

University Centre Peterborough

STUDENT ENGAGEMENT STRATEGY

2022-2024



University Centre
Peterborough

*Peterborough and Stamford,
Thriving Together*

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INTRODUCTION

It is University Centre Peterborough’s (UCP) aim to ensure that all students have an excellent learning experience and successful Higher Education journey. Central to this is our intention to empower students so that they are influential within UCP and have the confidence to engage with their communities.

Student engagement is a complex term, used in reference to both governance (for instance through student representation) and pedagogy (learning, teaching and assessment) (Buckley, 2014). It is also used to describe what staff do to engage with students, and what students do to engage with their institution (Bryson, 2014).

Student Engagement has two facets:

- Improving the motivation of students to engage in learning and to learn independently.
- The participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience.

Student engagement is a shared responsibility and all forms of student engagement are central to the student experience and success. The purpose of this Student Engagement Strategy is to take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

UCP’s Student Engagement Strategy is underpinned by our graduate characteristics, our values and our commitment to a culture of partnership. Conceptualised around three pillars that align with the UK Quality Code for HE (QAA, 2018),

it provides an outline for the future direction of student engagement at UCP and how we set out to meet our aims. We will measure the success of this strategy through a series of appropriate KPIs rooted in, but not limited to, the measures that are required by the OfS and QAA.

We ask all staff and students commit to a culture of partnership to support our values:

- Innovation
- Nurturing
- Sustainable
- Passionate
- Inclusive
- Respectful
- Excellent

All UCP graduates should have opportunities to develop:

- Resilience
- Engagement in and promotion of continuous academic and professional development
- A global perspective and cross-cultural sensitivity and awareness
- Clarity of communication and purpose
- Information and skill expertise
- Intellectual autonomy and enquiry
- Adaptability
- Civic values



Pillar 1: CONTINUAL ENHANCEMENT

We are recognised as an outstanding HE provider, able to innovate to deliver inspirational education which is continually enhanced based on input from students, staff, employers and our wider community. We will ensure continual enhancement by:

- Involving students as experts in their HE experience in all levels of decision-making from the classroom to senior committees.
- Making meaningful enhancements that will positively impact the experience of students, individually and collectively.
- Aligning enhancements with UCP strategy so that there is clarity in terms of the purpose and intent.
- Ensuring that enhancements are inclusive and take into account the needs of all students.
- Creating regular and frequent opportunities for students to shape their UCP experience and the impact enhancements have on that experience.
- Ensuring we are open and honest about how enhancements have arisen and give clear and justifiable reasons where changes cannot be made.
- Empowering all students to ensure they can influence UCP's direction and benefit from enhancements.



Pillar 2: ACTING ON STUDENT VOICE

We promote an ethos of partnership in which students contribute valuable insight as experts in their own learning experience, and know how their contributions have informed decisions-making. We will continue to act on the student voice by:

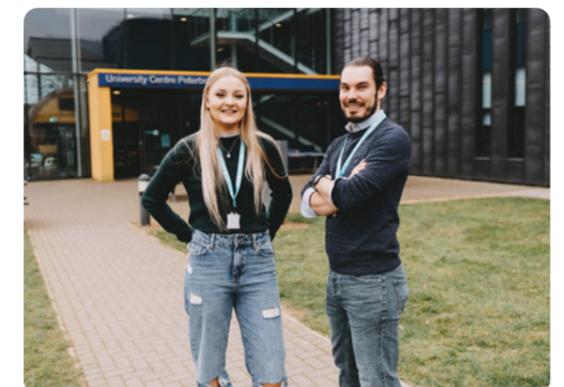
- Creating opportunities for students to contribute to all decision-making processes and collaborate in UCP initiatives.
- Tailoring feedback opportunities to ensure student contributions can be used to inform decision-making.
- Giving students and our alumni clear guidance on how and when they can share their ideas and views.
- Making sure that all students have the opportunity to constructively share their ideas and views.
- Catering for the diversity of our student body by providing a range of feedback mechanisms at various points during the academic journey, for both individuals and groups.
- Ensuring that student contributions are considered within decision-making and that students receive feedback on how their input has been used.
- Students are empowered to establish clubs and societies that meet the needs of the student community, either on a subject, interest or diversity basis.



Pillar 3: INFORMATION, COMMUNICATION AND REVIEW

The regular and mutual sharing of information allows us to recognise the enhancements made to the student experience and monitor their effectiveness. We will continue our evidence-based approach by:

- Including students in discussions that arise from both scheduled and unscheduled feedback events and activities.
- Involving students when we agree key performance indicator targets for individual courses, faculties or UCP as a whole.
- Involving students as we monitor progress against targets.
- Ensuring documentation and the information and data it contains is presented in a clear and accessible format on the Student Hub.
- Giving students access to information in time to allow them to make a meaningful response to it, and closing the feedback loop so that students know how we have responded to their comments and can make informed decisions on subsequent activity.
- Recording student comments in an authentic manner, and publishing minutes and actions from the Student Council and SELT on the Student Hub.
- Providing training to students so that they can engage in a meaningful way and understand the information, data and sector updates that are being provided to them.
- Providing a clear cascade of information via the online Student Hub and ensuring that feedback to issues raised is presented as part of our "Together we changed..." ethos and process.



IMPLEMENTATION AND MONITORING

Implementation and monitoring will be embedded within the annual reporting process.

Each academic team will be required to indicate how each pillar is being addressed through their Annual Monitoring Review. The academic team should also indicate in the Annual Monitoring Report progress made against the Strategy in the previous year. An introduction to the Strategy will be included in staff and student induction programmes.

The Student Engagement Learning and Teaching Committee and the Academic Board will closely align the strategy with other University Centre strategies and policies, such as the UCP Strategic Plan and our Access and Participation Agreement.

The Student Officer will work in partnership with students in matters relating to the development and enhancement of the student experience and student outcomes. Some of this work will be via the Student Charter, for instance. Strategic support for staff will be offered through induction, curriculum meetings and CPD.



“When students have an authentic opportunity to engage with their university and its staff, amazing things can happen. This Student Engagement Strategy formalises UCP’s commitment to empowering students as partners, and learning about the experience of all students.”

Maddi Hobman
Current Student
Officer

Monika Kincinaite
Former Student
Officer



HOW WE DO IT

- Student Officer provides impartial guidance and support for students when difficulties or issues arise, or alternatively when students wish to proactively take forward ideas and initiatives.
- Student Officer facilitates election of Student Reps – one for each cohort – and mandatory training package which can be delivered online.
- Course Leaders timetable tutorial time to allow Student Reps to collate peer feedback.
- Student Reps attend Student Engagement Learning and Teaching meetings and also Student Council.
- A minimum of three Student Reps attend UCP Academic Board.
- Student Officer holds Governor position on UCP Board and provides twice yearly reports to Governors on areas of student interest and satisfaction.
- “Meet the Academic Director” feedback meetings to be held each semester.
- Module Evaluation Surveys conducted each semester; Course Leaders discuss results and actions with students.
- Module leaders to create informal opportunities for students to feedback on their modules.
- Course leaders and tutors to create informal opportunities for students to feedback on their wider student experience, working with the library and support functions for a holistic view.
- Module leaders to capture student views within Module Report Forms. These are to be shared and discussed with students.
- Module Report Forms to inform Annual Monitoring procedures – final documents are discussed with students.
- Wide and multi-platform promotion of student surveys including NSS to ensure good participation.
- Student Charter annual updates co-ordinated by Student Officer in response to both staff and student feedback.
- Students participation in wider Inspire Education Group initiatives such as the Green Group (sustainability).
- Student Ambassadors in bursary funded roles actively contributing to student community activities.
- Student Briefing distributed to all students and Course Leaders every week; from September 2022 these will also include Student Council minutes for distribution to the wider student body.
- Each course to engage with alumni to support student learning opportunities and experiences.
- Throughout everything we do we strive to ensure that our communication message and committees are: strategic, impactful, purposeful, inclusive, timely, transparent and empowering; in doing so we address the expectations of both the OfS and QAA in their definition of student engagement.

OUTCOMES

Outcomes	Evidence/Measure of Success
Exceed (by 5%) the national benchmark for overall student satisfaction in the National Student Survey – 86%	NSS (published July each year)
Each course achieves an MES of 4.3 or above	MES (conducted mid Sem 1 and mid Sem 2)
Every cohort has an elected and trained Student Representative, and that every subject area has at least one elected Student Representative in regular attendance at SELT and Student Council	Student Officer records minutes from meetings
There is increased participation in informal and formal student feedback mechanisms such as: MES, NSS, SELT, Student Council, Meet the Director	Local records to show course/level of study and actions arising Survey participation rates – NSS 60% and MES 70%
There is a positive trend in the attainment and achievement of students and their destinations	<ul style="list-style-type: none"> Continuation – 84% Completion of first degree – 75% for first degree and 64% for other undergraduates e.g. HN% Progression – first degree 60%; other undergraduates 45% Average student grades – 72% good or better N.B. The above may be amended due to changes to OfS subject benchmarks
There is increased interaction with our alumni e.g. as guest speakers, mentors and social media ambassadors	3 active engagements per course, which also need to be publicised via appropriate media platforms

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**OUR MISSION
IS TO ENGAGE,
ENABLE AND
EMPOWER
STUDENTS
TO MEET THE
CHALLENGES
OF THE
FUTURE.**



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