UCEM Code of Practice

Student Engagement

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1. Introduction

This Code of Practice sets out the principles on which all student engagement and representation (including apprentices) at UCEM is based. This is summarised in the diagram in Appendix A. More detailed information can be found on UCEM's Student Community website (opens new window).

This chapter is subject to regular review in accordance with the UCEM Code of Practice Review Schedule.

2. Principles

2.1 Partnership

2.1.1   Learning is a partnership between students and staff.

2.1.2   Students provide an invaluable perspective on what is needed for a high-quality academic experience. No student will be disadvantaged as a result of providing feedback to UCEM.

2.1.3   Working in partnership is based on mutual respect between students and staff and on the values of openness; trust; honesty; agreed shared goals and values; and regular communication between staff and students.

2.1.4   This partnership will include:

- providing suitable opportunities for students to feedback individually, both formally and informally;

- providing suitable opportunities for students to contribute to the quality assurance of student experience;

- working together to sustain an effective student representation system that helps to produce a high-quality student experience and is embedded at all levels of UCEM's governance; and

- working with student representatives to consider feedback and respond to the student community.

2.1.5   Feedback from students will help inform the activities undertaken by UCEM.

2.1.6   The effectiveness of the student-staff partnership at UCEM will be measured through key performance indicators, agreed with in partnership with students.

2.2 Representation

2.2.1   Student representatives are the voice of the collective student community. For more information on how to become a student representative visit the UCEM Student Community website.

2.2.2   UCEM expects student representatives to regularly communicate with students they represent to ensure the feedback they provide to UCEM is representative of the collective student community.
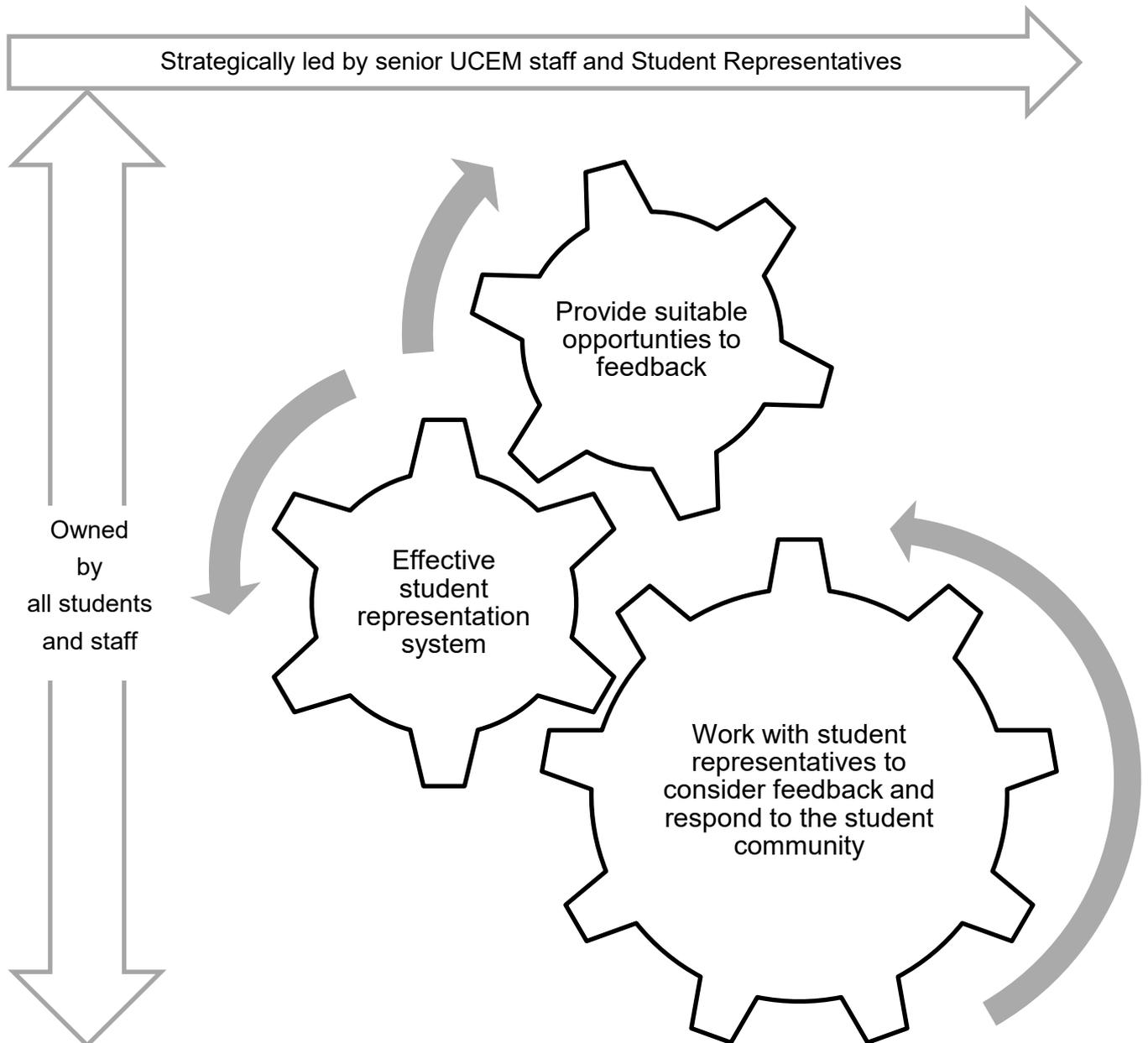
2.3 Inclusivity

2.3.1   All students have the right for their voice to be heard in the delivery of their education, irrespective of location, age, race, gender or any other protected characteristic.

2.3.2   All students are encouraged to become student representatives, irrespective of location, age, race, gender or any other protected characteristic.

2.3.3   UCEM will work with student representatives to provide a range of opportunities to become involved in UCEM's student representation system. To be accessible to all students, the range of opportunities should have differing levels of commitment required.

2.3.4   UCEM will work with student representatives and staff to offer support, training and development, and any appropriate adjustments required to roles, to enable participation from all groups of students.

Appendix A Summary of student engagement at UCEM

Strategically led by senior UCEM staff and Student Representatives

Owned
by
all students
and staff

Provide suitable opportunties to feedback

Effective student representation system

Work with student representatives to consider feedback and respond to the student community

Appendix B Related UCEM documents

UCEM Student Community website (opens new window)

UCEM Student Charter (opens new window)

Appendix C Sources of Further Information

QAA (2018), UK Quality Code for Higher Education (opens new window)

QAA (2018), UK Quality Code for Higher Education, Advice and Guidance: Student Engagement (opens new window)

The Student Engagement Partnership (opens new window)

Change Agents' Network (opens new window)

Student Engagement in Higher Education Journal (opens new window)

Flint, Goddard and Russell (2017) Architects of Their Experience: The Role, Value and Impact of Student Academic Representation Systems in England (opens new window)

May, Felsinger (2010), Strategic approaches to disabled student engagement (opens new window)

Student Engagement Handbook (TSEP) (opens in new window)