



## Cornwall College

### Higher Education Student Engagement Strategy

2019-2020

<b>Document Title</b>	Higher Education Student Engagement Strategy
<b>Version</b>	V2
<b>Created by</b>	Amanda Crowle
<b>Document Date (creation)</b>	4 April 2018
<b>Last Amended</b>	7 March 2019
<b>Approving Body and Date Approved</b>	25 March 2019
<b>Review Date</b>	Annually

Version	Date	Author	Replaces	Comments
V1	7 March 2019	Amanda Crowle		Inclusion of further corporate meetings. Updated links to the new QAA Code.

## Mission Statement

**“To provide Cornwall with a high quality student experience, celebrated through academic achievement, personal development and employability”.**

### 1. Introduction

Through a shared vision of enhancement, responsibility and academic pursuit the College aims to communicate to Higher Education (HE) students studying with Cornwall College its strategic approach to communication. Listening and responding to the student voice is at the heart of the College Values; we seek to involve students in strategic decision-making and fundamental quality processes.

This Strategy has been developed in line with the requirements as laid down in the QAA UK Quality Code for Higher Education Advice and Guidance (Student Engagement) and QAA UK Quality Code for Higher Education Advice and Guidance (Partnerships). As an HE Provider the College is required to meet the following expectation for quality:

- Courses are well-designed, provide a high-quality academic experience or all students and enable a student's achievement to be reliably assessed – *students can provide feedback, work collaboratively with staff and other stakeholders as they consider feedback and other quality indicators and work as co-creators of the curriculum. These activities will contribute to effective course design and approval, periodic review and the recognition of high-quality teaching.*

The College fully recognises that the views and opinions of students; whether they be individually or collectively, should inform all quality systems with the view to enhancing the students educational experiences both for current and future cohorts. This Strategy therefore aims to further enhance the continued development of student engagement at all levels and in all areas of the College; whilst ensuring that all within the Corporation are involved. It should be noted that student engagement can have different meanings such as attendance, involvement, teaching and conversations; however within this context it relates primarily to the informed and active participation of all students in shaping and developing their student experience.

### 2. Purpose

This Strategy will outline the mechanisms that will enable students to participate in the quality assurance processes.

### 3. Student Engagement in the Quality Process

All HE students studying with Cornwall College will have an opportunity to be actively involved in the quality enhancement and assurance processes in a format and at a level that is appropriate to them. In order to assist students to understand the important role in student engagement and enhancement an annual calendar will be published detailing opportunities for engagement. This will be published on the University Hub pages of the Cornwall College website.

There are a number of engagement activities that students will be encouraged to participate in:

- **College Level** – At this level there are number of opportunities for students to be involved in HE Management Meetings such as:
  - HE Management Committee (HEMC)
  - HE Academic Board (HEAB)
  - University of Plymouth Joint Board of Studies (JBS)
  - Programme Approval Meetings
  - Other Awarding Institution Forums
  - Higher Education Programme Approval Committee (HEPAC)
  - Office for Students (OfS) Compliance Group
  - TCCG Board of Governors

These meetings will involve Senior Management from around the College as well as members of the teaching team and in some instances members from the College's Awarding Partners; such as the University of Plymouth. Programme Representatives will be expected to elect an overarching Lead Student Representative who will be able to speak for the whole of the collective student voice. As the College is spread over a number of sites; this role could be covered by more than one representative East and West.

The collective student voice will be represented through the annual quality satisfaction surveys, (Student Perception Questionnaires; for non-final year, National Student Survey for final year students and the Postgraduate Taught Student Survey (level 7 only)). The outcomes of these surveys are reported through the Annual Programme Monitoring process; through to the college management meeting structure and result in the development of initiatives to address feedback.

- **Programme Level** – At this level there will be a requirement to appoint one student from each academic level of a programme. This appointment is decided by fellow classmates; this person will act as the Programme Representative. The Programme Representative will be a full member of the Programme Committees and will be expected to carry out the following roles:
  - Attend relevant training on the role of Programme Representative
  - Research the views and opinions of other classmates
  - Act as a single voice for all classmates on the Programme Committees.
  - Meet with other Programme Representatives to share views.

- Provide feedback to classmates and College management.
- **Module Level** – At this level students will have the opportunity to have open dialogue with Module Leaders on all aspects of the learning resources, and general learning resources; this information will feed into the Programme Level meetings and onto the Annual Programme Monitoring.

#### 4. Monitoring and Evaluation

Within the monitoring and evaluation process; the College will review, monitor and enhance processes relating to student engagement as well as ensuring that feedback loops are closed. With this in mind the College will take account of:

- Individual engagement and feedback (such as surveys, complaints and appeals)
- Collective engagement and feedback (such as student representation, focus groups or workshops)
- Closing the feedback loop
- An inclusive approach to student engagement.



