

Student Engagement Framework - Higher Education

Review

Formal Review Cycle	Three Years		
Latest Formal Review (date)	Feb 2024	Next Formal Review Due (date)	Feb 2027
Policy Owner	Vice Principal Student Services & Community Engagement		
Policy Author	Vice Principal Student Services & Community Engagement		

Approvals

Board of Corp Y/N	Y	Committee	CQSE	Date Board approved	14.07.24
ELT Y/N	Y	ELT date approved	29.02.24	Additional committee	

Publication

Website Y/N	Y	Unify Y/N	Y	Student VLE Y/N	Y	Other	
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Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by
v1.0	Feb 2024	New policy	VPSS&CE	

Student Engagement Framework - Higher Education

1. Context

1.1 The following student engagement model is informed by The UK Standing Committee for Quality Assurance's *The UK Quality Code for Higher Education* including the underlying *Core and Common practices* and the OFS Regulatory Framework for Higher Education in England

1.2 The Code includes expectations for a) standards and expectations for b) quality.

1.3 In the context of student engagement, our approach is informed by the UK Quality code's expectations for quality and the OFS Regulatory Framework for HE B2 condition

- [The regulatory framework for higher education in England - Office for Students](#)
- [UK Quality Code, Advice and Guidance: Student Engagement \(qaa.ac.uk\)](#)
- [UKSCQA Home Page - UK Standing Committee for Quality Assessment](#)

1.4 This paper utilises 'must' as a mandatory requirement, and 'should' as optional.

1.5 As our HE provision grows, there is a clear need for an overarching framework for Student Engagement, which sets the College's strategic direction and facilitates consistent implementation across our campuses.

2. Diagrammatic representation of the UK Quality Code.

2.1 The following shows the various elements of the code that together provide a reference point for effective quality assurance in higher education.



3. Expectations for Quality

3.1 In the first instance the College's approach to student engagement is relevant to the code's expectations for quality and the OFS regulatory framework requirements and definition of engagement.

4. Core and Common Practices

4.1 **Core practices** represent effective ways of working that underpin the delivery of the Expectations and result in positive outcomes for students. They are considered good practice to benchmark activity against..

4.1.1 In relation to Student Engagement, core practices require that we **must** actively engage students, individually and collectively, in the quality of their educational experience.

4.2 **Common practices** focus on enhancement. They are mandatory requirements for all providers in Scotland, Wales and Northern Ireland. In England, providers may wish to work towards these, but are not required to do so as they are not regulatory requirements and will not be assessed as part of the Office for Student's (OfS) regulatory framework.

4.2.1 In relation to Student Engagement, common practices mean providers **should** engage students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

4.3 **OFS Regulatory Framework** requires effective engagement with each cohort of students which is sufficient for the purpose of ensuring: i. a high-quality academic experience for those students and ii. Those students succeed in and beyond higher education.

4.3.1 In relation to student engagement, this is defined as routine provision of opportunities for students to contribute to the development of their academic experience and their higher education course, in a way that maintains the academic rigour of that course, including but not limited to, through membership of the provider's committees, opportunities to provide survey responses, and participation in activities to develop the course and the way it is delivered.

5. Advice and Guidance

5.1 Within the Code, The Advice and Guidance is divided into 12 Themes and designed to support providers in meeting mandatory elements of the code. It has been designed in partnership with the higher education sector and includes guiding principles, practical advice, and further reviews.

5.2 The Advice and Guidance is not mandatory for providers but is illustrative of possible approaches. The 12 Themes are as follows:



6. UK Quality Code ‘Student Engagement’

6.1 In addition to core and common practices, to inform our approach we have also referenced the Theme “Student Engagement”.

6.2 This Theme describes the meaningful participation of students in quality assurance and enhancement processes, helping improve their educational experience as well as benefiting the wider student body, provider, and sector. Effective student engagement contributes to quality assurance and enhancement processes by capturing the voices of all students.

6.3 The Theme includes **7 guiding principles**:

Guiding Principles

1. Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.
2. Higher education providers, in partnership with their student body, define, promote, monitor, and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.
3. Effective student engagement supports enhancements, innovation, and transformation in the community within and outside the provider, driving improvements to the experience of students.
4. Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies.
5. Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.
6. Student engagement and representation processes are adequately resourced and supported.
7. Providers work in partnership with the student body to close the feedback loop.

7. Education Partnership North East – Approach to Student Engagement in Higher Education

7.1 The ethos of ‘students as partners’ will be embedded across all areas of the College. Our approach encourages further development and enhancement of mechanisms for students and staff to develop solutions in partnership.

7.2 Our approach is informed by a commitment to:

- i. Strategic engagement at the level of the board of corporation.
- ii. Students as partners in their educational experience
- iii. An innovation and enhancement agenda
- iv. Representation of higher education students at all relevant organisational levels
- v. Closing the feedback loop.

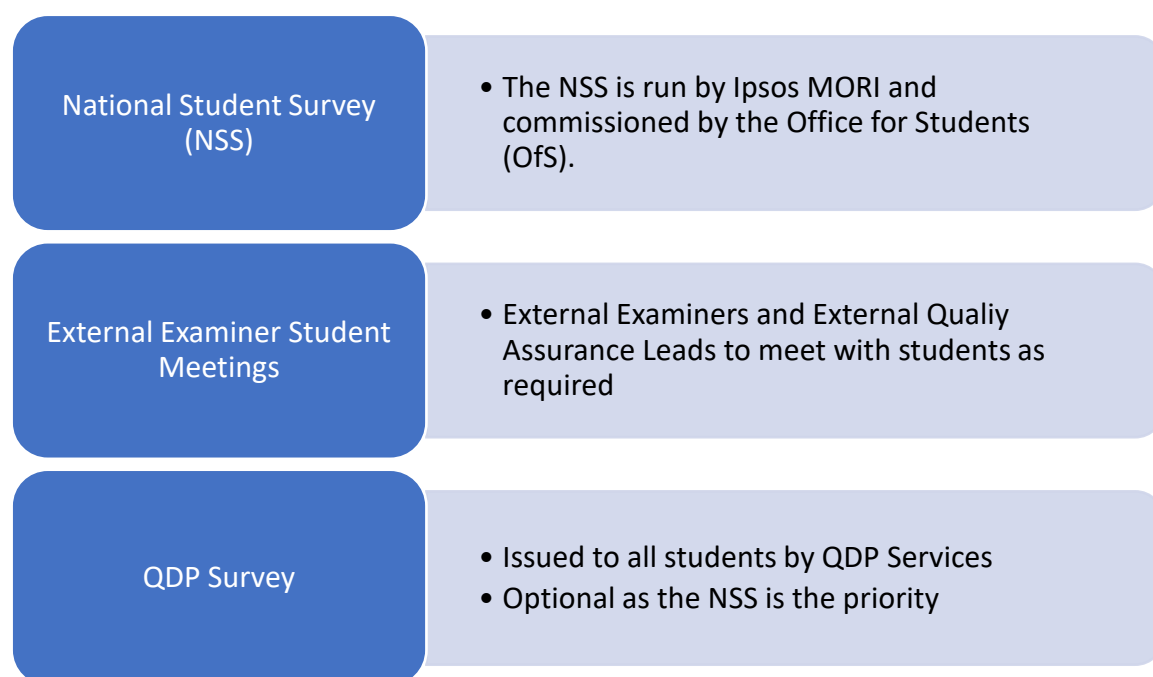
7.3 The following sets out EPNEs Board and Committee approach

Partner Body Committee (e.g. Hull Joint Board of Studies)	HE Student Representation x 1	HE Rep provides verbal report to partner body/university.
Curriculum Quality and Student Experience	HE Student Governor x 1	HE Rep provides overarching presentation from ELT Plans
Campus Principal Meeting	Rep (1-2) from each programme	"You said we listened" Plan to ELT
Higher Education Board	HE Student Representative (rotating permitted)	HE Rep contributes to Board meeting (excl confidential items)
EPNE Board of Studies	HE Student Representative	HE Rep provides verbal report.
Joint Student - Staff Committee	<ul style="list-style-type: none"> • All students on a programme • Led by students 	HE Reps contribute to Course Forum

7.4 The following sets out EPNEs Quality Assurance and Enhancement approaches which includes a focus on expectations for standards and quality.

SED Validation	Student and Governor Representation at SED validation event
Self Evaluation Document (SED)	<p>SED analyses Student Complaints, AMR Themes, Trends, Actions and other information pertinent to students</p> <p>Includes a student submission by students attending HE Board</p>
Annual Programme Report (AMR)	<ul style="list-style-type: none"> • Completed by Programme Leader; MEQs analysed • Quality assured by Quality Lead HE
Module Evaluation Questionnaires (MEQ)	<ul style="list-style-type: none"> • Completed by students • Issued by Programme Leaders

7.5 The following sets out EPNEs approach to engagement through externality.



8. Benefits for Students

8.1 Developing opportunities for students to become actively involved in their learning journey has a number of beneficial effects, allowing students to:

- Take an active role in improving the experience for themselves, their peers and future students.
- Gain a better understanding of how the college and higher education works.
- Build confidence and resilience.
- Build up professional working relationships with staff and peers.
- Develop skills for employment – communication skills, leadership skills, networking, confidence-building, teamwork.
- Be part of enhancement projects that have a real impact (meaningful projects with the potential to be presented as sector-leading).

9. Measuring impact

9.1 The Key Performance indicators to measure the success of this model include:

- Exceeding national benchmark for overall student satisfaction in the National Student Survey (NSS).
- Increased number of student representatives
- Increased number of students receiving training as student representatives
- Increased engagement with informal student feedback mechanisms, such as focus groups and QDP surveys.

- Increase engagement with Module Evaluation Questionnaires.
- Improved student representative attendance rates at curriculum, college and Board Committees.

10. Further areas of implementation

10.1 For development for academic year 2024/25 onwards the following have been identified:

- A new dedicated HE Policy “Partnership with Students in the Management of Quality and Standards”.
- An “Alumni Strategy” that will build upon existing work relating to the promotion of engagement with the Graduate Outcomes and the implementation of this student engagement framework.
- Development of Student Ambassador model

11. Equality Impact Assessment

Have you sought consultation on this policy? Details:		Vice Principal Community & Student Services Vice Principal P Curriculum Associate Principal (Teaching Learning & Quality) Head of HE Academic Standards and Quality		
Could a particular group be affected (negatively or positively)?	Impact Y/N	Description of Impact	Evidence	Mitigation/Justification
Protected characteristics under the Equality Act 2010				
Age	Y	All students are able to participate in the model.		
Disability	Y			
Gender Reassignment	Y			
Marriage and Civil Partnership	Y	Consideration will be given to those with a sensory or physical disability to ensure reasonable adjustments are made to ensure they are able to participate fully in activities.		
Pregnancy and maternity	Y			
Race	Y			
Religion or belief	Y			
Sex	Y			
Sexual Orientation	Y			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	Y	As above		

Young Carers & Care Givers	Y			
Young Parents	Y			
Youth Offenders	Y			
Those Receiving Free School Meals	Y			
If there is no impact, please explain:				