UNIVERSITY OF BRIGHTON

Student Engagement in Quality Policy

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1 Introduction

1.1 The University of Brighton’s model of higher education is based on a strong sense of community and shared values across its staff and student body. The Strategic Plan has made this commitment clear, and one of its objectives focuses on the learning community and experience for students:

‘A transformational learning experience: Students at the University will value their learning as active participants in learning communities, engaged in the co-production of knowledge across a broad range of professional and academic disciplines’

Furthermore the Strategic Plan states that:

‘We will ensure that we listen to the student voice through a variety of mechanisms, making us well placed to meet our mutual responsibilities for the effective engagement and representation of students. This includes working with students and their representatives in ways which promote participation and collaboration in University governance at all levels, and the joint development and scrutiny of a variety of feedback instruments’.

1.2 This Student Engagement in Quality Policy is shaped by these objectives and sets out how the University in partnership with its students, will aim to ensure that the views and experiences of all students inform its quality systems with the purpose of understanding and enhancing all aspects of the student learning experience.

1.3 The Policy was developed by the Student Engagement in Quality Steering Group with Students’ Union representation. The group used the QAA Quality Code chapter B5 as a framework to review University practice and to develop a number of policy areas for student engagement activity which support the University’s objectives.

1.4 The University’s strong partnership with the Students’ Union and its students is set out in the University’s Student Charter which contains a set of shared commitments and expectations, and aims to enhance and sustain partnership working within the University community. The Charter is seen as an important communication tool to help establish mutual expectations and could help monitor the student experience and how relationships are working.

1.5 The University values the role of the Students’ Union in obtaining student opinion on a wide range of topics e.g. through Course representative surveys, and as a collaborator in the process of assuring and enhancing quality as well as helping inform the identification of institutional priorities.

2 Student engagement

2.1 The University recognises students as stakeholders, listening to and acting on an informed student voice, and as collaborative partners in the higher education experience. Student engagement therefore has two interconnected elements:
i. Student engagement in **quality assurance and enhancement** processes, where the views and experience of students will contribute to understanding and enhancing learning. This is achieved mainly through:

- student evaluation and feedback
- student representation
- student participation in course approval and review

ii. Student engagement in **learning and teaching** where students are engaged as curriculum partners and as co-producers of knowledge.

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2.2 This Policy sets out the ways to engage all students - undergraduate, taught postgraduate and postgraduate research, in the **first** of these elements.

2.3 Student engagement (both elements) is an important driver for the enhancement of student learning opportunities.

### Policy area 1

The University will encourage activity which supports and amplifies the links between student engagement in quality assurance and teaching and learning to enhance student learning and experience.

### Policy area 2

Schools are encouraged to foster a culture of lifelong student engagement and an environment in which students at all levels of study are given opportunities and encouragement to provide feedback on their experiences, initiate discussion and to contribute to changes and improvements. Student engagement activities improve the motivation of students to engage in and to take ownership of their learning.

Schools will establish responsibility for fostering student engagement at a senior academic level in order to support the process, and facilitate engagement by course leaders and students.
3 **Aim and principles of the policy**

3.1 This policy aims to ensure that the University has a consistent and effective approach to student engagement in quality by providing opportunities for all students to be actively involved in its quality processes throughout their higher education journey.

3.2 The policy is underpinned by the following principles:

i. *student engagement is embedded in the University’s quality policies, processes and practices*

ii. Opportunities for student engagement vary and are promoted widely to all students and staff;

iii. *student engagement goes beyond consultation*

   Students are encouraged to engage in the learning opportunities provided and to shape their learning experience. Student-led activities such as peer-mentoring sustain this from one cohort to the next;

iv. *a supportive feedback culture and environment is maintained*

   Students work in partnership with staff to analyse feedback, develop and implement change. Practices are reviewed to continue to promote a culture of student engagement and feedback;

v. *timely and appropriate action is taken in response to valid issues raised*

   Feedback is collected, analysed and actions reported in a systematic way. Students are informed about how their feedback has been acted upon (including where change is not possible) in order to ‘close the feedback loop’;

vi. *adequate support, encouragement and training for students and staff is provided*

   Training is provided to empower students to participate in, and meaningfully engage with, quality processes;

vii. *the contribution of all students is valued*

   All students can bring their own experience to engagement activities and should have the opportunity to be involved in quality assurance and enhancement processes. The University recognises that the student body is heterogeneous, some students are less easy to reach than others, and students choose the nature of their engagement with the University.

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**Policy area 3**

The University and the Students' Union will reflect on how they engage and communicate with all parts of the student community (including collaborative programmes) to create an inclusive culture, sense of community and represent the diversity of students at the University.
4 Induction

4.1 The University regards induction of students and the transition into higher education and also between levels (e.g. undergraduate to postgraduate), as an important part of the student learning experience. Induction can be used to raise awareness of student representation and to highlight the role and importance of the student voice.

4.2 Activities to establish a relationship between the University and students pre-admission are also important with student ambassadors playing an important role.

- The University and the Students’ Union will reflect on how they engage and communicate with all parts of the student community (including collaborative programmes) to create an inclusive culture, sense of community and represent the diversity of students at the University.

Policy area 4

The University in partnership with the Students’ Union will further develop core activities and information for all students to show how students can engage at all levels of the University and encourage participation, ensuring that induction is closely related to a positive student experience.

5 Student evaluation and feedback

5.1 Introduction

5.1.1 The University regards student evaluation and feedback as a key source of evidence to inform the ongoing development and enhancement of academic courses and encourages the use of a variety of methods to explore students’ experiences of their courses.

5.1.2 The University has three main student evaluation and feedback mechanisms:

i. external student surveys;
ii. internal student surveys;
iii. ongoing engagement to capture student feedback.

Policy area 5

Students will be clearly informed, through course and module handbooks and induction activities, about how their feedback is collected and responded to.

5.2 External student surveys

5.2.1 The University participates in a number of external surveys in which student feedback about their academic experience, at undergraduate and postgraduate level, is collected anonymously including:

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5 Alongside e.g. external examiner commentary, student achievement data
i. National Student Survey (NSS);
ii. Postgraduate Taught Experience Survey (PTES);
iii. Postgraduate Research Experience Survey (PRES).

5.2.2 These surveys provide the University with data for external and internal benchmarking and to identify institutional-level themes to drive changes. External surveys also enable students to have constructive, evidence-based dialogue with the University.

<table>
<thead>
<tr>
<th>National survey</th>
<th>Frequency/timing</th>
<th>Analysis of results</th>
<th>Response and actions</th>
<th>Publication of results</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS</td>
<td>annual Jan-April</td>
<td>at institutional level - EPD</td>
<td>Annual course monitoring reports/Academic Health</td>
<td>Internally</td>
</tr>
<tr>
<td>PTES</td>
<td>annual Mar-April</td>
<td>at institutional level - EPD</td>
<td>Annual course monitoring reports/Academic Health</td>
<td>HEA report on UK results</td>
</tr>
<tr>
<td>PRES</td>
<td>biennial Mar-April</td>
<td>Doctoral College/EPD</td>
<td>Annual monitoring reports (DPS)/Doctoral College Board Academic Health</td>
<td>HEA report on UK results Internally Doctoral College site committees, for dissemination to PGR students</td>
</tr>
</tbody>
</table>

5.3 **Internal student surveys**

The University undertakes a number of internal surveys in which student feedback about their academic experience, at undergraduate and postgraduate level, is collected.

5.3.1 **Undergraduate Student Survey (UGSS)**

All undergraduate students\(^7\) are surveyed annually about their course experience through their course survey.

The survey aims to:

i. provide an opportunity for all undergraduate students to formally feedback about their experiences of a course and to participate in taking actions forward;
ii. provide information that will enable improvements to the course and learning opportunities for students;
iii. provide the University with analysis of student feedback across all its undergraduate provision.

The survey objectives are to

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\(^6\) The aim is to implement the survey in 2014/15 subject to approval.

\(^7\) All levels of undergraduate student with exception of final year students eligible for the NSS. Non eligible NSS students should undertake the UGSS course survey.
i. provide course leaders, course teams and students with the results and analysis quickly to enable responses;

ii. provide information to help tutors reflect on the course design and teaching and to inform continuous improvement of learning and teaching;

iii. provide the opportunity for students to engage in the analysis of the survey including identification of actions in response to issues raised;

iv. enable course level and institution wide issues to be more easily identified and provide benchmarking and monitoring data;

v. facilitate the identification and sharing of good practice across the University to support institutional quality enhancement activities.

5.3.2 The Undergraduate Student Survey:

- is conducted over a common 4 week student ‘survey season’ (during March-May);
- is normally paper-based or online\(^8\);
- consists of standard NSS questions and free text for qualitative feedback;
- is analysed using the University approved software with results available within 2 weeks\(^9\).

### Policy area 6

The UGSS will have the following stages:

**Survey:** all undergraduate students will be surveyed annually through their annual course survey.

**Results:** survey results will be made available to all students on the Course area on Studentcentral within one month.

**Discussion/Conversation:** there will be an opportunity for students to discuss the results and agree actions with their Course Leader.

**Response:** responses to the survey will be included in annual Course Reports (academic health) and these will be made available to students on the Course area on Studentcentral within one month of the Student Staff Forum which considers the annual course report.

5.3.3 Undergraduate Module Survey\(^{10}\)

All students\(^{11}\) on a module will have an opportunity to provide feedback on their experiences at module level\(^{12}\) (and in turn all modules will be surveyed each time they run).

The survey aims are to:

i. provide an opportunity for all students to formally feedback about their experiences of a module and to participate in taking actions forward;

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\(^8\) The use of mobile friendly surveys combines the advantage of an online system which can be promoted whilst in a lecture etc.

\(^9\) Subject to software requirements

\(^10\) The aim is to implement in 2014/15 subject to approval

\(^11\) Includes final year students

\(^12\) Supported by the QAA’s guidance which includes the principle that ‘student feedback should be obtained at module level as this is the primary unit of delivery in terms of learning experience
ii. provide information that will enable improvements to the module and learning opportunities for students;
iii. allow students to reflect on their engagement in a module and how that has shaped their learning.

The survey objectives are to:

i. provide module leaders and students with the results and analysis quickly to enable responses;
ii. provide information to help module leaders reflect on the design and teaching of the module and to inform continuous improvement of learning and teaching;
iii. provide the opportunity for students to engage in the analysis of the survey including identification of actions in response to issues raised;
iv. enable module level issues to be more easily identified and provide benchmarking and monitoring data;
v. facilitate the identification and sharing of good practice across the University to support institutional quality enhancement activities.

Policy area 7

Module surveys will have the following stages:

Survey: all students on a module will have an opportunity to provide feedback on their experiences at module level.

Results: module evaluation feedback will be made available to students on Studentcentral within one month of the survey.

Discussion/Conversation: there will be an opportunity for students to discuss the results and agree actions with their module leader.

Response: responses will be included in annual Module Reports (academic health) and these will be made available to students on Studentcentral within one month of the Student Staff Forum which considers the annual course report

5.3.4 Postgraduate (taught) Course and Module Survey

All postgraduate (taught) students are surveyed at both course and module level according to local circumstances and which takes into account the nature of the provision and student experience at this level.

The course and module surveys aims are:

i. to provide an opportunity for all students to formally feedback about their experiences of their course and module and to participate in taking actions forward;
ii. to provide information that will enable improvements to the course and module and learning opportunities for students;
iii. to provide the University with analysis of student feedback across its courses and/or modules.

The surveys objectives are:
i. to provide course and module leaders and students with the results and analysis quickly to enable responses;

ii. to provide information to help course and module leaders reflect on the design and teaching of the course and module and to inform continuous improvement of learning and teaching;

iii. to provide the opportunity for students to engage in the analysis of the survey including identification of actions in response to issues raised;

iv. to enable course/module level and institution wide issues to be more easily identified and provide benchmarking and monitoring data;

v. to facilitate the identification and sharing of good practice across the University to support institutional quality enhancement activities.

### Policy area 8

Postgraduate (taught) surveys will have the following stages:

**Survey:** all postgraduate (taught) students will be surveyed at both course and module level according local circumstances.

**Results:** course and module survey results will be made available to all students on Studentcentral within one month.

**Discussion/Conversation:** there will be an opportunity for students to discuss the results and agree actions with their Course Leader.

**Response:** responses to the surveys will be included in annual Course Reports (academic health) and these will be made available to students on Studentcentral within one month of the Student Staff Forum which considers the annual course report.

### 5.3.5 Postgraduate Research (PGR) students - Student Satisfaction Survey

All postgraduate research (PGR) students are surveyed annually through the Student Satisfaction Survey, run by all Centres normally through May.

The aims of the Student Satisfaction Survey are:

i. to give students the opportunity to raise any general issues relating to their studies at Brighton, anonymously if they wish, which they may not have had a chance to do in their supervision or progress meetings;

ii. to ensure that such issues are acknowledged and responded to by the appropriate individual(s) or bodies within the University and that students are informed of the response to their comments.
Further details are provided in the *Code of Practice for Research Degrees*\(^\text{13}\).  

### Policy area 9

The Postgraduate Research (PGR) student survey will have the following stages:

**Survey:** all postgraduate research students will be surveyed annually through the Student Satisfaction Survey. This can be completed on-line on Studentcentral.

**Results:** The Directors of Postgraduate Studies (DPS) compile a summary report on the questionnaires for their Centre (summary monitoring report). The summary report is submitted to the Faculty Academic Board in the autumn term. The reports should be sent to students within the Centres. Reports are submitted to the University’s Research Degree Annual Health Day.

**Discussion/Conversation:** there will be an opportunity for research students to discuss the results with the DPS.

**Response:** the survey is designed to allow information to be gathered and acted on both in the short (by Centre or School) and long term (at the Research Degree Annual Health Day).

DPS are responsible for ensuring that the students in their Centre are informed of any actions to be taken in response to students' views and the reasons for these actions. This might be done e.g. by bulletin board information notices, e-mails, meetings convened specifically for the purpose or through Doctoral College Centre Committees.

<table>
<thead>
<tr>
<th>5.3.6 Postgraduate Research (PGR) students – exit questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following completion of a research degree, or early withdrawal, all students will be requested to complete an exit questionnaire which seeds student feedback on positive and negative aspects of their experience and request recommendations for future enhancements.</td>
</tr>
<tr>
<td>The results of exit questionnaires feed into the Doctoral College Board annual monitoring process via the appropriate DPS and the Doctoral College Manager.</td>
</tr>
</tbody>
</table>

**5.4 Ongoing engagement to capture student feedback**

**5.4.1** Formative and ongoing direct engagement between students and staff can elicit feedback during the delivery of a module/course. This often allows academic staff to act on and respond to students’ feedback and issues immediately and to the benefit of the current students.

**5.4.2** Such activity fosters student engagement, can take a variety of forms, and occur at the module, course or School level. Examples of such forums are given below and some also act as ways of responding (having a conversation with students) to students and formulating actions, so can be used in conjunction with internal surveys.

\(^{13}\) published annually
- consultative forums
- open meetings
- student-staff forums
- student societies
- School Councils
- meetings with industry panels and PSRBs
- reading and focus groups
- on-line discussions
- in module discussions
- suggestion boxes
- one to one tutorials including personal tutorials
- seminar discussions
- teaching excellence awards

Collecting individual and collective student feedback in these ways can be used to complement the information collected from formal student surveys.

5.4.3 Direct engagement with all students through, for example meetings and online discussion can capture the student voice for more ‘non-traditional’ student groups other than through the collective representative student voice.

5.4.4 Annual progression reviews for postgraduate research students provides students with an independent mechanism through which issues regarding their supervision, or their experiences can be raised.

5.5 Having a conversation – ‘closing the loop’

5.5.1 Students need to know the results of surveys they have completed, what will happen next and how they can be involved. Having a conversation with students following the publication of results of internal student surveys (course and module) is an important aspect of the partnership with students. This can take a number of forms including:

- whole course/module group discussion
- discussion with Course representatives
- focus groups to follow up on particular issues (see also 5.4.2).

5.5.2 This activity ensures that students are given the opportunity to consider key issues highlighted by the survey(s) and develop solutions, working in partnership with staff (including the Course Leader) at the course/subject level or University level.

5.5.3 Feeding back to students on the responses to their feedback is important to give students an incentive to provide feedback and, importantly, to develop the conversation between staff and students as learners. Closing the feedback loop is essential in maintaining a collaborative approach to student engagement.

5.5.4 Course Leaders are responsible for ensuring that responses (showing how feedback from students is acted on) to student evaluation and feedback is provided to students in accordance with the agreed timescale. Studentcentral (the University’s VLE) provides an opportunity to host information about the course, including outcomes and changes to surveys, which is available to all students on the course.
6 Student representation

6.1 Introduction

6.1.1 Student representation is coordinated by the Students' Union in partnership with the University at three main levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course representatives</td>
</tr>
<tr>
<td>School</td>
<td>School academic organiser</td>
</tr>
<tr>
<td>University</td>
<td>SU sabbatical officers</td>
</tr>
</tbody>
</table>

6.1.2 Student representatives work in partnership with the University to enhance the student experience at a strategic level as well as representing the views of individuals and groups or students.

6.1.3 The University expects all students to have the opportunity to provide feedback and contribute to discussions about their academic provision at course, School and University level through student representation. This ensures that students are proactively involved in decisions that affect their learning experience.

6.2 Course level through Course representatives

6.2.1 The Course representative system is coordinated by the Students' Union with Course Leaders.

6.2.2 Course representatives are elected by their peers to represent their views on their course. Course representatives are members of Student Staff Forums, a key mechanism for dialogue between staff and students about all aspects of the academic provision and student experience on the course. External examiners reports are considered at Student Staff Forums and Course representatives have an opportunity to discuss proposed action.

6.2.3 The School Education and Student Experience Committee, which reports to the University Education and Student Experience Committee, has responsibility for student engagement and feedback and oversight of Student Staff Forums. The formal arrangements for managing a course and for ensuring student representation

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14 In 2010 the Students’ Union and University adopted a revised policy and guidelines on the Course Representative system.
will be approved at validation. This also covers courses running at partner institutions.

Policy area 10

Student Staff Forums will include Course representatives for all years/levels of a course to participate and contribute to the meeting.

There will be a standing agenda item on Student Staff Forums for student business under which Course representatives can raise key areas on behalf of the wider student body.

Minutes of Student Staff Forums will be made available on the Course areas on Studentcentral within one month of the meeting.

6.2.4 Course representatives also provide feedback to the Students’ Union through School Academic Forums and through the SU’s annual Course representative survey. This provides an annual Course representative impact report to Academic Boards/UQS with School by School reports to Heads of School.

6.2.5 Issues raised at Student Staff Forums may be flagged by Course representatives and/or Course Leaders for consideration at School Education and Student Experience Committees.

6.2.6 It is important that students, before starting as a Course representative, and staff have an understanding of the student representative role.

Policy area 11

The Students’ Union will provide guidance and material which clarifies the role of the Course representative for use by the Students’ Union and staff both to promote the role and to support recruitment of Course representatives.

6.2.7 Postgraduate research (PGR) students are represented through local student representatives organised through each Doctoral College Centre.

The University’s Doctoral College Board (DCB) includes research student representatives. Each Doctoral College Centre has an associated committee, meeting three times annually to provide a formal point of liaison through which local or subject specific issues can be raised and disseminated. These committees involve student representatives.

6.3 School level through School academic organiser

6.3.1 The School academic organiser is coordinated by the Students’ Union. School academic organisers are normally recruited as part of the SU elections process during the spring term, and any unfilled positions are co-opted at the start of the autumn term through the Course representative training.
6.3.2 School academic organisers gather feedback from their School Course representatives about issues on academic experience. They discuss collective issues raised by Course representatives at the School Education and Student Experience Committee. They also attend the Academic Zone Committee SU meetings and help make SU policy.

School academic organisers provide regular feedback to fellow students on the outcomes of meetings and other activities.

<table>
<thead>
<tr>
<th>Policy area 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Education and Student Experience Committees will include School Academic Organisers as members.</td>
</tr>
<tr>
<td>There will be a standing agenda item on School Education and Student Experience Committees for student business under which student representatives can raise key areas on behalf of the wider student body</td>
</tr>
</tbody>
</table>

6.4 University level through Student Union Sabbatical Officers

6.4.1 Sabbatical officers are elected by all students and work on behalf of all students/in the best interest of all students, as members of a range of University committees, including Academic Board and a number of its reporting committees.

6.4.2 The Students’ Union set the agenda for the Student Affairs Committee which reports to the University’s Board of Governors. There are open channels between the Senior Management Team and the Students’ Union.

6.4 Student contribution to quality processes

6.5.1 It is important that all students can contribute at all levels at which quality assurance processes operate.

<table>
<thead>
<tr>
<th>Policy area 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools and/or Course teams will engage students through the following activities:</td>
</tr>
<tr>
<td>• securing student views on academic policy developments;</td>
</tr>
<tr>
<td>• having a dialogue between Heads of School and SU Officers;</td>
</tr>
<tr>
<td>maintaining lists/groups of students from subject areas who might be consulted on policy developments and participate in quality assurance events such as academic health, validation and periodic review of courses.</td>
</tr>
</tbody>
</table>
6.5.2 Student representatives are members of the University’s senior committees at which policy proposals and developments are approved. Where appropriate, University policy is developed in working groups set up by committees.

Policy area 14

Working groups of University committees will have student representation to help develop proposals and policy collaboratively, where relevant.

Student-staff project/development teams will be encouraged with students as researchers (of the student experience) and co-creators.

7 Student participation in course approval and review

7.1 Introduction

7.1.1 Involving students in quality assurance processes relating to the curriculum is an important way of engaging students in their learning, providing opportunities for students to help shape their own and other students’ learning opportunities.

Policy area 15

The student voice will inform course design, development and review as well as course delivery and panels will consider how the student voice has been or will be listened and responded to.

7.2 Course design, development and approval (validation)

7.2.1 Early engagement with students during the planning, design and development of a new course/curriculum is encouraged. This includes the contribution students make to the curriculum through involvement in research. Alumni and recent graduates should also be consulted when developing new courses and invited to participate in order to maintain a relationship with the academic community.

Policy area 16

Student representatives will be included in validation meetings in order to meet with the validation panel to primarily consider the student experience (rather than subject content).

7.3 Annual monitoring (Academic Health)

7.3.1 A core feature of annual monitoring is the preparation of Course monitoring reports which are considered at Student Staff Forums.

Policy area 17

Course and module annual monitoring reports will include improvements/key enhancements that have been made as a result of student engagement activities (including student feedback, representation and participation in course review).
7.3.2 Student representatives are members of Student Staff Forums which consider annual course monitoring reports and are part of the discussion about the report and the planned actions.

Policy area 18

External examiner reports will be made available to students via Studentcentral along with annual Course monitoring reports so that the external examiner’s report can be reviewed in the context of proposed actions/actions taken.

7.3.3 School annual monitoring reports are compiled from relevant course and subject/division reports and include analysis of relative performance across subjects and programmes/courses.

Policy area 19

Student representatives will be invited to participate in School annual monitoring events/meetings to scrutinise and consider School Academic Health reports.

7.4 Periodic review

7.4.1 Student input, either in person or from student written feedback is an important factor on the critical evaluation of a course, and furthermore it is good practice to include participation from current students at all levels of the course(s) under review and of former students where possible.

Policy area 20

There will be a requirement for the periodic review panel to meet with students to gain their feedback of the course.

Students Reviewers as full panel members for periodic review will be introduced. The criteria for membership will be developed and training provided with the aim of establishing a pool of students able to make a qualified contribution to reviews.

The impact of student involvement will be monitored and evaluated.

7.5 External review

Visits by PSRBs and QAA Institutional Review also provide the opportunity for students’ opinions of their academic experience to be gathered e.g. through a Student Written Submission. The expectations and criteria for selection will be provided by the PSRB/QAA.
8 Training and ongoing support

8.1 As well as induction activities (section 4), both student representatives and staff benefit from ongoing training and support relating to student engagement and identified resources.

In addition, information should be provided to ensure that students understand the various representative roles sufficiently well enough to stand for these positions.

Policy area 21

The University and the Students’ Union will provide, and keep under review, appropriate training, development and support for students in relation to student engagement activities to ensure an informed student voice, including for;

i. Course representatives – in addition to the main training programme for Course representatives, the Training for Success Programme, designed in partnership with the University, has enabled the SU to develop a comprehensive series of training sessions and online support materials;

ii. student representatives at the ‘intermediate level’ – where more attention to the support and development needs may be required;

iii. student representatives involved in validation and periodic review\(^1\), specialist engagement and as members of periodic review panels;

iv. student members of University committees - this could be through a briefing by the committee secretary in advance of the meeting or through attending agenda-setting meetings.

The University and the Students’ Union will inform student representatives about the mechanisms (e.g. face-to-face events and online resources) that exist to support them in their role.

The nature and update of training will be monitored and reported.

Policy area 22

The University will ensure that all staff (academic and administrative) have access to appropriate training and ongoing support to enable them to carry out student engagement activities and support students to engage with quality processes at the course/programme and School level.

9 Promoting opportunities and sharing of information

9.1 The University aims, wherever possible, to make a range of information available to current (and prospective) students on the quality and standards of courses and results of surveys.
There is an expectation that staff and students should engage in evidence-based conversations, based on the mutual sharing\textsuperscript{15} of information.

\begin{table}[h]
\centering
\begin{tabular}{|p{\textwidth}|}
\hline
\textbf{Policy area 23} \\
\hline
The University and Students’ Union will agree which sources of information will be useful to inform discussion/conversations and facilitate the mutual sharing of information. This information will comply with the requirements of QAA Quality Code for HE Part C. \\
Such information is likely to include: \\
\begin{itemize}
  \item NSS, PTES, PRES data and reports of actions \\
  \item results from module and course surveys \\
  \item annual monitoring reports at course and School level \\
  \item external examiner annual reports and responses to reports \\
  \item periodic reviews \\
  \item reports from PSRBs \\
  \item University level quality data, PSRB data \\
  \item Minutes of Student Staff Forums \\
\end{itemize} \\
Students’ Union survey outcomes, including Course representative survey report. \\
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\end{tabular}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{|p{\textwidth}|}
\hline
\textbf{Policy area 24} \\
\hline
Students will be informed about the nature and source of information available. \\
Information will be accessible and appropriate to students at different levels. \\
The University and Students’ Union will promote and advertise widely the range of opportunities available for any student to engage in quality assurance and enhancement, including showing how student engagement has made an impact. \\
\hline
\end{tabular}
\end{table}

10 Valuing the student contribution

10.1 The University and Students’ Union aim to ensure that ways of recognising student effort through student engagement is acknowledged. Such recognition is an important way of encouraging future representation as well as highlighting to other students the value of the role to both students and the university.

\textsuperscript{15} When sharing information the University and student should ensure that confidentiality is maintained to protect the rights of individuals
11 Monitoring and review - measuring the impact and enhancement

11.1 Monitoring of student engagement activities should be carried out annually, using agreed performance indicators, in order to evaluate whether students are actively engaged in quality management as well as to measure improvements.

The following approaches for identifying indicators may be used:

- direct evaluation of the effectiveness of student engagement activity through specific questions on student engagement in internal surveys/use of additional question set in the NSS, focus groups to evaluate aspects of engagement in quality;
- the use of quantitative indicators of student engagement, e.g. the number of students involved in student representative elections; response rates to course/module surveys, attendance at Student Staff Forums and Student Education and Student Experience Committees;
- improvements in NSS results which can be attributed to student engagement activities.

Policy area 26

The University and Student's Union will consider how the effectiveness of student engagement is monitored. This will include what 'indicators' should be used to measure the impact of student engagement activities.

Monitoring should also consider any barriers to student engagement.

11.2 Annual monitoring

The University’s annual monitoring process (Academic Health) provides the primary mechanism for reporting on student feedback from module and course evaluation in order to monitor and enhance provision.
Policy area 27

As part of the Academic Health process, School annual monitoring reports will identify student engagement activities e.g. in periodic review, informal feedback mechanisms, surveys that have taken place and identify improvements made or actions taken.

11.3 Course representation

Policy area 28

The Students’ Union will review the effectiveness of the Course representative System and provide results to Heads of School.

Document control box

<table>
<thead>
<tr>
<th>Owner</th>
<th>Quality and Standards – Academic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version number</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Revision history (most recent first)

<table>
<thead>
<tr>
<th>Version</th>
<th>Summary of change(s)</th>
<th>Author</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.2</td>
<td>Reference to Student Staff Forums, SESECs, School Academic Organiser</td>
<td>HG</td>
<td>10/2019</td>
</tr>
<tr>
<td>1.1</td>
<td>Replaced UoB Course Representation Policy Review of policy to SEG</td>
<td>HG</td>
<td>10/2015</td>
</tr>
</tbody>
</table>

Date approved | Dec 2013
Approved by   | Academic Board
Implementation date | From Oct 2014
Date of next review | 2018
The full Course Representation policy can be accessed here:

University of Brighton Course Representation Policy
## Mapping of Policy to QAA UK Quality Code for Higher Education, Chapter B5: Student Engagement

<table>
<thead>
<tr>
<th>UK Quality Code for HE – Indicators</th>
<th>Student Engagement in Quality Policy – sections</th>
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<tbody>
<tr>
<td>1. HE providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>2. HE providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience</td>
<td>5, 7</td>
</tr>
<tr>
<td>3. Arrangements exist for the effective representation of the collective student voice at all organisational levels, and these arrangements provide opportunities for all students to be heard.</td>
<td>6, 7</td>
</tr>
<tr>
<td>4. HE providers ensure that student representatives and staff have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively</td>
<td>8</td>
</tr>
<tr>
<td>5. Students and staff engage in evidence-based discussions based on the mutual sharing of information.</td>
<td>9</td>
</tr>
<tr>
<td>6. Staff and students to disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.</td>
<td>10</td>
</tr>
<tr>
<td>7. The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced where required.</td>
<td>11</td>
</tr>
</tbody>
</table>