Policy: **QUALITY ASSURANCE AND STUDENT ENGAGEMENT POLICY**

Policy Title	Quality Assurance and Student Engagement Policy
Policy ID	2024_QA_Stud_ver_02
Effective Date	June 18, 2024
Responsible Office	Quality Assurance Office
Responsible Executive(s)	Students, all staff

1. Rationale

The purpose of this policy is to ensure that students are involved in the improvement and enhancement of their own learning experiences and helps the university development in the following:

- Promote student engagement within the university and contribute to its quality improvement
- Emphasise the learner's perspective with the focus on the quality of learning experience through Quality Review process
- Promote student development and growth by participating in feedback and survey activity
- Address external and internal requirements regarding students' involvement in quality assurance

2. Scope

This policy applies to students and all university staff

3. Policy

The university values student's participation in QA activities in academic, management level and student life

QA Policy is publicly available, communicated and known within the university

In consultation with the student body the university designs the system of student engagement in improvement, decision-making and quality management

The university establishes the role of students as partners in quality assurance

Active engagement of students' community to continuous improvement in students' survey helps us to get students' feedback and opinions. Students can contribute to the quality of their studies and the improvement of their stay by responding to the questionnaires.

Students are invited to participate in internal quality reviews to ensure that the review concerns primarily learners, quality of programmes, student life and learning experience

It helps students to be an equal partner in representing the university externally and promoting the quality of its academic life

Student Engagement can include active participation of student in university decision-making activities, such as:

a) **Governance**
   - Permanent membership of advisory, executive, and management bodies, as well as relevant committees
b) **Strategic Planning**
   - Needs/SWOT analysis
   - Drafting/consulting on Strategic Plan
c) **Policy making**
   - Drafting/consulting on policies
d) **Internal QA processes**
   - Subject-specific committees nominated on a case-by-case basis for the design and review of study programmes;
   - Consultations on self-evaluation reports
   - Surveys – drafting survey content, adjusting methodologies, serving as survey target population.
e) **External QA processes**
   - Open attendance to accreditation meetings
f) **Design and approval of programmes**
   Study programmes are designed by involving students and other stakeholders in the work.
g) **On-going monitoring and periodic review of programmes**
   Programmes are reviewed and revised regularly involving students and other stakeholders.
h) **Designing methodologies fit for purpose**
   External quality assurance is defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders are involved in its design and continuous improvement. In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders.
i) **Implementing processes**
   Regular meetings with university leadership are organised, including Meeting with AUM President (1 meeting), meetings with the Provost (2 meetings), daily visits to all administrative unit staff

Benefits

- Improved quality: We can gain valuable insights and perspectives that can help to identify areas for improvement from a diverse pool of opinions;

- Increased accountability: When stakeholders are involved in the process, they are more likely to feel ownership over the outcomes and to hold the institution accountable for meeting their needs;
- Enhanced communication: We can foster a culture of communication and openness that can lead to improved relationships and better understanding of stakeholder needs;
- Improved institutional reputation: When stakeholders are involved in the process, they are more likely to feel invested in the institution and to speak positively about it to others. This can lead to increased visibility and better relationships with stakeholders;
- Enhanced decision-making: By gathering input from stakeholders, the institution can make more informed decisions that are based on a range of perspectives and that take into account the needs of all stakeholders;
- Increased innovation: When stakeholders are involved in the process, they can provide new and innovative ideas that can help to drive change and improvement;
- Enhanced student success: We can gain valuable insights and perspectives that can help to identify ways to improve student retention, graduation rates, and overall academic achievement;
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- Enhanced student success: We can gain valuable insights and perspectives that can help to identify ways to improve student retention, graduation rates, and overall academic achievement;
- Increased transparency: We demonstrate commitment to openness and transparency and provide stakeholders with a better understanding of how the institution operates;

Resources:

• *In 1998, the Recommendation on European cooperation in quality assurance in higher education (EU 1998) drafted by the Council of the European Union and the European Parliament mentions the involvement of the different parties concerned according to the purpose of the quality assurance as one of the features that national quality assurance systems should be based on.*

• *2001, Prague Communique, students are competent, active and constructive partners in the establishment and shaping of a European Higher Education Area.*

• *2003, Berlin Communique, it is ultimately the active participation of all partners in the Bologna Process that will ensure its long-term success. Students are full partners in higher education governance. Ministers note that national legal measures for ensuring student participation are largely in place throughout the European Higher Education Area. They also call on institutions and student organizations to identify ways of increasing actual student involvement in higher education governance.*

• *2005, Bergen Communique, adoption of the ESG. One of the 4 core principles the ESG are based on is that quality assurance takes into account the needs and expectations of students, all other stakeholders and society.*

• *2009, Leuven/Louvain-la-Neuve Communique, the necessary ongoing reform of higher education systems and policies will continue to be firmly embedded in the European values of institutional autonomy, academic freedom and social equity and will require full participation of students and staff.*

• *2010, Budapest-Vienna Communique, we note that adjustments and further work, involving staff and students, are necessary at European, national, and especially institutional levels to achieve the European Higher Education Area as we envisage it. We commit ourselves to working towards a more effective inclusion of higher education staff and students in the implementation and further development of the EHEA.*

• *2012, Bucharest Communique, we commit to supporting the engagement of students and staff in governance structures at all levels. Together with institutions, students and staff, we will facilitate a supportive and inspiring working and learning environment.*