

LSBF Executive Education

Delegate Engagement Policy

Version 1.1

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London School of Business and Finance Executive Education (LSBF EE) Delegate Engagement Policy has been informed by the Quality Assurance Agency's Quality Code for Higher Education. The QAA's Quality Code is the definitive reference point for all UK higher education institutions and sets out how academic standards are established and maintained and how the quality of learning opportunities are assured and enhanced. This policy sits within LSBF EE's suite of policies designed to safeguard the academic standards and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies including the *LSBF EE Delegate Charter* and the *LSBF EE Delegate Voice*.

Introduction

LSBF EE (the School) aims to create an active partnership between staff, delegates and the School and takes deliberate steps to engage all delegates, individually and collectively, as partners in the assurance and enhancement of their educational experience.

This policy deals with delegate engagement at the School. This includes feedback and delegate representation through formal and informal mechanisms.

There are various ways for delegates to be involved as part of the process. Information is available via the online delegate portal MyPage and the Delegate Handbook. Delegates can also talk to their tutor, and/or the Delegate Representative.

Responsibility for this policy

Ultimate responsibility for the development of clear and effective processes and procedures associated with the maintenance of standards and quality assurance of academic provision and overseeing their application lies with the Managing Director of Corporate and Certificate Programmes.

Key aims and principles

The School, in partnership with staff and delegates:

- has a Delegate Representative to increase delegate engagement across the School, which has amongst other things, a defined representation system in place;
- defines and promotes opportunities for delegate engagement;
- enables delegate participation in quality enhancement and assurance processes;
- provides opportunities for all delegates to be involved in a manner and at a level appropriate to them;
- ensures the continual improvement of the learning experience for current and future cohorts.

Procedural approach

1. The School:

- Makes available engagement opportunities to all delegates. The School takes into account the timing of course-related academic demands when scheduling engagement activities. The School ensures that, where practical, sufficient time is allowed for delegates to take part in engagement, and that the demands on delegate time are proportionate to the feedback sought;
- works in partnership with delegates and listens to their views (individually and collectively) in order to improve the delegate educational experience;
- Uses a variety of tools to engage with delegates, to allow different forms of feedback. This enables all delegates to engage at a level and time commitment which fits their interest and availability;
- seeks delegate involvement in quality in the following areas using appropriate processes:
 - *application and admission;*
 - *induction;*
 - *programme design, development and approval, including delivery and organisation;*
 - *learning and teaching;*

- *enablement of delegate development and achievement (learning resources, employability, disability support, pastoral care);*
 - *assessment;*
 - *external examining;*
 - *programme monitoring and review;*
 - *working with other institutions;*
 - *policy development;*
 - *higher education review.*
- Introduces agreed enhancements expeditiously, with a view, where possible, to providing direct benefits to the cohorts of delegates who have given relevant feedback. It is not always possible to address issues while the delegates who have raised them are still attending the School, although changes are intended to benefit all future delegates;
 - has in place processes to:
 - *encourage delegate participation in the School's quality systems;*
 - *implement transparent mechanisms, agreed with delegates, for the nomination and election of delegate representatives;*
 - *provide induction and on-going support for delegates;*
 - *monitor, review and enhance the effectiveness of policies and processes for engaging delegates in quality processes, using key performance indicators where appropriate.*
- 2** The School is regulated by various bodies and delegate feedback cannot always be acted upon. Where appropriate, this feedback may be passed on to regulators as part of the processes for sector-wide programme updates.
- 3** The School has a Delegate Representative by which delegates are represented at all levels.

Responsibility for the provision

- 4** Responsibility for the implementation of the provision is shared across all staff and

functions, both individually and collectively, of the School.

Monitoring and evaluation of the provision

- 5 Formal responsibility for monitoring and evaluation of this provision lies with the Managing Director of Certificate and Corporate Programmes.

Document Information Table

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*Content owner is responsible for ensuring the regular review and update of the document to reflect changes in both internal governance and external regulations.

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