



## **Policy Area 4: The Effective Student**

- 1. Student Representative Policy (The Student Voice)**
- 2. Student Welfare Policy**
- 3. Student Code of Conduct**
- 4. Student Disciplinary Policy**
- 5. Student Feedback and Evaluation Policy**

UK Quality Code focus:

Chapter B3: Learning and teaching

Chapter B4: Enabling student development and achievement

Chapter B5: Student engagement

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## **Policy Area 4: The Effective Student**

### **Overview**

This set of Policies are concerned with the welfare of the learner. They are focused on providing a framework within which the learner can become engaged with the programme and maximise their personal progress. Three areas of the UK Quality Code are relevant to this Policy Area. Whilst Chapter B5: Student engagement is the most relevant, significant aspects of both B3 and B4 are also covered.

### **Chapter B3: Learning and teaching: The Expectation**

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

### **Chapter B4: Enabling student development and achievement: The Expectation**

Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

### **Chapter B5: Student engagement: The Expectation**

Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.  
Defining student engagement

# 1. Student Representative Policy

Learning and teaching and welfare are central to the work of Grafton College of Management Sciences. This Policy provides a framework for the management of student representation in order to support a learning-teaching partnership between staff and students.

**Definition:** For purposes of this policy, unless otherwise stated, the following definitions shall apply:

**Student representative:** A student enrolled in a course or programme, who is selected by students in that course or programme, and whose role is to facilitate communication between staff and students;

**Student representative organiser:** The person or service provider appointed to facilitate the class representation process at Grafton College (Head of Academics/Academic Assistant/Lecturers).

## Policy Content and Guidelines

### Representational structures

All courses shall normally have one Student Representative by agreement of enrolled students except that:

- for large classes with more than one stream it is permissible to have one Student Representative for each stream; and
- to assist balanced representation a course may have two Student Representatives by mutual agreement of the Course Coordinator and enrolled students.

Where there are different views on selecting representatives, the Head of Academics shall arbitrate, in consultation with enrolled students and with the Student Representation Organiser to reach a consensus.

**Selection process:** The Student Representative shall be elected in consultation with the class, normally by a show of hands, within the first two weeks of the course, or, if the course is shorter than twelve weeks, the Student Representative shall be elected within the first week of the course.

The Head of Academics shall arrange the election of the Student Representative but may delegate the election to a designated Lecturer or the Student Support Officer.

If there are no candidates the Programme Leader/Lecturer must ensure that the Student Representation Organiser is informed. The Student Representation Organiser will liaise with the class and assist with electing a Student Representative.

### **Responsibilities**

The key role of the Student Representative is to assist in communication and liaison between staff and students in relation to course and/or module matters and to provide a point of contact for students. Student Representatives will ensure they liaise with each other to ensure clear communication with the related Course Coordinator.

Course Coordinators or Programme Heads/Lecturers must ensure that the contact details of the Student Representative are forwarded to the Student Representation Organiser and are made available to students.

**Training and ongoing support:** All Student Representatives are expected to attend a training session conducted by the Quality and Curriculum Officer.

Where a Student Representative withdraws from a course, or if they cannot continue as Student Representative, they must inform the Student Representation Organiser. The Student Representation Organiser will liaise with the Head of Academics and the student cohort to elect a new Class Representative.

The class representation process shall be reviewed annually by the Student Representation Organiser working in partnership with the Head of Academics.

### **Monitoring, review and continuous improvement**

As part of the annual review process the College will evaluate the effectiveness of this Policy. This review will focus on staff and student feedback as to the operational effectiveness of the structure and its participants.

## **2. Student Welfare Policy**

### **Introduction**

Grafton College recognises the need for pastoral (non-academic) support for all its students. This Policy has been developed in accordance with the College mission statement and with the UK Quality Code Chapter B4: Enabling student development and achievement

### **Student Culture**

Many students on undergraduate programmes may be returning to study after a gap between their studies and for some it may be the first time studying in the UK, even though they have lived here for many years. In all such scenarios students will be guided fully to complete their course of study and to acquire functional and transferrable skills.

All students registered at the College are required to attend Induction sessions. These sessions represent a first opportunity to familiarise students with the College policies, procedures, assignment writing expectations, student academic support and plagiarism policies. It also represents an opportunity for the College to build student familiarity with its equal opportunities philosophy.

### **Study Skills Sessions and Academic Support**

The study skills sessions and assignment writing sessions impart assignment writing techniques and plagiarism topics to students. In addition to these sessions, all students are provided with an opportunity to get academic and non-academic advice, and can get guidance on their academic progress through formative assessment opportunities.

Academic support is provided at different points of the assessment cycle and it includes opportunities for formative assessment and feedback prior to the formal submission date. Students are given extensive and helpful written feedback on their assessed work; feedback is provided consistently across all modules, using a standard form.

During the assessment process plagiarism is checked through Turnitin software which is widely used in the industry to monitor authenticity of students' summative assessment work which ultimately contributes towards students' progression and attainment.

### **Valuing the student contribution**

Student engagement is initially monitored through attendance. This ensures that students attend the required sessions at the College during term time. Students' attendance is also monitored for off-campus online sessions ~~as well as~~ to check their engagement and participation in the programmes. Students are provided with regular reviews during Study Skills sessions. Checks are also made on students' progress through formative feedback, which helps students and the College to ensure they are making the required progress on their coursework.

Students' attendance is monitored by the attendance monitoring team. Issues of non-attendance are investigated by email, phone calls and text messages and academic and pastoral support is provided where a regular pattern of absence signifies students' extraction from studies or difficulty in coping with studies. In addition to the on-campus Study Skills session, the College has extensive support resources available on Moodle (virtual learning environment), through which all students are encouraged to engage in the wider community, i.e., online chat, instant messaging, blogs and forums.

Grafton College pastoral support systems meet certified *Matrix* standards as information, advice and guidance is provided holistically to improve students' experience and to ensure students' needs are met. Academic and student support staff are involved in developing the services through regular meetings and communication.

### **Academic Support: The Environment**

Students can contact lecturers and the programme leader for a one-to-one meeting if they require extra support. Lecturers are available by email, and in person, to answer students' questions. Students are provided with academic and administrative contact details for extra support. The student liaison officer / staff regularly meet with students and respond to their feedbacks.

**Facilitating development and achievement:** Students from different cultural and educational backgrounds work with each other in the Study Skills sessions, and are encouraged to help each other through pairing and group work. This motivates students to research their areas of study and ultimately contributes towards an inclusive College community. Academic support staff make reasonable adjustments where necessary, and arrangements are made to facilitate student needs, so that learning objectives are achieved and students attain functional skills.

### **Pastoral Care**

Grafton College provides pastoral care through a wide range of student support services that include academic support and student welfare services. Students receive timely and effective support throughout their studies at the College, which means that students are encouraged and motivated to deal with problems of everyday life and perform well in their studies. Students who do not fulfil the course requirements for undergraduate programmes are encouraged to take Level 3 and/or Foundation Courses to build a strong base for future undergraduate study.

**Student transitions:** Students are provided with study skills material and sessions which equip them with the required skills to search for learning material, and build transferrable skills, which are effective and valuable throughout their lives. Student support staff (academic and pastoral) provide guidance and respond to students' feedback, which makes the student learning experience both memorable and of lasting value.

The Student Welfare Officer, in recognising the diverse nature of the student population, provides effective support to all students. The Student Welfare Officer provides counselling services for any eventuality that might affect the students' wellbeing, and which might impact on the students' academic achievement. These eventualities might include medical issues, family bereavement, relationship issues and any other issue that creates an emotional burden. The College recognises the responsibility of protecting students from discrimination and harassment and 'reasonable' workshops are arranged to educate students. Similarly reasonable adjustments are made for students who have disability and extra support requirements.

### **Prayer Room Management Protocols:**

Prayer rooms at Grafton College meets the spiritual, social and cultural needs of our students and are considered 'essential' by many. Prayer rooms also provide potential access to those whom the College might, in other circumstances, not permit access to our students. They therefore need to be managed. The following structure provides guidance in both protecting our students' right to worship, whilst complying with the duty to protect them.

- At present there are no prayer room speakers or prayer leaders but if they are used in future they will be treated the same way as external speakers invited to events. They are required to be vetted and all speakers must be notified to the Prevent Lead prior to the event concerned using the External Speakers Booking Form. All faith, and philosophical, speakers must be treated equally in accordance with current Equality legislation.
- Prayer rooms are managed by the Prevent Lead and are not to be controlled by any single student population or group. The prayer room is considered to be 'multi-faith'.
- Where prayer room events are contentious or driven by single denominational allegiance, they need to be monitored closely and this means deploying appropriate (and specialised) resources to that area.
- Prayer room to be checked for posters, materials and contact details on a daily basis. Only material that has been approved by the Prevent Lead or Student Welfare Officer is to be permitted to be posted or left therein.
- With the exception of prayer books and scripture, only English language should be permitted for written materials in the prayer room or on white boards where provided.
- All external prayer room speakers and prayer leaders, where applicable, should be briefed on prayer room protocol and sign to signify compliance, and this should include a briefing on the College's Prevent Policy.

These instructions are based upon good practice across the higher education sector; they are not about policing but firmly about protecting students, which is an institutional requirement. They are not exhaustive, but do provide a sound basis for facilitation of spiritual and safe religious practice.

### **Staff Student Relationship: Informed Conversations**

Students elect their representatives each year who then become permanent members of the College committees. In addition to that, student representatives also manage their own Staff-Student Liaison Committee; the purpose of participating in committee meetings and managing students' own committee is to provide students with an opportunity of contributing as the students' voice and to enhance the students' experience. Students are informed of these opportunities and responsibilities at Induction, Moodle and students handbooks; students also participate in improving the resources by providing their feedback.

### 3. Student Code of Conduct

As a valued and respected student of Grafton College you have the right to study in a safe and non-threatening environment. It is our aim to give you all the support and guidance you need to be happy and successful.

The code of conduct provides you with very clear guidance to show you what we expect from you as a student studying at Grafton College.

- Behave and speak in a way that does not offend others, for example, by using abusive and foul language, threatening and anti-social behaviour.
- No form of harassment, bullying or discriminatory behaviour (e.g.: sexist or racist) is tolerated and, if proven, may lead to exclusion from the College.
- You must dress in a way that is appropriate and does not offend others. Hooded tops and caps must not be worn in the classrooms, unless for medical or religious reasons.
- You should be on time and attend all timetabled sessions. If you know you are going to be absent you should notify the College as early as possible. You should email [attendance@graftonCollege.com](mailto:attendance@graftonCollege.com).
- You are to complete all the work set outside the lessons and meet deadlines for submitting assignments.
- You are expected to sign a declaration that all work produced for assessment is your own work. Plagiarism and cheating is considered a serious offence and will lead to disciplinary action by the College and notification to the Awarding Body.
- You are expected to treat all College property with care and respect.
- You must follow the health and safety rules of the College, ensuring that your actions do not cause harm to yourself or others.
- Always carry your ID card when in the College and be willing to show it to a member of staff when requested.
- No smoking is allowed within the College. If you wish to smoke, you are to use designated areas outside the College premises only.
- You are not to consume alcohol or have any illegal drugs on your possession. It is our policy to inform the police of instances relating to illegal drugs.

## **Student Engagement in Learning: Standards of Behaviour**

- Arrive on time. Inform the College reception by phone if they are to be late.
- Bring all necessary resources needed to contribute fully to your session.
- Behave and act in a way that is respectful to both your fellow students and staff.
- Mobile phones must be switched off when in any of the learning zones.
- Do not use radios, other musical gadgets or wear personal earphones in the classroom.
- No food and drink in classrooms and learning zones except for water.

## **Disciplinary Procedure**

We will make you aware of any issues or concerns we may have concerning your behaviour. We will work with you on an action plan to help you improve your performance. If, after all reasonable efforts and attempts to resolve the issue have been made, we will then follow the disciplinary procedure.

All students are entitled to a hearing and go through each stage of the disciplinary procedure. However, depending on the nature and the seriousness of the offence, a written warning or hearing at the Disciplinary Panel may be the first course of action, even if it is the first time such behaviour has been exhibited.

## **What the College considers to be a serious offence and breach of the student code of conduct includes:**

- Using, dealing or possession of drugs on College premises
- Theft of College property or another person's property
- Being drunk on College premises
- Threatening or anti-social behaviour
- Any form of harassment, bullying or anti-discrimination (including emails, phone and text messages) against both students and staff
- Plagiarism and cheating
- Deliberately causing damage to College or another person's property
- Impersonating another student or another student impersonating you (e.g. in exams or when signing the attendance register)
- Non-attendance or irregular attendance
- Non-payment of College fees

This is not a definitive list. If it is proven that you are involved in any of the above, the disciplinary procedure will be immediately activated and may lead to permanent exclusion from the College.

## **4. Student Disciplinary Policy**

### **Terms of Reference**

From the purpose of the application of the Student Discipline Policy and Procedures, the 'College' is deemed to be all buildings, grounds and lands that Grafton College of Management Sciences uses in the pursuit of the provision of a learning experience, and to include off-site visits.

### **Policy Aims**

- To ensure that staff of Grafton College take a positive approach to enforcement and maintenance of the Student Code of Conduct.
- To provide clear guidance to management, staff, students and employers on the disciplinary procedures that should be followed when the Student Code of Conduct rules have been broken.

### **Policy Considerations**

The implementation of this policy considers current legislation and the age and circumstances of the students.

### **Communication**

The College is committed to providing a safe and non-threatening environment and students are given clear information as part of the enrolment and induction process. This policy and the Student Code of Conduct are published and available on the College website and student intranet.

### **Disciplinary Procedure**

As a matter of policy, the student can normally expect to go through each stage of the procedure; however there may be incidents when the nature of the behaviour results in a written warning being given even though it may be the first time such behaviour has been exhibited by the student.

It is not intended that the disciplinary procedure will be activated at the first demonstration of poor behaviour, other than in cases of serious misconduct in breach of the Student Code of Conduct. All staff involved will work with the student in an effort to bring about an improvement in their behaviour. If these informal efforts fail after a reasonable amount of time and repeated attempts, then the disciplinary stages outlined below will be followed.

#### **The four stages of the disciplinary:**

1. Verbal warning
2. Written warning
3. Final written warning
4. Disciplinary Panel ( which may lead to permanent exclusion from the College)

A Disciplinary Meeting is held by a senior member of staff who is deemed to be the most appropriate person to deal with the hearing. The student is informed of the actions being taken at the disciplinary meeting: for example, if the disciplinary is verbal warning, first written warning or final written warning. When a student is issued with a verbal or written warning, other than when a student is excluded, this results in an action plan in order to make clear and encourage the student to improve performance or behaviour.

A Disciplinary Panel is convened by the Head of Academics, the Welfare Officer and an impartial member of staff not directly involved with the student. The outcome of the panel may be to exclude the student.

The student will usually be advised of the date, time and location of the Disciplinary Meeting in writing, either handed to them at the College or sent to their home address. However, a meeting may be arranged immediately if deemed more appropriate. If the student fails to attend the meeting the next stage of the Disciplinary Policy will be applied.

### **Stage 1 – Verbal Warning**

- To be issued to the student by a senior member of staff in the presence of an impartial witness i.e. another member of staff.
- Student is made fully aware that this is the first stage of the disciplinary procedure and is given the opportunity to discuss their behaviour.
- A time limit is given to the student to improve their performance or behaviour.
- The student is issued with a SMART action plan which is monitored and reviewed.
- The warning is recorded with a copy of the action plan in the student's file.

Students will be given reasonable time to improve their performance before consideration is given to moving to Stage 2.

### **Stage 2 – First Written Warning**

A written warning is issued only after reasonable time has been allowed for the student to improve their behaviour or performance. A written warning can also be issued in the first instance where unacceptable behaviour warrants Stage 2 action.

- The letter to the student contains details of the disciplinary meeting to confirm the warning and advise that an action plan will follow. The letter to be sent by recorded delivery or issued to the student by the Welfare Officer or their representative.
- Student is made fully aware that this is the second stage of the disciplinary procedure and is given the opportunity to discuss their behaviour.
- A time limit is given to the student to improve their performance or behaviour.
- Copy of written warning given to student.
- The student is issued with a SMART action plan which is monitored and reviewed.
- The letter, record of the warning, and copy of the action plan is held on the student's file.

### **Stage 3 – Final Written Warning**

A final written warning is issued, usually following a first written warning, where, after reasonable time has been allowed for the student to improve their behaviour or performance there has been no significant change. A final written warning can also be issued in the first instance where unacceptable behaviour warrants Stage 3 action.

The procedures for Stage 3 are the same as in the first written warning stage, with the addition that the student is informed that failure to improve their performance or behaviour will result in a hearing held by the Disciplinary Panel, which may lead to the student being excluded from the College.

### **Stage 4 - Serious Misconduct**

In an incident of serious misconduct where the safety and wellbeing of others on the premises is considered to be a risk, urgent and immediate action will be taken which may result in the student being removed from the College. The student will be given verbal notice of suspension. The Attendance Monitoring Officer is informed about the suspension and must suspend the student's status and inform any relevant parties of the suspension.

Stages 1, 2 and 3 are overridden and Stage 4 is activated. A letter will be sent to the student within 3 working days informing them of the reasons for the suspension.

A second letter is sent to the student within 5 working days informing them of the details for the Disciplinary Panel.

### **What the College considers serious misconduct and breach of the student code of conduct includes:**

- Using, dealing or possession of drugs on College premises.
- Theft of College property or another person's property
- Being drunk on College premises
- Threatening or anti-social behaviour
- Any form of harassment, bullying or anti-discrimination ( including emails, phone and text messages) against both students and staff
- Plagiarism and cheating
- Deliberately causing damage to College or another person's property.
- Persistent non-payment of College fees
- Impersonating another student or another student impersonating you (e.g. in exams or when signing the attendance register)
- Persistent non-attendance or irregular attendance.

This is not a definitive list. If it is proven that you are involved in any of the above, the disciplinary procedure will be immediately activated and may lead to permanent exclusion from the College

### **Disciplinary Panel**

The Disciplinary Panel is normally chaired by the Head of Academics, assisted by the Welfare Officer and an impartial member of staff.

- The student will be advised in writing, no less than 5 working days that they must attend the Disciplinary Panel Hearing. Copies of any evidence and documents accumulated from outcomes of previous stages will be included with the letter together with information informing students of their rights.
- All correspondence must be sent by recorded delivery.
- The outcome of the Disciplinary Panel will be sent to the student no later than 2 working days from the date of the hearing.

### **Disciplinary Panel Outcomes and Decisions**

#### **Decision to readmit Student**

If, as a result of the panel for serious misconduct, the decision is made to allow the student to continue studies at the College, the relevant teaching staff will be informed of the panel's decision and the student will be issued with a course timetable, detailing the date and time to next attend class.

The student will agree to undertake certain conditions set out in a written improvement plan. Progress and achievement is monitored and reviewed at an agreed date. The Welfare Officer and Programme Manager are required to monitor and review the improvement action plan and report any concerns to the Academic Director.

#### **Decision to Exclude Student**

If, the judgment of the panel is to exclude the student. The student should be informed in writing no later than 2 working days. The letter must be sent by recorded delivery.

#### **Appeals**

The student will have the right to appeal to the Head of Academics, through the Student Appeals Procedure.

#### **Monitoring, review and continuous improvement**

The Policy is subject to regular review and amendment to comply with updates published by the Chartered Institute of Personnel Development (CIPD).

## 5. Student Feedback and Evaluation Policy

This Policy represents, in outline, the benefits to various parties of an effective and efficient student feedback Policy. It is dealt with in more detail in the Assessment Policy which is part of Policy Area 3: Effective Assessment

### **Student feedback is defined broadly as obtaining information about:**

- Student accounts and views of their learning experience and study methods.
- Student satisfaction with specific programmes/units delivered.
- Student personal views about whether their objectives have been met.

### **Benefits to Academic Staff:**

- A good basis for Lecturer/Assessors to self-evaluate, enhance and develop teaching and delivery methods
- Provides Course Leaders with an overview of programme delivery.
- Provides information on resource requirements and supports future curriculum planning.

### **Benefits for Senior Management Team:**

- Provides evidence that responsibilities are being met for quality and standards and to help to plan future strategy.
- To pinpoint areas requiring remedial actions

### **Approaches for Gathering Effective Student Feedback**

Student feedback is collected through a range of questionnaires with open and closed questions for students to complete in their own words. The questionnaires invite students to reflect on the positive aspects of their learning experience as well as proposing recommendations for change and improvements.

### **Methods**

- Induction programme feedback and evaluation.
- End of unit feedback and evaluation.
- End of course feedback and evaluation.
- Learner tutorial and review session.
- Student voice.
- Student interviews – course related and those carried out by the Welfare Department.

### **Analysis of Student Feedback**

The student feedback is gathered and analysed providing a focus for discussion during the year and when planning for the new academic year. It is also used to monitor the quality of delivery at the end of each term. Student feedback is an important input to the annual course review process.

### **Communicating feedback to Students**

Feedback responses are fed back to Students through the College Student Voice area on MOODLE '**you said 'we did'**'.

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## **Chapter B3: Learning and teaching**

### **The Expectation**

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

### **The Indicators of sound practice**

#### **Indicator 1**

Higher education providers articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among their staff, students and other stakeholders.

#### **Indicator 2**

Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.

#### **Indicator 3**

Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.

#### **Indicator 4**

Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.

#### **Indicator 5**

Higher education providers collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices.

**Indicator 6**

Higher education providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.

**Indicator 7**

Every student is provided with clear and current information that specifies the learning opportunities and support available to them.

**Indicator 8**

Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience.

**Indicator 9**

Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.

## **Chapter B4: Enabling student development and achievement**

### **The Expectation**

Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

### **The Indicators of sound practice**

#### **Indicator 1**

Through strategic and operational planning, and quality assurance and enhancement, higher education providers determine and evaluate how they enable student development and achievement.

#### **Indicator 2**

Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations.

#### **Indicator 3**

A commitment to equity guides higher education providers in enabling student development and achievement.

#### **Indicator 4**

Higher education providers inform students before and during their period of study of opportunities designed to enable their development and achievement.

#### **Indicator 5**

To enable student development and achievement, higher education providers put in place policies, practices and systems that facilitate successful transitions and academic progression.

#### **Indicator 6**

Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression.

**Indicator 7**

Higher education providers ensure staff who enable students to develop and achieve are appropriately qualified, competent, up to date and supported.

**Indicator 8**

Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.

## **Chapter B5: Student engagement**

### **The Expectation**

Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

### **The Indicators of sound practice**

#### **Indicator 1**

Providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance.

#### **Indicator 2**

Providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.

#### **Indicator 3**

Arrangements exist for the effective representation of the collective student voice at all organisational levels, and these arrangements provide opportunities for all students to be heard.

#### **Indicator 4**

Providers ensure that student representatives and staff have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.

#### **Indicator 5**

Students and staff engage in evidence-based discussions based on the mutual sharing of information.

#### **Indicator 6**

Staff and students to disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.

**Indicator 7**

The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced where required.



