ASPIRE STUDENT ENGAGEMENT
CRITERIA AND GUIDELINES FOR SUBMITTERS

This booklet provides detailed guidance on how to complete the student engagement application form. This includes:
- **The criteria and sub-criteria that will be used to evaluate the application.**
- **Descriptions of the types of evidence that could be included in responding to the criteria.**
- **A glossary of terms**

Please read this document carefully before completing the application. Note that the application MUST relate directly to a medical, dental, or veterinary medicine school/programme.

THE CRITERIA

For a school/programme to be regarded as achieving excellence in student engagement, there must be <u>specific evidence provided in the application</u> that students actively participate in a variety of areas within and external to the academic community and that they <u>are consulted about and formally participate in</u> shaping the teaching and learning experience. The school/programme is expected to demonstrate student engagement in the following four areas (criteria):

- Student engagement in policy and decision-making activities at the school/programme.
- Student engagement in the provision and evaluation of the school's education programme
- Student engagement in the academic community
  Student engagement in the local community, in extracurricular activities, and in service delivery

For each of the four areas of student engagement, there are sub-criteria for which the school/programme is expected to provide evidence. These are described later in this document.

THE APPLICATION FORM

The application form contains 5 sections:

SECTION A   SUBMITTER INFORMATION
SECTION B   RESPONSE RELATING TO CRITERIA
SECTION C   SUMMARY
SECTION D   ADDITIONAL INFORMATION/SUPPORTING DOCUMENTATION
SECTION E   STUDENT PERSPECTIVE
SECTION F   CERTIFICATION

Each of these sections must be completed in full.

GENERAL GUIDANCE

Responses
To be identified as excellent in student engagement, there must be evidence that students are actively involved in the school/programme and that their participation has had an impact/led to identified outcomes. Each of the criteria for student engagement has associated sub-criteria. For each sub-criterion, specific examples of activities should be provided that include a description of the <u>number of school/programme students participating in the cited activity</u>, a <u>description of student roles(s), and data</u>, as far as possible, <u>about the results of student participation</u> (for example, changes made based on student input or action). Also include the relevant year(s) (academic or calendar) for the data that you are providing.

It is expected that schools will be able to respond to each of the sub-criteria within the four criteria. That is, the application should include examples of activities within each of the sub-criteria. There also is an opportunity to create a new category under each criterion if you believe that certain other activities within the school/programme demonstrate excellence in student engagement. Cultural, social and other issues are likely to have an influence on the engagement of students in a school. That is, that how student engagement manifests itself will vary from school to school. Excellence may be found in institutions with limited access to resources just as much as in wealthier institutions. The way in which institutions demonstrate and describe context appropriateness will be taken into account by the panel when reviewing individual submissions.

Language
With the exception of the appendices, all documentation should be in English. Where the appendices are in another language, the supporting commentary must be in English (see Appendix D).

Glossary
A glossary of the key terms used in criteria as indictors of student engagement are included at the end of this documents. Please refer to these definitions in completing the

application form.

Word limits
The expected word limit for each section is clearly stated within the form. It is important that these word limits are followed, and that the number of words used is indicated in the box provided.

Missing information
If a criterion or sub-criterion is considered not to be applicable to the school, please explain why this is the case.

Appendices
Please limit the number of appendix documents/website links to 20-30.

A document or a web link that provides evidence for or helps explain a statement made in the response to a sub-criterion should be included as an appendix. All appendices should be numbered and listed by sub-criterion in **Section D** of the form as **Supporting Documentation.** The appendix document must be referenced (by number) in the narrative for that sub-criterion. Where possible it would also be helpful if the relevant section of the appendix document is highlighted.

Each appendix document must be accompanied by a short commentary in English to explain the relevance of the document and how it supports the school's statement. An appendix that is not accompanied by a short explanatory commentary will not be reviewed. it should be clearly indicated which sub-criterion/criteria are supported by the evidence in the appendix. The commentary for each appendix document should be no more than 100 words and should summarise the key points from that appendix, including how the appendix provides evidence to support the statements in the sub-criterion narrative.

SPECIFIC GUIDANCE

SECTION A – SUBMITTER INFORMATION

Key features of the school/programme
The application must relate to a **medical, dental, or veterinary** school/programme (not to a university as a whole that contains multiple schools/programmes). It is important that the key information regarding the medical, dental, or veterinary school/programme are summarised here. Make sure that the application refers to only one school/programme (medical, dental, or veterinary).

This would normally include:
- The dates the medical, dental, or veterinary school/programme were established
- Entry routes into the school/programme, for example, high-school entry; graduate entry and any other routes available
- The number of students enrolled – total and by year. It is important that you include this information. You will be referring to this number as you are discussing

the number of students engaged in each of the activities you describe, so that reviewers can understand the level of student participation

- A general description of the curriculum type and the number of years of the programme

As a guide for reviewers, it would be a valuable addition to include as an appendix an outline of the school curriculum to provide a background context to the evidence that will be supplied in subsequent sections. **For example,** one medical school included tables to demonstrate the subjects, hours, and teaching method(s) for each semester and year of study.

Accreditation status

Please include the details of the school's accreditation. This should include: date accreditation was first awarded, date of last review, accreditation status and conditions of accreditation, and the name and country of the accreditation agency. It is essential that a copy of the accreditation letter is appended to the application. This should be marked as **Appendix 1** and listed in **Section D** of the application form

SECTION B – RESPONSE RELATING TO CRITERIA

This is the main part of your submission. Please ensure that you address the criteria and sub-criteria listed. **Ensure that your application provides evidence that the school/programme has achieved each sub-criterion.** You also can include additional areas under each criterion that you believe represent innovative examples of student engagement. It is important to demonstrate that students have a voice in the institution, so be clear whether and how student input is formally collected and used and whether there is active student participation. Try and avoid repetition, referring to earlier sections where necessary.

If some criteria do not apply to your programme, please indicate this and explain the reasons why.

In your response, you must provide evidence of attaining the criteria, including specific examples. Make sure you explain the purpose of the activity you are describing related to a given sub-criterion, why the specific activity meets the intent of the criterion, and the number of students participating. Provide information about the extent and frequency of the student engagement, for example, the number of students on a committee and how often it meets or the number of students engaged as peer tutors Avoid terms like 'many', 'a few' or 'several.'

In the main text, refer to the relevant sections of supporting documentation included as an appendix and the associated commentaries. If a link to a website is useful, please indicate the specific section of the website that is to be considered. For each piece of evidence to support your claim included in the appendix, attach a commentary in English (maximum 100 words for each) detailing how excellence is demonstrated. As noted, the appendix itself may be in a language other than English.

All appendices including web links should be numbered and included in **Section D** of this form.

Please remember that we are looking to recognise and reward excellence, and the evidence provided by you has to be complete and convincing.

DISCUSSION OF SUB-CRITERIA

The following contains some examples of the information that could be included related to each sub-criterion. These are intended <u>to be illustrative</u> and are not the only ways that excellence can be demonstrated. Select those examples that best illustrate how students are engaged at your school.

CRITERION 1 – STUDENT ENGAGEMENT IN POLICY AND DECISION-MAKING ACTIVITIES AT THE SCHOOL/PROGRAMME

1.1.   **Students actively participate in medical school governance, including having formal representation on committees and other policy-making bodies of the school/programme and opportunities to respond to school/programme policy statements and guidelines**
Students may participate on a range of committees in the school/programme, such as curriculum, quality assurance, assessment. Note if student participation in some or all committees is mandated in school or university bylaws and if they have both voice and vote. Describe how students are selected for committee membership (for example, are they selected/elected by their peers, selected by administration). Note the number of students participating in each committee and examples of outcomes that have been achieved resulting from student participation. Examples of supporting documentation that may be included are: minutes of meetings showing student membership, examples of student participation and contributions.

1.2.   **Students have a formal (such as, management/leadership) role related to aspects of the educational programme and school/programme planning**

Students may participate in planning for the educational programme, for example as members of strategic planning groups and involvement in planning activities. They may be involved in the development of policy statements or guidelines related to education, student services, student life or be asked to respond to proposed changes in policies/guidelines, either as individuals or through student government. Policies/guidelines may have been suggested by students or student government and then been formally considered and, if relevant adopted by the school. Examples of supporting documentation could be planning documents that illustrate student participation, student consultations or feedback on proposed changes, student-initiated polices that have been adopted. Do not provide specific information about the role of students in evaluating the curriculum; that will be included in sub-criterion 2.1.

1.3. **Students have the opportunity to provide input related to faculty (teaching staff) recruitment, retention, and promotion**

Faculty as a term can be used to refer to an organisational division in a university (e.g., Faculty of Medicine) or the academic staff. In the context of this application faculty refers to academic staff. Note if information from students is included in a faculty member's promotion materials (for example, student evaluations of the faculty member's teaching). Note if student evaluations are a required part of a faculty member's promotion/retention materials.

CRITERION 2 – STUDENT ENGAGEMENT IN THE PROVISION AND EVALUATION OF THE SCHOOL'S EDUCATION PROGRAMME

2.1. **Students evaluate their courses, including the teaching and learning formats used and the faculty (teaching staff) who deliver the course**
Describe if students have an opportunity to evaluate some or all courses and/or segments of courses and the methods (e.g., questionnaire, focus groups) that are used in the evaluation. Also note if students also evaluate the faculty teaching in the course. Note if students are required to complete evaluations of courses and/or faculty or if participation is voluntary. Describe the individuals/groups (for example, members of the medical school administration, committee(s), course directors, department chairs) receiving the results of the evaluations. Include typical response rates to course evaluations and supply examples of evaluation forms.

2.2. **Student feedback is taken into account in curriculum development and revision**
Building on the response to sub-criterion 2.1, describe how and by what group(s), such as the curriculum/education committee, the results of student evaluations of courses or the curriculum are used. Include examples of how student feedback has led to curriculum change at the level of courses or the curriculum as a whole. For example, provide copies of committee minutes or reports that illustrate the outcomes of student feedback.

2.3. **Students have opportunities to take responsibility for their own learning (such as participating in aspects of the curriculum as active learners, assessing their own competence)**
Provide examples of where in the curriculum students independently or as groups determine what they will learn. For example, are there opportunities for students to independently seek and apply information to answer a question or to fill in a gap in knowledge that they have identified? Are there opportunities for students to self-assess their competence in a given area? Include examples, including when and how such self-assessment occurs, how students are prepared to take responsibility for their learning and self-assessment, and how they are provided with feedback on the outcome.

2.4. **Students play a supportive role for other students (such as peer teaching, tutoring, mentoring)**
Describe the various ways that students are actively engaged in supporting other students. Peer teaching involves students taking an active role in presenting and discussing content and learning from each other in ways that supplement the

teaching of academic staff. Examples may include a student taking responsibility, to investigate one aspect of a topic and give a short summary to the group, or leading/facilitating discussions. If students serve as tutors for other students, describe whether this is a formal school-sponsored activity or informally organized by student groups (for example student clubs or student government). If students serve as mentors for other students for academic or personal support (for example, senior students mentoring more junior students), summarize how these programs are organized and how students are selected to be mentors. Also describe the various ways that students are prepared for peer teaching, tutoring, and mentoring and the numbers of students engaged in these activities.

CRITERION 3 – STUDENT ENGAGEMENT IN THE ACADEMIC COMMUNITY

3.1. **Students are actively engaged in research/scholarly projects carried out or supervised by faculty members and/or are mentored by faculty in student-led research**.
This criterion is concerned with whether students, as part of the academic community of the school, engage in the research of the faculty or in their own research under faculty guidance, **not** with research as a subject in the curriculum or research assignments carried out by the student as a course requirement. Provide details of the ways in which students are involved in research and scholarly activities at the school. Include the number of students involved and note if this research is part of an additional degree (beyond the medical, dental, or veterinary medicine degree), such as a PhD or master's degree, and/or if such research is recognized by the school/programme in some way (such as through a certificate).

3.2. **The school/programme supports student participation at local, regional or international medical, dental, veterinary and/or health professions education or scientific meetings**
Describe whether students are members of student associations or medical, dental, or veterinary education associations. How do they participate? Supply evidence of the involvement of students in meetings connected to research, practice, or scientific advancement in their chosen discipline. Evidence should be provided as to the number of students attending national and international meetings and how this is encouraged and supported by the school, including the resources allocated. Students' involvement in assisting with the organisation of local meetings should also be described.

CRITERION 4 – STUDENT ENGAGEMENT IN THE LOCAL COMMUNITY, IN EXTRACURRICULAR ACTIVITIES, AND IN SERVICE DELIVERY

4.1 **Students engage with the local community (for example, through student run projects) and have opportunities to participate in student-generated extracurricular activities**
Local community projects are those that exist in the local area which provide support and services for the local population. Students may become involved on a voluntary basis, be required to participate as part of their studies (for example, as required

service learning), or act as employees. Such projects may or may not relate to their professional programme. Evidence should be provided of students' involvement in community activities, for example, in a community health promotion initiative, and of the information provided by the school/programme and the resources available to support students' activities in this area. *The delivery of health care services in the community should be discussed in 4.2.*

Extracurricular activities are chosen or designed by the student or student groups to meet their interests and support their wellbeing. They may include a wide range of activities (e.g., student sports teams, clubs, music groups). Note the types of extracurricular activities that are available, how students are supported in creating these activities, if the school/programme supplies resources to support activities, and the level of student participation.

4.2 **Students engage in healthcare delivery locally and/or internationally during volunteer activities or electives**

Describe opportunities for students to participate in the local delivery of healthcare services, for example, in voluntary health promotion activities, community drop-in clinics, first aid stations. This **does not** include participation in required clinical experiences as part of the curriculum. Students may also participate in regional, national, or international healthcare delivery experiences as electives. For each example, include how students learn about the volunteer or elective opportunities and/or are supported developing new electives and the number of students participating. Note if participation in student-selected healthcare electives in a curriculum requirement.

SECTION C - SUMMARY OF JUSTIFICATION FOR RECOGNITION OF EXCELLENCE IN STUDENT ENGAGEMENT

In this section it is important to summarise your school's interpretation of student engagement and the reasons why your school should be recognised as excellent in this area. It should read as a stand-alone statement, highlighting the key features within your school which stand out as demonstrating excellence in student engagement. It should also summarize how excellence is achieved in relation to the four criteria for student engagement as described in **Section B**, referring to any innovative approaches adopted and levels of student engagement.

Do not repeat the general information about the school provided in Section A.

SECTION D - APPENDICES

ADDITIONAL INFORMATION/SUPPORTING DOCUMENTATION

You may wish to attach additional information as appendices relating to the submission or support for the submission from a range of stakeholders, for example, health authorities, those concerned with post-graduate education, or the local community.

Appendices should be numbered sequentially.

Appendix 1 should be the accreditation letter.

Appendix 2 can be an acknowledgement and list of all who contributed to the preparation of the submission.

Other appendices with supporting evidence may be submitted in a language other than English.

Each appendix, with evidence to support the submission, must be accompanied by a commentary in English (maximum 100 words each) that summarises the content of the material provided and how it contributes as evidence to support the case for excellence in student engagement. Where confidential material, for example, relating to finances is included in an appendix, this should be clearly stated at the top of the appendix and noted in the letter accompanying the submission.

SECTION E

STUDENT PERSPECTIVE

Student evaluation of the information in the application
The provision of corroborative evidence from students is important to the assessment of excellence in student engagement. Students are expected to review and provide a response to the school's submission. Describe in detail the number of students who reviewed the application and the number involved in developing the response. Describe how the students who developed the response were selected (for example by their peers, as a consequence of their roles in student government).

While the school leadership may see the student form (Section E), they may not edit it with their own statements or evidence. Where there is a discrepancy between the school information (in Section B) and the student report it would be helpful if the discrepancy is noted and commented on by the school in the covering letter which should accompany the application.

Several different examples exist from successful applicants of ways of gathering the student perspective. One school used a social media site to share the document with all students and gather responses. Another conducted a survey of a small but representative group of students.

Submitting the student report
The application form includes a summary checklist where students rate whether they consider the school submission to be accurate, partially accurate or not accurate in relation to each of the sub-criteria. There are also open response questions and a request for information on how the student report was compiled. The school and students are free to choose the best means for them to gather the student perspective. However, it is essential that information in the student form is based on a representative sample of students and that this sample is representative of the student body.

It is suggested that the views of a minimum sample of at least 25 representative students

are gathered before the form is completed. All students should have the opportunity to view and comment on the completed application. The consensus report, reflecting the views of and approved by a representative groups of students should be submitted with the application form.

Glossary of terms

Faculty	**Faculty** as a term can be used to refer to an organisational division in a university (e.g. Faculty of Medicine) or the academic
Peer teaching	**Peer teaching** involves students taking an active role in presenting and discussing content and issues and learning from each other in ways that supplement the teaching of academic staff. Examples may include a student taking responsibility, perhaps within a small group, to investigate
Mentor role	A **mentor** is usually a person with greater experience in the same field than the mentee, who can offer advice, information and critically, support in times of need. **Peer mentoring** involves a relationship between people at the same stage of experience in a mutually supportive
Self-assessment	**Self-assessment** is the process of evaluating one's own achievements, strengths, weaknesses, development, performance and
Local community projects	**Local community projects** are those that exist in the local area which provide support and services for local groups. Students may become involved on a voluntary basis, as part of
Extracurricular activities	**Extracurricular activities** are those performed by students that fall outside the realm of the normal curriculum of school or university education. Such activities may form an important part of integrating students into university life and offer opportunities for developing key life and social skills. Examples may include: sports, drama, languages,