

SEC15D25

Title: *Implementation and evaluation of Code of Practice on Student Representation*
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Issue

An update on the implementation of the Code of Practice on Student Representation and production of an annual report to LTC.

Recommendation

Recipients are invited to note that all Schools have been asked to participate in the self-evaluation exercise and that a full annual report on student representation will be considered at LTC on 22 June.

Resource Implications

The evaluation process may identify actions for improvement that may require additional resources in order to be implemented effectively.

Further Information

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Background

The revised Code of Practice was developed in partnership by the UEA and UUEAS and agreed by LTC in June 2015. Schools have been implementing the key recommendations during the academic year 2015/16. In some Schools the content of the Code represented little change to current practice, whereas for others this represented a significant shift in behaviour. An interim report from UUEAS to SEC in January 2016 noted some areas of good practice but also highlighted where improvements were still required.

As part of the Code, there is a commitment to undertake an annual institution-wide evaluation of student representation. An annual report jointly produced by the University and UUEAS will be considered by LTC at the meeting in June. The report will include:

- An analysis of key performance indicators in relation to student representation from existing student surveys and focus groups
- Outcomes from a self-evaluation of SSLCs
- A review of the recommendations approved by LTC in June 2015 and the extent to which they have been met
- Recommendations for 2016/17 to further improve student representation

Discussion

As part of the annual review all Schools have been asked to undertake a self-evaluation during their final meeting of this academic year, the majority of which are taking place in April and May. Student Partnership Officers (SPOs) have been provided with a toolkit (see Appendix A) to help them to undertake this exercise. They have also been provided with guidance about how to conduct the evaluation – there are a number of different ways it can be carried out to suit the needs of different committees. A member of UUEAS staff or Eve Dewsnap will be attending every meeting to help to facilitate the discussion and to collate feedback from the exercise. The toolkit allows each committee to consider at what stage their representation system is at and to think about how to work towards the higher stages of representation. The outcomes of the evaluation will provide a picture of representation across the University and identify improvement actions. So far the take up of Schools for this exercise has been very positive.

Attachments

Appendix A – Student representation self-evaluation toolkit

Student representation self-evaluation chart: where does *your* school fit?

	Ownership	Feedback Loop	Recognising Talent	Effective Change	Contact & Awareness	Discussion
Stage One	No clear structure as to who is responsible for student representation and engagement. Roles and structure of meetings are not defined creating confusion	Reps receive the agenda for their SSLC either on the day or within 2 days of the meeting. The agenda isn't put on blackboard regularly and minutes are not taken. Little knowledge of what is discussed across the faculty or school. Faculty Convenors not appointed. Students do not feel confident to participate in meetings. SSLCs occur three times or less a year.	Student reps or staff members are not recognised in any way for their work	No or little action from SSLC with sparse communication between reps, staff members, the university and the student union. Confusion about representative system and student engagement	The student reps and staff members have not attended training. Student reps only talk from their experience and little action is taken from each SSLC. Students are not aware who their student reps or Student Partnership officer is. Staff members or reps do not turn up	The only thing that is discussed is the problems students have with their course and school with limited action to improve these problems
Stage Two	The University or the Students Union has control of student representation, with clear guidelines however there is limited interaction between the two	Students are expected to talk and feedback to students but are given no help and/or little time to do so. Agendas are given in advance and minutes are written, however not every meeting or prompt in completion. SSLCs occur twice a semester.	Student reps and staff members are thanked sporadically by either their school, faculty or the Student's Union	Representation isn't very well organised with confusion over who attends meeting, lack of contact details and action points are not followed through. However meetings take place and issues are discussed. Faculty Convenors help to solve school issues	Student reps have trouble contacting their cohort, with some help from the Student Union. Students are aware of their rep and student partnership officer, and how to contact them	Problems with their course and school again discussed plus anything that has been assigned for the group to be asked about by a higher up committee
Stage Three	The ownership, running and responsibility is shared however there is confusion over the roles, responsibilities and actions of staff and students	Student reps and staff feedback and discuss upcoming items to their cohorts, with help from either the University or the Student Union. They feel confident to do so. Student reps attend all school level meetings and faculty convenors attend faculty level meetings. Agendas are sent out at least 10 days before the SSLC and minutes are taken and uploaded to Blackboard within two weeks of the meeting	The Student Union recognises student reps and staff members through awards or certificates on a university wide level each year	Student engagement is taking place, with productive meetings as both staff and students are invested in bring about positive change. Faculty Convenors help to solve faculty issues	Student reps regularly contact students to collect their views. Student Partnership officers regularly contact staff members to collect information and views. Both receive help from either the Student's union or the University	All of the above plus feedback on some issues- good, bad and ideas - that students and staff have about their programme and school which are active discussions
Stage Four	Student engagement is shared between the Student Union and the University, with continued funding, resources and help. However, only at Senior levels is the system fully organised and implemented.	Student reps discuss issues and ideas with faculty reps and student union. Staff members discuss issues and ideas with staff. These are then placed on the agenda to be actively discussed by all. Student Reps sit on all levels of university meetings	Student reps work is regularly featured and celebrated in Concrete or the Student Union's website.	The engagement system is regularly reviewed. Both student reps and staff, of all levels, are encouraged by both the university and the student union to bring about effective change.	Student reps regularly contact their cohorts through a variety of different methods (email, Facebook, shout outs etc). SSLCs are attended by heads of school and directors of teaching.	All of the above plus feedback from the staff and students- both good, bad and ideas- about the programme organised by sections (ie organisation and management, teaching and assessment etc) as well as a start of active discussions of projects and ideas to improve the student's experience
Stage Five	The representative system is an equal partnership between the Student Union and the University, where individuals are clear about their role, responsibilities and where to get help. All members of the SSLC are also clear on the wider representation structure.	Student reps are supported and helped to feedback to students by different methods. Student reps are held to account with meetings with students and elections. Student reps and staff members are respected and valued within their school, faculty and university; meaning their opinion is willingly sort out and ideas are taken forward into completion	The work of student reps and staff are recognised across the school, faculty and the university by the Student Union and the University	The Student Union can demonstrate the impact that the student rep system has on the the effective change and improvement of the student's experience. Effective change has occurred from student and staff actions for example, starting new and successful projects	Student reps use research or NSS data as evidence for ideas at meetings, as well as focus groups and surveys showcasing student viewpoints to propose new ideas and action.	Projects and initiatives are set up and run successfully that are about quality enhancement (ie what learning resources would help). The committee supervises these enhancement projects that are worked on between academics and students/reps outside of the meeting. It commissions them and receives reports on them

