



**STUDENT ENGAGEMENT STRATEGY  
2021 – 2024**

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1.0	New	June 2021	N/a – new policy

This Strategy applies to University Centre Weston (UCW) and meets the requirements of the Office for Students (OfS), the Quality Assurance Agency (QAA), and the Revised UK Quality Code. Where required guidance from the Competition and Markets Authority (CMA) and the Office of the Independent Adjudicator (OIA) will be observed.

## 1 PURPOSE

- 1.1 The purpose of the University Centre Weston (UCW) Student Engagement Strategy is to outline UCW's commitment to ensuring all students of Higher Education (HE) programmes have the opportunity to participate in quality assurance and enhancement process with the aim of improvement in their education experience. The strategy applies to all programmes regardless of the awarding institution they are linked to. The strategy outlines the opportunities for student engagement and the processes in place to respond to any issues.
- 1.2 It is recognised that students have a positive impact on quality enhance and quality assurance processes. Engaging with students can also have a positive impact on their motivation and achievement. The Higher Education Academy's (HEA) 'What Works?' research clearly articulates the impact that active student engagement has in developing a strong sense of belonging. This in turn has a positive impact in terms of student retention and success. Engagement and belonging is especially important at an early stage and should encompass both academic and social engagement.
- 1.3 UCW is committed to recognising that its students are 'partners in their learning', ensuring the high quality of its higher education provision and continuously enhancing the student experience. As a result, the contribution of students is valued, and it is recognised this can improve quality and satisfaction. To this ensure UCW engages with students in a real and meaningful way to inform future developments, strategy and operational management. A crucial part is to receive student feedback and ensuring that it is addressed fully and appropriately.
- 1.4 The strategy meets the following areas of both the UK Quality Code for Higher Education (2018) and the Office for Students Regulatory framework for higher education in England (2018).

### **UK Quality Code for Higher Education (2018) – Student Engagement**

The provider actively engages students, individually and collectively, in the quality of their educational experience.

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

### **Office for Students - Securing student success: Regulatory framework for higher education in England (2018)**

*Condition B1 – The provider must deliver well designed courses that provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.*

*Condition B2 - The provider must provide all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.*

*Condition B5: The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualification (FHEQ) at Level 4 or higher.*

- 1.5 This strategy has been developed in collaboration between students and staff in agreeing the content, devising and writing of the document.

## 2 SCOPE

- 2.1 The UCW Student Engagement Strategy applies to all students on HE programmes that are delivered by UCW. Currently, UCW delivers HE programmes validated by the following awarding organisations:
- Bath Spa University (BSU)
  - Hartpury University
  - Pearson
  - University of the West of England, Bristol (UWE), including degree apprenticeships

### 3 PRINCIPLES

- 3.1 UCW and its awarding institutions actively encourage students to fully participate in the outlined process in order that they take responsibility to contribute to the enhancement of the student academic experience. Where students engage constructively with student engagement process there is scope for improvement. This is for mutual benefit, leading to great understanding between all parties and the opportunity for problem solving, along with assessing and shaping learning.
- 3.2 It is understood that students should not be penalised for voicing their opinions or making suggestions. It is acknowledged that student engagement can only be sustained if students know there are appropriate opportunities for them to raise their opinions without fear and feel these are being duly considered and action is being taken where possible. However, it is accepted that not every proposal can be implemented, but it is vital to make students aware of limitations or restrictions and provide full and reasoned feedback in response to issues raised.
- 3.3 Working with students as partners underpins continuous improvement of HE provision and optimising the student experience. UCW is committed to:
- Empowering students to be partners in their learning as they are experts in the student experience;
  - Making sure that the students are part of developing proposals as well as responding to them;
  - Engaging students who are often unheard, including: mature students, part-time students, students with learning differences and student parents;
  - Helping students develop the skills and confidence to be actively involved in the organisation of their own learning and student experience, regardless of their mode of study, age, disability, race, gender, religion, sexuality or transgender status;
  - Each programme is expected to engage with the strategy to enable all students to have the opportunity to participate and have their views represented.

### 4 STUDENT VOICE

- 4.1 UCW has instituted formal processes in which the student voice is captured. These are an embedded part of the quality process and the students experience.

#### **Committees and meetings**

- 4.2 UCW students have the opportunity to feedback through a number of platforms and represent the student body on key decision-making committees. These include:
- Staff Student Liaison Committees (SSLCs) which enable a two-way communication between staff and students with a focus on academic, programme related matters;
  - Student Representative Committees (SRCs) which encourage discussion around cross-UCW matters, including the development and review of policies and procedures, the overall student experience including social events and other non-academic issues;
  - Programme Team Meetings (PTMs) membership includes Student Representatives. PTMs encourage discussion related to the operational running of programmes. With academic standards, quality and all relevant developments being reviewed.
  - Academic Quality and Standards Committee (AQSC) membership includes HE Lead Student Representatives. AQSC takes responsibility for the review and reporting of issues relating to academic standards and quality in higher education provision at University Centre Weston.
  - Curriculum and Quality Governance Committee (CQGC) membership includes HE Student Governors.

## Evaluation forms

- 4.3 Evaluation forms (including module evaluations, National Student Survey and induction questionnaire) which enable feedback on elements of the course/ student experience.
- 4.4 Evaluation forms enable feedback on particular elements of the course/ student experience.
- 4.5 UCW also recognises there is an informal route for encouraging student voice and student engagement. UCW actively promotes an 'open door' approach within faculties and the HE Directorate.
- 4.6 UCW undertakes to ensure that students are kept fully informed of the outcomes of their involvement, activity and feedback. This is done through a range of method. The first agenda item on all SSLCs and SRCs being an update on actions from previous meetings. The Virtual Learning Environment (VLE) contains all SSLC meeting minutes via the Microsoft Teams Student Voice channel. The UCW Student Zone contains all SRC meeting minutes and the Student Engagement Quality Improvement Plan (QIP), which contains actions from SRCs.
- 4.7 All students should have the opportunity to be involved in quality enhancement and assurance processes in a manner and at a level appropriate to them. Examples of where this should occur include, but are not limited to the following:
- Staff Student Liaison Committees (SSLCs)
  - Student Representative Committees (SRCs)
  - Programme Team Meetings (PTMs)
  - Representation at key committees within the Weston College Group, including Academic Quality and Standards Committee (AQSC) and Curriculum and Quality Governance Committee (CQSC).
  - Module Evaluations
  - Induction questionnaire
  - Annual Review / Annual Programme Monitoring Reports
  - Course Development
  - Quality Focus Groups
  - Awarding Organisation Quality Reviews
- 4.8 Student voice fits within UCW's wider complaints procedure and further information can be found in the UCW Complaints Policy and Procedure.

## 5 STUDENT OPPORTUNITIES

- 5.1 All students will be provided with the opportunity to undertake several paid and voluntary opportunities during their time at UCW. Examples of these roles include:
- Freshers Angel
  - Lead Student Representative
  - Peer Mentor
  - Student Ambassador
  - Student Governor

- Student Representative
- 5.2 UCW undertakes to recognise students who actively participate and support measures which improve and contribute to student engagement and involvement. Students will have the opportunity to take part in a rewards scheme which leads to recognition of their contribution through a certificate, the UCW Student Engagement and Achievement (SEA) Award.
- 5.3 Students will also be eligible to be nominated by their peers and UCW staff for the award of Student Representative of the Year and Student Ambassador of the Year as part of the annual UCW Awards.

## 6 TRAINING

- 6.1 Students will be provided with appropriate training and support which will enable them to act as full partners in their learning.
- 6.2 All paid and voluntary roles will receive training and support to ensure that students are given the opportunity to act effectively within their role.
- 6.3 UCW will ensure that the student body is made aware of student engagement opportunities and therefore involved in all aspects of higher education at UCW.
- 6.4 Staff training and awareness will take place to assure that UCW staff fully understand the Student Engagement Strategy and actively support student involvement in all aspects of their course.

## 7 DEFINITIONS

- 7.1 The following definitions provide clarification of key terms used in this Strategy and their relevance to its implementation.

### Terms and definitions

- **Awarding Organisation:** The academic organisation responsible for the approval of courses and awarding of qualifications, where delivery is by UCW.
- **Expectations:** Statements in the UK Quality Code that set out what all UK higher education providers expect of themselves and each other and what the general public can therefore expect of them.
- **Framework for Higher Education Qualifications (FHEQ):** A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA maintains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualifications Frameworks).
- **Pearson:** The awarding body for academic and vocational qualifications, including BTEC and Higher National Diplomas.
- **Practices:** Effective ways of working that underpin the delivery of expectations. These include:
  - Core practices** that must be demonstrated by all UK higher education providers as part of assuring their standards and quality;
  - Common practices** focus on enhancement and are applied by providers in line with their missions, their regulatory context and the needs of their students.

- **Quality Assurance Agency (QAA):** The Quality Assurance Agency is the official body designated by the Office of Students to monitor and review the quality and academic standards of higher education provision across the UK.
- **UK Quality Code for Higher Education:** UK-wide set of reference points for higher education providers which states the Expectations that all providers are required to meet. It was developed with the Higher Education community and is owned, maintained and published by QAA.

## 8 RELATED LEGISLATION AND DOCUMENTS

[Office for Students Ongoing Conditions of Registration](#)

[Office for Students - Securing student success: Regulatory framework for higher education in England \(2018\)](#)

[UK Quality Code for Higher Education \(2018\)](#)

UCW Academic Freedom of Speech/ Expression Code of Practice

UCW Complaints Policy and Procedure 2021-24

UCW Get Involved booklet

UCW Higher Education Student Governor role description

UCW Lead Student Representative role description

UCW Learning, Teaching and Assessment Strategy 2021-24

UCW Student Representative role description

UCW Supporting your Success booklet

## 9 REVIEW

- 9.1 The Strategy will be reviewed every three years with the next formal review in 2023/24

## 10 APPENDIX

### Appendix 1: Staff Student Liaison Committee (SSLC) Membership & Terms of reference

#### The Role of Staff Student Liaison Committee (SSLC)

Staff Student Liaison Committee (SSLC) fit within the wider Higher Education Student Engagement Strategy. They primarily focus on academic, course related matters and demonstrate UCW's commitment to receiving and acting upon the views of students studying on higher education courses to continue to enhance and improve the provision itself and the student experience.

SSLCs can be held with Representatives of the year of study or with the whole student group of an academic year but the first meeting of the academic year must be held with all member of the group.

#### A. Membership

HE Student Experience Manager

Student Representatives

Whole student group (as appropriate)

#### In attendance:

Curriculum/ Programme Coordinator

Programme Team

Link Tutor (minimum of one meeting per year)

Representatives from the HE Directorate

Representatives from the Faculty

Representatives from the Higher Education Library Plus Team

There should be a minimum of 2 student representatives invited to attend, meetings will be organised by year of study, these representatives should be elected by their peers on an annual basis. However, it could be decided to include additional students e.g. having specific part time student representatives for each year or even including the whole group.

The Curriculum/Programme Coordinator should usually be present, along with a minute taker (normally from the faculty administration team). Additional staff - including support staff, module leaders, HE Directorate representatives - could be in attendance if there are relevant agenda items, but ideally staff would not outnumber the students in attendance.

Students can request for no academic staff to be present.

#### B. Terms of Reference

The remit of SSLCs will include:

- To provide a two-way channel of communication between staff and students and the partner HEI related to the student learning experience
- To highlight best practice, along with constructively critiquing the course
- To review and evaluate the teaching methods, content, assessment and quality of individual courses

- To discuss External Examiner Reports / Module Evaluations / Annual Programme Monitoring Reports and make recommendations as appropriate
- To consider the outcomes of National Student Survey data and the reasons behind it
- To have a formal channel for raising and addressing issues or concerns.

### **C. Quorum**

Three members as a minimum and a minuting secretary.

### **D. Meeting Cycle**

There should be a minimum of should be a minimum of three meetings per year to be held in October/November, February/March and May/June (September cohort) or February/March, May/June and October/November (January cohort).

Additional meetings could be arranged as necessary as requested by the student representatives or awarding body.

Dates and times of SSLC meetings should be published in advance via email circulation, the Virtual Learning Environment etc.

### **E. Other Notes**

The HE Student Experiencer Manager will chair the meeting. The Chair will prepare a draft agenda (see samples below) but students or staff may request for items to be included in the agenda prior to the meeting.

The Chair should ensure all students are given the opportunity to contribute and the meeting is not dominated by any individual student. Essentially meetings should be student focused and led and the outcomes and responses to any issues raised should be widely circulated.

Minutes of meetings will be prepared (by the minute taker) and presented at the following meeting for formal approval of accuracy and monitoring actions. All agreed actions recorded in the minutes should be clearly assigned to named individuals responsible for the specific action. These will be forwarded to university contacts where appropriate and the Student Experience Manger, who will collate any issues in the overall Student Engagement Quality Improvement Plan (QIP) presented at each Academic Quality and Standards Committee (AQSC). Minutes should be made available to all students via the VLE. Feedback on actions will be addressed at the subsequent SSLC meeting.

Curriculum/Programme Coordinators are responsible for ensuring that a minimum of three meetings are arranged each year, dates are published in advance, appropriate students attend, and minutes are taken then passed onto the HE Student Experience Manager.

## Appendix 2: Staff Student Liaison Committee (SSLC) Agenda/ Minutes Template

### Meeting 1



#### Staff Student Liaison Committee

Course

Date – Oct / Nov (September cohort), Feb / Mar (January cohort)

Time

Venue

Staff in attendance:

Students in attendance:

Apologies:

No.	Item	Action
1.1	<b>Introductions and confirmation of Student Representatives for the Year</b>	
1.2	<b>Minutes of the Last Meeting / Feedback on Actions Completed from Previous Meetings (returning groups)</b>	
1.3	<b>Annual Programme Monitoring Report and Action Plan (and NSS Action Plan if applicable)</b>	
1.4	<b>Most recent External Examiner report(s) – highlights and actions</b>	
1.5	<b>Overall Organisation &amp; Management</b> <ul style="list-style-type: none"> <li>• Are timetables clear and work well for students</li> <li>• Do students have access to Programme and Module Handbooks via their VLE?</li> <li>• Can students access all required documentation via their VLE? Assessment Schedules, Briefs, teaching resources etc?</li> <li>• Is communication from the academic team affective and which form of communication is used? (Teams, email etc.)</li> </ul>	
1.6	<b>Guaranteed Tutorial Entitlement/ Central support services</b> <ul style="list-style-type: none"> <li>• Are students aware of the tutorial process</li> <li>• Do students know how to book their tutorials?</li> <li>• Do students know where to find their tutorial records on eLLP?</li> <li>• Do students know how to access the central support services (HEART, Academic Development Team and Careers Coaching)</li> </ul>	
1.7	<b>Academic Development Team and Library Plus</b> <ul style="list-style-type: none"> <li>• Have the students received an induction to Library Plus?</li> <li>• Do students know how to access LibraryPlus resources and information?</li> <li>• Have HE.LP sessions been booked?</li> <li>• Are there any additional sessions that the students would like?</li> <li>• Are students aware of the 1:1s and StudyHubs sessions that the HE.LP team can provide?</li> </ul>	
1.8	<b>Teaching and Learning – students to comment on each module delivered to date</b>	
1.9	<b>Any Other Business</b>	
1.10	<b>Date of Next Meeting</b>	

**Closed Section – Student Experience Manager to speak to students confidentially (omitted from the minutes if requested by students)**

## Meeting 2



### Staff Student Liaison Committee

Course

Date – Feb / Mar (September cohort), Apr / May (January Cohort)

Time

Venue

Staff in attendance:

Students in attendance:

Apologies:

No.	Item	Action
2.1	<b>Minutes of the last meeting/ update on actions from previous meeting</b>	
2.2	<b>National Student Survey</b> <ul style="list-style-type: none"><li>• Discussion on previous year's results and update on progress of action plan (if applicable)</li><li>• Highlight importance of students participating (if applicable)</li></ul>	
2.3	<b>Guaranteed Tutorial Entitlement / Central Support services</b> <ul style="list-style-type: none"><li>• Did the students received a minimum of one formal tutorial in the first term?</li><li>• Did they find the tutorials beneficial and were given records via eILP?</li><li>• Do students know how to access the central support services (HEART)</li></ul>	
2.4	<b>Academic Development Team and Library Plus</b> <ul style="list-style-type: none"><li>• Have students found the resources they need for their modules?</li><li>• Are there any additional HE.LP sessions that the students would like?</li><li>• Are students aware of the 1:1s that the HE.LP team can provide?</li></ul>	
2.5	<b>Assessment and feedback</b> <ul style="list-style-type: none"><li>• Are assessment briefs clear and are students aware of when they will received their feedback?</li><li>• Is feedback returned within the correct window?</li><li>• Is feedback helpful in providing guidance regarding improvements etc?</li></ul>	
2.6	<b>Teaching and Learning – students to comment on each module delivered to date</b>	
2.7	<b>Enrichment activities</b> <ul style="list-style-type: none"><li>• Review of Guest lectures, Field trips, residential etc.</li><li>• Future Guest lectures, field trips, residential etc.</li></ul>	
2.8	<b>Any Other Business</b>	
2.9	<b>Date of Next Meeting</b>	

**Closed Section – Student Experience Manager to speak to students confidentially (omitted from the minutes if requested by students)**

## Meeting 3



### Staff Student Liaison Committee

#### Course

Date – Apr / May (September cohort), Oct / Nov (January cohort)

#### Time

#### Venue

**Staff in attendance:**

**Students in attendance:**

**Apologies:**

No.	Item	Action
3.1	<b>Minutes of the last meeting/ update on actions from previous meeting</b>	
3.2	<b>Academic Development Team and Library Plus</b> <ul style="list-style-type: none"><li>• What further information and support could LibraryPlus provide?</li></ul>	
3.3	<b>Strengths of the course/ academic year</b> <ul style="list-style-type: none"><li>• What are the selling points of the course?</li><li>• What has been a strength of the academic year?</li><li>• What could have been improved?</li></ul>	
3.4	<b>Enhancement activities</b> <ul style="list-style-type: none"><li>• Review of Guest lectures, Field trips, residentials etc.</li><li>• Any end of year activities or events planned?</li></ul>	
3.5	<b>Teaching and Learning – review of modules delivered throughout the year</b> <ul style="list-style-type: none"><li>• Explanation of Module Evaluations and reminded of importance of completion.</li></ul>	
3.6	<b>Discussion regarding any Minor / Major modifications planned for the course</b>	
3.7	<b>Review of MyUCW VLE platform (Microsoft Teams)</b>	
3.8	<b>Any Other Business</b> <ul style="list-style-type: none"><li>• Reminder of HEART support during the summer.</li><li>• Reminder that students can access Careers Coaching service up to two years after graduation.</li></ul>	
3.9	<b>Date of Next Meeting (where appropriate)</b>	

**Closed Section – Student Experience Manager to speak to students confidentially (omitted from the minutes if requested by students)**

## **Appendix 3: Student Representative Committee (SRC) Term of Reference**

### **The Role of Student Representative Committee (SRC)**

Higher Education Student Representative Committee fit within the wider Higher Education Student Engagement Strategy. The Student Representative Committees focus on cross UCW issues affecting all higher education students, and demonstrate UCW's commitment to receiving and acting upon the views of students studying on higher education programmes in order to enhance the overall student experience.

#### **A. Membership**

HE Student Experience Manager (Chair)

Student Representatives

Y1 Student Representatives x2 from every course

Y2 Student Representatives x2 from every course

Y3 Student Representatives x2 from every course

BA / BSc (top-up) Student Representatives x 2 from every course

Part time Student Representatives (as appropriate)

Student Governor

Lead Student Representative

#### **In attendance:**

Head of Higher Education

Representatives from the HE Directorate

Representatives from the Higher Education Library Plus Team

All student representatives (2 per year group from each course) should be invited to attend the Student Representative Committee. These representatives should be elected by their peers on an annual basis at the start of term.

#### **B. Terms of Reference**

The remit of the Student Representative Committee will include:

- To enable a two-way channel of communication between staff and students related to the student experience
- To review and evaluate cross UCW events and activities including Enrolment, Fresher's Week, Social Activities etc.
- To monitor UCW's progress towards achieving the KPIs related to student engagement
- To review the effectiveness of the Student Engagement Strategy and supporting processes
- To provide the organisation with a group to consult regarding new proposals, strategies, policies and procedures effecting higher education students
- To highlight best practice, along with constructively critiquing the UCW structures and procedures
- To discuss facilities and resources available and make recommendations for the future as appropriate

- To have a formal channel for raising and addressing issues or concerns that students consider were not adequately addressed through the Staff Student Liaison Committees

### **C. Quorum**

The majority of attendees should be student representatives. The decision to postpone the meeting due to lack of student attendees will be at the Chair's discretion.

### **D. Meeting Cycle**

There should be a minimum of three meetings per year to be held in November, March and June. Each meeting will be held twice to allow for student attendance.

Additional meetings could be arranged as necessary as requested by the Student Representatives, HE Student Experience Manager, or other appropriate HE Directorate Staff.

Dates and times of meetings should be published in advance via email circulation, the Virtual Learning Environment etc.

### **E. Other Notes**

Meetings will be chaired by the HE Student Experience Manager who will prepare a draft agenda, but Student Representatives may request for items to be included in the agenda prior to the meeting.

Students who are unable to attend may provide written comment / feedback, either on agenda items or under any other business. This should be submitted in advance to the HE Student Experience Manager to be brought to the meeting.

Minutes of meetings will be prepared (by the minute taker) and presented at the following meeting for formal approval of accuracy and monitoring actions. All agreed actions recorded in the minutes should be clearly assigned to named individuals responsible for the specific action. These will be forwarded to the HE Student Experience Manager who will collate any issues in the overall Student Experience Quality Improvement Plan (QIP) presented at Academic Quality and Standards Committee (AQSC). Minutes should be made as widely available as possible to all students.

The HE Student Experience Manager is responsible for ensuring that a minimum of three meetings are arranged each year, dates are published in advance, the agenda is finalised, appropriate students attend and minutes are taken and then passed onto the relevant staff / students.

## **Appendix 4: Evaluation Forms Terms of Reference**

### **The Role of Evaluation Forms**

The various evaluation opportunities adopted by UCW fit within the wider Higher Education Student Engagement Strategy. They enable anonymous student feedback on particular elements of the course / student experience and demonstrate UCW's commitment to receiving and acting upon the views of students studying on higher education programmes in order to continue to enhance and improve the quality of provision.

#### **A. Terms of reference**

The purpose of Evaluations is to enable all students to:

- Provide feedback relating to individual modules studied within their programme
- Constructively critique, review and evaluate the teaching methods, content, assessment and quality of individual programmes
- Highlight best practice related to all aspects of student experience
- Comment anonymously on a range of key issues
- Feedback on particular elements of their student experience e.g. Induction / Freshers' week
- Provide UCW with key data and information regarding student satisfaction and progression on completion, which can be used to inform change and can be highlighted within key documents and publicity materials.

#### **B. Evaluation Cycle**

The various evaluation forms must be completed by all course across the institution and students must be given time to complete the forms. This can be facilitated by the Higher Education Directorate if appropriate. There are three main forms of evaluation carried out throughout the year:

- Induction Questionnaire will be completed by students in October each year.
- Module Evaluations will be carried out by all students as each of their modules is completed. All students in all year groups are required to complete these evaluations
- National Student Survey (NSS) will be facilitated during January – April with all graduating foundation degree and full honours degree students

#### **C. Other Notes**

Each programme is expected to engage with the listed evaluation methods to enable all students to have the opportunity to participate and have their views represented. It is essential that all students participate as it is an integral element of the Student Engagement Strategy and is included within our responsibilities within the partnership agreements with our HEI partners.

The HE Student Experience Manager will ensure all questionnaires are made available by the most appropriate means, monitor results and ensure feedback regarding significant issues is included in the Student Engagement Quality Improvement Plan (QIP) presented at Academic Quality and Standards Committee (AQSC). These issues will, where necessary, also be highlighted to Director of HE / Deans of Faculty. If evaluations have not been completed this will be communicated to Deans of Faculty / Curriculum/Programme Coordinators.

Curriculum/Programme coordinators should analyse results from module evaluations and consider feedback from the National Student Survey, ensuring these are discussed at SSLCs and all relevant information is included within their Annual Programme Monitoring Report.

Module Evaluations and National Student Survey results should also be discussed during Programme Management Team meetings. This will enable clarification of issues, but also enables staff to provide feedback to students regarding changes implemented as a result of their comments which is an essential element.

National Student Survey results will be discussed at the first Student Representative Committee each year and Action Plans at relevant SSLC meetings.