



Delegate Voice Policy: LSBF EE Executive Education

1. Introduction

- 1.1. The London School of Business and Finance Executive Education (LSBF EE EE)'s Delegate Voice 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.
- 1.2. LSBF EE is committed to providing engagement opportunities which empower its delegates, both individually and collectively, as producers in the design and delivery of all aspects their education experience with the Institution.
- 1.3. By involving delegates directly in its quality dialogue, LSBF EE seeks to utilise the diverse talent, insight and experience of its delegate body to drive the continuous enhancement of services it provides.
- 1.4. This policy outlines LSBF EE's guiding principles in supporting this cooperative partnership. It also describes the primary avenues and processes through which delegates can participate in quality assurance and enhancement.
- 1.5. It should be read in conjunction with LSBF EE's **Delegate Charter**, which sets out LSBF EE's commitments and expectations relating to delegate engagement.

2. LSBF EE's Commitment to Quality-Focussed Delegate Engagement

- 2.1. LSBF EE takes deliberate steps to engage all delegates, individually and collectively, as partners in the assurance and enhancement of their educational experience.
- 2.2. Delegates at LSBF EE are encouraged to voice their opinions and experiences directly to their institution of study, and can have confidence that their learning experience will improve as a result, as will that of future cohorts.

3. Delegate Voice Policy: Guiding Principles

The Delegate Voice Policy will ensure that:

- 3.1. LSBF EE, in partnership with its Delegate Body, defines and promotes a range of opportunities for delegates to engage directly with staff on quality issues;
- 3.2. These opportunities cover **all** aspects of the delegates' journey with LSBF EE; these have been identified primarily as:
 - application and admission;
 - induction and orientation;

- programme design, development and approval, including delivery and organisation;
 - learning, teaching and assessment;
 - enablement of delegate development and achievement (learning resources, employability guidance, disability support, pastoral care and other delegate services);
 - programme monitoring and review;
 - policy development;
 - higher education review (HER) and/or external quality review processes;
 - Post-study / alumni.
- 3.3.** These opportunities provide the means for **all** delegates to be involved in a manner and at a level appropriate to them;
- 3.4.** Delegates are made sufficiently aware by LSBF EE of how they can engage in quality processes; for example at induction and via their Delegate Handbooks;
- 3.5.** The delegate voice is present at the Institution's Quality Committees, Academic Planning & Development meetings and also at policy development forums;
- 3.6.** LSBF EE has in place processes to:
- encourage delegate participation in the Institution's quality systems;
 - implement transparent mechanisms, agreed with delegates, for the nomination and election of delegate representatives;
 - provide on-going support and training for delegates and staff appropriate to their delegate engagement and quality assurance roles;
 - monitor, review and enhance the effectiveness of policies and processes for engaging delegates in quality assurance and enhancement, using key performance indicators where appropriate
- 3.7.** The contribution of the Delegate Body to quality enhancement is visibly recognised, disseminated and celebrated by the Institution.

4. Opportunities for Delegates to Participate in Quality Assurance

The following section outlines the main avenues through which delegates can participate in quality assurance and enhancement.

4.1. Engaging in informal discussion with tutors, delegate liaison staff or the Academic Programme Manager about the quality of the learning experience provided:

First and foremost, delegates can engage simply by approaching a member of staff and talking to them about an area of interest or concern. This can be done by calling into the office, or if necessary arranging a meeting. Senior members of staff can usually be seen by appointment, although the Academic Programme Manager maintains an 'open door' policy for both individual delegates and groups. This simple, yet direct approach is often the most effective way to address an issue, resolve a complaint or suggest an idea.

4.2. Submitting feedback on programme modules and services:

In addition to voluntary surveys, delegates are encouraged to provide more in-depth feedback about individual modules and other services specific to their programmes. This enables management to hone in on issues affecting the quality of delivery for individual programmes and take appropriate action.

Feedbacks are captured on a form (paper or electronic), which has been designed to be as quick and easy to fill out as possible. Module feedback is distributed and collected by the Delegate Support Officer.

4.3. Becoming a Delegate Representative:

LSBF EE provides opportunities for delegates to represent their colleagues at both programme-level and at institutional-level committees by becoming **Delegate Representatives**. Each delegate cohort is asked to appoint one or two Delegate Representatives from the Post Graduate Certificate programmes, who will be invited to attend a number of meetings with programme staff (although this responsibility can be rotated). Delegate Representatives may also be required to act on an ad-hoc basis to promote a particular concern rising from their group or when consulted on an issue by programme staff.

Delegate Representatives will additionally champion delegate feedback and suggestions at the School's quality assurance forums. This opportunity brings delegate representatives into direct consultation with the School's senior academic and administrative staff.

All delegate representatives will receive an introductory session and ongoing support from the Delegate Support Officer in how to effectively discharge their duties, how to manage wider delegate expectations and engage with senior management on pressing issues and get the most out of delegate representative opportunities.

The Advantages of being a Delegate Representative

Delegate Representatives are in an excellent position to make a real impact on their educational experience and that of their colleagues. Being a Delegate Representative is also a valuable addition to a delegate's CV, indicating communication and mediation skills, initiative and leadership abilities.

*(Further information on Delegate Representation is given in **Appendix A: Delegate Representative Policy**)*

4.4. Using the Delegate Complaints Procedure

Delegate complaints offer a highly critical source of feedback and highlight areas of service delivery where some of the most urgent attention is needed. Whist LSBF EE strives to provide the highest standards of service, delegates are encouraged to let the Institution know where expectations have not been met. Lodging complaints can often promote urgent action to be taken to improve an area of service.

Information from complaints received is additionally compiled into reports for presentation to the Academic Planning Committee to ensure that executive steering and resource allocation is informed by evidence.

Appendix A: Delegate Representative Policy

A1. Introduction

The London School of Business & Finance (LSBF EE)'s *Delegate Representative Policy* describes the processes through which the institution is able to sustain an ongoing quality assurance dialogue with its collective delegate body via specially appointed individual delegates representing their cohorts (or a wider delegate group).

It is one of a number of delegate engagement opportunities provided by LSBF EE to ensure that the institution is meeting the expectations of its delegates, whilst incorporating the diverse insight and talent of its entire delegate community to drive continuous enhancement. It also seeks to promote greater intuitional transparency by bringing delegates directly into key decision-making processes.

The role of a Delegate Representative is defined as:

A1.1. Delegate Representative

Delegate Reps engage with the institution at both **programme design** and **institutional-level**, liaising between delegates and programme staff to improve the immediate experience of their delegate cohort and championing the delegate voice at committees and meetings which include:

- Executive Education (EE) Team Meetings;
- Academic Planning Committee (APC);

One or two Delegate Representatives will be appointed from every cohort, and will be invited to attend meetings with programme on a regular basis (although this duty can be rotated between reps). Delegate Representatives may also be required to act on an ad-hoc basis to promote a particular concern rising from their group, or if consulted on an issue by programme staff.

A3. Election of Delegate Representatives

Each cohort shall have a Delegate Representative recruited from the cohort prior the start of the first intake. This process is managed by the Delegate Support Officer:

Selection of Candidates

- A3.1.** Included in the Induction reminder email (sent to delegates a week prior to the start of the intake) will be an invitation for Delegates to volunteer for the position of Delegate Representative via email reply, outlining the rationale for their candidacy and qualifications for suitability;
- A3.2.** If there is only one candidate their expression of interest will be sufficient to appoint that volunteer. If there are two or more candidates the Delegate Support Officer in

conjunction with the Academic Programme Manager will assess their suitability for the role before deciding on the preferred candidate;

- A3.3.** Delegate Representatives will remain the representative for the duration of the intake (generally a 12-week period);
- A3.4.** It is a Delegate Representative's responsibility to inform the Delegate Support Officer if they withdraw from the course or otherwise feel that they cannot continue in the position so that a new Delegate Representative can be appointed.
- A3.5.** In the circumstance that it is necessary for the Delegate Representative to step down; the Delegate Support Officer shall contact the cohort via email and request applications for a new Delegate Representative. If there are two or more candidates the Delegate Support Officer in conjunction with the Academic Programme Manager will assess their suitability for the role;
- A3.6.** The Delegate Support Officer will then be responsible for recruiting a new Delegate Representative. The Delegate Support Officer, Quality Assurance and Academic Programme Manager are responsible for training, co-ordinating, resourcing and maintaining minutes and records.

A4. Staff Communication with Delegate Representatives

Staff should be available to discuss delegate concerns at most opportunities. If unable to assist immediately, the staff member should schedule a meeting within a week of a Delegate Representative raising the issue where possible.

Regular, formal meetings take place each semester in the form of both an EE Weekly Team Meeting and the meeting of the Academic Planning Committee (APC). Attendance at these meetings will give the delegates the opportunity to express their experiences during their time of studies at our educational institutions.

A5. Introductory session and Support

The Delegate Support Officer will provide introduction to the role of the Delegate Representative. Additional guidance will be provided ahead of and during meetings to ensure these are productive and Delegate Representatives are enabled to participate fully.

A6. Priorities

Whilst delegates are strongly encouraged to engage in quality assurance exercises, LSBF EE recognises that their studies must come first and invitations for Delegate Representatives to attend meetings are scheduled accordingly. LSBF EE taught programmes have attendance requirements, some of which may be stipulated by validating partners and must be observed.

A Delegate Representative should never prioritise their duties ahead of their study requirements. If a conflict of this nature exists then it is the Delegate Representative's duty

to inform the Delegate Support Officer at the earliest opportunity so appropriate arrangements can be made.

A9. Equal Opportunities

In accordance with **LSBF EE's Equal Opportunity policy**, all delegates must have an equal opportunity to put themselves forward to become representatives. This requires effective communication in all appropriate facilities for public speaking and conveyance of information, and absolutely no discrimination on any grounds by those overseeing the recruitment. The entire process must also be effectively and accurately communicated from the outset.



Appendix B: Overview of LSBF EE Delegate Representation Structure

- 1 - 2 Delegate Representatives volunteer and are selected according to suitability to represent their cohort on every programme – duties are shared on a rotational basis:
- Training on how to fulfil these duties is provided by the Delegate Support Officer (DSO), Quality Assurance and the Programme Manager;
- Delegate Representatives are invited to meet with programme academics and admin in a number of meetings throughout the course of the programme, including **EE Team Meetings** and the **Academic Planning Committee (APC)**
- **EE Team Meetings** are largely informal and mostly address administrative issues. Delegates and programme staff come to a joint agreement about actions to be taken and enhancements to be made at a local-level.
- **Academic Planning Committee (APC)** meetings are more formal and a larger private space will be arranged. These meetings predominantly address academic issues, and Delegate Representatives are requested to raise their concerns of delegate experiences (in conjunction with the DSO) at the APC.
- Delegate Reps may additionally be required to liaise with external reviewers (e.g. BAC) during organisational audits or reviews;



Appendix C: Responsibilities

The following responsibilities apply in respect of both the Delegate Voice Policy and Delegate Representative Policy:

C1. The London School of Business & Finance Executive Education is responsible for:

- Defining and promoting a range of opportunities for delegates and staff to jointly engage in quality assurance and enhancement;
- Ensuring delegates are aware of quality-focussed engagement opportunities and encouraged to participate;
- Providing delegates with opportunities to represent other delegates at programmes-level committees and institutional-level quality forums;
- Ensuring that issues are taken seriously and decided upon effectively to support the delegate representative system and this policy.

C2. Delegates of LSBF EE are expected to:

- Provide the Institution with constructive feedback about their experience of the course of study, facilities and delegate support services via any of the means outlined in this document;
- Use the Delegate Representative system to improve the quality of their programmes for both current and future cohorts;

C3. Delegate Representatives upon being appointed will be expected to:

- Assist communication between staff and delegates in relation to course matters and to provide a point of contact for delegates;
- Attend, or to engage with appropriate meetings and speak on behalf of their delegate cohort on any issue affecting the quality of the delegate experience on their respective programmes;
- Provide information and evidence to inform the development and enhancement of the programme;
- Raise appropriate agenda items for relevant meetings, asking their peers beforehand for their items;
- Feedback information from relevant meetings relating to discussions, decisions and progress made to the cohort that they represent;
- Attend and contribute to occasional meetings with external or validating bodies if required.

C5. Delegate Support Officer is responsible for:

- Ensuring Delegate Representatives are appointed on their respective programmes in accordance with the Delegate Representative Policy;
- Maintaining an 'open door' policy for delegates, or where this not possible arranging to meet with delegates at short notice;
- Liaising with and contribute to training delegate representatives to enable them to discharge their duties ahead of participation in quality events;
- Ensuring a delegate engagement calendar is maintained, which schedules and manages meetings in way which does not conflict with study obligations;

C6. Academic Director is responsible for:

- Attending relevant meetings as specified and implementing any agreed enhancements to the design and delivery of the programme as per the outcome of these meetings;
- Designing module feedback forms, collating responses and acting on delegate feedback garnered from these, as well as reporting changes made at Delegate Representative Committee Meetings;
- Promoting and monitoring delegate rep attendance at quality-focussed events;
- Ascertaining the effectiveness of quality focussed engagement opportunities and reporting this to the Academic Planning Committee (APC).

C8. LSBF EE Administration Team are responsible for:.

- Relating complaints or suggestions made by delegates to the respective Delegate Support Officer.

Appendix D: Coverage of Delegate Engagement Opportunities

Avenues for engagement covering the aspects of the delegate experience identified in 3.2:

Aspect of Delegate Experience	Formal avenue(s) for quality-focused delegate engagement.
<ul style="list-style-type: none"> • Application and admission; • Programme design, development and approval, including delivery and organisation; 	<ul style="list-style-type: none"> ➤ Delegate rep membership of Academic Planning Committee (APC) ➤ Delegate rep invitation to regular EE Team Meetings
<ul style="list-style-type: none"> • Learning, teaching and assessment; 	<ul style="list-style-type: none"> ➤ Delegate course feedback questionnaires ➤ Delegate rep membership of Academic Planning Committee (APC)
<ul style="list-style-type: none"> • Enablement of delegate development and achievement (learning resources, employability, disability support, pastoral care); 	<ul style="list-style-type: none"> ➤ Delegate rep invitation to regular EE Team Meetings ➤ Delegate rep membership of Quality Committees
<ul style="list-style-type: none"> • Programme monitoring and review; 	<ul style="list-style-type: none"> ➤ Delegate rep membership of Quality Committees
<ul style="list-style-type: none"> • Policy development; 	<ul style="list-style-type: none"> ➤ Invitation of Delegate reps to Policy Development Working Groups (PDWG) and/or Academic Planning Committee.
<ul style="list-style-type: none"> • Alumni; 	<ul style="list-style-type: none"> ➤ Leavers/ alumni questionnaires / telephone surveys.

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	Name	Role	Date
Original Author(s)	Nicolas Cardy	Project Manager	JAN 16
	Anthony Grimes		JAN 16
Original Reviewer(s)	Heads of Schools / Directors		TBC
	Policy Development Working Group		TBC
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