

# STUDENT ENGAGEMENT PROTOCOLS

## Student Engagement Protocols

### Related policies and supporting protocols

1 These protocols should be read in conjunction with the related Student Engagement Policy.

### Introduction

2 The University of Law (the University) seeks to give students the opportunity to help shape their learning experience through involvement with quality assurance and enhancement activities. These protocols outline the mechanisms, both formal and informal, through which students can participate in quality assurance and enhancement.

### Definitions

- |   |                     |   |
|---|---------------------|---|
| 3 | Programme           | A defined curriculum route containing a collection of specified modules that leads to a named award within the University's Awards Framework.   |
| 4 | Course              | An iteration of a programme of study; a course may be delivered full-time, full-time accelerated, or part-time, by attendance mode or on-line.  |
| 5 | Student             | For the purposes of this document, the term student does not include staff studying as students.  |
| 6 | Non-campus students | Students who either: <ul style="list-style-type: none"><li>• study the majority or all of their course online, or</li><li>• study part or all of their course at a campus which is not operated by the University</li></ul> |

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### **Responsibility for implementing this protocol**

7 Ultimate responsibility for the development of clear and effective processes and procedures associated with the quality assurance and maintenance of standards of academic provision and overseeing their application lies with the Academic Board.

### **Scope of this protocol**

8 This protocol applies to a range of quality assurance and enhancement activities, applicable to all the University's educational provision. It is relevant to all members of staff undertaking these types of activities and all students as appropriate.

### **Principles**

9 The University aims to create an active partnership between staff, students and the University for matters relating to quality assurance and enhancement. The University has a responsibility to ensure that appropriate opportunities for all stakeholders to contribute are made available.

10 These protocols outline the University's approach to facilitating student engagement with quality assurance and enhancement processes and are supported by associated procedures to ensure the objectives of this protocol are translated into practice.

11 The University values input and feedback from its students and will, wherever possible, provide a direct response. Where feedback is provided on an anonymous basis, such as Teaching Quality Evaluation Forms, this may not be possible. However, the University, together with the Student Association, will aim to ensure that students are updated as far as practicable to ensure that the feedback loop is closed.

12 Note that although the majority of the University's students attend face-to-face courses at a University campus, it also has students who do not study in this way, which are referred to as non-campus students.

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13 The University has the same commitment to student engagement activities for non-campus students as for those who attend face-to-face courses at a University campus. In some cases, there need to be variations to the standard methods of student engagement. These are described in these protocols.

### Online Student Engagement

14 To support the ongoing implementation of the Student Engagement Policy and protocols, the Student Association has an online site; *Atticus*. This section is populated and maintained by the Student Association and includes tools, listed below, which enable students to provide feedback as well as updates from the Academic Board and resources for all Student Association Representatives.

### Procedures

15 The University has a Student Association by which students are represented at all levels. The Association is headed by a President, Executive Officer, and Clubs, Societies and Communications Coordinator who are tasked with the running of the Association.

16 The Student Association President is the head of the Association and is the main point of contact with regards to the Association and trains, and acts as the line-manager for the Association's officers, in conjunction with the Director – Academic Registry.

16.1 The President is appointed for a fixed term of one year, which commences in July, and can serve a maximum of two terms. This is a full-time role, but can be undertaken by a student on a part-time course.

17 The Student Association Executive Officer assists the President in the running of the Association and deals with the administrative side of the Association, including reporting back to the University at the Academic Board. The Executive Officer also acts as the Returning Officer for all Association elections.

17.1 The Executive Officer is a permanent, full-time, position within the Association.

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18 The Student Association Clubs, Societies and Communications Coordinator strategically leads on clubs and societies within the Student Association and is the main conduit for all Student Association communications across all platforms.

18.1 The Clubs, Societies and Communications Coordinator is a permanent, full-time, position within the Association.

### 19 Student Members of Committees

19.1 The University aims to appoint two or more Student Members of Committees (SMCs) each year.

19.2 The appointment process for the SMCs invites applications from all Class Representatives. An information pack (which can be found on the Student Association site) is published on Atticus and Class Representatives are informed of the application deadline through training by the Student Association Executive Officer and via e-mail.

19.3 The applications are reviewed by the Student Association Executive against a set of criteria (which can be found on the Student Association site). Interviews are held, either face-to-face or by telephone, with suitable candidates.

19.4 A shortlist of interviewed candidates is then put forward for election by the student body. The election is carried out using an online voting system.

19.5 The Student Members attend(s) Academic Board, Academic Standards Committee, Academic Enhancement Committee, and Ethics Sub-Committee meetings between January and October. Depending on the course(s) the Student Members are enrolled upon, they may have graduated from the University during this time, however they will still be expected to return to attend any meetings. They are provided with training and support from the Student Association and Academic Registry.

19.6 The Student Members are required to sign a confidentiality agreement. They receive papers and attend all Open sections of each meeting. There may also be Closed sections of the meetings for which the Student Members will be excluded, as these sections contain information relating to current students of the University.

19.7 The Student Members of Committees, with the Student Association Executive, draft a summary of each Academic Board meeting for publication which, following approval by the Chair of the Academic Board, is published on Atticus.

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19.8 There is no reason why a non-campus student should not apply for Student Members of Committees, and the University does not seek to exclude them from such membership. However, the nature of their courses (and often their physical location) may make it more difficult for a non-campus student to take up membership, but the University shall assist all students in attending meetings. Should a non-campus student wish to be involved, they will be directed to the Student Association to discuss the demands of the post and whether taking up the post is likely to be feasible for them.

### 20 Class Representative Structure

20.1 The University's Student Representative Structures are based on Staff-Student Liaison Committees (SSLCs) which are attended by University staff and Class Representatives.

20.2 The nature of the non-campus-based courses means that it is not always practical to have a formal Class Representative Structure. In particular, students on the online courses characteristically work on an individual basis rather than within any form of class structure. Non-campus students are instead provided with a contact, usually a member of the academic staff, to provide their feedback to.

20.3 Each teaching class is invited to nominate up to two Class Representatives, who represent the class for the academic year.

20.4 Class Representatives have access to training from the Student Association Executive Officer and can also access additional materials, including job descriptions, which is situated on *Atticus*.

## Methods of Collecting Information about the Student Experience

### 21 Teaching Quality Evaluation Forms (TQEFs)

21.1 TQEFs are a valuable tool for acquiring student views on staff performance.

21.2 TQEFs are completed by students for their tutors, usually towards the end of their teaching period. Depending on the nature of their courses, the non-campus students may not complete TQEFs. However, where the TQEF

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system is not appropriate, appropriate methods of tutor evaluation are used (e.g. course surveys or forms which are the equivalent of TQEFs).

21.3 Tutors keep a copy of their TQEFs so that they can see both the scores for every question and all the students' narrative/free text comments. Students are asked to be constructive and also to answer a question on the TQEF self-evaluating their own commitment e.g. their preparation work and their participation.

21.4 Completed TQEFs are scanned using software that produces data reports from which the University can provide tutors with key statistics. The results are used as part of a number of Learning and Development mechanisms for academic staff including:

- Promotion to Senior Tutor
- Appointment as Associate Professor

21.5 The TQEF data reports also enable the University to see if the average scores indicate any significant differences between subjects, courses, or University campus – often corroborating (and sometimes explaining or offering additional information on) the separate and wider annual Student Survey which has a much lower response rate.

21.6 The results for those programmes that utilise TQEFs are used in their Annual Monitoring Reports. A brief summary report is also provided to the Academic Board on an annual basis and the results are included in regular Key Performance Indicator monitoring.

21.7 Due to the personalised nature of the TQEF scores, these are not provided directly to students. However, through their use in staff review processes, the University is able to take appropriate actions based on student feedback.

## 22 Research Questionnaires

22.1 The University uses a combination of internal and external questionnaires to seek student feedback from all students (including non-campus students). Most questionnaires are administered internally.

22.2 The University uses internally-managed questionnaires to acquire student views, such as First Impressions and Course Surveys. Students with an

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identified learning support need are also surveyed separately. All internal surveys are administered by the Insight Team.

22.3 These surveys cover a range of matters, including:

- teaching and learning
- assessment and feedback
- support
- learning resources

22.4 The results of these surveys are collated and analysed by the Insight Manager. These form part of the Academic Board Evidence Base, which is used to support programme monitoring and review. They also contribute to Annual Monitoring Reports and Periodic Reviews, programme development and approval/validation, and other assurance and enhancement activities.

22.5 Students are informed about actions taken and changes made in response to these surveys through Atticus.

22.6 The University also uses externally administered questionnaires to seek student views. These include the National Student Survey (NSS) for the undergraduate LL.B course.

22.7 These surveys cover a range of matters, including:

- teaching
- assessment and feedback
- academic support
- learning resources
- facilities
- student voice

22.8 The results of these surveys are published by the relevant survey administrator (e.g. NSS results are publicly available at via the [Office or Students](#)). The University uses the results in programme monitoring and review activities. They are also reported to the Academic Board and form part of the Evidence Base.

22.9 Students are informed about actions taken and changes made in response to these surveys through Atticus by the Student Association Executive.

23 University-wide Student Consultative Events

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- 23.1 University-wide Student Consultative Events can be used to obtain responses from the entire student body. This tool is likely to be used on an *ad hoc* basis, rather than as a regular element of the student engagement process.
- 23.2 Consultative events can be used to cover a range of matters, including:
- Programme design, development and closure
  - University constitutional change
- 23.3 Consultation can be carried out through a range of methods, including online, face-to-face and by post.
- 23.4 It is likely that a consultative event will make use of other engagement tools described here, such as research questionnaires or the Student Association Representative structure. Advice should be sought from the Insight Manager as to the most appropriate method.
- 23.5 Students are provided with a clear timescale for the consultation including the deadline for providing their response and the point at which they will be informed of the outcome.
- 23.6 The results are collated and made available to students in an appropriate manner. For example, if the consultation has been carried out by e-mail, it may be most appropriate to inform students of the outcome by e-mail.
- 23.7 University-wide Student Consultative Events are open to non-campus students. Clearly, attendance at face-to-face events may not be feasible (although UK-based online students can and do attend University campus if convenient). However, there is no reason why non-campus students should not participate by post or in online events.
- 24 Focus Groups
- 24.1 Focus Groups can be run face-to-face or online and are therefore open to all students (including non-campus students). They are managed by the Insight Manager, and offer the University an opportunity to interact directly with a small group of students. Students can be drawn from the student panel (a group of students who have indicated an interest in taking part in additional research) or from the main student body, depending on the needs of the subject.

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24.2 Focus Groups can be used to cover a range of matters, including:

- programme design and development
- learning and teaching
- assessment
- policy development

24.3 Online Focus Groups offer an additional range of functions, including chat, drawing software, multimedia and instant polls.

24.4 Students are informed about actions taken and changes made in response to Focus Group input through Atticus.

### 25 Student Membership of a New Project Team

25.1 A New Project Team is a group of people, usually from a range of functions and/or campuses, convened to undertake a specific task. A New Project Team can choose to include a student member if it is appropriate, who can be drawn from the whole student body (including non-campus students).

25.2 The level or type of involvement of the student member will be determined by the New Project Team. It may be that one or a range of the other engagement tools listed in these Protocols are used to garner student input.

25.3 The student member of a New Project Team is informed about any actions taken or changes made in response to their feedback. Depending on the nature of the project, this information may or may not be made more widely available.

### 26 Student Dialogue with Decision- Makers

26.1 The Executive Management team, in campuses, have regular student consultation events.

26.2 The Student Association Executive also co-ordinates events at which students can meet with senior University management.

26.3 All students (including non-campus students) can submit to the Student Association Executive requests for events and members of staff with whom to meet.

26.4 These events will offer students the opportunity to ask questions and provide feedback to senior University management.

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### 27 User Groups

27.1 User Groups can be established on an *ad hoc* basis for the testing of draft learning materials or systems and processes. User Groups are open to all students (including non-campus students).

### 28 Action Tracking

28.1 Each of the student engagement tools described above will lead to issues being raised. It is important that the University responds to and addresses these, and ensures that students are aware of actions taken.

28.2 In most cases, responses will be provided using the medium through which they were raised. For example, responses to issues raised at SSLC meetings will be provided at SSLC meetings, and other items for feedback can and will be provided online.

28.3 The Student Association, in liaison with the National Programme Directors, continue to track actions in response to student feedback, which is subsequently uploaded to the Association's site.

### Version history:

Version	Amended by	Revision summary	Date
V1.0	Sarah Burrell - Head of Quality Assurance and Claire Bloomfield - Student Officer	Initial drafting	20/02/2014
V1.1	Steve Illingworth - Operations Manager, Ann-Marie Barker - Insight Manager and Louise Mawer – Operations Manager	Revisions	22/04/2014
V1.2	Jane Chapman - Vice President (Academic Governance, Quality and Standards)	Revisions	15/07/2014
V1.3	Claire Bloomfield – Student Officer	Incorporating feedback from Director of Programmes (Centres)	01/10/2014

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		and Director of Programmes (External)	
V1.4	Project Working Group	Revisions and redrafting	24/02/2017
V1.5	David Smith – Student Association Executive Officer	Initial draft updated to reflect the QAA's Advice and Guidance on Student Engagement.	25/01/2019
V1.6		Approved by Academic Board	14/02/19
V1.7	Registry Officer	Change to the document coding convention	March 2020