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Abstract

The research addressed the interplay of student engagement and quality enhancement mechanisms in the Scottish higher education system. The paper demonstrates increasing focus on student learning, learning experience and high-quality learning in the current quality enhancement approaches. The student-university coproduction model is used to distinguish theoretical and conceptual difference between student involvement and student engagement. Student engagement has the potential to contribute an added-value by improving the quality of teaching and learning. Based on 21 external evaluation reports, the research demonstrates new opportunities for innovation changes in institutional mechanisms in response to student engagement. This has required new institutional structures that deepen relationships with students, develop opportunities for partnership and engagement, improve their representation and enhance their learning experience. Finally, student engagement itself has required changes in the quality systems and processes to incorporate notions such as student-university partnership, learner-centredness, value-added and the quality of the student learning experience. (HRK / Abstract übernommen)