

HE22 Student Engagement Framework



**TEC
Partnership**

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Policy Name and Reference	HE22 Student Engagement Framework
Version	1.2
Name of Responsible Committee	HECQS
Job Title of Responsible Author	HE Quality Officer
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Date of next Planned Review	December 2027

Revision History

Version Number	Date	Type of Amendment	Amendment Details
1.0	Jun 2021	New Policy	New – This code of practice was previously integrated into HE03 but has since been separated out
1.1	Nov 2023	Update	HEQIC updated to HECQS AASSC updated to HECQS Grammatical errors and typos Update on the Student Governor position Update on Vice-Principal Rep Amendments to Student Engagement Framework Introduction expanded for clarity Added section on Student Representative Training
1.2	Jan 2025	Minor Amendment	HE Reps meet with SLT changed to HE Reps meet with GLT Minor amendments to the Appendix

If you need any further advice on how the regulations work, you should contact the HE Quality Office.

HE Quality Office heqa@tecpartnership.ac.uk

Rm: OH02 (01472) 311222

1.0 Introduction

1.1 This framework sets out TEC Partnership's commitment to ensuring that students are individually and collectively engaged in their provision throughout the student journey. While considering the requirements of the UK Quality Code (2018), the requirements of the Office for Students and partner awarding bodies, this framework sets out the expectations for Student Engagement in higher education wherever that is delivered within TEC Partnership.

1.2 This code of practice provides a consistently structured framework making clear TEC Partnership's commitment to the engagement of students in all elements of their student journey. The framework contributes to the effective encapsulation and dissemination of the student voice of higher education students studying at the TEC Partnership, on courses including Higher National Certificates and Diplomas, Foundation Degrees, Honours Degrees, and Teacher Training. The primary objective is to ensure that students are provided with the opportunities to engage in all aspects of their learning and that their voices are heard.

1.3 TEC Partnership is constituted of The Grimsby Institute of Further and Higher Education, East Riding College, and Scarborough TEC. This code of practice outlines TEC Partnership's commitment for a student-centred approach in the provision of its higher education. Individual colleges are free to design their approaches to student engagement within the framework but must report these actions to the Higher Education Curriculum, Quality and Standards Committee (HECQS) for review.

2.0 Student Engagement

2.1 Students need to be active partners and co-creators in their learning and, therefore, play a significant role in defining the academic and strategic direction of TEC Partnership. By generating closer relationships and active participation within TEC Partnership, students may engage more with their academic studies. All staff and students at TEC Partnership have a responsibility to drive this commitment forward.

2.2 In accordance with the Office for Students, and set out within the UK Quality Code, the views of students, individually and collectively, should inform quality systems with the purpose of improving the student educational experience both for current and future cohorts. Student involvement in quality systems can have a positive influence on the delivery and development of any aspect of the student educational experience, whether implemented by the higher education provider, faculty, department, or an individual member of staff.

2.3 All students will have the opportunity to make their views on their educational experience known to TEC Partnership through representation on appropriate committees and other appropriate feedback mechanisms (both formal and informal). These include but are not limited to, Staff/Student Committee meetings, Module Evaluation Questionnaires and HE Reps meet with GLT meetings. TEC Partnership will ensure that these opportunities are made known to students.

2.4 The TEC Partnership will communicate appropriately with students how, when and where their feedback has been used and acted upon.

2.4 This framework has been developed so that it can be applied to all higher education taught at TEC Partnership. Each college is expected to plan delivery of the framework within their setting and report progress to HECQS.

3.0 Student Representative Training

3.1 Students in a representative role benefit from continued training and developmental support that

is appropriate and fit for purpose. This will include, but is not limited to:

- Their role within the TEC Partnership and where and how they can actively engage
- How to gather feedback from cohorts and report back to staff
- How to feed back to their cohorts
- How to make best use of the feedback they have received
- An understanding of the difference between individual and cohort feedback
- An understanding of the skills they can develop from participating in the role

3.2 Clear information should be accessible to students and staff about the representative role.

4.0 Election and removal of student representatives

4.1 Student representatives should be elected from each cohort. A degree with three levels will have at least three representatives. There may be more for degrees with large cohorts. Elections, where multiple volunteers exist, should be conducted by secret ballot. The Programme Leader must inform the curriculum management team and any other relevant department of the decision so that an accurate log of student representatives can be collated by the college.

4.2 Under normal circumstances, no party has powers to remove a student representative from any position. However, the following may result in a concern being raised and a request to remove a student being conducted:

- Regular non-attendance at events or committees (3 consecutive meetings);
- Behaviour deemed inappropriate for a student at TEC Partnership, for instance bullying or harassment of colleagues;
- Any activities likely to bring TEC Partnership into disrepute;
- If, through activities connected with their role, their studies are likely to be affected.

4.3 The process for this will be:

- Communication about any concern should, in the first instance, be made to the manager of the student representatives at the college who will mediate and liaise with all parties and, if appropriate, gather evidence.
- In all instances an early resolution system will be tried by encouraging dialogue between parties.
- The manager of the student representatives at the college will compile a report regarding the allegation/problem and make recommendations.
- The college management team, along with the Lead HE Student Rep of the area or college (if appropriate) will meet to discuss the issue and make a decision about the student representative. If the student in question is the Lead Rep, then responsibility will escalate to the Student Governor. This meeting solely considers the continuation in position of responsibility connected with Student Representation and not disciplinary measures connected with being a student with TEC Partnership. Three outcomes are available:
 - No action
 - A warning about behaviours or actions
 - Removal from the post

5.0 TEC Partnership Student Senate

5.1 This section describes the key roles in ensuring student engagement in higher education. Through application to the body 'HE Student Senate', students will be engaged in all activities connected with Higher Education.

5.2 A 'Group Representative' is a student who has been elected by others on their course and whose role it is to represent the collective voice of students to TEC Partnership staff and tutors. The overall purpose of the role is to voice students' compliments, comments and concerns to TEC Partnership staff and, whilst it is a varied role, it can be mainly split into two main areas: representation and liaison.

5.3 Student Reps are invited to apply to be a member of the Student Senate, where they are expected to attend monthly student-led meetings.

5.4 The HE Student Senate President is elected by the student senate and represents the student voice at all high-level HE committee meetings. The student president works to ensure a culture of engagement is embedded amongst the student body.

5.5 Support for the officers of the Student Senate team will be provided by a nominated staff member at each college. They will ensure that logistical support is provided to the officers so that the Student Senate can deliver the outcomes listed below.

5.6 The following outcomes are expected of the HE Student Senate:

- Student engagement in all HE committee meetings
- Social/events in each academic year
- Open access academic talks in each academic year
- Student voice represented at every HE Committee meeting
- Students engaged in all validation events
- Students engaged in all periodic review

5.7 The Student Senate represent the students on a variety of meetings and committees. Members of the Student Senate are invited to apply for the role of Student Governor.

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6.0 Student Engagement Framework

Typology	Student Engagement Criteria	Method	TEC Partnership Expectation
Individual	Students are made aware of their right to complain, raise concerns, or pass on compliments about all elements of their student experience.	<ul style="list-style-type: none"> - Concerns or compliments - Direct with the course team - Complaints or compliments through online form - HE20 Stakeholder Feedback, Resolution and Service Improvement 	<ul style="list-style-type: none"> - <i>Programme handbook contains details about concerns, complaints and compliments.</i> - <i>The Code of Practice is available to all students.</i> - <i>Students are emailed 3 times each year reminding them of the process.</i>
Module	Feedback is formally gathered on every module and actions taken as a result of the feedback is shared with current and future students.	<ul style="list-style-type: none"> - MEQs or other methods to gather information on satisfaction with module delivery and content. - Module handbook must include reflections on previous feedback. 	<ul style="list-style-type: none"> - <i>Evidence is presented to HECQS showing completion rates by college, course and module.</i> - <i>Evidence is presented to HECQS detailing enhancements made as a result of feedback.</i>
Cohort	Cohort Feedback and Enhancement Loops.	<ul style="list-style-type: none"> - Minuted meetings at least twice in each academic year. - There is evidence that feedback is gathered for each cohort. - There is evidence that enhancements are captured. 	<ul style="list-style-type: none"> - <i>Minutes provided as part of the Annual Monitoring Process.</i> - <i>You Said, We Responded is completed and shared with the students and noted in the AMR.</i>
Cohort	Student representation system	<ul style="list-style-type: none"> - There is an election process in place to provide student representation for every cohort. 	<ul style="list-style-type: none"> - <i>1 student representative elected per cohort (FHEQ level of course) within 2 weeks of the academic year start.</i>
Programme	For TEC Partnership validated programmes – bi-annual Course Enhancement Meetings. (Where programmes of study are similar, programmes may be grouped together)	<ul style="list-style-type: none"> - <i>Course Enhancement Meetings – Bi-annual meetings with Managers/Programme Leaders/Tutors/Students. Meetings minuted and follow up actions.</i> 	<ul style="list-style-type: none"> - <i>Minutes of the meeting are saved.</i> - <i>An action list is created, and actions are closed and shared with students via You Said, We Responded.</i> - <i>Key Enhancements are shared with HECQS by college/ area curriculum representative.</i> - <i>This information is included in the Annual Monitoring Report.</i>
Programme	Participation in external HE student surveys - National Student Survey	<ul style="list-style-type: none"> - Colleges must advertise the NSS to their students - Colleges should develop an NSS strategy, monitored and implemented at HE Coordinators and noted at HECQS. 	<ul style="list-style-type: none"> - <i>Colleges to plan their approach to encouraging completion with plans monitored as part of HECQS.</i> - <i>100% of students in the sample are told about the survey and the importance of completion.</i> - <i>80% completion is achieved</i>
Programme	Participation in internal HE student surveys	<ul style="list-style-type: none"> - Student opinion on their experience must be surveyed. - The number of survey points and questions should be decided within the relevant college. - Reporting should allow results to be considered at course and area level. 	<ul style="list-style-type: none"> - <i>Each college must provide their survey plan to HECQS.</i> - <i>Each college must provide a review of findings, actions and enhancements based on the survey feedback.</i>
Curriculum Area / Department / College (Dependant on			<ul style="list-style-type: none"> - <i>Quality Improvement Plan (QIP) kept for each area.</i> - <i>This information is included in the AMR and Self Evaluation and Enhancement Report (SEED).</i>

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College Level	HE Co-ordinators Enhancement Committee (North and South Bank)	- Lead student representative at the college or nominee to attend the meeting and update on engagement.	- <i>Minutes are kept showing the student update to the meeting.</i>
College Level	Appointment and Training of student representatives	- Colleges to organise training for student representatives. - There is a system for removal of student representatives managed by each college. - There is training for student representatives.	- <i>Training coverage to be reported to HECQS.</i> - <i>Each college provides a training event for student representatives and evidences completion to HECQS.</i> - <i>Confirmation of engagement provided to HECQS.</i>
College Level	HE Reps Meet with GLT	- Student representatives have opportunity for dialogue with GLT and managers.	- <i>Minutes are kept for the meeting.</i> - <i>You Said, We Responded emails sent to students following the meeting.</i>
College Level	Student involvement in the design of HE programmes	- Students are invited to validation panels.	- <i>Students are involved in validation of programmes and attend the event invited by the programme team.</i> - <i>Evidence is stored within validation minutes.</i>
TEC Partnership Level	Student Senate	Each college should contribute to the Student Senate which provides members for all key committees through TEC Partnership. There will be an option to join remotely via teams for reps at other sites to attend. Regulations and Consultations on changes Student Senate Leadership Group	- <i>Each college should have a Student Senate member nominated for every 100 students at the college, or as a minimum, one member per college.</i> - <i>The Student Senate should elect a President.</i> - Student Senate members can apply to become Student Governor - APP Committee – Student Representative full access - HECQS – Student Representative full access - HE Coordinators – Student Representative full access - Corporation – Student Representative full access

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Appendix 1 – Indicative dates of actions

Name	Role	Date	Responsibility Chair and Minutes
Group Representative Elections	Elect group representative for each timetabled group	September	Overseen by PLs / HoA (or equivalent)
Group Representative Training	Training for all Group Representatives	October	College Responsibility
Staff/Student meetings	Semester course level meeting with all students from programme invited	November and March	PL / Group Representatives
HE Student Senate	HE Student President elected from Senate Members Meetings run by President and HE Quality Officer Student Engagement	Monthly from October	HE Student Senate President HE Quality Office Minutes + Actions
Meet GLT and Senior Managers	All group reps invited to meet with GLT. HEQA and Principal to organise.	Four per academic year	Minutes by College and actions/enhancements reported on

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