VICTORIA UNIVERSITY STUDENT LEADERSHIP DEVELOPMENT PROGRAM

TO ENCOURAGE LEARNING AND PARTICIPATION

- WORK READY
- CAREER READY
- FUTURE READY

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

PURPOSE OF THIS PAPER

The purpose of this paper is to present the Student Leadership Development Program model which aligns students who have completed a program under the Student Leadership Development umbrella with having their commitment formally recognised. The model has been developed to:

1. support and develop student leadership skills
2. provide a basis for the Student Leadership Development Training Program and thus for the future expansion of Student Leadership at VU
3. define the nature and role of the Student Leadership Development Training Program including its relationship with the separate training provided by other programs
4. define the procedure for gaining a Student Leadership Commendation Line on the student's academic transcript
5. describe how development of a student leader's work and learning is recognised.

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1.0 BACKGROUND INFORMATION

1.1 VU's aim to develop Student Leadership

1.1.1 Student Leadership Reference Group

This paper builds on the Student Leadership Recognition Framework (SLRF) Final Report (endorsed by the Student Leadership Reference Group in 2007), and on subsequent discussions within the University.

The Student Leadership Reference Committee endorsed three levels of recognition:

- A Student Leadership Commendation Line on the student academic transcript
- A Certificate of Participation awarded by their independent program
- Academic credit through Recognition of Prior Learning for the Diploma of Management or a Certificate IV in Frontline Management

The decision has been made to use a Student Leadership Activities and Opportunities Template, designed to document participation and record information from the activities the students have been involved in and completed. The Student Leadership Activities and Opportunities Template also allows the program managers to maintain and record all the activities the students have completed. The template includes data entry for name of the activity, set skills developed, comments and staff confirmation of students participation. The Student Leadership Activities and Opportunities Template will be on the student leadership website (URL below), which will enable students to easily download and fill out at their convenience. The template will work in collaboration with the portfolio, (refer to section 4.0 Student Leadership Development Program Model) as students will be able to clearly identify the activities from the template they need to provide the hard evidence for in the portfolio.

The proposal is to use this Student Leadership Activities and Opportunities Template, so that when VU's new student management system Callista is up and running it can be determined if the leadership data fits in with this system. If not, a new Student Leadership database will be designed.

Since the development of the Student Leadership Reference Framework, there has been substantial support in the University for a Student Leadership Council (SLC) and for the development of a University-wide Student Leadership Training Program.

These are now connected as two students from each Student Leadership Program have representation on the Student Leadership Council. At present this stands at 16 members.

Victoria University Student Leadership Weblinks.

http://www.vu.edu.au/current-students/campus-life/leadership-and-professional-development

http://www.vu.edu.au/current-students/campus-life/leadership-and-professional-development/leadership-groups-and-opportunities

2.0 WHAT IS THE STUDENT LEADERSHIP DEVELOPMENT TRAINING PROGRAM?

2.1 Definition of Student Leadership

Student Leadership at VU can be defined loosely as an organic, dynamic and relational process. This involves interactions and building relationships with other students, peer leaders, and other members of the University and external community with the outcome of developing leadership skills in VU students. Student Leadership may involve many types of leadership including educational, political, social and/or recreational leadership.

Student leadership may be developed through participation in a broad range of independent programs within the University. These may be operated by a range of VU organisational units including faculties, or consist of activities conducted with external organisations. These independent programs may provide opportunities both for students to develop leadership skills, as well as other skills particular to each independent program.

2.2 The Role of the Student Leadership Development Program

The Role of the Student Leadership Development Program is to:

- link and support these independent programs

- ensure that quality leadership is provided to underpin development of the overall program

- encourage development and sustainability of these independent programs to ensure the quality of the learning within them through providing recognition

- encourage students to undertake in-house independent programs and to engage with the University other than their academia

- provide a framework for recognition of Student Leadership Commendation Line and appropriate academic credit

- provide specialist training in Student Leadership in addition to the training provided by independent programs and to encourage the development of new independent programs

- broaden and enhance opportunities within each independent program.

A student leadership strategy, as presented in this paper, links directly to the strategic direction of the University through the VU Student Experience Strategy (SESy).

http://intranet.vu.edu.au/MakingVU/PDF/Commitment_3/SE_Strategy.pdf

More specifically, this paper outlines the student leadership initiatives which will address actions 4.3, 4.4 and 4.6 under Guiding Principle 4 within the SESy report.

The Student Leadership Development Program Model

A model has been developed as a framework for the Student Leadership Development Program (SLDP). This Model will be inclusive of all students studying at VU across the three sectors – Further Education, Vocational Education and Higher Education, and has been designed to meet the needs of all four of our student population groups:

- Australian Undergraduates
- Second Generation Australians
- Fulltime workers
- International students.

3.0   BENEFITS OF THE FRAMEWORK PRESENTED BY THE MODEL

The benefits of the framework presented by the model are as listed:

- VU would be a leader in the Victorian tertiary education sector; no other Victorian University has such an extensive Student Leadership Development Training Program;
- Flexibility would be provided for students and staff, allowing them to use the model at any time throughout a calendar year;
- A diverse and flexible range of programs can be accommodated through the program;
- A variety of development opportunities and clear leadership direction for our students would be provided;
- The opportunity for VU students to become better leaders and citizens within the VU community, both internally and externally, would be encouraged;
- The Program would enhance the holistic VU student experience by value-adding to the academic experience;
- Students would have the opportunity to develop skill sets and capabilities to support them in their life beyond VU as well as during their time at VU.

This aligns directly with Aitkin and Mitchell's Diamond Model (2008) which suggests our students need to be -
- Work-ready
- Career-ready
- Future-ready

4.0   STUDENT LEADERSHIP DEVELOPMENT PROGRAM MODEL

A graphical representation of the VU Student Leadership Model is presented on the following page. The quadrants represent enablers connecting all parts of the University community: Students, Staff, Faculties and our partnerships within VU Industry and Community.

All quadrants are separate but are closely inter-related; for example Learning can take place without Qualifications, and activities of experience can take place without working with our community partners.

Possible qualifications are –

- Diploma of Management
- Certificate IV in Frontline Management

Within the framework provided, students are required to compile a portfolio which comprises of all their hard evidence of participation and involvement to the activities and opportunities they have documented in their Student Leadership Activities and Opportunities Template. Each of the four learning quadrants (addressed in section 4.1, 4.2, 4.3 and 4.4 below) must be addressed, with adequate evidence for each being provided in the portfolio.
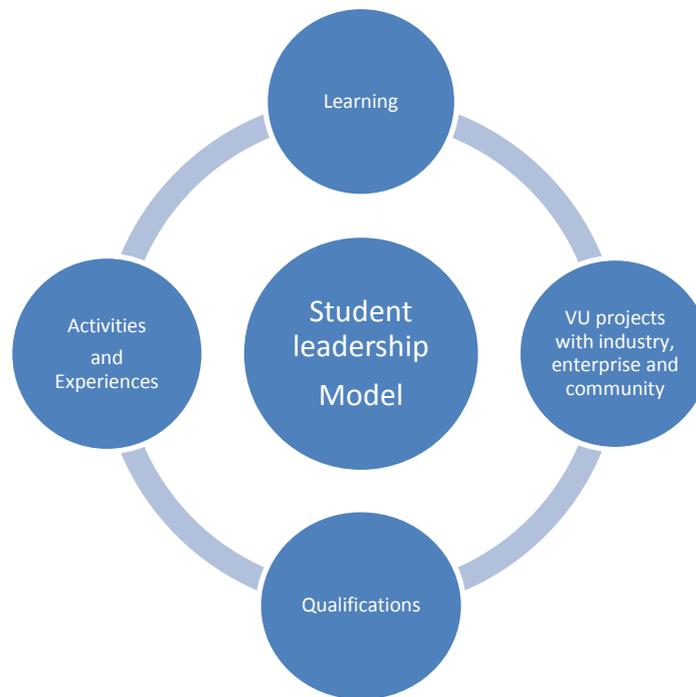
The Student Leadership Model is the basis for which the Student Leadership Training and Development Program is founded. Under the Training and Development Program, there will be two options for the students to pursue.

Option one will allow students to gain recognition of their involvement in student leadership via accreditation of a commendation line on their academic transcript. To gain this, the above mentioned Student Leadership Activities and Opportunities Template and supporting portfolio must be submitted. The portfolio will be assessed by a panel of leadership staff, including the Student Leadership Training and Development Co-ordinator, to determine your eligibility.

Option two will allow students to gain the qualifications of either the Diploma of Management (second year students and above) or the Certificate IV in Frontline Management. The process of this is similar to above, with the submission of the students Student Leadership Activities and Opportunities Template and supporting portfolio compulsory. In addition, however, students will be required to attend an interview with the panel to discuss their portfolio and relative involvement. This will determine the level of competency, and appropriate qualification.

4.1   Quadrant 1: Learning

Aim: To develop student capabilities and skills for active leadership participation.
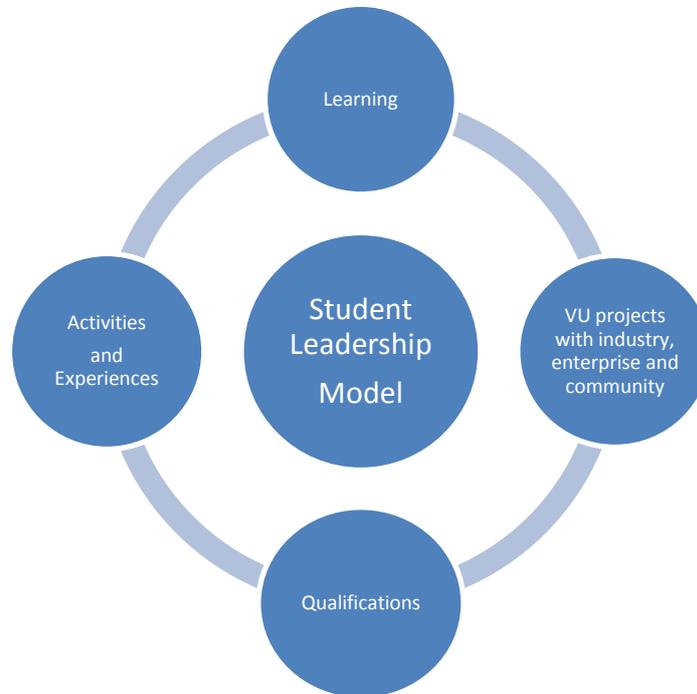
Activities within this quadrant can include:

- Attending workshops
- Attending conferences
- Attending seminars
- Presenting a paper
- Leadership workshops
- Writing an article for a paper, magazine
- Appointment as a student representative on a VU Committee or Board
- Organising a student project that is not part of their enrolled course
- Studying as an exchange student.

Criteria will be developed to support this. Students who register for the Student Leadership Program must gain points in a minimum of three activities from this area.

4.2   Quadrant 2: Activities and Experiences

(Not Course Related)

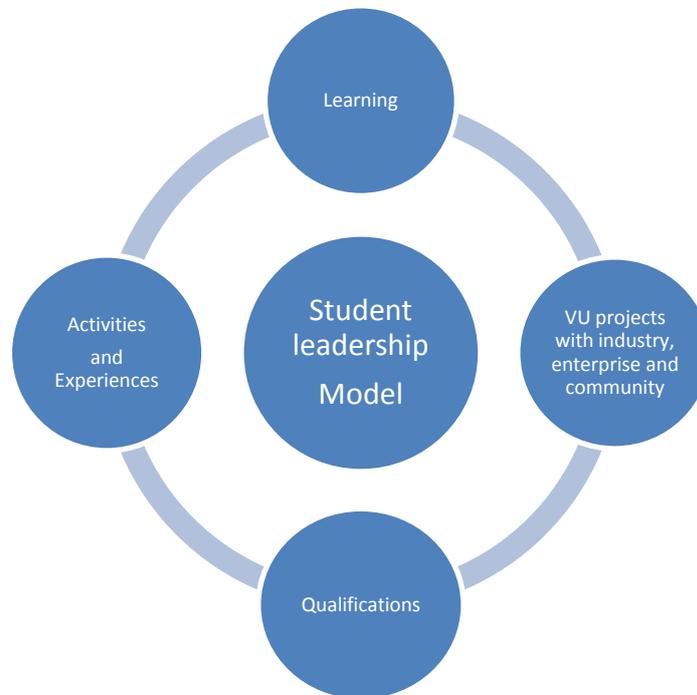Aim: To develop student learning through participation in independent university programs.

Activities within this quadrant (not course-related) include:

- 15-20 volunteer hours
- Committee/Board member
- Club committee position
- Conference organiser
- Local host (help to be a host during local orientation)
- International host (help be a host during international orientation
- Organising an event
- Volunteer at Open Day
- Volunteer at graduations
- Organising an event on campus

4.3   Quadrant 3: VU projects with industry, enterprise and community

Aim: Working on VU projects in industry, enterprise and communities to build relationships that will enhance the skills and abilities of our students and which will be valued by industry and related professionals.

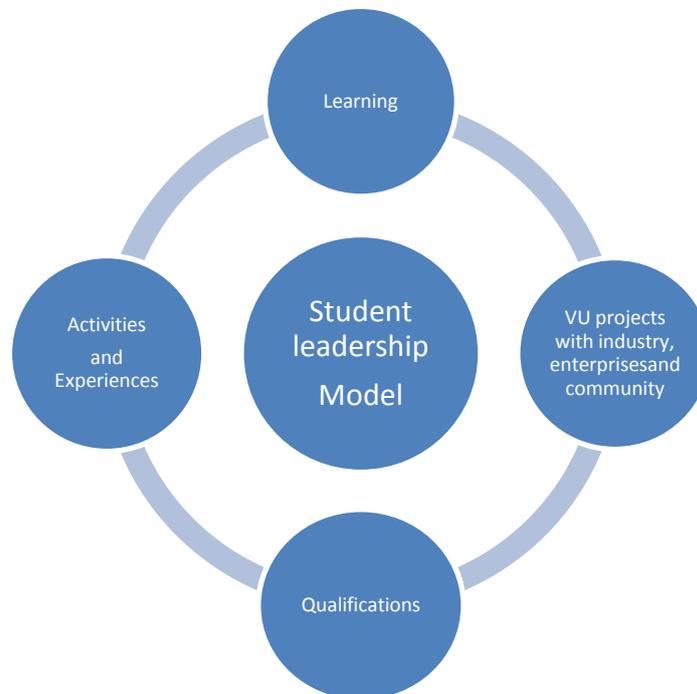Activities within this quadrant (Course related) include:

- Volunteering or assisting at both internal or external community event/s
- Assisting with Open Day
- School visits: for example, ambassadors, education students, SWIRL, VU Careers Fair
- Assisting with an event working with a VU project within our enterprises or community groups: for example diabetes ,seagulls

Note:

➢ These activities may be related to course specific learning outcomes and therefore may contribute to 25% LIWC. However, this is outside the scope of the Student Leadership Coordinator and can only be determined by individual course coordinators.

4.4   Quadrant 4: Qualifications

Aim: To give formal recognition to the skills developed during the Student Leadership Development Program activities.

This may include:

- Student Leadership Commendation Line
- Certificate from the independent program
- Certificate on completing the Student Leadership Development Program
- Academic credit through Recognition of Prior Learning for the Diploma of Management or Certificate IV in Frontline Management

The Student Leadership Commendation line will be awarded to student(s) after the successful submission of their Student Leadership Activities and Opportunities Template and supporting portfolio, and consequent assessment in front of the panel (refer to section 4.0 for more information).

The commendation line will read as follows: This student, as a member of the VU Community, has received a commendation for their contribution to student leadership development.

Under Option 2 of the Student Leadership Training and Development Program (refer to section 4.0), students will gain the qualification (Diploma of Management or Certificate IV in Frontline Management) after the successful completion of an interview discussing the students submitted template and portfolio.

Independent programs, both internally and externally from the university, as well as activities operating under the Student Leadership Training Program will be assessed by panel members after

portfolio submission in respect to their eligibility under the learning quadrants. The panel will consist of a minimum of three members, including the Student Leadership Coordinator as Chair.

4.5   Student Leadership Criteria

Students will be required to complete all the criteria stipulated below.

- Students will be required to complete and submit a Student Leadership Activities and Opportunities Template
- Students must provide a portfolio documenting all their evidence of participation and involvement in various activities, programs, workshops or volunteer work
- Students must attend and complete a minimum of 4 main workshops, run through student leadership
- Students must provide evidence of their involving in all four Student Leadership Model quadrants; qualifications will not be awarded if it is purely focused about one quadrant
- Both internal and external programs and activities, as well as volunteer work will be accredited as part of evidence towards the quadrants
- Students will be encouraged to use ePortfolio (Pebble Pad) to keep a record of all their work and achievements.
- To gain either the commendation line on their academic transcript, or qualifications, students must submit both their Student Leadership Activities and Opportunities Template along with their supporting portfolio
- Students wanting to gain the qualifications of either the Diploma of Management or Certificate IV in Frontline Management, will be required to attend an interview with a panel of staff members, including the Student Leadership Training and Development Coordinator

5.0   REFERENCES

www.temple.edu

www.unisa.edu.au

http://intranet.vu.edu.au/MakingVU/PDF/Commitment_3/SE_Strategy.pdf

6.0   APPENDICES

6.1   Student Leadership Activities and Opportunities Template

6.2   Qualification Information

6.2.1   *Certificate IV in Frontline Management*

6.2.2   *Diploma in Management*