

Part 16

Student Engagement

1. Introduction

This chapter outlines the key principles that underline student engagement in quality assurance process at UEL.

2. Principles

- 2.1 ***We are committed to ensuring student representation at UEL is a collaborative partnership in which the University, its students and the Students' Union have a shared responsibility for promoting an environment which empowers the student/learner voice***

At UEL student engagement in quality assurance and enhancement means students participating in partnership with staff and each other in the life of the University; academically, socially, culturally and in decision-making. This includes making their voices heard through the student representation systems and feedback processes available.

- 2.3 ***We are committed to embedding student engagement opportunities into our quality assurance systems***

We aim to provide opportunities for students to engage with all aspects of quality assurance and enhancement within UEL.

- 2.4 ***We aim to provide both formal and informal opportunities for students to provide feedback in relation to their whole student experience***

For student engagement activity to be meaningful it is important that our system represents the diversity of our student population and allows for individual and collective representation. In response to this, we adopt a diverse approach to collecting student feedback that allows for the collection of individual and collective student feedback through a variety of formal and informal methods to ensure all students have the opportunity to participate.

- 2.5 ***We aim to ensure that student feedback is used to inform enhancements as part of an integrated, evidence-based approach***

We understand the importance of listening to our students to assess our approaches and develop enhancements to the student experience. We are

therefore committed to utilising feedback gathered throughout our quality assurance processes.

2.5 *We aim to provide student feedback mechanisms that are responsive, with feedback provided to students in a timely manner*

We recognise the importance of a dynamic student feedback system which includes effective mechanisms for responding to feedback received ('closing the loop'). Therefore, we aim to embed timely 'closing the loop' activity in all student feedback processes, such as 'you said, we did' posters and face-to-face feedback in class. Such feedback should include details of activity taken in response to the feedback to enhance the student experience as well as explanations of any limitations that exist.

2.6 *We will provide support and training to empower students to actively participate in our quality assurance and enhancement system.*

Effective student engagement in quality assurance and enhancement activity is not possible without adequate support and training being provided to students. Working with UELSU, we are committed to providing a comprehensive training package for students and additional support as required.

3. Student Engagement In Practice

3.1 The following opportunities exist for student engagement in the UEL quality assurance and enhancement system :

- a) Student representation at UEL includes representation, via trained UEL Students' Union (UELSU) representatives at Course, School and Institutional level;
- b) UELSU Officers contributing to the development of academic policy via membership of working groups, institutional committees and project groups;
- c) Course Committees meet once per term and are the primary formal mechanism for course level feedback;
- d) The Student Experience Forum considers student feedback in relation to the non-academic student experience;
- e) Students' views are actively sought and taken into account in the design, delivery and outcomes of courses through the Course Approval Process (Quality Manual, Part 5), Module Process (Quality Manual, Part 3), Course Modification Process (Quality Manual, Part 6) and Course Withdrawal Process (Quality Manual, Part 6). Views are sought via a number of mechanisms including Course Committees, survey responses, Course level focus groups and discussions between Course Leaders and students. Evidence of such consultations form part of the approval documentation scrutinised;
- f) The Academic Review Process (Quality Manual, Part 8) incorporates student engagement activity through the inclusion of a student representative

appointed by UELSU usually forming part of the panel and the inclusion of at least one meeting with existing students and former students. Student feedback received through internal and external surveys such as Module Evaluation Questionnaires, the National Student Survey and the Postgraduate Taught Experience Survey will be included in the documentation presented to the review panel.

- g) The Collaborative Review Process (Quality Manual, Part 11) incorporates student engagement activity through the inclusion of a student representative appointed by UELSU usually forming part of the panel and the inclusion of at least one meeting with existing students. Student feedback received through internal and external surveys will be included in the documentation presented to the review panel;
 - h) Students have the opportunity to give feedback on each module anonymously through the Module Evaluation Process;
 - i) Students have the opportunity to provide anonymous feedback at course and institutional level through internal and external surveys such as the National Student Survey, the Postgraduate Taught Experience Survey and the Postgraduate Research Experience Survey;
 - j) Short Course Processes (quality Manual, Part 10) provide students the opportunity to feedback during the duration of the course and where a short course is to be withdrawn;
 - k) The Continual Monitoring Process (Quality Manual, Part 7) incorporates student feedback data and provides students with the opportunity to feed into the process via Course Committees and publication of reports on Moodle;
 - l) The External Examiner System (Quality Manual, Part 9) provides that students have access to external examiner reports via Moodle and issues raised are discussed at Course Committees;
 - m) Students at Collaborative Partners are expected to comply with UEL policies and ensure that there are adequate opportunities for student engagement.
- 3.2 Feedback should be provided to students in a timely manner and can include the following approaches :-
- a) 'You Said, We Did' posters;
 - b) Course Committees;
 - c) Continual Monitoring Process reports;
 - d) Announcements on module and course Moodle sites;
 - e) Module guides;
 - f) Where course or module modifications take place, students affected by the changes will be notified of any modifications once they have been approved .

4. Further Information Resources

4.1 Further information and resources are available at :

- a) Student Engagement In Quality Assurance and Enhancement Policy;

- b) Student Engagement at UEL intranet pages
(<https://uelac.sharepoint.com/LearningandTeaching/Pages/students-area.aspx>);