Section 8

Nottingham Trent University

Quality Handbook

Part C: Assuring and enhancing quality

Section 8: Student engagement

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Contents

1. Contextual statement

> **The University values the important perspective that students have on their own learning experience. A range of formal and informal opportunities are defined and promoted, by which any student can engage in educational enhancement and quality assurance activities. In this way, students and staff at the University work together to assure and enhance the quality of the student academic experience.**

Requirements

1.1 Student engagement, for the purpose of this section of the Quality Handbook (QH), refers to the participation of students in quality enhancement and quality assurance activities. At NTU this includes:

    a. the student academic representation structure;

    b. student involvement in quality assurance processes;

    c. student feedback through established mechanisms.

Explanatory notes

- The formal structures for representation, feedback and quality assurance are complemented by informal and 'one off' feedback opportunities which are outside of the scope of this section.

2. Student academic representation

> **The University and Students' Union work in partnership to support and encourage students to engage in meaningful dialogue about their academic experience. The University values the engagement between staff and students in all roles and is committed to fostering strong relationships.**

Requirements

2.1 Students are represented in discussions, at all levels of the University, regarding the strategic development of any aspect of the student experience.

2.2 Governance committees provide for student membership. Terms of reference for the following are available in QH Section 1:

a. Academic Board;

b. Academic Standards and Quality Committee (ASQC);

c. School Academic Standards and Quality Committees (SASQCs);

2.3 The Executive Student Forum is a sub-committee of the University Executive Team. The Students' Union Executive Officers and members of the University Executive Team meet at least bi-monthly. The primary purpose of the forum is communication of, and discussion about, student feedback relating to their experience at the University.

2.4 The University keeps under review, opportunities for the involvement of students in decision making, considering for each new committee or task and finish group:

a. whether the outcomes of the group will have a direct impact on the student experience;

b. how students already inform the work of the group;

c. whether a student member will bring a valuable additional perspective.

2.5 The University is committed to working with the Nottingham Trent Students' Union (NTSU) in the continuous development of the student academic representative system.

2.6 The Joint Statement on student academic representation sets out the student academic representation structure as agreed by the University and the Students' Union, see Quality Handbook Supplement (QHS) 8A.

3. School Forums

The University places value on providing broader opportunities for students to provide feedback on their experience beyond the academic representation and committee structures.

Requirements

3.1 Each School operates a School Forum on at least three occasions, once per term, throughout the academic year. Terms of reference for the Doctoral School are provided in QHS 8C. Terms of reference for all other Schools, operating School Forums for students of taught courses, are provided in QHS 8B.

3.2 The purpose of the School Forum is to facilitate dialogue between the Executive Dean of a School, and the relevant staff and students within the School, about the student academic experience.

3.3 All dates, times and locations of School Forums, for the coming year, are published on the NTU Online Workspace (NOW) at the start of the academic year.

3.4 Minutes of School Forums are published to all students in the School, to course committees and to the School Executive.

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- Contributions from students at School Forum may, for example, relate to matters of teaching delivery, marking and assessment, learning materials, facilities and equipment, and student support. More widely, they may relate to matters of academic administration, estates or student support services.

4. Student involvement in quality assurance processes

The University seeks to foster an environment within which students and staff engage in discussions that bring about demonstrable enhancement of the educational experience.

Requirements

4.1   Student involvement in quality assurance includes:

   a. involvement in the ongoing review and development of a course;
   b. involvement in the University's centrally managed processes for the development, review and approval of courses;
   c. involvement in the University's centrally managed process for the periodic review of Schools.

Course development

4.2   Students are involved, through their representative on course committees, in the monitoring, review and development of course operation and delivery.

4.3   The University course tutorial system also provides an opportunity for staff and students to engage in dialogue about the continued development of the course.

4.4   Course currency and health is reviewed based on the principles set out in Quality Handbook Section 6; student feedback in the review process is explicit.

The Course Design and Approval process

4.5   Students are included as Student Experience Stakeholders (SES) as part of the course design and approval process, where possible, for new courses. Course design and approval for collaborative provision are not yet included in the role of Student Experience Stakeholders.

4.6   The Centre for Academic Development and Quality (CADQ) manage the selection process for the recruitment of Student Experience Stakeholders.

4.7   Training is provided to ensure that students are adequately prepared and supported to participate in the course design and approval process.

4.8   Student Experience Stakeholders participating in the course design and approval process: prepare for; attend; constructively present their views; and actively participate as full and equal members in meetings and activities.

Periodic Review

4.9   Panels for Periodic Reviews (PRs) include a student member.

4.10 The Students' Union identifies a student panel member for PR. Training and support is given by the review manager.

4.11 Student members of PR panels: prepare for; attend; constructively present their views; and actively participate as full and equal members of the panel and meetings.

Explanatory notes

- Full details on PR can be found in QH Section 7
- Full details on course development and the course design and approval process can be found in QH Section 5
- Full details on course committees can be found in QHS 1B
- Further information about the membership of the course design and approval process is available in QHS 5D.

5. Student satisfaction surveys

The University is committed to eliciting, monitoring and responding swiftly to feedback from all students on their experiences.

Requirements

5.1   The data generated from student surveys is a significant source of feedback to the University for the enhancement of student learning opportunities.

5.2   Student evaluation should be carefully analysed by course staff as part of their procedures for maintaining and enhancing academic standards and quality. The results of this analysis form part of the courses and Schools monitoring, reporting and review processes.

5.3   The University participates in a number of national surveys, the results of which are analysed at University and School level to identify areas of strength and areas for development.

5.4   The purposes of gathering, analysing and using student evaluations are to:

a. proactively enhance the quality of learning opportunities and the standards achieved by students;

b. facilitate dialogue between students and staff on the quality of student learning opportunities;

c. integrate the significant student perspective within the monitoring, reporting and review processes (QH Section 6);

d. provide information to enable the University to ensure that students are clear about their courses and the expectations of the University;

e. give students an opportunity to contribute to course developments;

f. demonstrate the University's commitment to student academic satisfaction by ensuring that students are aware that student feedback is valued, promptly responded to and appropriately acted upon.

5.5 For undergraduate module evaluation:

a. Student evaluation of modules will be conducted using the University's module and course survey tool, MySay, for all undergraduate modules for all years/levels. The University's standard module questionnaire should be used wherever possible, and any exceptions should be agreed on a case by case basis by the School.

b. School Administration will identify a two-week window for conducting surveys and module teams will be given advance warning so that they can plan an appropriate session in which to conduct the survey. Exceptions will be dealt with on a case by case basis.

c. It is the Module Leader's responsibility to review the module survey results, provide a written response to students using the Closing the Feedback Loop process in MySay, and to identify actions for enhancement.

d. The aggregated results of module surveys (excluding student text comments) accompanied by a response to feedback received and any resulting actions to be taken will be made available via the MySay widget on the NOW Module Learning Room three weeks after the survey has closed.

e. No other formal module surveys will be conducted for undergraduate courses. However, staff are encouraged to consider the range of both formal and informal opportunities to engage with students both formal and informal and should maintain an ongoing dialogue with students about their learning experience.

5.6 For undergraduate course evaluation:

a. University-wide student evaluation of courses may be conducted for levels 4 and 5 as agreed by the Pro-Vice Chancellor (Education).

b. There will be no University course survey for level 6, only the official external National Student Survey (NSS).

c. Where a course survey has taken place, it is the Course Leader's responsibility to review the results, provide a written response to students, and identify actions for improvement.

d. The results of module and course evaluation surveys should be discussed at a course committee meeting or, where this is not possible, by an alternative meeting of the course team before the end of May.

e. A response to any course-level survey must be published for students on NOW as a course news item and emailed to students within three weeks of the course committee where the results were discussed. Further details should be provided in induction or welcome back events the following year for that cohort of students.

5.7   For postgraduate taught, vocational or professional courses

a. The use of the University standard module and course evaluations is optional.

b. Staff are encouraged to develop their own methods for collecting student evaluation, bearing in mind it is best to adopt a range of evaluation methods.

Explanatory notes

- Data generated from internal student surveys are not normally shared outside of the University. In the case of courses delivered as part of a partnership or collaboration, the mechanisms for the sharing of such data should be agreed at academic approval and recorded in the Collaborative Operational Document.

6. Responding to student feedback

The University recognises the value of the engagement of its students and works with NTSU to ensure this engagement is meaningful and appropriately recognised.

Requirements

6.1   Responding to feedback from students and inviting further feedback is a virtuous cycle.

6.2   The University works with NTSU to continually improve the opportunities for feedback to students on the impact of their engagement, and to provide opportunities for representatives to be rewarded for their contributions and recognised for the skills they develop.

6.3   Students can expect to hear from the University, and from their representatives, how their feedback is being considered and changes that may be made as a result.

6.4   Students are clearly and regularly informed, including through their course representatives on the course committee, of:

a. planned and actual enhancements to the course;

b. the outcomes of external examiner reports;

c. course standards and quality evaluation;

d. information about student outcomes;

    e. module and course evaluation data;

    f. responses to student feedback.

6.5   Course teams provide opportunities for course representatives to feedback to their cohort on the outcomes of enhancements made as a result of representative activity.

6.6   Information relating to student academic representation is published in course learning rooms on the NTU Online Workspace (NOW).

6.7   Course teams provide written responses, published on course learning rooms, to external examiner reports and module and course survey data.

Explanatory note

- Marketing publishes a summary of changes resulting from student feedback as part of its 'You said we did' campaign.

Policy owner
CADQ

Change history			
Version:	*Approval date:*	*Implementation date:*	*Nature of significant revisions:*
Sept 2016	30.09.16	01.10.16	Cross-reference added to new supplement on Doctoral School forum
Sept 2017	12.09.17	01.10.17	Removal of specific reference to course survey instrument
Sept 2018	12.09.18	01.10.18	Explanatory note added regarding sharing of module and course survey results with collaborative partners.
Sept 2019	11.09.19	01.10.19	None
Sept 2020	16.09.20	01.10.20	Updates to requirements for undergraduate module and course evaluation to reflect current practice
Sept 2021	07.09.21	01.10.21	None
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	Removal of reference to StEAR.

Equality Analysis		
Version:	*EA date:*	*Completed by:*
Sept 2016	07.09.16	CADQ