

# *Student Engagement Policy*

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This policy reflects current UK legislation and will be updated in line with any legislative changes.

## 1. Introduction

SAE Education Limited (SAE Institute UK) understands the importance of listening to and hearing 'the student voice' in a culture of quality enhancement and continuous improvement, and in forming a collegial environment within a learning community.

It is also important that students know their voice will be/ has been heard as part of their student experience. Student engagement is proactively encouraged for the enhancement of learning and teaching and all other aspects of the student experience.

## 2. Policy purpose, scope and application

### 2.1 Purpose

The purpose of this policy is to outline how SAE Institute UK will consider both individual and collective views of its students to improve the quality of learning.

The Institute will consult with students and student representatives to find appropriate measures to support them throughout their studies and regularly update them on any actions taken as a result of their feedback.

### 2.2 Scope and Application

This policy applies to SAE Institute UK programmes and operations with our validating partner, and all enrolled students, irrespective of their place of residence, campus or mode of study, and should be read in conjunction our other policies, regulations, and guidelines.

Student feedback is important to the Institute to:

- Encourage student participation and motivation of students by listening and responding to ensure their needs are being met.
- Create a socially inclusive learning community and culture of continuous improvement.
- Enhance the quality of student experience and outcomes.

## 3. Policy Guidelines

### 3.1 Student Engagement Feedback and Activities

#### 3.1.1 The Role of Student Representatives

SAE Institute UK operates a student representative system to promote communication between the student body and the Institute, and provide a forum for constructive debate to gauge student concerns, criticisms and suggestions, with the aim of implementing effective measures to optimise the student experience for current and future generations of students. This group is made up of a team of students, typically one elected representative per cohort (class/intake) for each programme.

In addition, each SAE campus has a lead student representative, normally nominated from the current student

representatives. The lead holds a more substantial role in supporting initiatives, including but not limited to:

- Input regarding new policies and strategies.
- Input on managerial decisions when required, both regional and nationally.
- Supporting new initiatives to improve student experience.
- Assisting SAE in procedure, such as complaints.

### 3.1.2 Boards of Studies

In accordance with our validating partner rule and practice, each Campus (approved degree centre) holds regular Board of Studies meeting during each trimester.

The membership of the Board of Studies includes:

- Student representatives for each programme.
- Lead student representative for the campus.
- Student Experience Officer(s).
- Academic staff aligned to the delivery of the Programme.
- Academic Coordinator (Chair).
- Campus Director.
- Student Experience Manager.
- Learning and Quality Manager.
- Appropriate Validating partner Link staff if requested.

The purpose of the Board of Studies is to provide a formal forum for discussion between students and staff involved in all aspects of the relevant programme.

The minutes are included with the Annual Monitoring Reports submitted to the validating partner.

Students will be updated when action has been taken within feedback campaigns or at the following Board of Studies.

### 3.1.3 Student Council

The Council functions as the primary national forum for students to provide feedback to SAE on all aspects of their studies, student experience, and engagement with the Institute. It is also the mechanism whereby student consultation will be sought on any relevant matter, including those related to curriculum development, regulatory matters, governance and oversight.

SAE Institute UK staff will, through the Council, ensure that the student body is kept informed of all major issues affecting the Institute. Simultaneously, the Council ensures that the student body is consulted wherever appropriate on decisions that affect their student experience.

The Council has no direct responsibilities, but follows a regular agenda with both standing items and ad hoc issues. Standing items are to include:

- Student Experience. This is the primary focus of the Council, and within this might address: pastoral support; student welfare; student finance; extra-curricular activities; student induction programmes; campus facilities and operations; career support; complaints and grievances; student feedback, including the NSS.
- Learning & Teaching. Student consultation and feedback will be sought on: curricula and course content; learning & teaching methods; academic support; Campus Online; campus facilities.
- Administration. The Council will be asked to assist with the administration of their own organisation, including

the election, training and engagement of current and future Student Reps; Board of Studies management; all aspects of 'student voice'.

- Regulation. Consultation will be sought on key regulatory issues, including: Access and Participation; Policies and Procedures; OfS ongoing requirements.

The Student Council is chaired by the Student Experience Manager and made up of the four lead representatives across the UK campuses, as well as key national staff and observers where necessary.

### 3.1.4 Module Survey

Programme feedback from students is gathered throughout the academic year, normally after the completion of each module, to elicit anonymous student views on the quality of the programme of study and the quality of student experience.

The data is analysed and evaluated by the Academic Coordinator and the Campus Director, and findings reported in *You Said, We Did* campaigns and Board of Studies, together with actions planned or taken.

### 3.1.5 National Student Survey

SAE Institute participates in the annual National Student Survey which gathers students' opinions on the quality of their course and higher education experience. These surveys run nationally from January to April and allows higher education providers to gain peer comparative feedback from final year students across the United Kingdom.

The findings are then considered for appropriate actions in conjunction with the above means of evaluation, and reported in feedback campaigns, together with actions planned or taken, usually in the *You Said, We Did* format.

### 3.1.6 Suggestions and Complaints

All SAE campuses operate an open-door policy so that staff can be approached directly to discuss suggestions or complaints informally to reach a quick resolution.

If the response is unsatisfactory, the student grievance procedures may be followed. Details of both the Academic and Non-Academic Grievance Policies are made available to students at the beginning of the programme, SAE Institute UK website and the Virtual Learning Environment.

### 3.1.7 Participation in Validation and Review Events

Student representation and participation is actively sought in all formal validation and review events where there is a required student membership on the panel for the procedure.

A student representative or, where that is not feasible, an appropriate student volunteer will be invited to join the panel and have a right to vote in any decision.

### 3.1.8 Review of Public Information

Student views are sought when updating or redesigning content for website, brochure or course material. Any changes made as a result of such consultations will be reported back to the student body.

### 3.1.9 Student Ambassadors

SAE Institute offers Student Ambassador opportunities to students, where they can work with SAE Institute UK staff at recruitment and industry engagement events.

### 3.1.10 Observers at Standing Committees

Student representatives and students generally have the opportunity to participate as observers at SAE standing Committees and Working groups, such as the Academic Standards & Quality Assurance committee (ASQA), Learning and Teaching Committee (LTC) and Academic Board apart from students who may be members of such groups.

### 3.1.11 Focus Groups and Working Groups

Students will be able to participate in various focus groups and working party initiatives from time to time, that SAE Institute UK implements to enhance learning and teaching and the student experience.

### 3.1.12 Institute and Industry Events

SAE Institute UK provides multiple opportunities for students to participate in events on and off campus with industry, other organisations and students and staff from other organisations.

## 3.2 Information to Students

### 3.2.1 Information on Campus

Each SAE campus will provide students and prospective students the following information via Campus Online (the Virtual Learning Platform/ VLE), website, brochures and leaflets, and Open Days/ Induction events:

- General details about SAE Institute UK.
- Details on resources and facilities.
- Policies, practices and procedures.

### 3.2.2 Pre-acceptance information

At the point of enquiry, each prospective student will be supplied with:

- A brochure including information on:
  - The programme structure.
  - Course requirements including a statement of mandatory or recommended study.
  - Course choice and the relationship between courses.
  - Enrolment and application details.
  - Additional information for visa requirements.

During the admissions process, all procedural correspondence is the responsibility of the Admissions team.

### 3.2.3 Information upon Enrolment on to Programme

On commencement of the course, students will be provided with:

- SAE Institute UK Identity Card.
- Log in to Campus Online.
- Timetable.
- Campus Guide.
- Programme Handbook.
- Information on student responsibilities, such as absence reporting, attendance, deadlines, fees, conduct expectations, etc.
- Health and safety procedures, guidelines, and responsibilities.
- Programme statement of study, which includes:
  - Aims and objectives of the programme.
  - List of learning materials, both required and recommended reading. These materials may be literature, web references or other media deemed crucial to meet the module learning outcomes.
  - Information about the coursework, submission process, and weightings indications.
  - Advice and guidance pertaining to formatting, legibility, accuracy and clarity in the production and presentation of coursework.
  - Advice on the quality of coursework, strengths and weaknesses, with clearly defined grade or class structure.
  - Details of all major course submission deadlines, and the procedures to request either an extension due to extenuating circumstances, i.e. ill health or other adverse circumstances.
  - Advice on the consequence of late submission.
  - Details of internal and external examinations and moderation.

### 3.2.4 Information about the Assessment Process

Students will be supplied with clear information on:

- How their performance will be assessed.
- Pass requirements for progression and degree/ honours degree award.
- The relative impact of assessment results in each course and the component weightings within each module.
- The assessment criteria and advice on how these will be interpreted and applied.
- Details of the Academic Honesty Policy and the consequences of plagiarism and cheating.
- The Grievance Policy concerning assessments.
- How they will be notified of their results.
- Reasons which may lead to results being withheld.
- Consequences of failure.
- Possible options for resubmission and retake.
- Details of alternative assessment, where deemed necessary.

### 3.2.5 Information during the period of study

Students will be supplied with information via several appropriate sources, i.e. their lecturer, or Campus Management, via SAE email, Campus Online notifications, Campus notices, and the SAE UK website. This will include, but not limited to:

- Campus and course news and updates.
- Feedback on assignments.
- Progress reports.

Other information or requests are to be made as follows:

- Official transcripts - to the Registry Office, eu\_registry@sae.edu
- Cessation of Studies – via the Student Experience Team
- Delayed submissions – via the Student Experience Team
- Mitigating extenuating circumstances requests – via the Virtual Learning Environment or Student Experience Team.

### 3.3 Attendance information

Student attendance can be an indication of learner engagement and is recorded at each compulsory contact time.

If a student is unable to attend a lecture, they should notify the Student Experience Team via the absence forms located on the Virtual Learning Environment. These can also be requested to be sent directly to the student. Other formats are available upon request.

Where there are concerns about a student's attendance, the Student Experience Team will contact the student to establish the cause, which may include invitation to one to one meetings and in severe cases, withdrawal from their programme.

Notifications regarding student attendance will be sent if triggered by the following thresholds:

- Stage 1 – Attendance is below 85% but above 70% - notification email sent.
- Stage 2 – Attendance is below 70% but above 50% - invitation to a support meeting.
- Stage 3 – Attendance is below 50% - invitation to discuss progression with the Campus Director.

Consecutive absences are also monitored, and warnings will be issued when a student misses three, five and seven timetabled sessions consecutively.

Students who receive Government funding from Student Loans Company (SLC) or Student Awards Agency Scotland (SAAS) will need to maintain their attendance in order to remain eligible for any awarded funding.

*Student Route* students will need to maintain above 85% average attendance in order to remain compliant in their visa requirements. Additional monitoring is also put in place for consecutive absences. Failure to adhere to the minimum attendance requirements may result in the curtailment of your visa.

### 3.4 Information about Learning Feedback

It is our policy to provide helpful feedback to students on assignments they have submitted and on overall progress. This may take the form of written comments or communicated verbally, and may vary according to course content, assessment criteria and methods.

#### 3.4.1 Pre-Assessment

Assignments involving individual research must be approved by the Programme Coordinator. Suitable supervisor(s) are appointed to discuss the project according to staff expertise and availability. Approval for any final research project is sought and granted by way of written approval of the proposals. Approvals for other assignments, where student choice or self-direction is involved, may be granted by individual discussion between the student and the assigned tutor.

Face to face and online individual on-demand tutorials (i.e. via Zoom) are provided as appropriate to discuss progress on specific assignments.

#### 3.4.2 Feedback – Coursework, Exams, Submissions

All assignments will be graded, commented upon and samples from cohort submissions, moderated. After moderation, all comments from the assessor and moderator will be forwarded to the student.

Turnaround time for feedback is aimed to be no longer than three weeks, although the campus resource and programme distribution may delay the optimal timing.

Lecturers will also provide feedback on coursework and examinations in formal group sessions. If desired, students may discuss their progress on a personal basis, by arrangement with the appropriate member of staff.

Feedback for all summative assessments will be recorded and provided.

## 4. Approval policy

This Policy is fully supported by the ELT and Board.

## 5. Related policies

The following documents and policies are available for students:

- Student Pastoral Support Policy
- Student Academic Grievance Policy
- Student Non-Academic Grievance Policy
- Academic Honesty Policy
- Student Code of Conduct Policy
- Navitas Values in Action

## 6. Further assistance

If you have any questions or require further assistance, please discuss with your Student Experience Officer or Programme Coordinator.

## 7. Revision history

Version Control

Issue Date:	Summary of Changes	Review Date
October 2016	Revised policy	October 2020
April 2019	Policy review	October 2020
May 2020	Update review: <ul style="list-style-type: none"> <li>• Update, branding and reformatting</li> </ul>	February 2022

## 8. Document protocol

Document I.D.	Student Engagement Policy (G04)
Responsibility	Student Experience Manager, SAE UK
Initial Issue Date	October 2016

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