

Board of Management Audit Committee

Date of Meeting	Wednesday 16 May 2018
Paper No.	AC4-E
Agenda Item	8.1
Subject of Paper	Internal Audit Report – Student Engagement/ Students’ Association
FOISA Status	Disclosable
Primary Contact	Henderson Loggie
Date of production	May 2018
Action	For Discussion and Decision

Recommendations

The Committee is asked to consider and discuss the report and the management responses to the internal audit recommendations.

1. Purpose of report

The purpose of this review is to provide management and the Audit Committee with assurance on key controls relating to the curriculum and financial plans in place for City of Glasgow College and their alignment with the regional plan for Glasgow and the college student number targets.

2. Context and Discussion

Following the Audit Needs Assessment undertaken by Henderson Loggie in session 2016-17, and the consequent Internal Audit Strategic Plan 2016-2020, both approved by the Committee in March 2017, an operating plan was created for the year ended 31 July 2017.

This internal audit of Student Engagement/Students' Association provides an outline of the objectives, scope, findings and graded recommendations as appropriate, together with management responses. This constitutes an action plan for improvement.

The Report includes a number of audit findings which are assessed and graded to denote the overall level of assurance that can be taken from the Report. The gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

3. Impact and implications

Refer to internal audit report.

City of Glasgow College

Student Engagement / Students' Association

Internal Audit Report No: 2018/03

Draft Issued: 11 April 2018

Final Issued: 08 May 2018

LEVEL OF ASSURANCE

Good

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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires Improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the College to material risk and which requires to be brought to the attention of the Audit Committee.
Priority 2	Issue subjecting the College to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

1. Overall Level of Assurance

Good	System meets control objectives
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2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the City of Glasgow College ('the College') Risk Register:

- Failure to support student success (net risk score: 10);
- Failure to achieve good student outcome / progression levels (net risk score: 10);
- Negative impact upon College reputation (net risk score: 10); and
- Failure to achieve improved performance (net risk score: 10).

3. Background

As part of the Internal Audit programme at the College for 2017/18 we carried out a review of the framework of student engagement structures and activities within the College, including the work of the Students' Association. The Audit Needs Assessment, completed in March 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

The importance of appropriate student engagement and having an effective students' association is something that the Scottish Government and Scottish Funding Council have recognised. This is reflected within the Code of Good Governance for Scotland's Colleges which includes a section on student engagement. Compliance with the Code is mandatory as part of the Financial Memorandum the College has with the Glasgow Colleges' Regional Board.

There is a range of good practice that has been developed to assist colleges in developing and evaluating their student engagement activities and the work of their students' associations. This includes:

- A Student Engagement Framework for Scotland (developed by sparqs (student participation in quality Scotland) and published in December 2012). This sets out key elements for student engagement and features of effective Student Engagement;
- Framework for the Development of Strong and Effective Students' Associations in Scotland (developed by the National Union of Students Scotland and published in June 2015). This sets out the key principles and a number of themes that underpin effective students' associations; and
- Guidance on the Development and Implementation of a Student Partnership Agreement in Colleges (developed by sparqs and published in May 2015). This sets out good practice for Student Partnership Agreements between colleges and students' associations.

4. Scope, Objectives and Overall Findings

Student engagement at the College is about students and staff working together to improve the learning and teaching experience. The College wants its students to be involved in all aspects of learning, helping to shape the College's direction by being a key part of the decision-making process in the College.

There are a number of ways that students can get involved including: being part of the Students' Association; becoming a Class Rep; attending a focus group; and attending a Course Improvement and Action Meeting (CIAM).

The scope of this audit was to review the College's student engagement activities, including the linkages with the Students' Association.

The table below notes each separate objective for this review and records the results:

Objective		Findings				Actions already planned
The objective of this audit was to obtain reasonable assurance that:	Assurance	1	2	3		
		No. of Agreed Actions				
1. A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis	Good	0	0	0	✓	
2. Student engagement is monitored and evaluated on a regular basis	Good	0	0	0		
3. There is evidence of student engagement outcomes influencing planning and decision making	Satisfactory	0	0	0	✓	
4. Adequate resources are allocated to student engagement activities, including the Students' Association	Good	0	0	0		
5. Training and support is provided to staff and students where necessary	Good	0	0	0		
Overall Level of Assurance	Good	0	0	0		
		System meets control objectives				

5. Audit Approach

From discussion with College management, the Student Presidential Team, one Student Executive Member, a range of Class and Faculty Reps and four of the Student Engagement Officers, we established the College's approach to student engagement and compared this with good practice.

5. Audit Approach (Continued)

The following College managers were interviewed as part of this review:

- Gillian Plunkett - Student Experience Director
- Douglas Dickson - Performance and Improvement Director
- Kevin Ward - Students' Association Liaison Officer
- Sandra Cook - Student Engagement Manager
- David McKinney - Curriculum Head (Media)
- Sandra Gunn - Faculty Director

6. Summary of Main Findings

Strengths

- The College has a good student engagement framework in place which includes: an established mechanism for gathering general student views and providing responses to those who provide their views; a range of ways for students to provide feedback on their courses and for this to be followed up; a strong Students' Association which is supported by College staff and provided with a suitable budget; and a Student Partnership Agreement and supporting processes which set out how the College and Students' Association will work together (including how more significant matters are discussed and action is agreed to take these forward);
- There is a framework of Class Reps and Faculty Reps who receive appropriate training and support and undertake a range of activities throughout the year;
- The Students' Association provides a voice for College students. It has a Student President, Vice Presidents and Student Executive members. They receive an induction and training and support is provided by College staff. Furthermore, office space is made available for them to work from and dedicated areas are provided for students to socialise and relax in;
- The College and Students' Association use a wide range of mechanisms to communicate with students, including: My City, the College Virtual Learning Environment (VLE); social media platforms (such as Facebook, Twitter and Instagram); the Students' Association website; emails; and through campus activities (such as 'SA on Campus' events); and
- Student engagement activities are monitored and evaluated using a variety of techniques.

Weaknesses

- There were no significant weaknesses identified which require a recommendation to be raised. There were some areas for improvement identified but work was already underway to progress activity in these areas.

7. Acknowledgements

We would like to thank College staff and the Class and Faculty Reps, Students' Association Presidential Team, and Student Executive member we met during this review for their co-operation and assistance.

8. Findings and Action Plan

Objective 1: A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis

Student Experience Strategy

The College's Student Experience Strategy was developed in 2017. Aim 2 of the Strategy is Student Engagement, which states 'A strong, effective and engaged Students' Association. City of Glasgow College will be a College where:

- The Student Voice is heard and acted upon in a timely way at all levels through Student Association representation at Board level and on all key College Committees;
- The Student Association is highly visible in all aspects of the Student Experience;
- The Student Association is a valued partner in shaping the life and work of the College for the benefit of the students, and ultimately the College itself;
- The Student Association is well governed and is resourced and sustained by the College in a mutually supportive partnership; and
- The Student Association and College work in partnership to demonstrate value and impact to students and external partners.'

This provides a strong strategic vision for student engagement in the College.

Student Engagement Roles

The key staff involved with student engagement are:

- The Student Engagement Manager, who oversees the Student Engagement Officers, the Students' Association Liaison Officer, the Students' Association Presidential Team and the Students' Association Digital Officer;
- There are five Student Engagement Officers, and each is linked to a specific Faculty and is tasked with developing a professional, working relationship with staff, students and Class Reps in that area. They also facilitate student engagement focus groups and other innovative engagement opportunities, both within and outwith the classroom, for students across the College but particularly in areas where there is low student retention;
- The Students' Association Liaison Officer who has responsibility for: ensuring that the Students' Association operates in line with the Students' Association Constitution; overseeing the use of the Students' Association budget; providing assistance with the Students' Association operational plan; and mentoring and supporting members of the Students' Association Presidential Team and the Student Executive;
- The Students' Association Presidential Team is comprised of the Student Association President, Vice President (Learning and Teaching), Vice President (Social and Activities) and Vice President (Diversity and Wellbeing). The President has a paid contract with the College for 35 hours per week, and the Vice Presidents have paid contracts for 14 hours per week;

Objective 1: A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis (continued)

Student Engagement Roles (continued)

- Supporting the Presidential Team are Student Executive members, who are volunteers that put aside four hours per week to assist with the Students’ Association’s activities; and
- The Students’ Association Digital Officer whose role is to: develop the Students’ Association Social Media Strategy; enhance the digital and social media presence of the Students’ Association and promote its purpose, activities and achievements; and to maintain the My Voice interactive student-focused feedback system.

Directorate Balanced Scorecard

Aim 2 of the Student Experience Strategy is delivered at a high-level through the Student Experience Directorate’s balanced scorecard, which sets out specific aims under the headings: students; growth and development; processes and performance; and finance. The specific actions on the balanced scorecard are developed through looking at key drivers and findings from the prior year’s evaluation. We sighted the balanced scorecard and considered it provided an appropriate range of actions relating to student engagement.

Student Engagement Operational Plan

Below the Student Experience Directorate’s balanced scorecard there is a detailed Student Engagement Operational Plan, which was devised by the Student Engagement Team (the Student Engagement Manager, Student Engagement Officers and Students’ Association Digital Officer). This is linked into the Directorate balanced scorecard and Student Experience Strategy and provides details of specific actions planned for student engagement. We reviewed this and found it was a comprehensive and robust operating plan. There are also other operational plans below this for major projects, such as for the Healthy Body Healthy Mind initiative.

Students’ Association Operational Plan

After induction, the Students’ Association Presidential Team prepares an Operational Plan. This is based on the prior year’s Operational Plan, sector developments, issues, feedback from prior Students’ Association post holders, and items from the manifestos the Presidential Team campaigned under. This is created with guidance from the Students’ Association Liaison Officer and tries to ensure that actions planned are related to matters that are widely felt (felt by a large number of students), deeply felt (strongly felt but only by some students); or winnable (something likely to be successful).

Objective 1: A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis (continued)

A Student Engagement Framework for Scotland

We reviewed the College against 'A Student Engagement Framework for Scotland' guidance and found it complied in all significant aspects, with no areas noted requiring recommendations for improvement. From our review of student engagement, we noted the key structures and activities in place included:

a) General feedback

The College has purchased, developed and rolled out an online student feedback platform - My Voice. This allows students to provide feedback (issues and questions) at any time and matters posted are followed-up on a timely basis by the Students' Association Digital Officer, who reviews the feedback to ensure it is appropriate before it is made live on My Voice (allowing other students to see it). They then pass the feedback on to relevant staff or external contractors (such as food related matters being provided to the caterers) for comment. Once comments are received, they are then reviewed and linked to the original post on My Voice. In addition to general feedback there are a number of specific questions posed each teaching block which are agreed between Student Engagement staff and the Students' Association Presidential Team. Reports of the ideas raised are run and the Student Representative Council (also known as the My Voice Representation Team), which is comprised of the Faculty Reps, Students' Association Presidential Team and Student Executive, meet and prioritise these. The highest ranked items are taken forward to the City Partnership Forum (see later for more information). My Voice is promoted via social media, and very easy to access through icons on the My City home page.

b) Class Feedback

i) Class Reps. The Class Rep framework is a key part of the Student Engagement Strategy. There is a Class Rep 'journey' which sets out the activities that a Class Rep should undertake in the year. This includes:

- Elections: All students in the College are sent an email with a link to the Class Rep Guide, and a link to a short video about what being a Class Rep means. All staff are sent a copy of the Class Rep Guide, which gives information about how to elect Class Reps, and they are asked to hold elections for two Class Reps per course and must record the Class Rep details on the College portal. However not all classes have students willing to become a Class Rep and the Student Engagement Officers and Students' Association Presidential Team follow-up as many classes without Class Reps as possible to encourage students to become a Class Rep.
- Welcome meeting: All Class Reps are invited to a one-hour welcome meeting, the purpose being for the Students' Association Presidential Team and the Students' Association Liaison Officer to meet with the Class Reps to keep them engaged before they receive their formal training, and to get them to sign-up to do the Class Rep training.
- Class Rep training: This two-hour session covers the role of the Class Rep and develops the skills needed for the role, including both theory and practical exercises.
- Class Improvement and Action Meetings: These are held in the year with curriculum staff and Class Reps to review course performance and to discuss any issues and agree on actions to address these.

Objective 1: A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis (continued)

b) Class Feedback (continued)

- Think Tanks: These are forums for discussing issues, information sharing, networking and wider discussion of matters.
- My Student Experience Questionnaire (block 1) and My Learning and Teaching Questionnaire (block 2): These questionnaires are promoted to Class Reps so that they can highlight the importance of these to their classmates and encourage them to complete the questionnaires. The feedback from these questionnaires is utilised for Class Improvement and Action Meetings, and reports on the results are provided to the Learning and Teaching Committee. The questionnaires are completed online and a pop-up box promoting the questionnaire appears on the My City Virtual Learning Environment when students log on. Individuals can then click on a link which takes them directly to the questionnaire. There is a high level of uptake for questionnaires, which is enhanced by the assistance of staff who encourage students to complete these in class.

During a focus group we held with Class Reps it was noted that they the facility to email a generic Faculty Rep email box to feed issues upwards, but that Faculty Reps did not have access to individual Class Rep emails to provide feedback downwards. This issue had been identified by management and work was ongoing during our fieldwork to develop a solution to address this point.

ii) Faculty Reps and bodies that Faculty Reps sit on. The Faculty Reps role involves representing the views of students within their Faculty at meetings of the College's Academic Board and Student Representative Council, which meets three times a year. Faculty Reps gather feedback from Class Representatives in their Faculty, specifically focusing on issues that cannot be resolved at a course level. The Faculty Reps also have a 'journey' of activities each year including:

- Selection: Class Reps are requested to put themselves forward to become a Faculty Rep.
- Student Representative Council: this group comprises all Faculty Reps and provides a forum to discuss cross-College issues and any particular matters being raised by Faculty Reps. It also prioritises My Voice issues for consideration at the City Partnership Forum.
- Academic Board: This is a forum where College management, Faculty Reps and other student representatives can discuss matters relating to the student experience.

c) Students' Association

There is an annual cycle in place for the Students' Association which includes elections, induction, operational planning, budgeting, holding events and ongoing work of clubs and societies, monitoring, evaluation and handover to the next year's Students' Association Presidential Team. Throughout this annual cycle there is access to ongoing support and advice from College staff and, in particular, the Students' Association Liaison Officer. We noted through discussion with staff, the Students' Association Presidential Team and review of documentation that:

- The Students' Association Presidential Team, who are independent of the running of the elections, felt that the elections were well organised, fair and transparent. They are arranged by the Students' Association Liaison Officer in conjunction with ICT staff, with a structured process for how these are undertaken, and voting is done online, and the results advised by ICT staff.

Objective 1: A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis (continued)

c) Students' Association (continued)

- There is a robust induction process, which involves the Student Engagement Manager and Students' Association Liaison Officer meeting the new Students' Association Presidential Team and discussing processes and plans. At the start of the 2017/18 academic year there were handover meetings between the outgoing Students' Association Presidential Team and the incoming team to gain an understanding about what worked well; what did not go so well; and what they would do differently given the opportunity. A handover booklet is also prepared, and the Students' Association Presidential Team confirmed that they found this document useful.
- Operational planning was undertaken early in the academic year. When setting Operational Plan actions, cognisance was taken of the impact of the proposed action and whether they were widely felt, deeply felt, or winnable. The Students' Association Presidential Team expressed the view that the Student Engagement Manager helped guide the Presidential Team on what they should include but that there was enough free reign provided for them to make the final decision on what should and what should not be included.
- Each of the Students' Association Presidential Team has a different role and this allows them to focus on a specific area.
- There was regular monitoring and evaluation through regular meetings, including a monthly meeting to review progress against the Students' Association Operational Plan. Working plans are prepared for events setting out what is required and, if a similar event had previously been held, these working plans were often reviewed. Case studies from events were also completed and used for evaluation purposes to identify what went well and what did not go so well.
- The Students' Association Presidential Team advised that there is good attendance at sparqs and NUS training events and that the Presidential Team considered what training they needed.
- Ensuring that the Students' Association Presidential Team has appropriate autonomy, while acting within appropriate College budgetary, administrative and health and safety controls, is an important element of the 'Student Engagement Framework for Scotland' guidance. At the focus group we held with the Students' Association Presidential Team we confirmed that from a Presidential Team perspective there was an appropriate balance struck between maintaining autonomy and independence and having access to appropriate support from College staff.
- The Students' Association President and Students' Association Vice Presidents, who sat on the College Board or Board committees, confirmed that they felt welcomed at Board and Board committee meetings and that their views and opinions were pro-actively sought.

We reviewed the College against the 'Framework for the Development of Strong and Effective Students' Associations in Scotland' and confirmed that the College complied with all key aspects of the guidance and did not identify any areas where recommendations for improvement were considered necessary.

Objective 1: A comprehensive and robust Student Engagement Strategy is in place which is reviewed on a regular basis (continued)

d) Student Partnership Agreement

The purpose of the Student Partnership Agreement is for the Students' Association and College to formally agree on a common set of principles and arrangements for partnership working. The inaugural Student Partnership Agreement was developed during 2017/18 and was signed in October 2017. The Agreement sets out the framework for student representation in the College, as well as setting out how My Voice is utilised to identify areas for the College and Student Association to prioritise, review and agree on actions to take forward. The ideas presented by students through My Voice are prioritised by the Student Representative Council. They are then taken to the City Partnership Forum, which is comprised of the Students' Association Presidential Team and College Management. This allows discussion on the issues raised by students and a consensus to be reached on what action can and should be taken to address these matters. The City Partnership Forum meets three times during the academic year and at each meeting progress is reviewed against previously agreed actions. We reviewed the content of the Student Partnership Agreement and identified that all items in the agreement had either been implemented or there were plans in place to implement them. We also reviewed the Student Partnership Agreement against the sparqs 'Guidance on the Development and Implementation of a Student Partnership Agreement in Colleges' and found it to be in line with the guidance.

e) Support

Underpinning the College's student engagement activities are:

- The Students' Association Digital Officer who supports the Students' Association and Student Engagement activities through social media (Facebook, Twitter, and Instagram) and through information on the Students' Association website, My City and in emails to students.
- The Student Engagement Officers provide important links to Faculties and are responsible for arranging various activities to support students, such as: providing induction sessions; organising activities for international students; providing classroom workshops covering topics such as social media, team building, respect and representation; organising dynamic learning initiatives (partnership working across Faculty student groups so that students can use their skills in a different setting in order to develop their skills); and undertaking the Healthy Body Healthy Mind initiative, an award set up by the National Union of Students to help encourage colleges in this regard, covering things like stopping smoking, sport and mental wellbeing.
- The Students' Association Liaison Officer is a full-time College employee who provides support for the student engagement activities in the College, including the Class Reps, Faculty Reps, Students' Association Presidential Team and other bodies. They are supported by the Student Engagement Manager.

The Code of Good Governance for Scotland's Colleges

We reviewed the student engagement section of the Code of Good Governance for Scotland's Colleges and found that these requirements were being complied with.

Objective 2: Student engagement is monitored and evaluated on a regular basis

There are a range of monitoring arrangements in place through:

- Staff structures, formal job descriptions, performance development reviews and mentoring (for the Students' Association Presidential Team);
- Regular meetings, including Information Sharing meetings (Students' Association Presidential Team, Students' Association Liaison Officer and Student Engagement Manager), Student Engagement Team meetings, Student Engagement Officer meetings and Students' Association Presidential Team meetings. These meetings include reviewing progress made against Operational Plans;
- The College dashboard has a list of classes and the names of the Class Reps to allow classes without Class Reps to be identified and followed-up;
- The Class Improvement and Action Meetings should agree on actions to address any issues noted. Curriculum teams should ensure that they complete these actions and inform the Class Reps. The College is investigating an online system to capture planned actions and record whether these have been completed, however this is not a priority for the College's systems development team and is likely to be undertaken in the medium term;
- My Voice feedback and responses are monitored by the Students' Association Digital Officer and any responses outstanding are followed-up by them; and
- The two student questionnaires are reviewed by College management, considered through the Class Improvement and Action Meetings, and reported on to the Learning and Teaching Committee.

Evaluation is undertaken at a range of levels. The Student Engagement Team undertakes a self-evaluation which informs its operational planning each year. The Students' Association reviews the success of events after each activity and takes this analysis into consideration when planning future events. A Students' Association Annual Plan is in place which includes some evaluation, and further evaluation is undertaken when the Students' Association Presidential Team prepare their operational plan. The Student Partnership Agreement includes the requirement for an annual review of the Agreement, but as the anniversary of the publication in October 2017 has not been reached yet this review has still to be completed. The College's Annual Review document also provides information about student engagement.

Objective 3: There is evidence of student engagement outcomes influencing planning and decision making

There are a range of ways that provide evidence of how student engagement influences planning and decision making, including:

- The Students' Association Presidential Team is involved in planning events;
- Student feedback from the My Voice platform is used by College management to make changes where considered appropriate;
- Class Improvement and Action Meetings involve Class Reps and, as a result of issues raised by students, there may be actions taken that affect decisions and future planning;
- The student questionnaires can raise issues that result in changes being made. It was noted that the Students' Association Presidential Team were involved in the revision of the questions in the 2017/18 My Student Experience questionnaire and their feedback was accepted and incorporated;
- The Student Representative Council, Academic Board and City Partnership Forum are groups that involve students and influence decisions;
- The Student Experience Directorate Plan, Student Engagement Operational Plans and Student Association Operational Plan all influence planning and decision making relating to student engagement and other related matters;
- Members of the Students' Association Presidential Team are on the College Board, Learning and Teaching Committee and Students, Staff and Equalities Committee and Performance, Remuneration and Nominations Committee; and
- There is close working between the Students' Association Presidential Team, Students' Association Liaison Officer and Student Engagement Manager.

One issue that was identified during our fieldwork was perceived inconsistency in the way that lecturers engage with their Class Reps and the way that they followed issues raised through to resolution. Currently there is not a process for the Class Reps to bypass their lecturers and take an issue to a more senior staff member. The College has already identified this as a weakness and is currently running a pilot whereby Class Reps can contact relevant Curriculum Heads directly to resolve such issues. It is hoped this process will be rolled out in the College in 2018/19. As work is underway regarding this no recommendation has been raised.

Objective 4: Adequate resources are allocated to student engagement activities, including the Students' Association

Significant resources are earmarked for student engagement activities. There is the Student Engagement Team, comprised of the Student Engagement Manager, five Student Engagement Officers, the Students' Association Digital Officer and Students' Association Liaison Officer. The Students' Association and Student Engagement Teams are supported by two Administrative Assistants. They are instrumental in ensuring that there are adequate student engagement activities, appropriate liaison between students and College management, and oversight of student engagement activities.

In addition, the Students' Association Presidential Team has four paid positions, 35 hours per week for the President and 14 hours per week for each of the Vice Presidents. These paid positions are supplemented by Student Executive volunteers who aim to set aside four hours a week to assist the Students' Association Presidential Team. There is a Students' Association office for the Students' Association Presidential Team to work from, and a budget allocated for organising activities and participating in external training. The Students' Association Presidential Team is supported by the Students' Association Liaison Officer and Student Engagement Manager.

There are dedicated Students' Association areas at the City and Riverside campuses where students can socialise.

Based on the information above, it is our view that there appears to be appropriate resources allocated to student engagement activities.

Objective 5: Training and support is provided to staff and students where necessary

The Student Engagement Team have significant experience and training in student engagement activities. Their training needs are reviewed on an ongoing basis and training provided where required.

The Students' Association Presidential Team receive a comprehensive induction when they commence in post, and they advised that they attended most of the relevant sparqs and National Union of Students training events, while also considering any other continuing professional development opportunities on a case by case basis. Support is provided to the Students' Association Presidential Team through ongoing contact with the Students' Association Liaison Officer and Student Engagement Manager, and regular Information Sharing meetings.

The Class Reps are supported by the Students' Association Liaison Officer and Students' Association Presidential Team and their training includes:

- a welcome meeting;
- Class Rep training. This is provided by a group of students who went to external training to equip them for this. It is considered preferable for students to present this training as Class Reps should hopefully be able to better relate to the subject material if presented by another student. There is a comprehensive training presentation provided covering the Class Rep role, expectations, providing techniques for effective working, discussing how to gather feedback, how to present this to staff and how to feed the outcomes back to the student(s) who raised the issue or to the whole course; and
- Class Improvement and Action Meeting training. Class Reps have the opportunity to attend a 'prepare for your Class Improvement and Action Meeting' workshop to look at the student questionnaire data provided and to learn how to analyse this, as well as how to present issues to the meeting.

There is a Class Rep module on My City, for new and returning Class Reps, which is split into three distinct areas:

- The Get Started section includes Class Rep role descriptions, how to book on Class Rep training, and frequently asked questions;
- The Be Inspired section is about keeping Class Reps engaged in their role, best practice, providing refresher information for returning Class Reps, and providing exercises as to how the Class Reps can test their skills; and
- The Take Action section includes Class Rep meeting documents, information on questionnaires, consultations, My Voice, and Faculty Rep elections.

There is also a range of information available through the Students' Association website.

For Faculty Reps there was formal training provided on their role. Faculty Reps can also attend drop in sessions, with the Student Engagement Officer assigned their Faculty, to access any assistance they may require.