



# EDA COLLEGE

## Student Engagement Procedures<sup>1</sup>

### Introduction

1. EDA College responds to the 'student voice' through a structured framework that enables students to express their opinions and suggestions on things and actions that affect their life at the college in a transparent and confidential environment. We believe in providing a fair and equitable chance for every student to engage, contribute, comment and feedback on the educational experience that they receive at EDA College.

### Purpose

2. The successful implementation of 'Student Engagement Procedure' will allow all students to take the opportunity to participate in different committees, forums, panels and surveys which eventually will help us to listen to student's voice and respond to it in a responsible, prompt and effective manner.
3. The overall purpose of this procedure is to:
  - Develop an inclusive learning community through active student engagement to provide them with the best teaching and learning experience throughout their journey with us and beyond
  - Seed an environment that is collaborative, responsive and problem-solving for continued improvement in our services for the students
  - Empower students to develop essential skills such as critical thinking, communication, leadership, and decision-making through meaningful interactions and sense of belonging and ownership within our wider community.
  - Give students' voice a paramount significance in enhancement of academic services (quality of teaching, learning, teaching material and assessments) and professional services (IT, student pastoral support, attendance & engagement and careers support) through participation in decision-making forums that affect their life at EDA College.

### Aims and Objectives

4. The aims and objectives of the procedure are to:
  - 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.

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<sup>1</sup> These procedures must be read alongside the **EDA Student Engagement Strategy**

- Embed a culture wherein students have high expectations of themselves, their peers, and College staff.
- Inclusive environment to develop students' leadership capacity and decision-making skills.
- Design appropriate curricular and extracurricular opportunities for students to formally voice their views within and beyond the curriculum.

### **Scope**

5. The procedure applies to all students, staff, and stakeholders at EDA College.

### **Roles and responsibilities**

#### **Students**

- i. Develop a comprehensive understanding of their progress and importance of their contribution to college enhancement activities.
- ii. Participate actively and responsibly in quality and standards assurance by attending different boards and committee meetings as required
- iii. Participate in various Student Surveys to evaluate the induction, teaching, learning and other facilities in the college activities.
- iv. Contribute to Student Representatives meetings within and beyond their group, improving verbal communication and discussion skills and developing their ability to negotiate, compromise, and operate as effective team members.
- v. Participate in development, evaluation, and implementation of the Student Charter.
- vi. Take responsibility for their environment, academic progress, involvement in wider College life, and behaviour.

#### **Lecturers**

- i. Responsibly receive constructive criticism and proactively act upon it.
- ii. Regularly seek student feedback regarding teaching and learning activities through formal (e.g. questionnaires/surveys) and informal (e.g. conversations) means and incorporate student views in future developments.
- iii. Develop a wide range of assessments for learning techniques, particularly self and peer assessment, to encourage debate about targets, progress, and standards.
- iv. Effectively implement student-centered lesson planning and delivery.
- v. Offer students the opportunity to plan, deliver, and resource a section of occasional lessons

(e.g. starter or plenary session).

### **Programme Leader/s and Module Leader/s**

- i. Ensure that formative & summative assessments, learning to learn activities, and opportunities to increase independent learning skills are embedded in module resources (using Pre-Live-Post teaching & learning model).
- ii. Use student feedback as a key parameter to monitor and evaluate the quality of teaching and learning.
- iii. Promote opportunities for students to take ownership of their learning.

### **The Academic Board**

- i. Approve clear strategy to promote student engagement.
- ii. Properly monitor student engagement activities via reports on student surveys and Student Reps Committee and Student Staff Consultative Committee.
- iii. Use student feedback data to inform planning on teaching and learning strategies, assessment and feedback and staff training and development etc.
- iv. Publish its decisions to show how student feedback influenced them.

### **Student Support Staff**

- i. Understand the importance of student engagement in the life of the College
- ii. Carry out student engagement surveys falling within their remit
- iii. Arrange anonymous suggestions platform for students
- iv. Develop a faster response system for resolving student concerns
- v. Act upon the outcomes of student engagement surveys that impact their department/area.

### **Student-Staff Consultative Committee**

Student-Staff Consultative Committee, comprising student representatives, has the following duties:

- i. Discussing student-related issues.
- ii. Promoting communication between students through meetings, conferences, newsletters, and the intranet.
- iii. Advising the Academic Board on matters concerning the support and development of students.

Student-Staff Consultative Committee reports its discussions and decisions to the Board of Governors.