

**Approval Date & Version:** March 2019, Ver. 0.5  
**Approved by:** Academic Board (AB)  
**Next Review Date:** January 2020

## External Reference Points:

External Source	Reference Points
UKQC- Core Practices	<ul style="list-style-type: none"> <li>The provider actively engages students, individually and collectively, in the quality of their educational experience</li> </ul>
UKQC- Advice and Guidance	<ul style="list-style-type: none"> <li>Student Engagement Theme</li> </ul>
Awarding Body Reference	<ul style="list-style-type: none"> <li>Programme Specifications</li> <li>London Met Academic Regulations</li> <li>London Met Quality Manual</li> <li>Pearson BTEC Recognition of Prior Learning Policy</li> </ul>
Other reference Points	<ul style="list-style-type: none"> <li>NCL Quality Assurance Manuals</li> <li>Student Handbooks/ Course Handbooks</li> </ul>

## 1. Aims of the Policy:

1.1. The aim of the policy is to outline the mechanisms by which the College actively encourages student participation and engagement in quality enhancement and assurance processes.

## 2. Policy:

This policy is based on the following guiding principles listed in the UKQC- Advice and Guidance: Student Engagement Theme:

- 2.1. The student engagement is strategically led and is embedded through formal structures and partnership working in Nelson College London.
- 2.2. The College works in partnership with our student body to define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.
- 2.3. The College ensures that student engagement effectively supports enhancements, innovation and transformation within and outside the College to build a dynamic and inclusive learning community.
- 2.4. Arrangements exist for effective representation of collective student voice at all levels within the College, including all the relevant boards and committees that inform and shape student experience.
- 2.5. The College recognises and responds to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.
- 2.6. The College ensures that student representation processes are adequately resourced and supported.
- 2.7. The College works in partnership with the student body to close the feedback loop.

### 3. Procedures and Process:

3.1. The UKQC- Advice and Guidance: Student Engagement Theme is embedded in the College procedures and processes.

#### **3.1.1. Student Engagement Strategies and Culture (Guiding Principle-1,2 & 6)**

The College has a formal structure for collective student representation through election of student representatives on the programme/course committees, the Academic Board and the Board of Governance.

The College fosters a culture of mutual respect, openness and sharing of information by working together with staff and students to maintain an open learning environment.

#### **3.1.2. Inclusivity (Guiding Principles 1,2 & 6)**

The College provides all students with an equal opportunity to take part in the representation process by identifying and removing the potential barriers.

#### **3.1.3. Quality Assurance and Enhancement Policies and Procedures (Guiding Principles 2,3 &4)**

The College ensures that students are actively involved in the design, implementation and review of policies and procedures by having a representation on various committees and boards that affect the quality and delivery of the taught programmes/courses. The College uses appropriate feedback mechanisms at module and programme/course levels to obtain wider student input to enhance their learning experience.

#### **3.1.4. Student Representation (Guiding Principles-3,4,5,6 & 7)**

The College actively promotes, supports and uses effective student representation at all levels of decision-making:

1. At the College Level: Student representatives are the full members of the Academic Board, the Board of Governance and Student Representatives Committees.
2. At the Programme Level: The student representatives are members of the Programme (Course) Committees.
3. Formal Student Feedback: All students have the opportunity and are encouraged to provide feedback at Module, Course and College level through the use of internal and external feedback mechanisms (e.g. NSS).

### **3.1.5. Student Surveys (Guiding Principles 2,3,5 & 7)**

The following methods are used for obtaining student feedback on College/programmes/courses/modules/administration/facilities at Nelson College London.

1. Module Evaluation Form for each module delivered (every term)
2. NCL Student Survey and NSS Survey (At the end of first year)
3. Student representation on the Student Representatives Committee (every term)
4. Student representation on the Programme (Course) Committee (every term)
5. Student representation on the Academic Planning Committee
6. Student representation on the Academic Board (every term)
7. Student representation at the Board of Governance.

### **3.1.6 Closing the Feedback Loop (Guiding Principles 1, 2 & 7)**

Some examples of the activities undertaken by the College to ensure that the feedback loop is closed are listed as follows:

1. The use of 'You said, We did' activities.
2. Making committee minutes available on Virtual Learning Environment (VLE).
3. Developing action plans in response to feedback which is discussed and agreed with student representatives.
4. Making staff and students aware of changes through internal means of communication (e.g. News Letter).

## **4. Monitoring and Evaluation:**

- 4.1. Academic Board receives the minutes of various formal committees where student representatives are in attendance.
- 4.2. NSS results are available in public domain.
- 4.3. Student feedback at module level is evaluated in the MEMR, course and NSS feedback is evaluated at course level reports (e.g. REP/Course Log) and the College level report (i.e. CRER). These reports are made available to the student representatives.