

## Student Engagement Policy

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Linked policies:	<p>OBC Mentor System</p> <p>Safeguarding Policy</p> <p>Diversity &amp; Equality Policy</p> <p>Admissions Policy</p> <p>Student Handbook</p> <p>Student Council Guidance Handbook</p> <p>Student-Charter</p> <p>VLE Policy</p>
External reference:	<p>Prevent Guidance BIS</p> <p>UK Quality Code UKSCQA/02 Expectations for Quality, Core Practice 4 (p3);</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>Advice and Guidance Theme 4: Enabling student achievement. Guiding Principles 1-6</p>
Audience:	Students and Staff

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# 1 Introduction

At Oxford Business College (OBC), we strive to ascertain the 'student voice' through a structured framework that enables students to express their opinions and suggestions on College life openly, honestly, securely, and constructively. We firmly believe that all students have the entitlement to actively contribute to shaping the educational experience they and their peers receive. The effective implementation of this procedure will afford them the opportunity to do so. Moreover, apart from aiding in students' learning and social development, such engagement is also actively beneficial to the performance of College. OBC is committed to centring the student voice in the planning and design of the broader curriculum and all College activities.

## 2 Purpose

The purpose of this policy is to:

- Foster a vibrant and inclusive learning environment where students are actively engaged in shaping their educational experience and the wider College community.
- Cultivate a culture of collaboration, responsibility, and continuous improvement among students, faculty, and staff.
- Empower students to develop essential skills such as critical thinking, communication, leadership, and decision-making through meaningful interactions and participation.
- Enhance the quality of teaching, learning, and College activities by integrating student perspectives and feedback into decision-making processes.
- Promote a sense of ownership and belonging among students, reinforcing their commitment to personal and collective growth within the OBC community

## 3 Aims and Objectives

The aims and Objectives of this policy are:

- Facilitate active student engagement in learning and the wider College community.
- Nurture the skills and attitudes necessary for developing responsibility, independence, teamwork, and communication skills through student-staff relationships.
- Embed a culture wherein students have high expectations of themselves, their peers, and College staff.
- Utilise the curriculum to develop students' leadership capacity and decision-making skills.
- Design appropriate curriculum and extracurricular opportunities for students to formally voice their views within and beyond the curriculum.
- Engage with students to provide the required educational opportunities.

## 4 Scope

This policy applies to all students, staff, and stakeholders involved in the OBC community.

## 5 Roles and responsibilities

### 5.1 Students

- Engage fully in their learning, developing a comprehensive understanding of their progress and the significance of their contribution to the College's development.

- Participate actively and responsibly in both self and peer assessment exercises, as well as in the evaluation of College activities (including teaching and lessons).
- Contribute to Student Representative Group meetings within and beyond their tutor group, improving verbal communication and discussion skills and developing their ability to negotiate, compromise, and operate as effective team members.
- Take responsibility for their environment, academic progress, involvement in wider College life, and behaviour.
- Read, evaluate, and implement the Student Charter.
- Participate in and support the work of the Student Council.

## **5.2 Lecturers**

- Be comfortable receiving constructive criticism and proactively act upon it.
- Regularly seek student feedback regarding teaching and learning activities through formal (e.g. questionnaires/surveys) and informal (e.g. conversations) means and encourage and utilise student views.
- Utilise a wide range of assessment for learning techniques, particularly self and peer assessment, to encourage debate about targets, progress, and standards.
- Embed learning-to-learn strategies through lesson planning and delivery.
- Offer students the opportunity to plan, deliver, and resource a section of occasional lessons (e.g. starter or plenary session).

## **5.3 Heads of Programme**

- Ensure that assessment for learning, learning to learn, and opportunities to increase independent learning skills are embedded in schemes of work and resources.
- Use student feedback as a key strategy to monitor and evaluate the quality of teaching and learning.
- Promote opportunities for students to take ownership of their learning.

## **5.4 The Academic Board**

- Provide every student with the opportunity to contribute to student engagement activities.
- Devise clear structures and systems to promote student engagement.
- Properly resource student engagement activities.
- Use regular student feedback data to inform planning, teaching and learning strategies, and wider College life.
- Promote the work of the Student Council by facilitating student contributions

## **5.5 Student Support staff**

- Understand the importance of student engagement in the life of the College.
- Effectively carry out student engagement surveys falling within their remit.
- Act upon the outcomes of student engagement surveys that impact their department/area.

## **5.6 The Student Council**

The Student Council, comprising student representatives, has the following duties:

- Discussing student-related issues.

- Promoting communication between students through meetings, conferences, newsletters, and the internet.
- Advising the Academic Board in matters concerning the support and development of students.

The Student Council convenes four times per academic year and reports its discussions and decisions to the Board of Governors.

## **6 Effective student engagement**

To demonstrate the impact of student engagement efforts, OBC will:

- Establish mechanisms for transparently communicating the outcomes of student feedback initiatives to the College community.
- Provide regular updates on action taken in response to student suggestions and concerns, highlighting tangible improvements made as a result.
- Celebrate student contributions and achievements through recognition programmes, awards, and public acknowledgements.
- Incorporate student testimonials and success stories into marketing materials and College communications to showcase the value of student engagement to prospective students and stakeholders.

### **6.1 Cultivating Staff Support and Confidence**

To foster staff, buy-in and confidence in student engagement procedures, OBC will:

- Offer training and professional development opportunities for staff members to enhance their skills in facilitating student participation and communication.
- Recognise and reward staff members who actively engage students in decision-making processes and demonstrate a commitment to fostering a culture of student voice.
- Establish regular forums for staff to share best practices and lessons learned in engaging students effectively, fostering a supportive community of practice.
- Provide ongoing support and resources, such as templates, guidelines, and case studies, to assist staff in implementing student engagement initiatives in their respective roles and departments.

### **6.2 Promoting a Shared Understanding of Expectations and Standards**

To ensure clarity and alignment in expectations and standards across the College community, OBC will:

- Develop and disseminate a Student Engagement Policy document outlining the College's commitment to fostering student voice and participation.
- Incorporate discussions on student engagement into staff induction programmes and ongoing professional development activities to promote awareness and understanding among all members of the College community.
- Establish regular opportunities for students and staff to engage in dialogue and collaboration to co-create shared expectations and standards for student engagement.
- Encourage open communication and feedback channels to address any discrepancies or misunderstandings regarding expectations and standards related to student engagement.

### **6.3 Fostering a Common Language of Learning**

To foster a common language of learning among all members of the College community, OBC will:

- Develop and implement a College-wide framework for learning and teaching that incorporates principles of student-centred pedagogy, active learning, and inclusive practices.
- Provide training and resources for staff to incorporate student engagement strategies and techniques into their teaching practice, promoting consistency and coherence in approach.
- Encourage collaboration and peer learning among staff members to share effective teaching practices and experiences that promote student empowerment and active participation.
- Facilitate opportunities for students to engage in reflective practice and peer learning activities, promoting a culture of shared learning and collaboration among students.

## **6.4 Empowering Students to be Independent Learners**

To empower students to take ownership of their learning journey and become active participants in their education, OBC will:

- Provide opportunities for students to co-design and co-deliver aspects of their learning experience, such as course content, assessment tasks, and learning activities.
- Embed opportunities for self-directed learning, critical thinking, and inquiry-based learning within the curriculum, encouraging students to take initiative and responsibility for their learning.
- Foster a supportive and inclusive learning environment where students feel empowered to ask questions, express their opinions, and challenge ideas.
- Offer mentoring and support programmes to help students develop essential skills such as time management, study skills, and self-regulated learning strategies, enabling them to become independent and lifelong learners.