



Student Engagement Policy

This policy has been aligned to the UK Quality Code for Higher Education, specifically core practice for quality: the provider actively engages students, individually and collectively, in the quality of their educational experience.

1. INTRODUCTION

- 1.1** Norland is committed to working in partnership with its students in order to enhance all aspects of the student experience. Partnership means that students should be involved in decisions affecting their learning experience and opportunities should be available for students and staff to work in collaboration to strengthen learning and teaching.
- 1.2** This partnership recognises that students have rights and responsibilities to voice their opinions and that Norland has obligations to respond to them. We encourage our students to provide feedback on their experiences when requested to do so; it is essential that our students have sufficient opportunities to voice opinions about their studies and the wider student experience.
- 1.3** Students must be listened to and taken seriously, through student participation in committees, through surveys and other forms of student feedback, both institutional and course module based, and through activities led by the students themselves. It is also recognised that timely action must be seen to be taken in response to valid issues and justifiable concerns raised.
- 1.4** Engagement of students in the enhancement of their learning and environment also requires feedback on positive aspects of their experiences. Processes used to elicit feedback from students must therefore support a holistic view of their whole experience.
- 1.5** At Norland, students are seen as partners in the development of their experiences in order to influence their individual and collective journeys; working with staff to identify and share good practice and to make suggestions for improvements. An equal partnership should develop, whereby both students and staff are able to respond to feedback in a positive and constructive manner.
- 1.6** As well as engaging with students on an ongoing basis about their experiences, Norland will also involve students in programme design and approval.
- 1.7** Norland will seek student representatives to attend committee meetings at all levels within the organisation.



- i. Representatives will be sought through a democratic election process in which volunteers will be elected by a majority vote.
- ii. In the event that two or more candidates receive the same number of votes, the final decision is made using votes from the education team.

1.8 The effectiveness of student engagement will be monitored and reviewed annually, and changes to practices and/or procedures will be made if necessary to improve the process and to better recognise student input.

2. STUDENT ENGAGEMENT REPRESENTATIVES

2.1 Staff members and elected students will act as Student Engagement Representatives (SERs). SERs will be responsible for:

- Leading partnership working in order to participate in quality assurance
- Gathering and reporting ideas, opinions and feedback
- Identifying opportunities for the enhancement of the student experience
- Reporting back to students on the outcome of their comments

2.2 Staff SERs will train student SERs so that they are skilled in eliciting feedback and representing this at all levels within Norland. Staff SERs will provide ongoing support to students in this role.

2.3 Staff will be selected for this role based on their understanding of processes and systems and their ability to engage with students.

2.4 Students will be supported to elect their representatives. There will be at least two representatives from each year group.

2.5 SERs will meet regularly throughout the year to seek, analyse and disseminate feedback.

2.6 A member of the Board of Directors, who sits on the Quality Enhancement Committee, will attend Norland once per semester, in order to hear directly from students and to report back to the Board on their concerns or comments.

3. MECHANISMS FOR STUDENT ENGAGEMENT

3.1 Students can offer insight into all aspects of Norland's provision, including:

- Application and admission
- Induction and transition into Higher Education
- Programme and curriculum design, delivery and organisation
- Curriculum content
- Teaching delivery
- Learning opportunities
- Learning resources
- Student support and guidance



- Assessment

3.2 Students will be given many opportunities throughout their time at Norland, to engage with staff in order to enhance provision. These opportunities may include, but are not limited to:

- Methods considered suitable by the Student Engagement Representatives for their academic groups such as questionnaires or group discussions.
- Student engagement representative structures
- Research activities through, for example, focus groups
- Student membership of Programme Committees and Academic Boards
- Student consultation events such as QAA reviews, Changes to provision and Time to Talk sessions
- Student involvement in new projects
- Student dialogue with the Principal and/or Vice Principal
- Formal quality processes such as validation events or course boards
- The Norland Annual Student Survey and the National Student Survey

3.3 SERs will work with the whole student body to ensure that the feedback is representative, fair and holistic and to ensure that feedback responses are communicated to their peers.

3.4 Norland will ensure that all opinions, ideas and feedback are appropriately considered and discussed and that feedback to the student body is swift and detailed.

3.5 Norland will also consider the impact of changes on student minority groups, through the appointment of a Student Jury. This is a group should reflect the diversity of the student body, containing representatives from (but not limited to):

- Male Students
- Students whose ethnicities are not typically represented in the student body
- Students with additional learning needs
- Students who are parents or carers
- Commuter Students
- Mature Students
- Students from a care background
- Students from the LGBTQIA+ Community

3.6 The opinions of this group shall be sought where significant changes to the learning and provision are proposed, as the impact of these changes may be lost in a majority voting process, but could lead to significant impact on these groups.

4. HOW WILL THE EFFECTIVENESS OF STUDENT ENGAGEMENT BE EVALUATED?

4.1 The staff and student SERs will prepare an annual report, outlining how students have been engaged in the development and evaluation of quality throughout the year. This report will be presented to the Academic Board and the Board will decide whether changes need to be made to systems and procedures in order to facilitate more effective engagement.



4.2 The Annual Report will summarise the impact of Student Engagement on the enhancement of learning at Norland.



Document Control Information	
Policy Title:	Student Engagement Policy
Version number (This must appear here and at the footer of the document. <i>Unapproved</i> draft policies should appear as <i>point increments</i> and written in this format: V4.1/OG/07-05-20): [Once approved, Clerk of approving Board/Committee must change version number here and at footer of policy to a <i>whole number</i> written in this format: V5.0/OG/21-07-20]	V4.0/LK/01-03-2024
Owner:	Student Engagement Manager
Approving Body (e.g. Academic Board/Board of Directors/Committee/SLT):	Academic Board
Related Norland Documents . (related policies and/or related procedure/guidance to this document):	
Date of approval [to be completed by Clerk of approving Board/Committee]:	1 st March 2024
Date of effect (if different from above): :	
Frequency of review (i.e. annually or every 2 years):	Every 2 years
Date of next review [to be completed by Clerk of approving Board/Committee]:	March 2026