



Student Engagement Policy

Doc No. To be completed by Quality

To be completed by Quality:

Issue	Date of 1 st Issue	Last Reviewed	Date of Next Review	Responsibility of
01		13.09.19	13.09.2021	Centre for Excellence Manager HE

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Document Development

Please complete with details regarding the development of this Policy.

D1. Working Group

Details of staff who were involved in the development of this policy:

Name	Position

D2. Consultation

Details of staff, external groups or external organisations who were consulted in the development of this policy:

Please refer to Equality Screening Consultation Guidance.

Name	Organisation	Date

D3. Approval Dates:

Details	Date Approved
Equality Screening <i>(please refer to Equality Screening Guidance)</i>	
Quality Checked <i>(please refer to Quality Checklist)</i>	
SLT	
Governing Body <i>(SLT to decide if PPS needs to go to Governing Body)</i>	

D4. Communication Plan:

Please provide details and dates as to how this policy will be communicated, implemented and disseminated:

Action:	Action by:	Date:

D5. Document History

Issue no. under review (Please see the front page)	Date of review: (Date)	Who was involved in reviewing the document? (Name/s)	Were changes made to the document after reviewing? (Yes or No)	If changes have been made, please provide brief details:	New Issue No.	If Yes, did the document need to go through consultation again? (Yes*/No)	If Yes, did the document need to be Equality Screened again? (Yes*/No)	If Yes, date those affected by document will be alerted of updated document: (Date)

* If you answered ‘Yes’ in columns E or F, you must forward details of additional consultation and/or screening to the Equality Officer.

1. Purpose

This policy outlines the mechanisms by which students participate in quality enhancement and quality assurance processes, which includes but is not restricted to representation of the student view through formal representation mechanisms.

It is widely accepted that the views of students, individually and collectively, should inform quality and enhancement systems with the purpose of improving the student educational experience both for current and future cohorts. Student involvement in quality can have a positive influence on the delivery and development of any aspect of the student educational experience.

Aspects of the educational journey into which students can offer insight to South West College include:

- application and admission;
- induction and transition into higher education;
- programme and curriculum design, delivery and organisation;
- curriculum content;
- teaching delivery;
- learning opportunities;
- learning resources;
- student support and guidance;
- assessment.

2. Scope

This policy has been aligned to and meets the requirements of the revised UK Quality Code under Expectations for Standards and Quality. For further information click on the link: <https://www.qaa.ac.uk/quality-code>

3. Student Involvement in Quality

All Higher Education students full time and part time at South West College have the opportunity to be involved in quality enhancement and assurance processes in a manner and at a level appropriate to them.

South West College is committed to:

- foster active student participation in South West College quality systems, including using individual and collective feedback from students;
- implement transparent mechanisms, agreed with students, for the nomination and election of South West College Student Representatives;
- provide induction and on-going support for students and staff appropriate to their quality assurance roles;
- Monitor, review and enhance the effectiveness of their policies and processes for engaging students in South West College quality processes.

4. Student Involvement in Learning and Teaching

Student engagement in learning and teaching refers to students' active participation in the academic environment resulting in an enhanced learning experience. This may be through involvement with their individual studies, and/or the structures and processes that underpin learning and teaching.

The South West College recognises that student engagement in learning and teaching is important for the following reasons:

- Active participation encourages our students to take more responsibility for, and have ownership of, their learning, thus enhancing their academic experience;
- Student engagement in learning and teaching recognises the different goals, approaches and motivations of each individual student as well as the collective student voice;
- Active engagement of our students is the main channel through which we are able to get feedback from our students, helping us to develop and improve all aspects of university life;
- Partnership and collaboration between our students and staff creates mutually beneficial learning communities;
- Student engagement in learning and teaching underpins deep, transformational learning;
- Student engagement in learning and teaching enables the attainment of skills, thus enhancing the employability of our students.

Student engagement is thus a broad concept, comprising a number of important features. These features are outlined below in a series of 'Contextualising Principles' which demonstrate the practical ways in which student engagement in learning and teaching can be understood at South West College. In addition these principles are strongly reflected in the College's teaching and learning strategy.

Contextualising Principles:

- a) There is a commitment to recognise and address barriers to engagement that exist, so that all students can have an equal voice and opportunity to contribute.
- b) Students are engaged in decision-making processes and are equipped with sufficient background knowledge to make effective contributions. Students are encouraged to initiate conversations, make suggestions and ask “why?” The learning and teaching environment is receptive to contributions made by students.
- c) Regular feedback allows students to review their own academic performance and progress. Through dialogue with staff, students are enabled to set their own learning goals appropriate to their own learning and development needs.
- d) Students are encouraged and enabled to learn independently both within and outside their core programme of study.
- e) Engagement opportunities are recognised as a means to enhance the development of employability, professionalism and active citizenship in a global context. Students are able to identify and articulate the skills they gain from these opportunities.
- f) Opportunities to engage are widely publicised, accessible and flexible, to meet the needs of all students and staff. Expectations on students and staff are made clear.
- g) Students are encouraged to undertake formal roles and are inducted, trained and supported to fulfil these roles. Opportunities also exist for students to contribute more informally at a departmental, Faculty and institutional level, and through the Students’ Union.
- h) Staff are well-informed about student engagement in learning and teaching, and are appropriately trained in specific roles which support engagement activities.
- i) Student engagement in learning and teaching is recognised and rewarded appropriately.
- j) The effectiveness and impact of student engagement in learning and teaching are regularly monitored, reviewed and disseminated.

5. Framework for Student Engagement

- 5.1. The College Curriculum and Quality Committee and the Higher Education Academic Board (HEAB) will have oversight in the development, implementation and monitoring of the college’s student engagement strategy. Membership of this group will include the Head of Curriculum, the quality manager, Head of Higher Education, Student representatives, and the student support manager.
- 5.2. Student Engagement with Institutional Committees - There are a number of key committees within the college where the College Senior Management Team consider student representation to be critical. Student representatives sit on the

College Governing body and the HEAB. The College student support Manager and her team also hold student representative meetings termly across all campuses.

5.3. Student Engagement at Programme Level - At Programme Level, one student from each study group is elected by fellow classmates to represent them as a Student Representative. Student Representatives are full members of the Course committee and are expected to:

- Canvas opinions of their fellow students.
- Act as a single voice for their fellow students on the Programme.
- Deliver 'open access' sessions to allow contact outside the classroom.
- Meet regularly with the Student Support Manager/and Course director to share views.
- Provide two way feedback to classmates and course directors.
- Work with Student Support team to produce a Calendar of Events and deliver a range of extra-curricular activities.
- Contribute to the annual course review process.
- Contribute to the review of curriculum and assessment through the revalidation process.

5.4. Student Engagement at Module Level - All students have the opportunity and are encouraged to complete the Student Module Evaluation questionnaire which in turn feeds into Module Monitoring and annual course review process. The Student Module Evaluation considers the learning, teaching and assessment of the module along with comment on resources and the general learning experience. Student Module Evaluations are analysed by the Module tutor and reported to the course director and course committee.

5.5. Student Support Team Management - The Student support Manager (with the Student Support Team) will provide on-going training to the Higher Education Student Representatives and act as a key liaison point between Student Representatives and senior management and staff. The Student Support Team also provides administrative support to the Student Representatives, and ensures the outcome of meetings is appropriately cascaded.

6. HE Quality Calendar

Click [Here](#)

7. Monitoring and Review

7.1. The College will establish appropriate information and monitoring systems to assist the effective implementation of this Policy.

7.2. The College will ensure that adequate resources are made available to promote this Policy effectively and is committed to reviewing this Policy on a regular basis, in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

Signed: _____ Date _____
(Chief Executive)

Signed: _____ Date _____
(Chairman of Governing Body)