



# ICHAS

## Section 8 - Student Supports

<b>Subject:</b>	Policy on Student Engagement		
Applicable Standard	QQI	Core	Supports for Learners
<i>Date Approved by Board of Directors:</i>			<b>July 2019</b>
Policy Version	1/2019	Date due for Revision	February 2024

### CONTEXT

In its broadest context, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” (Glossary of Education Reform. Available at <https://www.edglossary.org/student-engagement/>. Accessed June 17<sup>th</sup>, 2019).

The promotion of optimal levels of student engagement is a common institutional or policy imperative of Educators and common means for Academic Institutions to support a greater sense of partnership in educational endeavours is to provide learners with structured opportunities to engage in decision making and governance structures.

The Report of the Working Group on Student Engagement in Irish Higher Education (2016) concurs with the broader partnership understanding of student engagement arguing that the concept of student engagement is a two way process - with students being ultimately responsible for their own learning and level of engagement but that engagement is equally dependent on institutional conditions, policies, and culture which can either inhibit or enable and encourage students to get further involved.

This understanding of student engagement clearly implies student involvement in decision-making processes in higher education institutions in relation to governance and management, quality assurance, and teaching and learning.

That same report identifies two ideologically distinct models of student engagement, one referred to as the so called “market model”, which conceptualises students as consumers, giving consumer rights to students but situating them as outside users of

the institution. The second model, referred to as the developmental model perceives the student as a partner in a learning community, where students have both the rights and the responsibilities of citizens, wherein students contribute to the success of their institution as ‘co-creators’ of their own learning (Report of the Working Group on Student Engagement in Irish Higher Education (2016). Enhancing Student Engagement in Decision Making).

### **POLICY STATEMENT**

The College has a strong ethos of Inclusivity. The College fully recognises the importance of stakeholder involvement and engagement and the value of collaborative engagement in terms of programme development, design and monitoring as well as overall service provision. In particular, it values the participation and engagement of its body of learners and actively promotes means of supporting Student Engagement at a range of levels, including (but not limited to) Programme Design and Development, Validation and Revalidation, Ongoing Monitoring and Review of programmes and providing stakeholder feedback on the learning experience.

### **SCOPE**

<b>Applies To</b>	<b>Staff</b>	<b>Students</b>	<b>Both</b>	
			✓	
<b>Responsible for Implementation</b>	Vice President Academic Affairs			
<b>Responsible for Monitoring &amp; Review</b>	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Quality Assurance & Enhancement Officer
				✓

### **DEFINITIONS**

In an Irish context, student engagement has been defined as: The investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution (Report of the Working Group on Student Engagement in Irish Higher Education (2016). Enhancing Student Engagement in Decision Making – citing Trowler and Trowler,2011).

### **RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY**

- Report of the Working Group on Student Engagement in Irish Higher Education (2016). Enhancing Student Engagement in Decision Making.
- Quality and Qualifications Ireland (2016) Statutory Quality Assurance Guidelines Developed by QQI for use by all Providers

- European Association for Quality Assurance in Higher Education (ENQA) et al (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed by QQI For Independent/Private Providers Coming to QQI On A Voluntary Basis
- Government of Ireland (2012) Qualifications & Quality Assurance (Education and Training Act).
- QQI NStEP - National Student Engagement Programme (available at: <https://www.qqi.ie/Articles/Pages/NSTEP.aspx>; accessed on June 4th 2019)

### **Linked Policies and Procedures**

<b>Linked Policies</b>	Policy on Accessing General Student Services
<b>Linked Procedures</b>	Procedures associated with Student Engagement Procedures associated with Accessing General Student Services