

Sotheby's INSTITUTE OF ART

STUDENT ENGAGEMENT STRATEGY

Introduction

The Institute's vision is of a partnership between the Institute and its students wherein students have shared ownership of the learning process, contribute to a continuously-improving learning experience, and participate in informed decision-making, with every student having adequate opportunity to fully engage with their learning and to reflect on their experiences at the Institute.

Effective student engagement offers a range of benefits to the Institute and its students. These principally revolve around optimising the student experience, enhancing the learning outcomes and employability of students and improving the performance and reputation of the Institute.

This document articulates the mechanisms by which the Institute engages students.

Principles

- a. The Institute will work in partnership with its students to monitor, develop and enhance the quality of all aspects of the educational experiences provided.
- b. All students will have the opportunity to make their views on their educational experience known to the Institute through representation on appropriate committees and via other mechanisms. The Institute will ensure that these opportunities are transparently communicated to students.
- c. The Institute will aim to ensure that there are clear mechanisms in place for analysing and considering all formal feedback, addressing in a timely way the issues it raises, and ensuring that there is adequate feedback to students on the outcomes and actions taken.
- d. The Institute will provide opportunities for students to select their peer representatives. The Institute will provide appropriate training and on-going support to Student Representatives, enabling them to undertake their roles in an effective manner. The Institute will work to ensure that Student Representatives' duties do not place disproportionate demands on their time that could impact on the success of their studies.
- e. Through the student representative consultative mechanisms at committees and other forums, the Institute encourages an on-going student engagement towards the enhancement of all aspects of the teaching and learning experience.
- f. The Institute aims to ensure that all students actively maximise their learning opportunities on a course or programme. Institute staff will utilise a variety of indicators and mechanisms to monitor, to encourage and to support students to take responsibility and ownership of their learning.

- g. The Institute utilises a range of digital media and other mechanisms to facilitate student dialogue in relation to each other, with the Institute, the wider art world network, employers and with the alumni network.

Methods of Student Engagement

Unit Level

Unit Evaluation and Feedback	All students on a Unit will have a formal opportunity to provide feedback to programme and course teams on their experiences and learning and will be able to propose future changes to a unit. This will normally be done via unit evaluation questionnaires or equivalent. Programme Directors and Course Leaders will provide feedback to students on any changes that have been made as a result of their comments. Results of unit evaluation questionnaires will also feed into programme and institutional annual monitoring and strategic planning processes.
Student Engagement in Learning	Programme Directors, Course Leaders and Programme Co-ordinators will monitor levels of student engagement with their learning at both individual and group level. This will be based on indicators such as the administrative monitoring of attendance, punctuality and the evaluation of academic performance through formative and summative assessment and participation in sessions. Through these means the Institute aims to promote the highest possible levels of students' engagement with learning and to adequately support any students who are experiencing challenges to that engagement.

Programme / Course Level

Student Representatives	Students will be represented on all matters that affect the learning experience by well-trained representatives selected by their peers. Each MA programme will have a minimum of two Student Representatives and Semester Courses will have at least one Student Representative, depending on the number of students in each cohort. Due to their short duration, Summer Study courses use feedback forums rather than representatives to communicate feedback. The role of a Student Representative will be to gain feedback from and represent the views and needs of their peers. Student Representatives will be given opportunities to gather student feedback and then relay it to Programme Directors and Course Leaders through Programme Committee meetings, and to highlight best practice and encourage improvements. The Institute will ensure
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	that Student Representatives receive appropriate training and support and that the demands of this role do not adversely affect their own academic performance. Student Representatives may also participate in a range of Institute wide committees and forums. There may be instances in committees of 'closed business', which for reasons of confidentiality will be restricted to Institute staff and/or faculty.
External Examiners	A summary of the External Examiners' reports and responses to these by Programme Directors, Course Leaders or the Director of Semester and Summer Study shall be made available to students and discussed at Programme Committee meetings.
Programme Committees	Each MA Programme and the suite of Semester Courses will hold Programme Committee meetings to gather feedback from students. These meetings will typically be towards the end of a semester. Programme Committees gather feedback from Student Representatives, review annual monitoring reports and external examiner reports, and consider any future changes to a programme. Current students shall be consulted regarding proposed changes to a unit or programme or course that is liable to affect them or that will affect future students. All Student Representatives within that programme/course will be invited to attend.
Student Surveys and Questionnaires	Students have the opportunity to provide feedback about the quality of the learning experience on their programme/course and on the quality of their experience at the Institute through student surveys. The Institute aims to find a means of capturing graduate employment data, which will continue engagement with the Institute beyond graduation. Surveys typically will be conducted towards the end of each semester and/or course/programme. Additionally, the Institute may choose at various times to gain student feedback on specific topics through targeted surveys.

Institute Level

Academic Board	A minimum of two Student Representatives will be invited to participate in the Institute's Academic Board, which usually meets four times per year. The Academic Board is responsible for the oversight of all academic activities at the Institute, including, but not limited to, the development and review of policies, guidelines and procedures and the assurance and enhancement of teaching, learning and research.
Academic Standards Committee	A minimum of two Student Representatives will be invited to participate in the Institute's Academic Standards Committee, which takes place up to ten (10)

	times per year on a monthly basis. The Academic Standards Committee is the Institute's forum for faculty to introduce and review new and evolving policies, procedures and guidelines, and to share good pedagogic and administrative practice across all provision and levels.
Misconduct Committee	A Student Representative from a Master's programme may be asked to be a member of any Misconduct Committee that is convened. The student representative would not be drawn from the same programme as the student(s) involved in the case being addressed.
Complaints Committee	A Student Representative from a Master's programme may be asked to be a member of any Complaints Committee that is convened. The student representative would not be drawn from the same programme as the student(s) involved in the case being addressed.
Validating Partner: University of Manchester	As part of the annual monitoring process and the 5 Year Periodic Review, which is initiated by the University of Manchester, a representative group of students will meet the Collaborative Academic Advisors from the University to give feedback on the quality of their learning experiences at the Institute. This group may include Student Representatives and other students drawn from across the Institute's provision.
External Review	Periodically the Institute will be subject to external reviews as part of the UK's Higher Education quality assurance process, and a representative group of the Institute's students may be consulted on the quality of their learning experiences. This group may include Student Representatives and other students drawn from across the Institute's provision.
Focus Groups	The Institute may from time to time ask students to contribute to focus groups that consider specific subjects, for example, curriculum development, employability or the admissions process.