



Name of Document:	Student Engagement Policy
Current version:	3.2
Date of last review:	February 2022
Last review by:	Head of Centre & Quality
Policy owned and approved by:	Higher Education Administration Team (HEAT)
Next review due date:	February 2023

Summary of changes between current and previous version	Page
Minor amendments	Throughout

## Contents

EXTERNAL REFERENCE POINTS.....	2
STUDENT PARTNERSHIP AND REPRESENTATION IN THE INTERNAL QUALITY SYSTEM.....	5
THE STUDENT/STAFF LIAISON COMMITTEE (SSLC).....	7
STUDENT REPRESENTATIVES.....	9
A GUIDE TO THE ELECTION OF STUDENT REPRESENTATIVES.....	10
STUDENT REPRESENTATIVE JOB DESCRIPTION .....	11

# DGC STUDENT ENGAGEMENT POLICY

## EXTERNAL REFERENCE POINTS

### UK Quality Code for Higher Education

David Game College strives to meet with the Expectations and 'Core Practices' of the UK Quality Code for Higher Education (Quality Code) for all aspects of its higher education provision. It does so through the operation of a robust and comprehensive academic governance framework and the application of detailed policy and procedure documentation.

The College also observes the Quality Code Advice & Guidance with regards to its 'Common Practices' and has chosen to also work towards their fulfilment.

DGHE is committed to engaging students in its quality assurance and enhancement processes in order to improve the overall student experience. The College is committed to capturing and representing effectively the views of the whole student body at module, programme and school level and also within institutional governance.

The table below identifies the relevant policy, procedure or body that the College utilises in order to meet with the Quality Code Expectations and Core and Common Practices.

Expectations	Core Practices	Common Practices	DGHE References
<i>Expectations for Quality</i>			
Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	The provider actively engages students, individually and collectively, in the quality of their educational	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their	Student Engagement Policy Student-Staff Liaison Committee Academic Board Programme Management Committee Quality Assurance & Enhancement Handbook

	experience.	educational experience.	(incorporating the Academic Governance Framework)
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The College accepts that the views of students, individually and collectively, should inform quality 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, whether implemented by the higher education provider, a faculty, a department, or an individual member of staff.

Aspects of the educational journey into which students can offer insight 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/ college facilities
- Student support and guidance
- Assessment
- Governance

DGC has systems in place to ensure that all students have the opportunity to be involved in quality enhancement and assurance processes in a manner and at a level appropriate to them. In considering its approach to this, DGC strives to create and maintain a culture and environment where students are encouraged to take up the opportunities on offer.

Additional external reference points include the specific and relevant sections of:

**Office for Students (OfS) Regulatory Notices and Advice**

**Public Interest Governance Principles**

## STUDENT PARTNERSHIP AND REPRESENTATION IN THE INTERNAL QUALITY SYSTEM

Students form the heart of the David Game College. DGC is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution. The core principle is that all students should have the opportunity to contribute to the quality of their learning experience whilst studying at the College.

Student partnership within the College encompasses a wide range of activities and mechanisms which can include:

- Student feedback through college and course evaluation questionnaires
- Module evaluation surveys
- Student Representatives
- Student Ambassadors
- Periodic Focus Groups
- Suggestion Box
- Social Media Engagement
- Student Staff Liaison Committee
- Student Representation on relevant College Committees and Boards
- Student Group Chats and Forums
- Careers events and advice for student and employer engagement
- Organised College Events – such as College excursions, College fundraisers

Student feedback can be provided by a number of different means, for example, through course evaluation questionnaires, tutorial sessions or through student representation at various college committee meetings. Student feedback also facilitates constructive dialogue between students and college staff, which, in turn, enhances the level of student experience and the quality standards of the institution as a whole.

Informally, students are free to discuss any matter concerning their course directly with the Academic Administration or Student Services team or their respective Programme Managers. Formally, within every term/semester, students are asked to complete a college questionnaire

as well as a survey evaluating the quality of their learning experiences in each module. Their feedback provides both college management and academic staff members with pointers to possible improvements in the delivery and contents of their course and the college as a whole. Module evaluation survey results are reviewed and acted upon by the Programme Manager and the academic team. College questionnaires are reviewed and acted upon by the Head of Student Experience and Wellbeing.

Students also have an additional 'voice' through the duly elected Student Representatives who liaise directly with their Programme Manager, Head of Student Experience and Wellbeing and the relevant College Committees for their respective School. Student Representatives are encouraged to contribute feedback within their Programme Management Committees, participate actively in the College's Student/Staff Liaison Committee and engage voluntarily in any student focus groups that may be activated by a Committee or the College.

At an institutional level there is also student participation in the boards and management groups responsible for corporate governance.

Outcomes and action points from the student engagement process inform:

- Academic Board
- Module Reports
- Annual Course Reviews
- You Said – We Did (College's responses on student issues raised)
- Higher Education Management Team
- College Leadership Group
- Governance Advisory Committee

## THE STUDENT/STAFF LIAISON COMMITTEE (SSLC)

<p><b>Committee Purpose:</b></p>	<p>The Student/Staff Liaison Committee (SSLC) provides a formal forum for discussing student issues arising in respect to the quality of the academic and support services provisions of the College. The purpose is to strengthen lines of communication between staff and students across the campus and to identify matters of concern that should be brought to the attention of the Higher Education Administration Team (HEAT).</p>
<p><b>Terms of Reference:</b></p>	<p>Responsibilities for <b>students</b> include:</p> <ul style="list-style-type: none"> <li>▪ Presenting the views and concerns of the students registered on their courses to staff members and their peers that may not necessarily be their own</li> <li>▪ Establishing effective lines of communication with academic staff members and peers across the College</li> <li>▪ Acting as links between staff and students, conveying committee discussions back to the students whom they represent</li> <li>▪ Displaying a professional attitude towards colleagues at all times</li> </ul> <p>Responsibilities for <b>staff</b> members include:</p> <ul style="list-style-type: none"> <li>▪ Providing the correct information in respect of queries raised</li> <li>▪ Investigating situations in cases where the truth is unknown and more information is required</li> <li>▪ Investigating concerns raised to assess prospects for resolution or compromise</li> <li>▪ Conveying management decisions and positions to students and colleagues in a clear and concise manner</li> <li>▪ Projecting a caring but unbiased position in respect of issues discussed</li> <li>▪ Displaying a professional attitude towards colleagues at all times.</li> </ul>
<p><b>Membership:</b></p>	<p><i>Standard Members:</i></p>

	<ul style="list-style-type: none"> <li>▪ Head of Student Experience and Wellbeing. (Chairperson)</li> <li>▪ Academic Administration Officer</li> <li>▪ Student Welfare Officer</li> <li>▪ Student Services Officer</li> <li>▪ Elected Student Representatives</li> </ul>
<p><b>Standing Orders:</b></p>	<ul style="list-style-type: none"> <li>▪ The Committee meets once in every term/semester as a collective of all schools and is normally chaired by the Head of Student Experience and Wellbeing. (or their nominated alternate).</li> <li>▪ Minutes are received and reviewed by the College's Higher Education Administration Team (HEAT), which in turn reports to the Higher Education Management Team (HEMT) with any recommendations.</li> <li>▪ Student and staff members are informed of outcomes at the next Committee meeting, or earlier, depending upon the time required for investigation. Meeting minutes are posted on the College VLE.</li> <li>▪ Members are expected to attend meetings personally, but may be permitted to attend formal meetings via teleconference mediums on occasions where personal attendance is impossible.</li> <li>▪ The committee shall only be considered quorate if 50% of standard members (College staff) are in attendance and at least one Student Representative.</li> </ul>
<p><b>Decision flows between Committees:</b></p>	<p>Matters arising and actions are forwarded to the HEAT which in turn reports to the HEMT. Where appropriate the Academic Board is also informed of any relevant outcomes and/or action points.</p>

## STUDENT REPRESENTATIVES

Student representatives are chosen by their peers to represent the interests of their peer group on Student/Staff Liaison Committees, Course Committees and other appropriate boards, groups or committees within the College.

Student representatives are responsible for providing feedback on various aspects of the College and the student experience to the College and to the student body. They are also expected to serve as advocates for a particular student or group of students when necessary. Representatives are also encouraged to take an active role in recommending and planning, particularly in respect of the course design, development and delivery.

The College's underlying principles of student representation and staff responsibilities to elected representatives are set below.

- Forums are to be provided for enabling discussions between students and staff
- All students have an equal opportunity to apply to become Student Representatives and represent their peers.
- Student Representatives are to be invited to relevant meetings. If a student representative is unable to be present, then the Chair of the meeting should ensure that the representative is fully informed of the proceedings.
- Student representatives are encouraged to discuss common issues together.
- College staff are to ensure that open, fair elections are organised with all students having an equal opportunity to put themselves forward to become representatives.

# A GUIDE TO THE ELECTION OF STUDENT REPRESENTATIVES

## Introduction

Student Representatives are students who are chosen by their peers to act as the representative for their particular study programme. They act as a formal channel of communication between the students they represent and the College staff. Representatives should be provided for all taught programmes of study and should be appointed as soon as possible after the start of a new academic year, ideally no later than the fourth week of the term or by the time of the first Student/Staff Liaison meeting.

## Election Process

Students who would like to put themselves forward should make themselves known preferably in advance of the day of the election. On the day of the election, each candidate should be given an opportunity to speak to his or her peers. Each candidate should be given an equal amount of time and reasonable access to audio equipment where necessary. The ballot can be conducted either by a show of hands or by a secret ballot. Once the representative(s) has been elected the students present should be informed about where their contact information will be and reminded of the representative's role.

## Equal Opportunities

All students must have an equal opportunity to put themselves forward to become representatives. This requires effective communication in all appropriate media, fair timing and placement of the election, provision of appropriate facilities for public speaking and conveyance of information, and absolutely no discrimination on any grounds by those overseeing the election. The entire process must also be effectively and accurately communicated from the outset.

## Low Participation / Difficulties in Using Elections for Selection

Low levels of participation and interest can be a problem. The best way to combat this is by genuinely respecting and utilising student representatives and thus enhancing their value and role. It is envisaged that elections will form the basis of selecting students to act as

representatives as this method allows for equality of opportunity for all students. However, there are cases where elections are impractical, perhaps due to small numbers of students or exceptionally high numbers. In these cases, an alternative method of fair selection may be used, as long as all students have the same opportunities to become representatives if they so wish. For example, when only one or two volunteers come forward, they may be appointed.

## **STUDENT REPRESENTATIVE JOB DESCRIPTION**

### **Purpose**

To voice student views to College staff

To provide student involvement in development and planning

To represent students at the level closest to students

### **Main Responsibilities**

To attend Student/Staff Liaison Committee or other relevant committee/board meetings

To be available to listen to fellow students' views, concerns and academic issues

To feedback results of representations to fellow students

To liaise with other student representatives around the College

### **Skills Development**

Student Representatives will need, and will develop, the following skills:

Active listening; Clear presentation; Diplomacy; Assertiveness

### **Main Contacts**

College Administration, Programme Manager, other Student Representatives; other students on the same course or within the same School.

### **Resources**

Student Representatives will have the following resources available to them:

Notice board; A pigeon hole (or similar); Access to timetabled time during seminars to meet other students face-to-face; Access to the College's academic and/or support staff prior to formal meetings to review agenda items.

### **Training & on-going support**

Training will be provided by at the beginning of the academic year and at periodic times throughout the year as and when required.

## **Benefits**

CV enhancement; Chance to improve academic standards and teaching that you experience; Training and skills development; Networking; Potential references from the College

## **POLICY MONITORING, REVIEW AND ENHANCEMENT**

This policy is monitored and reviewed annually by the College's Higher Education Administration Team (HEAT) in consultation with the Student Representatives, in order to determine its effectiveness and identify opportunities for enhancement.

**END**