

## Summary report about the consultation on *Chapter B5: Student engagement* of the UK Quality Code for Higher Education

This report summarises responses received to the consultation on *Chapter B5: Student engagement* of the UK Quality Code for Higher Education, which ran between 24 February and 18 April 2012. It provides an outline of who contributed to the consultation, and some of the key themes raised.

### Event attendance

QAA ran two events as part of this consultation, one in Glasgow (15 March 2012) and one in London (16 March 2012). The main purpose of the events was to support higher education providers, students and other interested parties in formulating their responses to the consultation.

The table below shows attendance at both events by institution/organisation type.

Event	Glasgow (Glasgow Caledonian University)	London (Woburn House)	Total as a percentage
Registered delegates	18	91	N/A
Higher education institutions	0	74	79%
Further education colleges	0	2	2%
Private providers	0	2	2%
Sector/funding bodies	3	1	3%
Professional, statutory or regulatory bodies (PSRBs)	0	0	0%
Student bodies/representatives	4	12	14%
Other	0	0	0%

Further information on the consultation events, including presentations and a summary of the feedback, can be found [here](#).

### Survey respondents

A total of 146 responses were received to the consultation. The table below analyses respondents by institution/organisation type.

Total number of respondents	Higher education institutions	Further education colleges	Private providers	Sector/ funding/ statutory bodies	PSRBs	Student bodies/ representatives	Other
146	105 (72%)	18 (12%)	1 (1%)	2 (1%)	1 (1%)	16 (11%)	3 (2%)

## Key areas of interest

Respondents were generally supportive of the content of the Chapter, but highlighted a number of areas where further clarification or explanation might be required.

Areas attracting particular interest were as follows.

- The overall structure of the Chapter, including a reordering of the text, whether a number of the Indicators could be merged, and the unnecessary repetition of wording in Indicators.
- The use of the word 'partnership'.
- Setting the tone of the Chapter correctly to ensure it accurately reflects the diversity of higher education providers in the UK.
- How the Chapter can support positive and effective relationships between the student body and higher education providers.