OVERVIEW:
PREPARING A SUBMISSION FOR ASPIRE EXCELLENCE IN STUDENT ENGAGEMENT

2019 CRITERIA AND BACKGROUND FOR PREPARING A SUBMISSION

OBJECTIVES OF THIS OVERVIEW

- Provide background information for preparing a submission, including general information to be included

- Summarize information to be provided for the sub-criteria in each of the four criteria for engagement

GENERAL BACKGROUND FOR PREPARING THE SCHOOL'S SUBMISSION

REVIEW THE *GUIDELINES FOR SUBMITTERS* CAREFULLY.

This power point explains and supplements, but does not replace, the sections in the ***Guidelines for Submitters*** describing the areas to be included in the submission, including the expectations for the 4 criteria and their sub-criteria:

- Criterion 1 – Student engagement with management of the school, including matters of policy and the mission and vision of the school

- Criterion 2 – Student Engagement in the Provision of the School's Education Programme

- Criterion 3 – Student Engagement in the Academic Community

- Criterion 4 – Student Engagement in the Community and the Social Environment

It is expected that schools are able to respond to each of the areas (sub-criteria) within the 4 criteria; however, there may be areas of emphasis and particular excellence that the school can highlight and there may be areas within a sub-criterion that do not apply to the programme. Be sure to observe the word limits for each section.

GENERAL BACKGROUND FOR PREPARING THE SCHOOL'S SUBMISSION
(continued)

Section A – Submitter Information

- The *Guidance for Submitters* document contains topics that should be included in describing the key features of the school programme (e.g., its age, length, curriculum type). It is important that this section include the total number of learners in the school. You will be referring to this number as you are discussing the number of students engaged in the activities related to specific sub-criteria (to provide a perspective on the extent of student participation in the activity).

- It would be helpful if you include the year(s) (academic or calendar) that you are using to describe student participation in the cited activities.

- Section A also asks for a description of the accreditation status of the programme. You also can refer to this when discussing student engagement in activities related to the accreditation of the programme (e.g., Criterion 1.4)

GENERAL BACKGROUND FOR PREPARING THE SCHOOL'S SUBMISSION (continued)

In preparing Section B of the application (Responses Related to Criteria), please make sure to include the following in relevant sections:

- The total number of learners (by curriculum year, if relevant) participating in each activity you are describing. You can refer to Section A (Key Features of the Programme) to remind the reader of total number of learners in the school.

- The specific purpose of the activity you are discussing related to a given sub-criterion (e.g., students provide feedback on faculty, students participate in faculty research), why the activity meets the intent of the criterion, the way you determined how many students participated, the way that student input (if relevant) was used, and the years that the data were derived from (e.g., the most recent year, multiple years). It is <u>important</u> to demonstrate that students have a voice in the institution and that student input is considered and used in responding to the criteria that ask for evidence of student involvement. **Be clear whether and how student input is formally collected and used.**

- If certain sub-criteria do not apply to the programme, note that this is the case and describe why.

GENERAL BACKGROUND FOR PREPARING THE SCHOOL'S SUBMISSION
(continued)

In summary, ensure that your proposal provides <u>evidence</u> that the programme has achieved each criterion and sub-criterion. Be as specific as possible in describing why each example you provide indicates excellence related to that sub-criterion.

SECTION B – RESPONSES RELATED TO CRITERIA

The following contains some examples of the information that could be included related to each sub-criterion. Refer to the **Guidelines for Submitters** for more details of information to include and for examples of supporting documentation that can be provided as evidence for the relevance of each activity.

Criterion 1– Student engagement with management of the school, including matters of policy and the mission and vision of the school

1.1 Involvement in the development of the school's vision and mission

- If the mission/vision were developed at some time in the past, describe any current opportunities for students to participate in reviews of the mission/vision (such as during strategic planning or accreditation reviews).

1.2 Representation on school committees

- Note if participation of students in some or all committees is mandated in school/university bylaws

- Describe which committees have student members, the number of students participating in each committee, how they are selected for membership (e.g., by faculty or peer selection), and the roles of the student members (e.g., do they vote).

RESPONSES RELATED TO CRITERIA

CRITERION 1 (CON'T)

1.3 Students involved in the establishment of policy statements or guidelines

- Examples of policies/guidelines where students have been asked to provide feedback either as a student body or as committee members.

- Examples of policies/guidelines that have been suggested by students and then been formally considered and, if relevant, adopted by the school.

1.4 Students involved in the accreditation process for the school

- Describe if students have participated in developing or in responding to the school's accreditation documents or self-study.

- Describe if students have met or will meet with the accreditation review team.

RESPONSES RELATED TO CRITERIA

CRITERION 1 (CON'T)

1.5 Students have a management/leadership role in relation to elements of the curriculum.

- Referring to sub-criterion 1.2, note if students are members of committees with responsibility for developing or managing the curriculum.

- Note if students have the opportunity to provide suggestions/ideas for changes in the curriculum and how this occurs (e.g., through meetings with curriculum leaders, though input to student representatives on committees)
  - Do not include specific information about the role of students in evaluating the curriculum; that is sub-criterion 2.1 (it could be referenced here and described in detail under 2.1)

1.6 Student views are taken into account in faculty/staff promotion

- If students evaluate individual course faculty, is this information included in the faculty member's promotion materials; are student evaluations a required part of a faculty member's promotion materials?

RESPONSES RELATED TO CRITERIA

CRITERION 1 (CON'T)

1.7 Students play an active part in faculty/staff development activities

- Do students participate in faculty development (e.g., as standardized patients in an OSCE)

- Do students have an opportunity to participate in making suggestion for/needs assessment for faculty development activities?

- Are student evaluations of faculty used to identify needed faculty development for an individual faculty member or for faculty in general?

RESPONSES RELATED TO CRITERIA

Criterion 2 – Student Engagement in the Provision of the School's Education Programme

2.1 Students evaluate the curriculum and teaching and learning processes

- Note if students have an opportunity to evaluate some or all courses and/or segments of courses. Is participation in course evaluations required or encouraged? Note the typical response rate to course evaluations.

- Note if students evaluate the curriculum as a whole or years of the curriculum.

- Describe the individuals or groups receiving the results of course or curriculum evaluations. Do these groups have authority for making change based on the results of student evaluations?

2.2 Feedback from the student body is taken into account in curriculum development

- Building on the response to sub-criterion 2.1, describe how and by what group(s), such as a curriculum committee, the results of student evaluations of courses or the curriculum are used.

- Provide at least 2 examples of how evaluations from or suggestions by students have led to curriculum change.

RESPONSES RELATED TO CRITERIA

2.3 Students participating as active learners with responsibility for their own learning

- Provide examples of opportunities in the curriculum where students independently seek and apply knowledge to the solution of problems, reflect on their experience and, ideally, receive feedback on this skill.

2.4 Students are involved formally or informally in peer teaching

- Describe where in the curriculum students seek information and share it with their peers as part of a required course. Note if this is a required activity. Do students serve as a tutor to other students and, if so, provide the number of students participating.

- Describe how and by whom students are prepared to teach their peers, including if such preparation is required or mandatory.

2.5 Students are engaged in the development of learning resources for use by other students

- Describe if students are involved in developing written or visual learning aids (e.g., online modules, summaries, papers, videos) for use by their peers and the number of students participating in developing these resources. Provide examples of the resources developed and how they were used.

RESPONSES RELATED TO CRITERIA

CRITERION 2 (CON'T)

2.6 Students provide a supportive or mentor role for other students

- Describe any student-to-student peer mentoring programs that are available, including for academic and/or personal support. Note how the students who provide mentoring are selected and trained and if there is faculty involvement in preparing or supporting students who serve as mentors.

2.7 Students are encouraged to assess their own competence

- Describe opportunities for students to self-assess their own knowledge, skills, and attitudes, including in relation to the objectives of a give course or the curriculum as a whole. Include examples where formative self-assessment is required and the methods that are used to guide students' self-assessments (e.g., study questions, self-reflection papers).

- Note how students are prepared to self-assess and whether and how students receive feedback on their self-assessments.

RESPONSES RELATED TO CRITERIA

CRITERION 2 (CON'T)

2.8 Students engage in peer assessment

- Describe where peer assessment occurs in the curriculum. Note if peer assessment is formative (for the information of the receiving student) or summative (contributes to the receiving student's grade).

- Note how students are prepared to provide peer assessment and if they receive feedback on their peer-assessment skills.

RESPONSES RELATED TO CRITERIA

Criterion 3 – Student Engagement in the Academic Community

3.1 Students are engaged in school research projects carried out by faculty members

- Describe the number of students supporting the research of faculty members (e.g., serving as laboratory assistants). These are faculty-designed projects and not part of the student's required coursework. Note if students are given credit or paid for this work.

- Note how students are assisted in finding faculty to work with who need such assistance (e.g., is there a central listing of projects that students can access).

3.2 Students are supported in their participation at local, regional or international education meetings in their profession (e.g., medical dental)

- Provide the number of students who are members of professional associations (e.g., associations specifically for students or associations that include students) in the relevant profession.

- Provide the number of students who attended national and/or international meetings related to the relevant profession. Note if students were supported (financially and/or logistically) in attending and include each meeting location and general content (e.g., education, clinical care).

- Describe if students assist in the organization or delivery of local meetings in their profession.

RESPONSES RELATED TO CRITERIA

Criterion 4 – Student Engagement in the Community and the Social Environment

4.1 – Students are involved in local community projects

- Describe the participation of students in activities that provide support and/or services to the community in which the school is located. For each, describe the purpose of the activity and the number of students participating. Note if participation is voluntary or mandatory (e.g, required service learning within a given course).

- Describe how the school supports student participation in community projects, including providing information about opportunities, faculty mentorship, and/or financial resources.

4.2 – Students participate in the delivery of local healthcare services

- Describe the participation of students in activities to deliver healthcare to the community (e.g., health promotion sessions in schools, health fairs, drop-in clinics). For each, describe the purpose of the activity and the number of students participating. Note if participation is voluntary or mandatory.

- Describe how the school supports student participation in the delivery of local healthcare services.

RESPONSES RELATED TO CRITERIA

CRITERION 4 (CON'T)

4.3 Students participate in healthcare delivery during electives/attachments overseas

- Describe the level of student participation in health care services during electives in the local region. Is there a curriculum requirement that students participate in healthcare-related electives for graduation? If there is no requirement, provide the number and percent of students participating in local healthcare electives.

- Provide the number of students participating in healthcare-related required courses or electives in another country. For the selected year(s), include the country the student(s) visited for the required clinical experience(s) or elective(s) and the number of students going to each country.

4.4 Extracurricular activities for students are available

- Describe the range of extracurricular activities that are available to students, including the general topic areas (e.g., student sports teams, music groups, clubs).

- Note if extracurricular activities are organized by student groups (e.g., student government or student clubs), if they have faculty advisors, and if they receive support from the school.

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

This section summarizes why you believe that the level (breadth and depth) of student engagement at the school is excellent.

The section should read as a "stand-alone statement" that highlights the key features of the school which demonstrate excellence in student engagement, as reflected in the four criteria in Section "B." Especially note any innovative approaches related to a criterion or sub-criterion.

SECTIONS D (APPENDICES) AND E (STUDENT PERSPECTIVE)

- **Appendices (Section D):** We suggest limiting the number of individual appendices to 20-25. Make sure you label each appendix (e.g., Appendix 1, 2, 3, etc.) and reference the specific appendix in the narrative response to the relevant sub-criterion(s). With each appendix, provide a brief description (no more than 300 words in English) of that particular item; in the narrative for that sub-criterion describe why that particular appendix supports the sub-criterion. Do not include links to web pages if the website is not in English, but summarize the importance of the information in that website in the narrative.

- **Student Perspective (Section E):** As part of the application, students are expected to review and provide a response to the school's submission. Describe in detail the number of students who had access to the application and the number formally involved in developing the student response. It is important that the information in the form be based on a representative sample of students. Include how and by whom the students responding to the application were selected (e.g., by the administration, by the student government).