



CITY OF LONDON COLLEGE

A UNIVERSITY SECTOR PREMIER College

Student Engagement Framework 2025/26

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The Student Engagement Framework articulates the mechanisms by which the City of London College (CLC) facilitates, supports and monitors student support and engagement. The purpose of this framework is to define our intentions to involve and empower students in the process of shaping their learning experience on their journey towards becoming autonomous, independent learners.

It is widely accepted that the views of students, individually and collectively, should inform quality systems with the purpose of improving the student educational experience both for current and future cohorts. Student involvement in quality can have a positive influence on the delivery and development of any aspect of the student educational experience.

A significant number of the College's student population are from low participation neighbourhoods and communities (POLAR 4), with a large percentage being identified as BAME and over thirty years of age. Consequently, the levels of support required is diverse and complex and where disability or learning differences are identified, the level of need is complicated.

The College recognises that all students have an entitlement to a coherent high quality Student Support and Welfare resource that identifies concerns and puts in place appropriate support mechanisms in order to facilitate the achievement of their learning goals. The College is committed to keeping students safe and removing the barriers to learning, ensuring that all students can achieve their full potential through the provision of appropriate care, guidance and support interventions that are recorded and monitored for effectiveness.

Effective student engagement and support enables the development of a dynamic and inclusive learning community, which can drive enhancements to the educational experience at all levels. This can include approaches to curriculum development, the wider learning environment and student services delivery to enrich students' academic development and progression so that they succeed in their personal and professional aspirations.

Through the College's student engagement resources, student support officers offer advice and guidance relating to the logistics of both academic and pastoral needs which may include admissions queries, enrolment, student finance, induction and general issues with website and VLE access, along with registration with the appropriate awarding body. The student engagement team also works closely with academic staff assisting in the areas of Work Placement (where applicable), Employability and Careers.

Student support services teams offer professional and impartial advice to any student who is experiencing a difficulty that is having an impact on their learning; this may be a declared disability, or other issue that may impact on the student's progression and academic studies. Student services staff provide a confidential, impartial service regardless of the students' personal circumstances, while ensure students are aware of the limits of the service and are appropriately supported within these limits.

Work Placement, Employability and Careers advice is offered to students in finding work placements, which are of genuine value to course learning objectives and a student's career goals by connecting them directly with trusted placement providers. The team will guide students in making an application to a placement provider and offer support over the course of their placements. Additionally, the team provide students with support and guidance throughout the process of career readiness; this may include advice and support on updating their CVs, cover letters, application forms and interview techniques and practice.

Due regard is given to current legislation/regulatory guidance and/or external quality assurance frameworks including alignment to the expectations and core practices of the *Revised Quality Code for Higher Education*, the Office for Students (OfS) ‘ –Securing Student Success ’ Regulatory Framework for Higher Education. The framework includes:

- Student Protection Plan
- Consumer Protection Plan
- Student Representative Development Programme
- Student Conduct Policy
- Pre-Course & Offer-Stage Information Policy
- Admissions & Enrolment Information Policy
- Admissions Procedures
- Student Attendance & Withdrawal Framework
- Students Complaints Policy
- Student Appeals`
- Employability & Careers Guidance Policy
- Equality & Diversity
- Student & Visitor Disability Policy
- Student Pregnancy Policy
- Harassment & Sexual Misconduct Policy

Student Engagement Expectations

Much has been written about the benefits of student engagement, while the nature of that engagement varies according to the context and focus of the institution and programme of study, and the student body. The College firmly believes that engagement and collaboration with both individual and collective groups of students can play a positive role in seeking to ensure a welcoming and supportive environment, and the shaping of the best possible education experience.

The College seeks to achieve this through formal and informal means, including the involvement and advice students will have experienced while considering the courses, programmes and institutions of possible study. In addition, an introduction to some of the important avenues of engagement and commitment to support students in their preparation for future achievement and graduate employability is available. In support of the above, this strategy has been informed by the UK Quality Code for Higher Education with regards to ‘Student Engagement ’and ‘Enabling Student Achievement’

In recognition of the diversity of our student body, we reaffirm the importance of individual education and development, beyond classrooms and study programmes, however, the cultural impact of informal engagement and its thinking cannot be understated and is one where unexpected improvements have been initiated.

The Student Engagement Framework aligns with the three themed aspects of the Strategic Enhancement Plan:

- Quality-focused engagement
- Cultural-focused engagement
- Employability-focused engagement

Although implicit in the college's approach to supporting students, student engagement is now recognised as more explicitly identified and communicated as an enhancement driver. Thus, the Strategic Enhancement Plan 2022-2025, explicitly identifies student engagement as a deliberate act and priority of the organisation. Its inclusion contributes to the creation of a culture of conversation to include enhancement and engagement.

Through reflection, discussion and engagement with external organisations and critical friends, we have been able to share experiences, continually influencing the staff/student conversation and focusing upon the development of engagement-ready staff.

Quality-focused engagement

The Quality Assurance Agency (QAA) for Higher Education's UK Quality Code for Higher Education – Student Engagement, consists of an Expectation for Quality, Core Practice, Common Practice and Guiding Principles & Practical Advice. These include:

- Student Engagement Strategies & Culture
- Inclusivity
- Quality Assurance & Enhancement policies & procedures
- Student Representation, Student Surveys, Closing the feedback loop

The Expectation for quality confirms that:

... 'Learning is a partnership: the effort and engagement of students is an essential aspect of their achievement. Students provide an invaluable perspective on the conditions needed for a high-quality academic experience and how this can be continuously improved'. 'Students can provide feedback, work collaboratively with staff and other stakeholders as they consider feedback and other quality indicators and work as co-creators of the curriculum. These activities will contribute to effective course design and approval, periodic review and the recognition of high-quality teaching'

With respect to the above, we encourage student participation in quality enhancement and quality assurance processes; not only through formal academic representation but also through a wide range of student engagement activities.

The Student Representative Development Programme demonstrates the College's commitment to supporting student engagement at all levels by developing formal and informal skills and knowledge to enable student representatives to undertake their role effectively, contributing to the enhancement of the student experience.

Cultural-focused engagement

A key focus of the student engagement strategy, driven by the students, supports our academic mission of developing an appreciation of the richness and diversity of the student body. Initiatives focus on providing the opportunity for different groups of students to share their culture and traditions with fellow students. The impact of this on classroom activities and discussions represents the value and enhancement role of recruiting a diverse student body

Employability- focused engagement (OfS B3 Metrics)

Focus on employability, an important aspect of engagement, provides a space where the external world of employment informs and engages with student aspirations and curricula developments. For example, a spectrum of activities encompasses the distinctive needs of our discipline areas, also linked to the College's externality framework. These include guest speakers from the business world, off-site visits to business and commercial institutions, showcasing employment-skills in support of specific curricula developments and enhancement of the student experience.

The Office for Students (OfS), expects to see Access & Participation Plans which confirm targets in relation to improving equality of opportunity for unrepresented or disadvantaged groups to access, succeed and progress from higher study into graduate-level employment. The College is therefore committed to maintaining and further developing its resources in support of:

- Outreach and access activities
- Financial support (Bursaries/Scholarships, Hardship funds)
- Disability support
- Research and evaluation activity

Under the Equality Act 2010, a person has a disability...

'if they have a physical or mental impairment, and a the impairment has a substantial and long-term adverse effect on the ability to carry out normal day to day activities. Normal day to day activities are not defined in the Act, but in general, they are the things people do on a regular or daily basis. The definition has a wide meaning as both work and study activities are covered including communicating, reading, writing, using a computer'.

Fields of disability include:

- Two or more impairments and/or disabling medical conditions
- A specific learning difficulty such as Dyslexia, dyspraxia or ADHD
- A social/communication impairment such as Asperger's Syndrome/other autistic spectrum disorder
- A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy
- A mental health condition such as depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issue, such as difficulty using arms or using a wheelchair or crutches
- Deaf or serious hearing impairment
- Blind or a serious visual impairment

Enhancement Expectations

It has been shown that students who regularly attend and engage with teaching and learning are more successful in their studies. Good attendance is linked to student progression, retention, overall achievement and eventually employability. Monitoring attendance also help staff to identify students who may be experiencing a range of difficulties and may need particular support.

In addition, the College also has a legal duty to monitor engagement with teaching and to act on non-attendance. This legal duty arises from the requirement to report attendance to UK student loan company (SLC)

The College expects all students to engage fully with their studies and to attend all timetabled sessions associated with the course on which they are enrolled. Full and active participation provides students with opportunities to develop the skills and knowledge needed to successfully complete their course. To this end, students are expected to:

- organise their personal, social, work, residential and other arrangements to facilitate attendance and engagement, as required by their specific program of study;
- attend all timetabled sessions, which may include lectures, tutorials, workshops, placements, site visits;
- carry a valid Student ID card
- arrive on time for sessions and remain for the duration of the session;
- participate fully in group work and group meetings, where applicable, as required by their course of study;

- notify module tutors in advance if they expect to be absent from any module event.

Student Engagement staff are expected to:

- remind students of the importance of attending all timetabled sessions;
- inform students and staff of how and why the College monitors attendance and engagement data;
- undertake regular reviews of attendance data and send timely communications to students deemed to have low engagement;
- signpost “at-risk” students to senior academic staff
- ensure systems are in place for students to notify the College of planned absences and report any unexpected absences, in particular long-term absences;
- ensure all students are aware of the support services available to them;
- notify the Campus Manager/Campus Coordinator of any student whose attendance patterns are of concern.

Aspects of the educational journey into which students can offer insight include:

- application and admission
- induction and transition into higher education
- programme and curriculum design, delivery and organisation
- curriculum content
- teaching delivery
- learning opportunities
- learning resources
- student support and guidance
- assessment
- academic support & guidance

Student involvement in Quality Assurance

All students at the College have the opportunity to be involved in quality enhancement and assurance processes in a manner and at a level appropriate to them. The student voice is actively listened to and engaged with as part of formal quality assurance processes. This is a process that spans each academic year and is informed by College-specific processes throughout via programme and institution level procedures, including to:

- foster active student participation in quality systems, including using individual and collective feedback from students
- implement transparent mechanisms, agreed with students, for the nomination and election of Student Representatives
- provide induction and ongoing support for students and staff appropriate to their quality assurance roles
- monitor, review and enhance the effectiveness of their policies and processes for engaging students in quality processes.

Framework for Student Engagement

College level

Reporting direct into the College Executive Committee and Board of Governors, the Student Representative Committee will be the major forum for students to engage with the College and to consider, recommend and approve changes to the student experience.

Programme Level

At the Programme Level, one student from each study group is elected by fellow classmates to represent them as a Student Representative.

- Student Representatives are full members of Course Committees and are expected to:
- Canvas opinions of their fellow students
- Act as a single voice for their fellow students on the Course
- Deliver ‘open access ’sessions to allow contact outside the classroom
- Meet regularly with the Head of Student Support to share views
- Provide two-way feedback to classmates and managers
- Produce a Calendar of Events and deliver a range of extra-curricular activities.

Module Level

All students have the opportunity and are encouraged to complete the Student Module Evaluation questionnaire which in turn feeds into Module Monitoring and Review process.

The Student Module Evaluation considers the learning, teaching and assessment of the module along with comment on resources and the general learning experience.

Student Module Evaluations are analysed by the Module Leaders and reported to the Course Leaders and the Principal.

All students have also the opportunity to do the mid-term student experience survey to feedback on their overall experience and services at the College.

Training of Student Representatives

Student representatives will receive training and support, normally, during their first academic term in office. Training will be delivered by the College according to Student Representative Development Programme. The training programme is reviewed and updated following feedback from student reps the previous year.

Student Representative Job Description

Responsible to: Student Union Coordinator, with support from termly training programme workshops, access to necessary resources to support role and assistance from Programme area staff

Purpose

The role of Student Representative is integral to the shared commitment of the College and the Student body to continuous enhancement of the quality of the student experience and have a very important role in the decision-making process of the College.

The role contributes to the shaping of all aspects of the student experience, both academic and non-academic. Student Representatives are highly valued by the College and the students they represent and are in a position to provide a valuable link between the students and the College management in order to make sure both are aware of key issues involving the College.

The role is to listen to and raise issues and problems that other students on the course may have, and when issues and views are brought up, they will pass up management levels until a solution is found.

Responsibilities:

- Canvassing fellow student opinion on all aspects of the student experience;
- Promoting the Student voice in appropriate forums;
- Programme specific issues are to be raised within Course Committee meetings.
- Issues that affect the student body as a whole may be brought up in scheduled term meetings with the Principal.
- Liaising with Course Leaders and staff in order to keep fellow students up to date with any ongoing issues.
- Liaising with fellow Student Representatives with regards to similar issues and effective solutions.
- Providing fellow students with information and feedback presented at Student Representative meetings within a reasonable amount of time.
- Communicating key information to the student body on a regular basis.

College Responsibilities:

- The College will provide training in understanding the role and its responsibilities and aid other areas of personal development.
- The College will provide a comprehensive Student Representative briefing which will provide information on how to fully realise the potential of the role.
- The College will be available for any help and advice concerning the role.
- The College will organise scheduled meetings through the year for Student Representatives to speak directly to the Principal
- The College will endeavour to provide feedback and developments from these meetings within a reasonable amount of time.

Commitments:

- Approx. 3 hrs per month during academic year
- Attendance at training provided at the start of the academic year
- Respond to invitation to attend committee meetings.
- Dedication to provide feedback on any information received to fellow students.
- Take part, as requested, in focus groups, working parties and other activities, looking at specific areas of the student experience.
- Not to engage in any business that does, or could, cause a conflict of interest with the role of student representative e.g. paid employment with another College, acting as a commercial referral agent for any College, or running any other education-based business e.g. private tuition or essay review/coaching

Benefits

- Personal skills development; representation; advocacy; active listening, diplomacy; presentations; impartiality; team working skills; meeting skills.
- Direct influence on activities and initiatives throughout the year and beyond.
- Contribution to the enhancement of your Programme and the College
- Enhancement of your CV
- Opportunity to meet with students from other courses within the College
- External training and conference situations where you will have the opportunity to meet students from institutions who hold similar positions, with a view to broadening your knowledge of the role

The End