

Student Engagement Policy

Document Summary

Date of approval: 18/11/2019

Approved by: Academic Board

Last revision date: 31/08/2026

Next revision date: 31/08/2027

Student Engagement Policy

1. Policy Statement and Principles

The City College is committed to a student-centric approach, involving students as active partners in all aspects of their educational experience. We recognise that student engagement is crucial for promoting motivation, digital engagement, improving the student voice, wellbeing, employability, enhancing learning, and improving retention and progression.

Involving students as partners will lead to a better quality of education and support for all, as well as ensuring that students are active partners who can contribute to enhancing the quality of teaching, quality assurance, decision-making, curriculum enhancement and strategic development.

Our approach is guided by Office for Students regulatory expectations on student support and academic quality, alongside the Quality Assurance Agency (QAA) UK Quality Code, which defines two core forms of engagement:

- Engagement in Learning, encouraging students to take ownership of their learning and develop independent critical inquiry.
- Engagement in Quality Assurance, involving students directly in evaluation processes that lead to the continuous enhancement of their academic experience.

2. Mechanisms for Student Engagement

We provide a variety of formal and informal mechanisms for students to share their views and contribute to the quality of the College.

Student Representation:

- The Student-Staff Liaison Committee (SSLC), which includes student representatives and senior staff, meets regularly to discuss and review all aspects of the student experience and feed directly to the Academic Board.
- Student representatives are elected to act as a key communication channel between the student body and college management.

Direct Feedback Channels:

- Ongoing informal interaction with academic and support staff through our 'open door' policy.
- Formal feedback via unit and course-level evaluations.
- Student surveys, including internal surveys and any external surveys relevant to the sector.

Formal Procedures:

- Our complaints and appeals procedures, which provide a formal channel for students to raise concerns.
- Tutorials and end-of-year reviews, which provide opportunities for individual feedback.

Closing the Loop:

We are committed to transparently communicating how student feedback has been used to drive improvements. This is done through our "You Said, We Did" initiative, with updates shared via our virtual learning environment (VLE) and at SSLC meetings.

Equal Participation

The College is aware of engagement barriers experienced by disabled students, mature students, distance learners, care-experienced students and those from underrepresented groups. The College is committed to accessible engagement opportunities, including reasonable adjustments and student representatives from each course.

3. Roles and Responsibilities

Students are encouraged to actively participate in class, provide constructive feedback, and engage with the mechanisms for student representation and feedback.

The College is responsible for establishing effective engagement mechanisms, listening to student feedback, and acting upon it to continuously enhance the quality of our academic provision.

Staff are responsible for encouraging active student participation, fostering an open environment for honest dialogue, and ensuring student views are formally recorded to help close engagement gaps. Staff are responsible for analysing feedback from surveys, module evaluations, and focus groups, using this evidence to drive institutional improvement and support meaningful student partnership across governance and quality assurance.