



CASPIAN
SCHOOL OF ACADEMICS

2025-26 STUDENT ENGAGEMENT AND ENHANCEMENT POLICY

February 2026



www.caspianschool.ac.uk

Student Engagement and Enhancement Policy

A. Introduction

As a provider of further and higher education Caspian School London is committed to engaging with its students in the development, implementation and enhancement of quality assurance. The School views positive engagement with students as critically important to a high-quality learning experience and seeks to engage students as partners.

The principles and key drivers that define the participation of students in quality assurance and enhancement systems are set out below. Expectations reflect the Advice and Guidance and Core Principles set out in the Student Engagement Theme of the UK Quality Code for Higher Education.

The School aims to communicate the opportunities for students to engage with formal and informal quality assurance and enhancement systems, both individually and collectively. In committing to engaging with students, the School takes into consideration that the large majority of students are non-traditional learners who are also working, have family or other care commitments and only spend a few hours a week in School. The School seeks to ensure that engagement is managed realistically in relation to student availability and any time commitments. At the same time, the School recognises the personal and professional maturity of its study body, and insight that the students bring to such processes.

The policy does not set out to describe in detail the operation of the various processes. The School is at all times aware of its responsibility to promote the range of opportunities which exist for any student to engage with educational enhancement and quality assurance. In addition, the Student Charter includes students' rights and responsibilities in relation to course programme representation and provision of feedback to enhance the student learning experience.

Terminology

In the context of this policy, 'student engagement' is taken to include arrangements for student representation, the Student Council and the involvement of students in formal School meetings and committees. This policy also covers the School's approach to all types of student surveys, the analysis of data and the ways in which the findings are used to inform improvements. The key drivers and principles are set out below.

B. Key Drivers

The key drives which underpin CECOS Student Engagement Strategy are:

1. To gather, make sense of and act upon the feedback of students wherever possible.

In order to ensure the School develops an outstanding learning experience for students, the School will seek to ensure that wherever it is possible, students are consulted with on all major enhancement activity.

To enable this, the School will:

- Embed formal feedback gathering opportunities into all areas of academic provision;
- Critically appraise the way in which we gather feedback to ensure students have the opportunity to provide feedback on all areas of their non-academic experience;
- Collaborate with the Students' Union and students more generally to unpack feedback more effectively;
- Develop our analysis of student feedback to enable the University community to more effectively reflect on feedback.

2. To place students at the heart of School decision making about learning and teaching.

Caspian School clearly recognises that it is only as strong as its diverse study body if their views are sought, captured and acted upon. In asserting this position, CECOS seeks to foster a good relationship with the Students' Council, undertaking initiatives aimed directly at making the students' learning experience better.

To enable this, the School will:

- Ensure there is student representation on all major School committees and working groups which impact upon student experience;
- Actively involve the elected student representatives in acting as a critical friend to the School;
- Support the training and rewarding of student volunteers who take part in initiatives to support the School and fellow students;
- Offer the opportunity for students to input into decision making where at all possible, including in direct conversation with the Principal and other senior staff;
- Develop and launch innovative solutions to support the engagement of under-represented members of the student community in enhancement activity.

3. To empower students to lead positive change affecting their peers.

The School's aim is to develop graduates who have the skills, knowledge and motivation to lead industry, change society and thrive as a member of the global community. Furthermore, the School supports students to be critical, self-assured and tenacious individuals during their studies, empowered to question their own knowledge and others and to reflect on their experiences to positively impact those around them.

To enable this, the School will:

- Embed the development of skills within the breadth of the curriculum, whilst providing opportunities for experiences outside of taught programmes for students to further enhance their skill set;
- Support students to be engaged in development opportunities, whether that be through reward, guidance, provision or other means;
- Empower students to have their voices heard through holding the School to account over the decisions made;
- Actively involve and where possible allow students to lead decision making in all issues which directly affect them.
- Develop and support students to become co-creators/partners of their School experience

4. To enhance academic and non-academic areas of activity for the benefit of students.

In a globalised world the demands on students and graduates have never been more complex and daunting and the School recognises its role in equipping students with the ability to thrive in this environment.

To enable this, we will:

- Develop and deliver campaigns to raise awareness of students to the world around them, and empower them with the skill sets to make positive change including in relation to their wellbeing and protection for harassment, bullying and sexual harassment and misconduct;
- Actively enhance services, including academic provision where student feedback indicates that an alternative may offer an enhanced experience to their peers;
- Promote collaboration between students and staff on a variety of projects, including through the provision of resources

C. Principles of the Policy

The principles of student engagement in quality assurance and enhancement activities encompass:

1. Students are invited to provide feedback at module/unit and course level via the completion of the online surveys. Student surveys are also completed post induction and at the end of the programme, as well as a destination survey. The outcomes of each survey are received and responded to at both course and institutional level. Student representatives are invited to the end of term course meetings where their feedback informs priorities for development and enhancement with modules and the programme management of delivery.
2. Students are invited to provide feedback at institutional level via surveys, as well as through feedback to tutors and student services and also in an unstructured and anonymous way through access to a suggestions box. Feedback is also provided through the Student Council which includes students from all campuses.
3. The School provides feedback to students via a range of methods. These include course committees, Course/Programme Moodle pages, social media and newsletters available on the website. Information is also posted on Moodle setting out a summary of feedback received and the School's response in 'You Said/We Did' communications. Students are also represented on key committees within the School's deliberative structures, including Programme Team Meetings, the Academic Board and the Board of Governance.
4. The School supports the informal resolution of concerns and students are welcome to contact staff at any time to discuss concerns relating to their programme. Further details of informal and conciliation stages can be found in the Student Complaints Procedure. This procedure and other relevant policies can be accessed through the School website and VLE.
5. Students participate in formal quality assurance processes as members of the School Academic Board and Programme Team meetings.
6. Students representative of all disciplines taught at the School are represented on the Student Council, which is intended to act as a mechanism for providing student feedback and to make recommendations to enhance the student experience.
7. External examiner reports are available to all students via the virtual learning environment. The reports are discussed in course committees and in other relevant meetings.

Monitoring of policy

Monitoring of our student engagement is undertaken annually in the following ways:

- The annual monitoring and review process, where reports are produced at course, programme and institution level, and which confirm where systems are operating effectively and where enhancement is needed.
- End of year student surveys to highlight areas of satisfaction and areas for further development.
- Presentations and preparation of reports for the Board of Governors highlighting the effectiveness of provision in meeting students' needs and supporting achievement.

Performance Indicators

The School recognises the need to benchmark the effectiveness of student engagement as part of the quality assurance processes. The School is able to review its position against NUS benchmarks and OfS data.

Responsibilities

The Principal, Dean, Associate Deans, Programme Managers and Programme Leads are responsible for ensuring that students are informed of the opportunities for feedback and participation as student representatives and as members of the Student Council. Day to day responsibility is delegated to the Student Services Manager and to Programme Leads and Course Administrators/Coordinators.