linked to PT PG study?
Paid manager/administrator	Someone is appointed as an administrator or manager working to support the SU and the executive.
Employee of College sitting within student services	(As with Birmingham City University 0.5 SU; 0.5 role within the Uni)

As part of its longer-term thinking the SU Executive could usefully consider the advantages of some type of sabbatical or other arrangement when developing its strategic plan. Certainly such a post could arguably raise the profile of the SU within the College and allow for the post holder to attend a wider range of College committees. The post would also provide continuity and support to other SU posts, and would ensure that the SU could be more accessible to a wider range of students.

Appendix 1

The Exeter *Students as Change Agents* model elements[26]
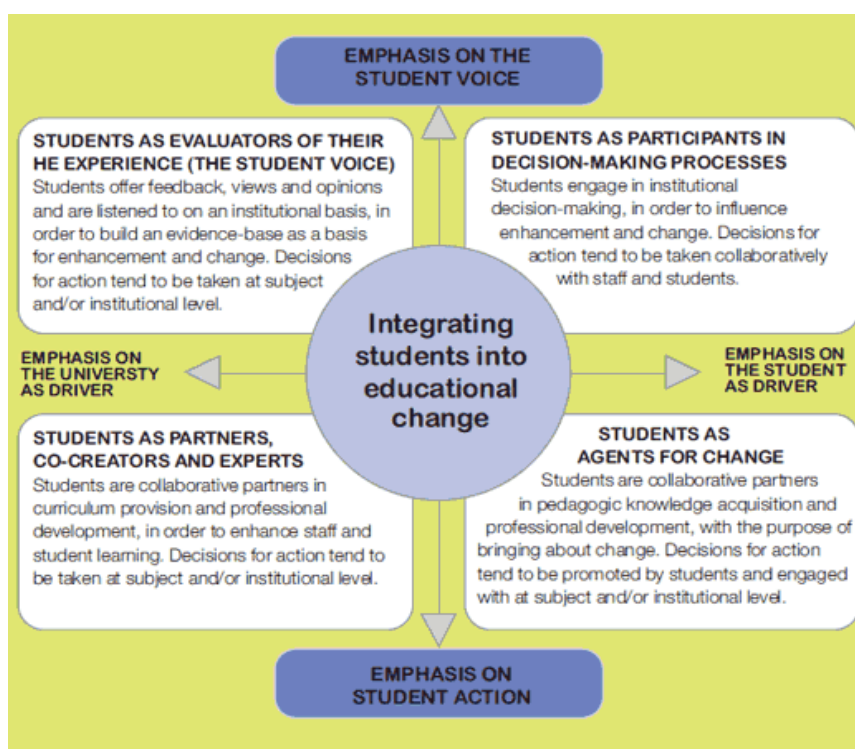
Students as evaluators includes those processes through which the institution and external bodies listen to the student voice in order to drive change. This includes internal, cross-institutional, subject and service-based feedback, using monitoring devices such as questionnaire surveys, focus groups, or the National Student Survey (NSS) organised through the HEA. It includes formal procedures for complaints, informal evaluative feedback at department level, voting through the Students' Guild representation systems, and so on.

Students as participants emphasises institutional commitment to greater student involvement in changes to teaching, learning and institutional development. It is often evident through student/staff dialogue and the active involvement of students in a search for solutions to recognised difficulties. It is evidenced through actions taken by Staff/Student Liaison Committees (SSLCs) and other forms of representation with departments and schools and as part of cross-institutional practice. In its most participatory form, student involvement is evident through well-established participation in University committee structures throughout the whole institutional

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[26] Dunne, E and Zandrasta R (2011:17-18) **Students as Change Agents. New ways of engaging with learning and teaching in Higher Education** ESCalate/HA Bristol (p. 18)
Available online at http://escalate.ac.uk/downloads/8242.pdf

system, from representation on Council to cross-institutional working groups, to School Learning and Teaching committees, and through participatory activities including the writing of codes of practice (such as a behaviour code).

Students as partners emphasises active student engagement as co-creators and experts. It includes student engagement in institutional development, for example through students training staff in the use of new technologies, designing curricula and resources, negotiating assessment processes and practices, through writing of examination questions and question banks, setting assignments, redesigning module provision and delivery and producing induction material for new student cohorts. In our experience at Exeter, such initiatives have been invaluable, but tend to be led by the institution or School. When students act as change agents in this model, the focus and direction is to a far greater extent decided by students themselves.

Students as agents for change requires a move from institution-driven to student-driven agendas and activity. In our experience, at Exeter as elsewhere, invaluable partnership initiatives have evolved from departmental-led agendas to become institutional initiatives where the focus and direction is to a far greater extent determined by the students themselves, both as individuals and groups. Students become actively engaged with the processes of change in the institution and their subject areas, often taking on a leadership role.

In terms of students acting as change agents, the importance of the model is that we are shifting the agenda towards students taking on greater leadership through actively participating in enhancing their learning experiences. They are moving beyond being commentators to being participants in change. Having a 'voice' is important, but may remain a passive experience in comparison to being given the opportunities to drive and lead change initiatives. Hence our emphasis is in particular on the more active forms of participation of the lower segments of the model, without devaluing the importance of the other areas.

This version 7 July2014

1.0 Context

Chapter B6 of the UK Quality Code for Higher Education states that it expects that higher education providers "take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience."

This report highlights how the College has met this expectation and encouraged involved the student body in its processes. Broadly it covers three[27] areas:

- student engagement at committee level;
- student representative meetings (both with RBC staff and University of Manchester staff);
- engagement with the Students' Union;

2.0 Student engagement at College committee level

2.1 Student representation by committee

Committee	Representation	Attendance
Academic Board	1 rep SU President	Roma Melnyk Leo Humphrey
Academic Development	2 students	Phil Connolly Scott Brooks
Learning Quality and Standards	2 reps	Karl Aldridge Jenny Wooster
Research Committee	1 PG rep	Chris Hurrell (MPhil)
School Board Performance	3 reps	Rituparna Bhattacharya (Online) Kate Hyatt
School Board DMTA	3 reps	Evelien Mostert Julie O'Rourke
Programme Committees	2 from each level of Programme	See 3.1 below
Fellowship and Awards Committee	1 rep	**No rep 2013-14**
Health & Safety Committee	SU Executive representative	Linnea Friden Gronning Jonathan Ellis

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[27] The report for 2012-13 also included an overview of actions arising from student engagement. This area is very much the thrust of the main *Celebrating Student engagement*, it is not considered here. C.f. in particular page 20 "Next Steps"

Equality and Diversity Sub-Committee	SU LGBT Officer SU Environment and Ethics SU International Officer	Lucy James Jonathan Ellis Linnea Friden Gronning
Environment and Sustainability	SU Environment and Ethics 2 x student reps	Jonathan Ellis
Technologies in Learning and Teaching[28]	Up to 5 reps	Emily Bartlett Ritu Bhattacharya Julie O'Rourke Jennifer Wooster

2.2 Student attendance at committees **(as at 24 June 2014)**
(Note: the following are taken from confirmed minutes of the named committees.)

Committee	Date and student(s) attending
Academic Board	16 Oct 2013 Roma Melnyk 30 Oct 2013 Roma Melnyk 27 Nov 2013 Leo Humphrey/ Roma Melnyk 5 Mar 2014 No students 30 Apr 2014 Karl Aldridge (Deputy) 18 June 2014 No Student
Academic Development	6 Nov 2013 Philip Connolly 12 Feb 2014 No Student 4 Jun 2014 No Student
Learning Quality and Standards	Weds 25 Sept 2013 Jennifer Wooster (online) Weds, 9 Oct 2013 Jennifer Wooster Weds, 13 Nov 2013 Jennifer Wooster Weds, 18 Dec 2013 Jennifer Wooster Weds, 29 Jan 2014 Jennifer Wooster Weds, 19 Feb 2014 Karl Aldred Weds, 19 Mar 2014 Karl Aldred/Jennifer Wooster Weds, 30 Apr 2014 Karl Aldred Weds, 7 May 2014 No Students Weds, 11 Jun 2014 Karl Aldred/Mick Purdey (dep) Weds 9 July 2014
Research Committee	Weds 11 September 2013 Chris Hurrell Weds 12 February 2014 Chris Hurrell Weds 30 April 2014 Chris Hurrell Weds 2 July 2014 Chris Hurrell
School Board Performance	Thursday 28 Nov 2013 Rituparna Bhattacharya/Kate Hyatt
School Board DMTA	Wednesday 4 December 2013 Evelien Coleman/ Julie O'Rourke

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[28] Formerly the VLE Working Party. Although not a formal committee of the College it included to note student engagement with this area. The name was changes in the Spring of 2014 to better reflect a widening remit.

Programme Committees	See section 3.3 below
Fellowship and Awards Committee	
Health & Safety Committee	11 Sept 13 Linnea Gronning/Jonathan Ellis 6 Nov 2013 Jonathan Ellis 17 April 2014 No students 28 May 2014
Equality and Diversity Sub-Committee	9 Oct 2013 Lucy James/Jonathan Ellis 11 Dec 2013 Linnea Gronning 5 Mar 2014 Leo Humphreys 5 June 2014 No student in
Environment and Sustainability	4 December 2013 Jonathan Ellis 19 March 2014 Jonathan Ellis 2 June 2014 No student

2.3 Issues relating to student engagement with College Committees

3.0 Student representative meetings

3.1 Student representatives by Programme

The following lists the Student programme representatives. These are elected from the cohort (two representatives for each level) at the beginning of the academic year. It should be noted that for some of the smaller programmes, while is level is represented by at least one student, it has not always been possible, despite encouragement from Programme Directors, to ensure two students.

School of Performance

BA (Hons) Acting
Oisin Gilbert (4)
Nikki Yawson (4)
Ricky Smith (5)
Imogen Hudson-Clayton (5)
Ricky Oakley (6)
Rachel Jackson (6)

BA (Hons) Actor Musicianship
Scott Brooks (4)
Celeste Collier (4)
Jamie Hoskin (5)
Ruaridh Hamilton (5)
Kat Hardisty (6)
Tom Wolstenholme (6)

BA (Hons) American theatre Arts
Magnus Kayser (4)
Shannon Mulvey(4)
Kate Hyatt (6)
Jon Parry (6)

BA (Hons) European Theatre Arts
Ross Chandler (4)
Grace Lockwood (4)
Misha Duncan-Barry (5)
Esther McNeil (5)
Sean Holland (6)
Ian Matthews (6)

BA (Hons) Theatre Studies (Distance Learning)
Biodun Tella - Level 4
Clare Morris - Level 4
Sonia Callin - Level 5
Sandra Howlett - Level 5
Rituparna Bhattacharya - Level 5
Annette Probert - Level 5
Rebecca Radford - Level 5
Jenny Wooster - Level 5/6
Mick Purdy - Level 6.

BA (Hons) Opera Studies (Distance Learning)
Alan Alsop
Carol Bates
Anthony Burton
Angela Dyer
Dr Mary Sylvester
Pam Akhurst
Jan Woloniecki (male - overseas rep - lives in Bermuda)

School of DMTA

BA (Hons) Creative Lighting Control
Harrison Routledge
Katie Blacker (5)
Jeff Hinde (5)
Karl Taylor (6)
Adam Hodgson (6)

BA (Hons) Costume Production
Jordan Norrington Jackson (4)
Caroline Stevens (4)
Sarah Milne (5)
Amber Harding (5)
Sarah Milne (6)
Rianna Charles (6)

BA (Hons) Lighting Design
Lizzy Gunby (4)
Tomos Frater (4)
Callum
 Humphries (5)
Lauren Williams (5)
Georgia Lillie (6)
Rebecca Carson (6)

BA (Hons) Performance Sound
Miles Henry (4)
Karl Aldridge (5)
Adam Gray (5)
Thomas Rundle (6)

BA (Hons) Scenic Arts
Sophie Nicholls (4)
Emilie Hackett (4)
Julie O'Rourke (5)
Amy Elsley (5)
Mark Forrest (6)

BA (Hons) Stage Management
Phil Connolly (4)
Bronwen Lambert (4)
Olivia Phillips (4)
Kayleigh Alstin (5)
Hannah French (5)
Nathan Hughes (6)
Nicola Drew (6)

BA (Hons) Theatre Design
Amy Watson (4)
Cat Simpson (5)
Samantha Cunningham (6)

3.2 Student rep meetings

Following an initial induction meeting in October, two briefing meetings have been held with student reps and key College staff allowing students to offer comments and suggestions across a diverse range of topics. The notes of these meetings are detailed in the Appendix. Additionally, the Vice Principal also conducted an on-line meetings with distance learning representatives.

MEETING	ATTENDANCE
October 2012 (Induction meeting)	Oisin Gilbert – ACT L4
	Rachel Jackson ACT L5
	Scott Brooks – AM L4
	Celeste Collier – AM L4
	Ross Chandler – ETA L4
	Grace Lockwood – ETA L4
	Misha Duncan-Barry – ETA L5
	Harrison Routledge CLC L4
	Ben Gilbert – CLC L4
	Jordan Norrington Jackson – CP L4
	Sarah Milne – CP L5
	Lizzy Gunby – LD L4
	Tomos Frater – LD L4
	Cat Simpson – TS L5
	Julia O'Rourke – SA L5
	Mark Forrest – SA L6
	Phil Connolly – SM L4
	Bronwen Lambert – SM L4

	Olivia Phillips – SM L4
15 January 2014	Sean Hollands – ETA L6 Ben Gilbert – CLC L4 Jordan Norrington Jackson – CP L4 Sarah Milne CP – L5 Rianna Charles CP – L6 Callum Humphries LD – L5 Karl Aldred – PS L5 Amy Watson TD – L4 Cat Simpson TD – L5 Linnea Gronning SM – L6 Dr Mary Sylvester (Op – evening meeting)
13 May 2014	Ricky Smith – ACT L6 Tom Wolstenholme – AM L6 Mary Wall – ETA L6 Sean Hollands – ETA L6 Ian Matthews – ETA L6 Jordan Norrington Jackson – CP L4 Tomas Frater – LD L4 Georgia Lillie – LD L6 Rebecca Carson –LD L6 Cat Simpson – TD L5 Julie O'Rourke – SA L5 Phil Connolly – SM L4 Olivia Phillips – SM L4 Leo Humphrey – PS L4

Notes of the full student reps' meetings can be found at the end of this report.

3.3 Programme Committees

Programme committees meet twice yearly – usually at the end of each semester. They cover a range of issues an act as a forum for discussion and the effective delivery of the programmes. The also form an important part of the annual monitoring of programmes and are key in determining action plans for the programmes and the schools. (The details below are based on information available as of 2 July 2013)

PROGRAMME	MEETING and ATTENDANCE
Acting	**7 Nov 2013** Nikki Yawson – Level 4 Oisin Gilbert – Level 4 Rachel Jackson – Level 5 **22 May 2014** Oisin Gilbert – Level 4 Josie Paine – Level 4 Rachel Jackson – Level 5

	Ricky Oakley – Level 5
Actor Musicianship	**12 Nov 2013** Scott Brooks – Level 4 Celeste Collier – Level 4 Ruaridh Hamilton – Level 5 Anna-Louise Vincent – Level 5 **20 May 2014** Scott Brooks – Level 4 Celeste Collier – Level 4 Ruaridh Hamilton – Level 5
American Theatre Arts	**6 Nov 2013** Kate Hyatt Level 6 Jon Parry Level 6 Magnus Kayser Level 4 Shannon Mulvey Level 4 **27 May 2014** Kate Hyatt Level 6 Jon Parry Level 6 Hebe Fox Level 5 Magnus Kayser Level 4 Shannon Mulvey Level 4
European Theatre Arts	**5 Nov 2013** Sean Hollands - Level 6 Thomas Pullen– Level 5 Ross Chandler – Level 4 Grace Lockwood – Level 4 **23 May 2014** Sean Hollands - Level 6 Hanna Varker – Level 5 Ashley Jones – Level 5 Thomas Pullen– Level 5 Ross Chandler – Level 4 Grace Lockwood – Level 4
Creative Lighting Control	**7 Nov 2013** Katie Blacker- Level 5 Ben Gilbert - Level 4 Adam Hodgson - Level 6 Harrison Routledge - Level 4 **15 May 2014** Katie Blacker - Level 5 Ben Gilbert - Level 4 Harrison Routledge - Level 4 Karl Taylor - Level 6

Costume Production	**13 Nov 2013** Jordan Norrington Jackson – Level 4 Sarah Milne – Level 5 Rianna Charles – Level 6 **21 May 2014** Rianna Charles - Level 6 Evelien Coleman - Level 6 Sarah Milne - Level 5 Jordan Norrington Jackson - Level 4 Caroline Stevens - Level 4
Lighting Design	**15 Nov 2013** Lizzy Gunby– Level 4 Tomos Frator – Level 4 Callum Humphries – Level 5 Georgia Lillie – Level 6 Rebecca Carson – Level 6 **16 May 2014** Lizzy Gunby– Level 4 Tomos Frator – Level 4 Georgia Lillie – Level 6 Rebecca Carson – Level 6
Opera Studies	**12 May 2014** Dr. Mary Sylvester - Level 6 Pam Akhurst - Level 6 Anthony Burton - Level 5 Angela Dyer - Level 5 Alan Allsop - Level 4 Carol Bates – Level 4
Performance Sound	**25 Nov 2014** Luke Harman - Level 4 Leo Humphries - Level 5 Charlie Willis-Osborne - Level 6 **23 May 2014** Luke Harman - Level 4 Gabrielle Robertson - Level 4 Anthony Willis-Osborne - Level 6 Tom Charly - Level 4
Scenic Arts	**4 Nov 2014** Julie O'Rourke – Level 5 Mark Forrest – Level 6 Hazel Wilson – Level 6 **12 May 2014**

	Emily Hackett – Level 4 Sophie Nicholls – Level 4 Amy Elsley – Level 5 Julie O'Rourke – Level 5 Mark Forrest – Level 6 Hazel Wilson – Level 6
Stage Management	**8 Nov 2014** Phil Connolly – Level 4 Olivia Phillips – Level 4 Kayleigh Alstin – Level 5 Hannah French – Level 5 Nathan Hughes – Level 6 Nicola Drew – Level 6 **22 May 2014** Phil Connolly – Level 4 Bronwen Lambert – Level 4 Kayleigh Alstin – Level 5 Nathan Hughes – Level 6
Theatre Design	**6 Nov 2014** Haydn Chalcraft – Level 4 Catherine Simpson – Level 5 Sam Cunningham – Level 6 **14 May 2014** Amy Watson – Level 4 Catherine Simpson – Level 5 Sam Cunningham – Level 6
Theatre Studies	**22 May 2014** Michael Purdy Level 6 Rituparna Bhattacharya Level 5
MA Ensemble Theatre	**13 May 2014** Anna O'Hara Sean McGrath
MA Theatre for Young Audiences	**19 May 2014** Charlotte Martin Mark Mumm
PGCLTHE	**14 May 2014** Chloe Estree Anke Makrzanowitz

3.4 Meetings with University of Manchester

The Academic Advisers from the School of Arts, Languages and Culture visit the College biannually, usually in the autumn and early summer. These meeting offer an opportunities for the College to discuss a range of matters with the validating institution and for academic colleagues at the University and for them to meet with students.

UoM Academic Adviser Visit 6 December 2013

STUDENT	PROGRAMME	LEVEL
Rachel Jackson	Acting	L5
Carol Bates	Opera Studies	L4
Jennifer Wooster	Theatre Studies	L6 Online attendance
Lucy James	Costume Production	L5 Student Union Exec
Jordan Norrington Jackson	Costume Production	L4
Ricky Oakley	Acting	L5
Julie O'Rourke	SA	L5
Amy Elsley	SA	L5
Kayleigh Alstin	Stage Management	L5
Lauren Headon	Stage Management	L5 Student Union Exec
Roma Melnyk	Stage Management	L5 Student Union President

UoM Academic Adviser Visit 20 May 2014

STUDENT	PROGRAMME	LEVEL
Jordan Norrington Jackson	Costume Production	L4
Rebecca Carson	Lighting Design	L6
Sean Hollands	European Theatre Arts	L6
Ian Matthews	European Theatre Arts	L6
Jon Parry	American Theatre Arts	L6
Kate Hyatt	American Theatre Arts	L6
Alvin Chiam	MA Ensemble	L7
Tonje Olaussen	MA Ensemble	L7
Mick Purdy	Theatre Studies on line	L6

3.5 DMTA Review of Shared Modules 15 April 2014

In response to the recommendation of the Period Review of the School of DMTA in 2013 that it should "revisit the contextual studies modules at Levels 4 and 5 to ensure that students identify with the curriculum and that this aligns with programme curriculum," the school held a formal review in April with external panel membership. Student representatives from all the DMTA programmes were invited to attend a meeting with the Panel. Students from 3 programmes were represented as follows:

STUDENT	PROGRAMME	LEVEL
Evelien Colman	Costume Production	L6
Rhianna Charles	Costume Production	L6
Amber Harding	Costume Production	L5
Sarah Milne	Costume Production	L5
Jordan Norrington Jackson	Costume Production	L4
Nathan Hughes	Stage Management	L6
Roma Melnyk	Stage Management	L5
Phil Connolly	Stage Management	L4
Calum Humphries	Lighting Design	L5

3.6 DramaUK Reaccreditation 8 & 9 May 2014

As part of the reaccreditation process, review panellists from DramaUK meet with a range of students. Numbers were high and a detailed record of attendance was not taken. However, it afforded the panel an opportunity to discuss currcil.um and training related issues with students in a board forum Twos meetings were scheduled as follows:

8 May: Meeting with at least 60 students from both signature programmes, (acting and Actor Musicianship) evenly spread over tall three levels of study.

9 May: Lunch meeting with student years reps from DMTA

4.0 Engagement with the Students' Union

4.1. Students' Union Executive Committee 2013-14

ROLE	STUDENT	PROGRAMME
President	Roma Melnyk	Stage Management
Vice President Entertainments and Charities	Mary Wall ET	European Theatre Arts
Vice President of Welfare and Disabilities	Leo Humphrey Estha McNeill	Performance Sound European Theatre Arts
Finance Officer	Drew MacNeil S	Stage Management
Secretary	Lauren Headon	Stage Management

International Executive Officer	Linnea Friden Gronning	Stage Management
Lesbian, Gay, Bisexual and Transgender(LGBT) Executive Officer	Lucy James	Costume Production
Environment and Ethics Officer	Jonathan Ellis	Creative Lighting Control
Sports and Societies Officer	Daniel Huckle Sean West	Stage Management Stage Management

4.2 Elected Students' Union Executive Committee 2014-15

ROLE	STUDENT	PROGRAMME
President	Karl Aldred	Performance Sound
Vice President Entertainments and Charities	Bronwen Lambert	Stage Management
Vice President of Welfare and Disabilities	Charles Zarrabi Rusbridge	European Theatre Arts
Finance Officer	David Manson	Lighting Design
Secretary	Heather Graham	Stage Management
International Executive Officer	Markus Tarasenko Fadum	Lighting Design
Lesbian, Gay, Bisexual and Transgender(LGBT) Executive Officer	Zoe Elsmore	Stage Management
Environment and Ethics Officer	Daniel Catton	
Sports and Societies Officer	Vacant	

4.3 College Meetings with Students' Union

New the SU executive is elected in May/June of each year for the following year. An informal hand-over takes place in June where the incoming executive are meet with key staff contacts. A formal induction day takes place in early September.

Students' Union executives have met regularly with the Principal and Vice principal over the course of the year

Noted meetings have taken place with the following SU executive members in attendance:

Date	ATTENDANCE
3 Sept 2013 (induction event):	Jonathan Ellis, Linnea Friden Gronning, Lauren Headon, Daniel Huckle, Leo Humphrey, Lucy James, Drew MacNeil, Esther McNeill, Roma Melnyk, Mary Wall, Sean West
3 Oct 2013:	Jonathan Ellis, Lauren Headon, Leo Humphrey, Lucy James, Drew MacNeil, Esther McNeill, Roma Melnyk, Mary Wall
17 Oct 2013	Jonathan Ellis, Lauren Headon, Leo Humphrey, Lucy James, Drew MacNeil, Esther McNeill, Roma Melnyk, Mary Wall
7 Nov 2013:	Lauren Headon, Lucy James, Drew MacNeil, Roma Melnyk, Sean West
21 Nov 2013:	Linnea Friden Gronning, Leo Humphrey, Lucy James, Roma Melnyk, Mary Wall
9 Jan 2014:	Linnea Friden Gronning, Lucy James, Drew MacNeil, Esther McNeill, Roma Melnyk, Andrew-Luke Walker (deputy)
23 Jan 2014:	Linnea Friden Gronning, Leo Humphrey, Lucy James
6 March 2014:	Jonathan Ellis, Linnea Friden Gronning, Leo Humphrey
20 March 2014:	Drew MacNeil, Roma Melnyk
2 May 2014:	Jonathan Ellis, Daniel Huckle, Lucy James, Drew MacNeil, Roma Melnyk
12 June 2014:	Roma Melnyk

This Report Prepared by: Richard Sadler
                            Academic Enhancement Manager

Date correct as of
Date: 7 July 2014