

# STAKEHOLDER ENGAGEMENT POLICY



## **1. Introduction**

MEDICAMPUS regards feedback from Stakeholders as a very important source of input. The policy sets out the principles guiding the Institute's engagement approaches and the different levels of engagement required for different purposes.

## **2. Scope**

The Stakeholders Engagement Policy provides guidelines for Stakeholders' engagement and communication. It aims at ensuring that Stakeholder engagement activities are transparent, systematic, and effective.

The Stakeholders Engagement Framework concerns all staff undertaking Stakeholders' engagement activities.

## **3. Policy**

The Institute recognises that Stakeholders' engagement is essential to support the achievement of its strategic goals and that different levels of engagement are required for different efforts.

MEDICAMPUS Stakeholder Engagement Policy represents the Institute effort to achieve effective, accountable, and transparent Stakeholder engagement.

The Stakeholder Engagement Policy is supported by the following principles:

- Engagement activities should be purposeful and communicated clearly with Stakeholders.
- Engagement activities should be appropriate and relevant to the Institute mission, vision, and strategic plan.
- Information deriving from the engagement process should be open and honest, including results from evaluation activities and surveys.
- The expertise, perspective and needs of Stakeholders should be acknowledged and respected.

- Stakeholder participation and feedback should be acknowledged and acted upon in a timely manner.

The Institute implements its engagement principles through a five-step engagement process model:

### *1. Identification of Stakeholders*

Staff involved in efforts which require Stakeholders' engagement should identify and understand Stakeholders which have an interest in the outcome of a certain Institute effort to ensure their participation and the transparency of the process.

Categories that Stakeholders might fall into (but not limited to) are:

- Students, Prospective Students, Alumni;
- Academic and Administrative Staff;
- Private Agencies;
- General Public, Local Community, Press and Media.

### *2. Stakeholders Mapping*

Staff involved in Stakeholders' engagement should define criteria for prioritizing Stakeholders.

Stakeholders mapping should be carried out to determine who among Stakeholders can have the most positive or negative influence on an effort and who is likely to be most affected by the effort.

### *3. Communication Planning*

Staff involved in Stakeholders' engagement should plan communications with Stakeholders in order to guarantee the flow of clear and relevant information to Stakeholders and to keep Stakeholders engaged and supportive.

The communication plan should include bilateral communication where Stakeholders' feedback is sought openly and objectively, and important milestones are communicated to Stakeholders.

#### *4. Engagement Activities*

Staff involved in Stakeholders' engagement should determine the appropriate engagement activities required by the effort. The level of engagement should be defined by the objective, outcomes, timeframes, resources and levels of concern or interest in the effort.

#### *5. Action Plan*

Staff involved in Stakeholders' engagement should identify opportunities from feedback and determine actions, revisit goals, and plan next steps for follow-up and future engagement.

### **4. Quality assurance**

To ensure that the Stakeholder Engagement Policy is fit for purpose, this policy will be:

- Internally endorsed by the Managing Director on development or review, prior to approval by the Dean or other delegated authority.
- Internally reviewed by the Student Office every three years from the date of approval (if not earlier).
- Feedback or comments on this policy is welcomed by the Student Office.

### **5. Use of Stakeholder feedback**

Stakeholder feedback will be used:

- to improve the quality of courses and programmes.
- to inform the professional development needs of academic staff.

- to enhance course and programmes design and development.
- to periodically review the QAG to ensure its continued appropriateness in the light of any contemporary internal and/or external developments.
- to improve the provision of learning resources, facilities, equipment, and services.
- to compare and benchmark the Institute's performance against the educational sector or other providers.