



## STUDENT ENGAGEMENT STRATEGY

2017–2018

As a College, Mattersey Hall is committed to high academic standards and to offering our students high quality learning opportunities. An important part of that is effective student engagement. In accordance with the *UK Quality Code for Higher Education* (Section B5), we seek to develop and maintain an inclusive environment for student engagement, where students across programme areas and modes of study are enabled and encouraged to participate in ‘quality enhancement and quality assurance processes, resulting in the improvement of their educational experience’ (ibid. p. 4).

### Student Engagement Opportunities

There are several ways in which students are encouraged to engage with development and enhancement processes.

1. Student Faculty Meetings (SFMs).
  - a. On-campus students elect Student Representatives (usually two from each year group) to represent students in regular meetings with faculty.
  - b. The Terms of reference of SFMs and the Expectations of Student Representatives are circulated as separate documents, though, for convenience, have been attached to this strategy.
  - c. Minutes of SFMs are taken and after approval by Student Representatives, are made available to all students and faculty (usually by posting on the Mattersey Hall website).
  - d. Student Representatives are expected to consult with their relevant year groups (including DL students) in order to offer the widest possible representation.
  - e. Students with particular concerns are encouraged to talk to their Student Representative, who may then consult further to determine the extent of the issue.
2. Student representatives on the Boards of Studies (BoS) including Extended Boards of Studies (EBoS).
  - a. Student Representatives choose two of their number – usually one permanent representative, to ensure continuity, and one that may change to give wider experience – to attend BoS meetings.
  - b. Student Representatives are full members of the Board, and have a voice in all discussions (with the exception of those relating to current or prospective students).

3. Student feedback on modules and programmes through end of module or end of year surveys. This was previously done online, through Survey Monkey. For non-DL students, from the 2017–18 academic year this will be done through survey forms handed out at the end of modules.
4. Lead Students are appointed by faculty to offer pastoral and other support to the wider student body. They are not student representatives, and do not have a representative role, nevertheless they are in touch with student concerns and these are fed back, more informally, in regular meetings with the Vice-Principal and other faculty.
5. Informal contact, and appointments made with faculty:
  - a. In a small institution, there are many opportunities for informal contact between staff and students, and this, too, forms a useful vehicle by which any student can talk to a staff member about issues relating to educational enhancement and quality assurance.
  - b. Faculty are generally available to students, to listen to issues and concerns.
  - c. Any issues raised informally might provide the basis for further discussion through more formal channels. Frequently students raising issues directly with members of faculty will be asked to discuss the issues further with Student Representatives.
6. Students may also become directly involved in other aspects of the development and enhancement processes of the College (including taking part in updating the College Handbook, and acting as Lead Student in QAA reviews).

The aim of student engagement within Mathersey Hall is to create an environment where students and faculty work together to address concerns in order to improve the quality of the student learning experience.

### **Recognition of the significance of student engagement**

Staff and students recognise and show appreciation for the involvement of students in the processes of enhancing the wider student educational experience.

Where possible, and appropriate, Student Representatives will be offered training to enable them, ‘to fulfil their roles in educational enhancement and quality assurance effectively’.

### **The Remit of Student Engagement**

Issues raised through student engagement will relate, primarily, to ‘quality enhancement and quality assurance processes, resulting in the improvement of their educational experience’. In line with the Quality Code this may include (but is not limited to):

1. Application and admission
2. Induction and transition into higher education
3. Programme and curriculum design, delivery and organisation
4. Curriculum content
5. Teaching delivery
6. Learning opportunities and resources
7. Student support and guidance
8. Assessment

Students are also involved in the annual revision of the College Handbook, which deals with practical issues of student life.

Through the various opportunities for student engagement these and other issues may be raised by students, and constructive criticism voiced without fear or favour.

In SFMs and in BoS meetings, student representatives have access to appropriate management information (including External Examiner Reports, Student feedback on modules, generalised Peer Observation of classroom practice) in order to engage with the development and enhancement of the quality of learning opportunities.

There are also opportunities to raise more general issues relating to wider, non-academic aspects of College life.

It will not always be possible to answer all concerns, and meet all requests made by students. Nevertheless, the College management is willing to hear all concerns and to take all reasonable and practicable steps to address those concerns.

Where concerns have been raised, and discussed, the management of the College will give feedback to the student body on what has been done to address those concerns (to ‘close the loop’).

### **Engagement with Students with Disabilities**

Students with disabilities are expected to raise issues relating to their level of support, and other issues relating to the Disability Policy with Student Representatives, for discussion at SFMs, and directly with the Disability Officer, for discussion at BoS. In addition, the Disability Officer will contact students with disabilities (face to face or electronically) at least each Semester, to monitor and review levels of support and whether additional provision is required.

### **Monitoring and Review of Student Engagement Processes**

The usefulness and effectiveness of student engagement and of the processes contained in this strategy are reviewed annually during the June EBoS, as part of our Enhancement Action Plan.

Key performance indicators in that review include:

1. Usefulness and effective use of student feedback data.
2. The usefulness and effectiveness of processes for involving students in enhancement – including their effectiveness in engaging with all groups of students (including protected groups).
3. Demonstrable enhancement of programme quality and of students’ learning opportunities and experience as a result of student engagement.