Learner Engagement Policy

Issue	Date of Issue	Date of Next Review	Responsibility of	Date approved by CAFRE Education Management Team
2	March 2024	March 2025	Learner Services Branch	21st March 2024

	CAFRE Quality Manual Index	CAFRE Website (Tick as appropriate)
Document available	√	√

This document can also be produced in alternative formats upon request

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Version History

Version	Description of Changes	Date
1	New policy	March 2023
2	Document reviewed no changes necessary	15.03.24

Contents

1. Scope

Learner engagement is a key component of the UK Quality Code for Higher Education. This policy has been aligned to and meets the requirements of the revised UK Quality Code under expectations for Standards and Quality.

2. Purpose

The views of learners, individually and collectively, should inform quality and enhancement systems with the purpose of improving the learner educational experience both for current learners and prospective learners. Learner involvement in quality can have a positive influence on the delivery and development of any aspect of the learner educational experience.

CAFRE is committed to:

- Fostering active learner participation in CAFRE quality systems, including using individual and collective feedback from learners.

- Implementing transparent mechanisms, agreed with learners, for the nomination and election of CAFRE Learner Representatives.

- Providing induction and on-going support for learners and staff appropriate to their quality assurance roles.

- Monitoring, reviewing, and enhancing the effectiveness of their policies and associated procedures for engaging learners in CAFRE quality processes.

This policy outlines the mechanisms by which CAFRE learners participate in quality enhancement and quality assurance processes, and includes but is not restricted to representation of the learner view through formal representation

3. Learner Involvement in Quality

All full time and part time learners at CAFRE can be involved in quality enhancement and assurance processes in a manner and at a level appropriate to them.

Aspects of the educational journey into which learners can offer insight to CAFRE include:

- Application and admission.
- Induction and transition into tertiary education.
- Programme and curriculum content and design, delivery, and organisation.
- Teaching delivery.
- Learning opportunities.
- Learning resources.
- Learner support and guidance.
- Assessment.

4. Learner Engagement in Learning and Teaching

Learner engagement in learning and teaching refers to learners' active participation in the academic environment resulting in an enhanced learning experience as defined in CAFRE's Learning and Teaching Strategy. This may be through involvement with their individual studies, and/or the structures and processes that underpin learning and teaching. CAFRE recognises that learner engagement in learning and teaching is important to achieve the following aims as included in the College's Learning and Teaching Strategy:

- Achieve the highest academic standards, experiences and outcomes in all learning and teaching activities including the use and development of digital skills, enabling learners to engage creatively and develop new and exciting ideas.

- Provide a collaborative and stimulating high quality educational learning environment for all staff and learners with access to a comprehensive range of learning materials and new technologies, to develop a culture of engagement with learning.

- Develop knowledge, skills and independence in learners which will equip them to succeed in their future careers and to continue learning throughout their lives.

- Produce graduates who will be able to adapt and respond flexibly to changing professional requirements and become future leaders in their field.

- Embrace diversity and inclusivity in the learning community as an important element of the educational experience fostering growth and development of individuals.

- Support learners in achieving their full potential both academically and in extra-curricular activity thus enhancing the outcomes for learners, society, and the economy.

- Foster a culture of continuous improvement in the design and delivery of programmes, through monitoring and evaluation, and engaging with feedback received from Learners and their Representatives, External Examiners'/Verifiers Reports, Learning and Teaching Reviews, and other internal quality assurance mechanisms such as Learner Surveys.

- Foster a culture of continuous improvement in learning by promoting an active learning community where students and staff collaborate to set challenging targets for achievement.

5. Framework for Learner Engagement

Education Management Team (EMT) will have oversight in the development, implementation and monitoring of the College's Learner Engagement Policy. Membership of this group includes the Head of Education Service, Heads of Education Branches, Head of Learner Services Branch, and the Quality Manager.

Learner engagement will take place in the following formats.

- Attendance by Learner Representatives at College Advisory Group (CAG) Meetings.

- Learner representatives meet with EMT and engage under the topics of, Assessment Feedback, Community and Belonging, Wellbeing and Support.

- Staff Student Consultative Committee (SSCC) meetings – normally two meetings annually. Minutes of these are made available to learners by the respective Course Director via CAFRE's Virtual Learning Environment (VLE) . Each learner group will nominate a student representative to attend the SSCC meetings. It is the responsibility of the student representative to canvas opinions of fellow learners prior to SSCC meetings, attend meetings and provide two-way feedback to classmates and the relevant Head of Education Branch and Course Director.

- Student Representative Council (SRC) – campus based and comprised of at least one representative from each course, subject to nomination and attendance. Student Representatives are required to canvas opinions of fellow learners and participate in the organisation of social and charitable endeavours on behalf of the learner body.

- Annual Learner Voice survey which targets all CAFRE learners, the results of which are analysed to FE/HE level, Discipline level and Programme Level. The outcomes at programme level are discussed with learners at SSCC meetings and minutes cascaded.

- Individual Module Evaluations are completed by learners for all programmes. Any issues arising are discussed in Programme Review meetings and integrated into end of year Programme Self Evaluation reports including Quality Improvement Plans.

- Learner focus groups for evaluation/revalidation consultations.

- Learner representation on Higher Education revalidation panels.

- Informal discussions with External Examiners to get learner feedback at the end of the academic year in conjunction with Exam Boards.

- Learner focus groups for Campus Redevelopment Project.

- Quality Management Audit Team meet with learners from programmes being reviewed to obtain feedback on their course.

- Engagement with Learner Support Officer.

- Accommodation meetings.

- Library user surveys.

- Feedback on Induction process.

- Careers Event feedback.

- Feedback on recruitment process plus engagement with recruitment team at open days etc.

Summary of Student Engagement

Level of Engagement	Academic	Social	College Community/Services
College	EMT CAG		Consultation Groups with DAERA Policy (e.g. Student Fees Consultation, Widening Access Policy) Consultation with Department for Economy where relevant (e.g general surveys)
Campus	CAG EMT Landex	SRC Student Services Residential Survey	SRC Library User Group Catering/facilities group Campus Redevelopment Focus Groups Wellbeing Survey
Course	SSCC Department for Economy (for evaluation of specific courses) Learner Representation on Re-validation Panels Focus groups on course design prior to revalidation process External Examiner Meetings Careers Event Survey	Induction Activities and Survey Study Tours	
Module	Module Evaluations Meetings with Quality Audit Team	Relevant off-site visits	

Individual	Learner Voice Tutor Meetings	Engage with peer group through SRC organised activities	Regular use of on-site facilities including library/computer suites/catering Meetings with Student Support Officer