

Principles for effective student engagement in college self-evaluation and enhancement planning



Principle	Indicator	What we do currently	What challenges do colleges and/or SA's face	Solutions/actions looking ahead
<p>Autonomous</p> <p>The college supports the autonomy of the SA and recognises its value/importance/role as a key partner in supporting and contributing to college self-evaluation and enhancement planning</p>	<p>The SA is supported to identify and deliver its own projects which support the scrutiny, focus and activities to contribute to college self-evaluation and enhancement planning.</p> <p>The SA has the opportunity to formally input into the final Evaluative Reports and Enhancement Plans (EREPs) and has opportunities to challenge and scrutinise the content of the EREP and is confident in doing so.</p>			
<p>Partnered</p> <p>The SA is a partner of the college in the self-evaluation and enhancement planning processes and is involved in all relevant college meetings and contribute to the planning, discussions and influence college self-evaluative activity and enhancement planning</p>	<p>The roles and responsibilities of the SA and the college are clear and understood in self-evaluative activity and enhancement planning. In particular, the SA's role as a 'critical friend'.</p> <p>Both have realistic and clear expectations of the partners.</p> <p>There are regular and open communications.</p> <p>The SA meets regularly with the quality team to input into self-evaluative and enhancement processes and contribute to the focus of activities and content.</p> <p>The SA meets regularly with the college HMI to input into self-evaluative and enhancement processes and contribute to the focus of activities and content.</p> <p>The SA and college work together to build and scrutinise the EREPs.</p> <p>All college staff and board members understand and value the role of the student's association in contributing to self-evaluation activity and enhancement planning.</p>			

<p>Accountable</p> <p>Both the college and the SA are aware of the expectations for the review and take responsibility for their part in it.</p>	<p>The SA and staff are aware of deadlines and have a work plan.</p> <p>The college recognise their responsibility to meaningfully engage the SA within their evaluative activity, enhancement planning and creation of the EREP.</p> <p>College staff, SA staff and student officers are aware of, and understand, their roles and responsibilities for self-evaluative activity, enhancement planning and creation of the EREP.</p>			
<p>Representative</p> <p>SA understands the needs of students and represents all learners to provide input that reflects the diverse learner communities in the college.</p>	<p>The SA understands the college's strategic priorities, including performance indicators and requirements from the Outcome Agreement and how they relate to the priorities identified by students.</p> <p>The SA has access to data and works collaboratively with the college to analyse and evaluate the student experience and identify areas for improvement.</p> <p>The SA knows what previous EREPs said about the diversity of learners and has projects which are feeding into the self-evaluative processes and enhancement planning.</p> <p>The views of protected/minority groups are used to challenge and improve self evaluative activity, enhancement planning and creation of the EREP.</p>			
<p>Sustainable</p> <p>The Students' Association contributes across the academic years in line self-evaluation activity timelines.</p>	<p>There is effective progression planning, handover and training in place for incoming staff and student reps.</p> <p>New officers are inducted and supported to engage with HGIOC work in a timely manner (handover, support and training).</p>			