University of East Anglia

LTC16D103

Title:	***Student Representation Code of Practice – Spring 2017 update***
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Issue

This papers covers the following:

- updated Student Representation Code of Practice – following evaluation and feedback on the Code developed in Spring 2015
- an action plan to support implementation
- further recommendations relating to student representation

Recommendation

Recipients are invited:

- To endorse and provide feedback on the updated Code of Practice.
- To note the resource implications identified in the action plan.
- To consider and comment on the points highlighted in the discussion.
- To adopt the further recommendations.

Resource Implications

The adoption and implementation of the updated Code of Practice will have some associated resource implications. These mainly relate to:

- Academic, administrative and Students' Union staff time to support and facilitate student representation.
- Student representatives' time as volunteers.

Timing of decisions

Approval of the updated Code of Practice by LTC in May will enable its adoption for September 2017. It is recognised that amendments in response to comments from the Committee may need to be approved by Chairs action to meet this timetable.

Further Information

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Background

The Student Representation Code of Practice has been updated two years after its implementation in 2015. This review has been led by the Students' Union in partnership with and support from colleagues from the University. The review was prompted by several factors:
i.   Changes in Students' Union leadership structure which have created the new role of School Convenor
ii.   The election of reps now takes place centrally and online through the Union website (uea.su)
iii.   Recognition of the need for a separate, but linked, Code of Practice for Postgraduate Research students for their Graduate Student Staff Forums
iv.   Recognition of the need for more clarity and consistency in the training and responsibilities of Student Partnership Officers
v.   Evaluation and feedback on the Code of Practice since it was reviewed and implemented in 2015

A draft of the Code has been circulated for comment on both its content and implementation among both uea|su and University staff involved in representation, and at Faculty Learning and Teaching Quality committees (HUM FLTQC has been consulted via email due to the timing of their meeting).

Discussion

Whilst the current Code of Practice, implemented in 2015, has led to far greater consistency of practice across schools, there is still some variation and areas requiring further improvement. It is hoped that the changes to the Code of Practice, outlined in this report, will allow for representation to become more embedded both within individual schools and across the University more generally. For some Schools the content of the Code represents little change to current practice, whereas for others this represents a significant shift in behaviour. These cultural shifts will not be brought about by implementation of the Code alone, and the appended action plan considers wider activities and changes that need to be considered.

It is also recognised that some Schools may operate highly effective practices not covered within the Code, and provision is included to enable Schools to continue these practices where students agree these are effective. Monitoring and evaluation will enable this to be assessed.

The key changes and points of particular note for LTC are summarised below. (*Please note that the tracked changes have been left in the draft to enable readers to identify where amendments have been made)*:

Key change	Page of Code of Practice
The provision of a mandatory online training module for Student Partnership Officers, which should also be offered to support staff who administer SSLCs and available to all staff to complete if they wish. This will be developed in partnership with the Students' Union and CSED.	Page 13
The addition of a separate, but parallel, Code of Practice for PGR Representation and resulting clarification on the roles and responsibilities of Student Partnership Officers for ensuring Representation on the Graduate Student Staff Forum. (*Please note that Section 10 has*	Page 6 and Section 10 starting on Page 32

not yet been approved and is subject to consultation and approval by PGR Executive).	
The addition of a SSLC Evaluation Framework to allow for continued and partnered evaluation of the committees and representation system within schools.	Page 18 and Appendix 9.4 on Page 31
In line with the restructure of uea|su's Leadership Structure, the addition and explanation of the role of School Convenors within the representation structure.	Page 10
Addition of the Students' Union's reward scheme for representatives (see Page 12 of the Code)	Page 12
Removal of the original development plan, and addition of an Action Plan and a requirement for FLTQCs and LTC to monitor progress against it.	Page 22

Recommendations

The recommendations below will support the implementation of the changes outlined above:

- The resource commitment required to implement the code consistently. This is in terms of staff time and any School-based budgets allocated to supporting student representation activity. **Please see the Action Log on pages 22-24 for a full overview of the resources required to fulfil the needs of representation at UEA.**
- The Student Representation Working Group has not continued as per the recommendations of the previous Code of Practice. It is therefore felt that this working group should be replaced by **Student Representation as an agenda item at all FLTQCs and at LTC at least once each semester** to ensure that the actions in the Action Plan are being taken forward.
- The appended **Action Plan** should be reviewed during at least one FLTQC and LTC per semester to ensure that it, along with the Code of Practice, becomes more of a working document.
- Communication and easy access to information is key to ensure SSLC's and student representation function effectively. The previous CoP referred to a University wide **Student Representation Blackboard** site which, although has been developed, is not being used effectively. The recommendation is therefore to explore alternative ways for this information to be made available – possibly along the lines of the Student Zone in SCI – in consultation with Schools and Faculties and uea\|su.
- There are discrepancies in awareness of the Code of Practice itself. This document should be **available and promoted to all members of UEA staff**, not just Student Partnership Officers.
- To develop an **online training module** on Student Representation – compulsory for all SPOs, recommended for administrative staff supporting SSLCs, and available to all staff to complete if they wish.

Attachments

Student Representation Code of Practice 2017/18
Student Representation Action Plan
Graduate Student Staff Forum (GSSF) Code of Practice

Student Representation Code of Practice

2015/16 2017/18

Last updated June 2015 March 2017

Contents

1 Introduction

Students are increasingly involved with not just studying at university, but also feeding into and driving quality assurance and enhancement, improving the academic experience for all. Student representation in learning and teaching is key to improving students' academic experience and outcomes with students making a valuable contribution to this process of enhancement.

The Higher Education Agency notes that the value of students working in partnership with academics to improve their learning and teaching include but are not limited to:

- increased student engagement with learning
- development of knowledge and skills to support employability
- greater sense of belonging and community
- transformed staff experience and thinking about practice
- deeper understanding of contributions to an academic community

This paper intends to provide staff and students with a clear framework on which to build a practical, useful and active student representation system, allowing students and staff to work together to improve their institution.

Overall responsibility for ensuring UEA adheres to the spirit and principles of student representation within this document sits with the Pro-Vice Chancellor Academic.

They will be supported by the Students' Union, with the two Education officers leading student support in academic representation through training and development for Student Representatives.

In the UK Quality Code for Higher Education, the Quality Assurance Agency outline the expectation that 'Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience'. This Code of Practice aligns with the QAA chapter on Student Engagement, the indicators of sound practice are appended in section 8.1.

This Code of Practice aims to provide a framework for collaboration and partnership working between students and the University. It balances consistency of practice, to enable efficient and effective representation, with flexibility to reflect the specific needs and characteristics of a ~~cohort or School~~course. The strength of diversity is recognised, and allows Schools to establish arrangements which best suit their needs and the needs of their students, whilst laying a clear framework to ensure consistency and accessibility.

~~Schools may already implement good practice which they, in consultation with their students, are confident enables effective representation but sits outside of this framework. In this instance Schools should still ensure they meet the principles outlined in section 1.2 and Student Partnership Officers should notify the Student Representation Working Group (via the chairs) as well as the Students' Union Educational Change Coordinator. This will ensure that Student Representatives are briefed and trained accordingly and monitoring and evaluation activity tailored.~~

This Code of Practice ~~should~~ will be used in conjunction with the Student Representation Handbook developed for students and staff, which outlines how to implement and develop an effective system of student representation in every school.

~~The implementation of the Code of Practice will be monitored and evaluated by the Student Representation Working Group.~~ Both ~~of these documents~~the Code of Practice and Student Representation Handbook will be subject to annual review and revision, reflecting the changing nature of student engagement with academic issues at UEA.

1.1 Background

This Code of Practice (COP) has been developed in order to outline students' role in driving academic enhancement at UEA. It replaces the previous COP developed in 2000, and contains amendments to the revised 2015 Code of Practice. This current document has been developed by the University and Students' Union in partnership and through consultation with staff and students engaged in student representation.

This COP applies to undergraduate and taught post graduate students and courses. ~~Whilst postgraduate research student representation is equally important, the specific cohort characteristics and study patterns require tailored proposals.~~ Given the more specific and unique structure of postgraduate research representation system, section 10 of this document provides a guideline code of practice for Graduate Student Staff Forums (GSSFs). It is important, however, to regard PGR representation with the same importance as UG and PGT representation provisions.

By following this COP, Schools will ensure that Student Representatives can add value to academic enhancement and the student experience with appropriate staff support. To achieve this, Schools should monitor student representation and engagement within their School and ensure they are developing best practice to allow students to become co-creators of their education. A Staff Student Liaison Committee Evaluation Framework[1] has been created in order to help each School to evaluate their meetings and how their representatives engage with this as well as the wider student body.

1.2 Principles

The Code of Practice is based on the following principles which have emerged from discussions with students and staff involved in student representation:

Community awareness - all students are aware of their representatives, and the channels of communication they have with the University, as well as the value of taking part in these structures.

Student-centred - all students are trusted as valued decision-makers and meaningful partners in their education.

Transparent and accessible - decisions and processes are clearly explained, meetings are open and Representatives are held accountable by their peers.

Consistent and fair - every student will have access to the same "level" of representation, whatever the delivery method, and students are able to choose who act as their representatives.

Evidenced and accountable - partnership work is recorded and documented so that progress can be monitored and enhanced by all parties.

Appropriately resourced - staff and students are given adequate time, resources and influence to engage meaningfully in partnership work, resourced by both the University and the Students' Union~~.~~

Responsive, adaptable and developing - we regularly look at, adapt and adopt good practice in the sector to ensure we are developing.

Representative of the student body - there is equality of access and efforts should be made to ensure engagement comes from all members of the student body.

~~This document refers only to academic student representation at undergraduate and postgraduate taught~~

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[1] This is available at https://ueanorwich.sharepoint.com/sites/uueas_campaignsandpolicy/_layouts/15/guestaccess.aspx?guestaccessto ken=x6GMfp0Xck%2fv7a0%2fJiK6ypzz2t%2bks3LbS3xuHODYhhE%3d&docid=2_01eefbd5fbc25420ab344ba81cff01f e0&rev=1, and as appendix 9.5

level. It covers student representation in learning and teaching at a School and Faculty level. The responsibility for overseeing compliance with this Code of Practice sits with the Pro-Vice Chancellor Academic, and the Students' Union Education Officers.

2   Communication, responsibilities and expectations

There are an array of stakeholders engaged in facilitating effective student representation. Key stakeholders involved include**:**

- **Student Representative**– umbrella term for any student engaged in representation e.g. Course Representatives, School ~~Representatives~~ Convenors, and Faculty Convenors. They act as a link between students, the University and the Students' Union. They are responsible for collating and delivering student views to SSLCs and other committees.

- **Course Representative –** students who are elected by their peers to sit on Staff Student Liaison Committee's (SSLC) and represent students in their year and course. Course Representatives will also be expected to liaise with their school's academic societies to encourage collaboration.

- **School** ~~Representatives~~ **Convenors** ~~/Deputy School Representatives~~ – ~~students~~ one ~~representative~~ student from each school ~~a course representative~~ elected ~~from the SSLC to represent all students in that School, and~~to co-chair SSLCs and represent students at the School Board~~.~~ and Students' Union's Education Executive. School convenors will also be expected to liaise with their school's academic societies to encourage collaboration.

- **Faculty Convenors –** students ~~appointed~~ elected ~~by the Students' Union to~~ to convene representation across the Faculty, supporting School Convenor~~Representative~~s and Course Representatives, and presenting their voices at Faculty-level committees. A separate document outlining their full responsibilities can be found in Appendix A.

- **Undergraduate/Postgraduate Education Officers –** students elected on a cross-campus ballot to represent all students on academic issues, sitting on University-level committees and leading the student representative scheme.

- **Students' Union staff**– responsible for supporting elections, delivering training and developmental support to Student Representatives.

- **Student Partnership Officer** – member of staff within each school selected by the Head of School and/or Teaching Director to lead on and deliver support for Course Representatives, Undergraduate, Postgraduate Taught and Postgraduate Research, within the School. Will be the key contact for liaison with SU.

- ~~**Teaching Director**~~**Director of Learning and Teaching** – responsible for the representation system within each School area, supporting Student Partnership Officer in their area, and carrying information from SSLC's up to School Board and Faculty Learning Teaching and Quality Committee.

- ~~**Academic staff responsible for liaison (Student Partnership Officers, Teaching Directors and Senior Advisers) –** all play a role in delivering effective student representation within their School and acting as key contacts for Course and School Representatives. Teaching Directors have the formal responsibility for student representation within their School.~~

- **School local support staff** – responsible for providing administrative support for the functioning of SSLCs and the Student Representatives scheme within their School.

- **Wider student and staff body –** responsible for engaging with the student representation system.

All stakeholders are responsible for developing a positive culture committed to receiving and responding and recognising the value of students' views, and to discussing current learning, teaching and research issues with students. Communication and information sharing is critical with students and staff engaging in evidence-based discussions based on the mutual sharing of information. Key modes of communication include:

- **Blackboard** – The blackboard site for student representation will hold all relevant policies. It will be the site where minutes and agendas of SSLCs are uploaded. It will also feature or signpost students to reports and data about the University, and define terms regularly used across the University.
- **Students' Union Website** – ~~www.ueastudent.com/reps~~www.uea.su will be the holding point for online elections, information about Student Representatives as well as ~~training and development materials, as well as events~~ resources relevant to Student Representatives. Online training for any representatives who miss the in-house training is also available here.
- **Staff Student Liaison Committee (SSLC)** – ~~School~~ ~~Course~~~~Student~~Course Representatives will be briefed on developments at UEA and nationally, by the Students' Union and their School and this will be ~~cascaded~~ passed on through the SSLCs. This meeting will also be where Course Representatives can raise good practice as well as issues that students have experience on their academic areas.

- **Students' Union Education Executive** – School Convenors and Faculty Convenors will be briefed on developments at UEA and nationally here. This is a new group which will form as part of the restructuring of uea|su's leadership structure. It will include School Convenors, Faculty Convenors, Education Officers and Academic Society Committee members. It is hoped that this new executive will help to provide a bridge between academic societies, SU Education Officers and course representation to allow for a more holistic approach to representation. For a visual representation of this structure, please see figure 2 on the next page.

Arrangements ~~should~~ will exist for the effective representation of the collective student voice at all organisational levels, and these arrangements should provide opportunities for all students to be heard. Figure 1 identifies opportunities for students to be represented and feed into learning and teaching systems and processes within the University. Schools, Faculties and the wider University should ensure that Student Representatives are engaged in these processes and that a breadth of student views are being gathered.

Faculty learning, teaching and quality Faculty convenors

Course reps Course review panels Course planning

Individual feedback

University
Faculty
School
Course
Module
Student

- Learning & Teaching Committee
- Open fora with the VC
- Consultation exercises
- Student surveys & focus groups

- Staff/Student Liaison Committees
- School Board representatives
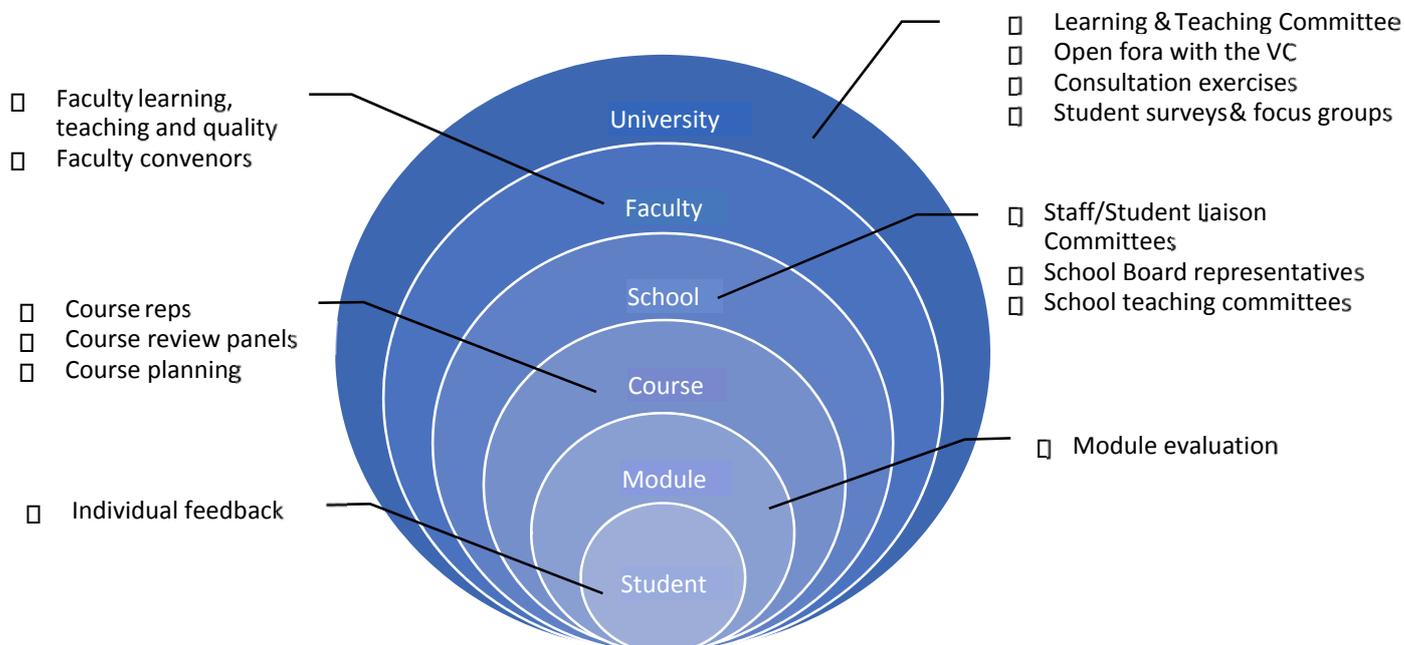- School teaching committees

- Module evaluation

Figure 1: Opportunities for student representation.

Faculties are encouraged to have Student Representati~~ves~~on on other Faculty level committees, ~~such as~~ including Employability Executives as well as involve them in working groups and project teams.

The Learning and Teaching Committee (LTC) and other University bodies involved in academic quality should will also ensure that all policy and procedure changes or reviews relating to students' academic experience are developed and conducted in consultation with students and/or their Student Representatives.

3   Student representatives

The Students' Union will provide information about how to become a Student Representative and how the scheme works, and work with Schools to distribute these to all students. Figure 2 illustrates the general structure for Student Representatives and how this sits alongside the role of Student Partnership OfficerUnion and University committees.
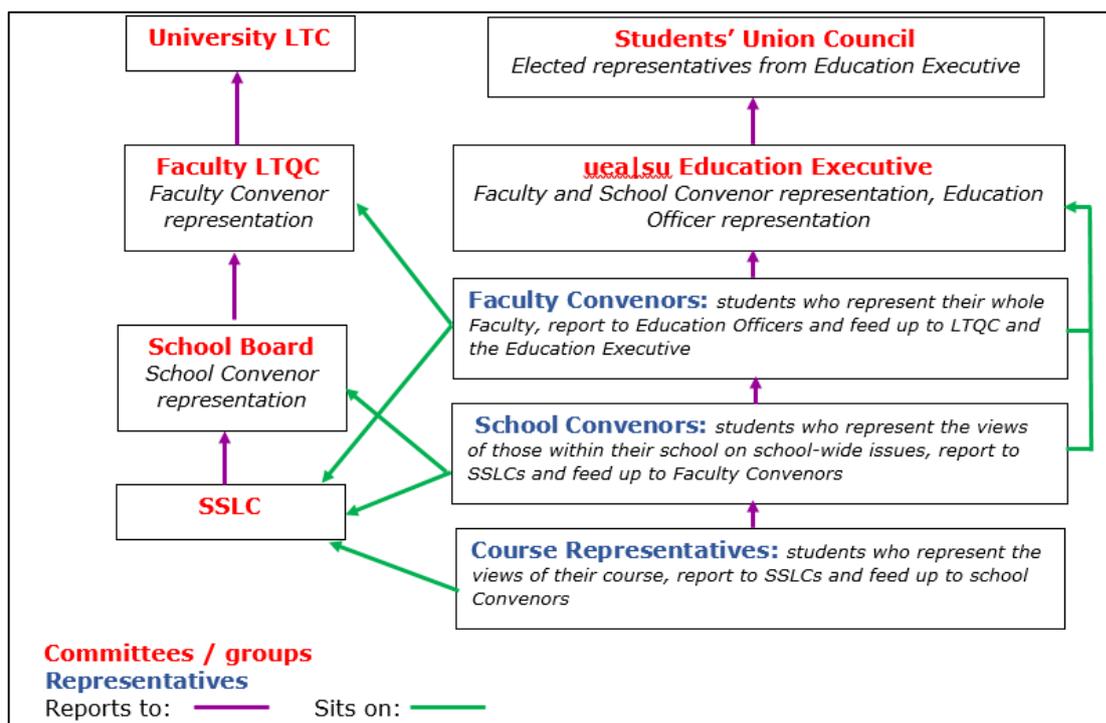

Figure 2: representation structure for student representatives

Principles for effective student representation are summarised below:

- All students should have the chance to act as a Course Representative.
- Schools should aim to have a minimum of at least one representative per course for every year group. Schools should aim to have a minimum of 1 representative per 50 students per course per year group. Where demand is higher, a higher ratio is welcomed.
- Where Schools have a large or particularly diverse student body more representatives may be identified to ensure representation across the cohort, for example a mature student or international student representative., or one representative per 100 students.
- Course Representatives may will be selected through an application or election process. The Students' Union will provide the opportunity for Schools to pilot online elections.

It is recognised that in some Schools current levels of student engagement may make these principles challenging, but Schools should work towards these. Students working as partners benefits the whole academic community, ensuring the University can continuously develop. It also creates a sense of academic community in each school which will improve the learning and teaching environment for staff and students. This document is supported by an Action Plan which includes a focus on increasing student

participation and raising awareness of the value and importance of student representation amongst staff and students.

Each school will have one School Convenor who will act as a point of contact between reps and Faculty Convenors to collate and represent issues from their school more widely. School Convenors are elected by their peers as part of the wider representation elections, and will also be members of the Students' Union's Education Executive group.

Each Faculty will have up to twofour a Faculty Convenors, both UG and PG, to support the School and Course Representatives in tackling Faculty-wide issues, and sit on Faculty level committees. The positions are recruited through an application selection and interview process organised by the Students' Union.Faculty Convenors are elected by their peers as part of the wider representation elections, and are also members of the Students' Union's Education Executive group.

Postgraduate taught students are represented within this structure. , with Schools deciding whether to run joint or separate postgraduate and undergraduate SSLCs. As noted previously, postgraduate research students are not included in this document. Section 10 of this document details the parallel system for PGR students.

3.1   Election of Student Representatives

To make the representative process as fair as possible, Course Reps will now be elected centrally and online through the Students' Union, who have worked with the University to make this new process work this year and ensure it benefits both students and course reps going forward.

SThe first change is that student representativesreps for the following year will be recruited over Easteraround Easter time, rather than in September-October. As an example, this means that current first year students wanting to be course reps in their second year will put themselves forward for second year Course Rep positions, and then first year students will vote for who they want to represent them in their second year. This will be the same for current second year students, and current third years who are on a four year program.

Elections will be held The only elections that will now happen in September/October time will be September arrivals such as Foundation year, First years and Postgraduate Course Representatives.

Another change is the new title of a School Convener is a new title for the role , which is currently known as the SSLC student co-chair. These will also be elected over the Easter period online through the same process. The change in title gives greater formality and recognition to the role and the student undertaking it.In the Code of Practice for Representation the student co-chair has a more formal title for chairing the meetings, attending School Board and we would like that to be more recognised for the student who is taking on that responsibility. We would also like these positions to The School Convenors will sit on the Education Executive, which is a new group within the SU democracy structure, alongside the Faculty Conveners, Academic societies and SU Education Officers.

The process of electing new representatives will work by having a nominations period (usually around and/or during the Easter vacation period) where students wishing to run as either Student Representatives, School Convenors, or Faculty Convenors will be able to submit their name, a photo (if they wish) and a few words as to why they would like to run for this position. There will then be an online voting period where all students will be able to vote for their representatives. The periods of time for the nominations and voting periods are subject to slight change each year depending on semester dates. Students will only be able to vote for those who sit within their year and course, school or Faculty (eg. A History first year student will be able to vote for the first year course representative, HIS school's School Convenor and HUM's Faculty Convenors).

The same process will be repeated in late September / early October for students who were not at UEA for the first round of elections. The nominations and voting period, however, will be shorter to allow for representatives to be elected in time for the training and first SSLCs of the year.

Only representatives elected through this system will be recognised by uea|su and UEA as certified representatives. Promotion of the elections are the responsibility of both uea|su and UEA, both centrally and within Faculties, schools and departments.

Universities present a unique set of challenges to international students who are adapting to a new culture as well as a new university. Efforts should be made to recruit international students and to link them with the Students' Union International Officer to ensure they are tackling issues at an institutional as well as local level.

3.33.2 The Role of Student Representatives

Once elected, Course Representatives will be expected to:

- Attend appropriate training courses and meetings organised by the Students' Union.
- Represent their cohort on aspects such as course/degree content, methods of teaching and assessment, workloads, reading lists, resources, teaching space, course delivery methods and feedback.
- Make every effort to ensure that the feedback is substantiated through thorough consultation with their students, and to feed back following SSLCs to ensure students are aware of and understand how they are being represented.
- Make themselves known to fellow students, Course Representatives and members of staff.
- Be available to attend SSLCs and, if necessary, other committees.
- Consult with students about specific and general issues, collate these and seek solutions to them.
- Represent the full diversity of their cohort, and act professionally and respectfully in line with the Students' Union Code of Conduct.
- Informing their School's Student Partnership Officer and the Students' Union Student Engagement Co-Ordinator (Representation) if they no longer wish to be a Representative.

- School Representatives will have the additional responsibility of:
- Co-chairing their SSLC meetings and liaising with their School's Student Partnership Officer to deliver these.
- Meeting with the Students' Union Education OfficersFaculty Conveners twice a semester to report on issues in their Schools.

School convenors will have the responsibility of:

- Attending training provided by the Students' Union
- Attending their school's SSLC
- Attending uea|su's Education Executive
- Working with the school's Student Partnership Officer to set the SSLC agenda
- CCo-chairing their school's SSLC meeting
- Representing their school at School Board
- Liaising with academic society committee members within their school to encourage wider communication of school-related issues or events

Faculty Conveners will have the responsibility of:

- Attending training provided by the Students' Union.
- Attending SSLCs of the Schools within their Faculties when commitments allow.
- Attending other Faculty-level meetings when invited and when commitments allow.
- Attending uea|su's Education Executive

- Representing their Faculty at Faculty Learning, Teaching and Quality Committee on academic experience topics.
- Attend SSLCs of the Schools within their Faculties when commitments allow.
- Attending a monthly meeting with the Students' Union Education Officers to report on issues in their Faculties.
- Making themselves known to theSupporting and working with School Convenors and Course Representatives in their Faculty.
- Supporting Course reps and School RepresentativesSchool Convenors in their Faculty to raise issues and solutions to their Schools.
- Providing a report of issues that have arisen in their Faculty at the end of each semester, using this as a basis for further research.

3.2.1 Recognition for Student Representatives

Course and School Representatives are volunteer positions which provide a valuable contribution to the University as well as to an individual's personal development. Student Representatives will be trained and receive ongoing support and development opportunities and can feed their experience into the UEA Skills Award.

The Students' Union will also pilot a reward scheme which will benchmark the level of engagement that the Course Representatives and School Representatives have in their role. This Award scheme will be a tier system based on basic expectations (Bronze), higher expectations (Silver) and those who go above and beyond (Gold). This will be advertised to School and Course Representatives in their handbooks and through communication during the academic year concluding with a celebration event.

In addition the Students' Union will, with support from Schools, organise an annual award linking in with the Transforming Teaching Education awards where students can nominate their representatives. These awards will raise the profile of Student Representatives, as well as provide an opportunity for further recognition of the importance of their role. As an extra recognition of the work and support of Student Partnership Officers there will be an award specifically with regards to their work. This award will be open to students for nomination.

3.43.3 Academic staff involvement in Sstudent rRepresentation

Academic staff have a number of responsibilities that link with student representation. The key role within Schools is that of the Student Partnership Officer (formerly SSLC Officers). They are appointed by the Head of School and/or Director of Learning and Teaching to champion and support sStudent rRepresentation in their School. Officers co-chair and facilitate the smooth running of the SSLC liaising with the Director of Learning and Teaching Teaching Director. and Senior Adviser. A more detailed outline of the role is appended in section 8.1. Other academic roles within the School which support student representation include:

- **Module organisers** are responsible for arranging and convening a debriefing with other teachers on the module and should will include students in this process in order to identify potential future enhancements. They are also responsible for responding to student feedback arising from their evaluation of the module, where appropriate.
- **Course directors** are commonly responsible for identifying themselves to students early on in the course and ensure, thereafter, that they become a familiar face to students as the person responsible for the management of the course.
  They are also responsible for encouraging student representation on their programmes on School SSLCs and should will attend if asked to do so by the Student Partnership Officer in the School.

- **Heads of School** are responsible of the management of the School, including in matters which may be discussed at the SSLCs. They should aim attend at least one SSLC per year.
- **Senior Advisers** have overall responsibility for matters related to student welfare within a School. They attend the School's SSLC and represent Advisees within the School. They report annually on the effectiveness of the Advising System in their School to the SSLC.
- ~~Teaching Directors~~**Directors of Learning and Teaching** work alongside the Student Partnership Officer and Senior Advisor in ensuring that the SSLC meet and perform their functions effectively in accordance with this Code of Practice. They are also responsible for liaising with/being available for student representatives within the School, to keep them informed of developments (such as new course proposals) and to receive feedback often facilitated by SSLCs. Where appropriate they should facilitate the resolution of their concerns and bring forward to School meetings and Faculty Learning, Teaching and Quality Committee, any school level or faculty level issues and common problems ~~proposals and concerns~~ on their behalf. They will also, need to pass this information down the chain back to School Board and SSLCs.

4 Training and support for students and staff

Student Representatives and staff ~~should~~ will have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.

Course Representatives and School ~~Representatives~~ Convenors are supported by Faculty Convenors as well as Students' Union staff, and the Student Partnership Officer in the School. The Students' Union, in partnership with the University, will provide training ~~, induction~~ and ongoing support for Course Representatives, ~~and School Representatives~~School Convenors and Faculty Convenors. Student Representatives should be encouraged to meet informally both within and beyond their Schools. The Students' Union will hold formal and informal events for all Representatives throughout the Academic Year to facilitate this.

Student Partnership Officers have a significant responsibility to ensure effective representation and ~~should~~ will also receive compulsory training and ongoing support from the University. ~~The Centre for Staff Education and Development will continue to run Student Representation workshops for Student Partnership Officers, which will be mandatory. The training will also be offered as an option for administrative staff who support SSLCs.~~ An online training module will be developed in partnership with the Student's Union and CSED – mandatory for SPOs, recommended for administrative staff supporting SSLCs, and available to all staff to complete if they wish.
The Student's Union will ~~support~~ contribute to the continuing development of ~~these to deliver~~ practical training for staff in partnership with the Centre for Staff Education and Development. Directors of Teaching and Learning will be encouraged to attend in order to understand how they can support the role of the Student Partnership Officer within their area. The ~~Students' Union~~University will also provide meet-ups for SSLC staff members each semester to share new ideas, sector developments and good practice. Training will include:

- Introduction to Code of Practice and understanding key roles.
- Understanding principles of effective representation.
- Sharing good practice and identifying opportunities for improvement.
- Key skills for Student Representatives, e.g. communication and negotiation.
- How the University works and makes decisions.
- Key contacts and information sources.
- Developments in higher education.

~~Student Representatives should know their staff contacts within the School and feel comfortable in approaching them even with difficult issues. Student Partnership Officers should will facilitate~~

this by organising pre-meetings with Student Representatives at the beginning of each semester, so that students are comfortable and can be briefed on how the School Course representative Representation system works, as well as giving the Representatives a chance to meet each other. Student Partnership Officers and administrative staff involved in the running of SSLCs will also be invited to workshops to share best practice and undergo training.

5 Staff sStudent lLiaison cCommittee (SSLC)

Staff sStudent lLiaison cCommittees, create and maintain an environment within which students Course Representatives and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience. Schools should will ensure Student Partnership Officers have access to a small discretionary budget to facilitate the SSLC function and student representation generally within the School.

5.1 Membership

In terms of student members, all Course Representatives and School Convenors should attend. Relevant Faculty Convenors must be invited and should attend all SSLCs where commitments allow. Any students (non-representatives) are able to attend their respective committee as an observer. Schools with either a high number proportion of postgraduate taught students, or a large number of courses and overall students within the school may consider holding smaller, informal 'feeder' groups to ensure adequate representation, e.g. at course level.

Effective representation is supported where there is an equal balance between staff and students on the committee. Staff members should include those involved directly in the academic and administrative activities of the School including:

- Student Partnership Officer
- Senior Adviser
- Teaching Directors
- Students' Union Education Officer/staff
- Faculty Librarian

Additional School invitees are at the discretion of the chairs, and should reflect current issues. They may include: Head of School, Faculty Associate Dean for Learning and Teaching, Course Directors, School Manager, and the relevant Faculty Manager. In addition, staff representatives from services which support students' academic experience should also be invited and included on the circulation list for committees. For example, the relevant Hub, Careers, and Student Support Servicesthe Library. and the Students' Union. It is worth noting that Postgraduate Research students may sit on SSLCs as staff, if they are undertaking teaching as part of their PhD. There is a separate representation system for PGR students who wish to feed into the representation system as students; please see section 109 for this.

5.2 Governance

School Representatives Convenors should will have the opportunity to act as co-chair alongside the Student Partnership Officer for the committee. Student chairs will have the opportunity to receive additional training and support from the Students' Union once names have been communicated to the Student Engagement Co-Ordinator (Representation). .

Schools should will facilitate representatives in having pre-meetings before SSLCs to organise and prioritise issues ahead of the Committee. This should also assist the chairs in writing the agenda with support from the committee secretary.

The main functions of SSLCs are to:

- Provide a clear channel of communication for students to raise issues for discussion with their Schools, via their Course Representatives.
- Offer an opportunity for ~~students~~ Course Representatives to give feedback, both positive and negative, regarding their learning experiences and suggest solutions to these.
- Discuss matters of relevance to students and staff in the School, including formal documents such as the outcomes from the National Student Survey, as well as, when appropriate, putting on record a summary of informal discussions which may have occurred via other fora (e.g. module discussion boards and email).
- Enable External Examiners' reports to be shared with students.
- Foster the development of close and constructive student/staff relationships.
- Allow (where possible) student contribution to future course developments.
- Report and make recommendations to the School Board.

It is recommended that a core statement of this nature be included in the membership and terms of reference of each SSLC, as well as at the first meeting or each of the SSLC agendas.

5.3 Frequency and timing

SSLCs will take place twice per semester to ensure timely discussion and resolution of issues. Dates ~~should~~ will be set in advance by the School, at least on a semester basis to ensure full attendance. Ideally dates ~~should~~ will be considered in conjunction with those of the School Board, so that SSLCs meet before and feed back to the School Board in a timely manner.

To allow for ~~recruitment and~~ training of the Course Representatives, the earliest an SSLC should be held is the third week of October.

5.4 Records and communication

Secretariat for the committee ~~should~~ will always be provided by a member of the School's local support team. This ensures a professional level of support and also a degree of continuity. Local support staff who undertake this role report satisfaction from participating and engaging with students more directly. An outline of the tasks this may involve is appended in section 8.3.

Committee papers ~~should~~ will include an agenda, minutes which record actions, and papers relating to specific agenda points. An action log ~~should~~ will also be held for the academic year and be reviewed in the first meeting of the following year. Templates for committee papers will be available on the student representation blackboard site.

Materials relating to the functioning of the committee, e.g. agenda, minutes and papers ~~should~~ will be circulated at least a week in advance by email to all members of the committee to ensure those unable to attend are fully briefed. They ~~should~~ will also be saved to the student representation Blackboard site to ensure they are available to all staff and students. Apologies and attendance will be recorded.

~~Student~~ Course Representatives ~~should~~ will contact all students in their School to ensure awareness of committee schedules and ask for input. Schools will support representatives by providing a route through which emails can be sent to all students for this purpose. Representatives will also be encouraged to utilise one or more social media channels to ensure a regular information flow with their fellow students.

It is important that students are aware of and reminded of their representatives throughout the year. Schools ~~should~~ will employ initiatives to raise the profile of Student Representatives such as School notice boards for representatives, photo maps of representatives and allowing ~~representatives~~representatives' time at the start of lectures to convey developments throughout the semester. Clear communication and signposting will also benefit joint honours students and enable them to approach representatives. ~~in the School most relevant to their issue. The Students' Union is also providing a joint-honours students' forum to identify University wide issues.~~

All committee papers should be stored on the student representation Blackboard site in the relevant School folder.

6 Action and feedback

A key aspect of effective student representation is ensuring that issues raised by students are both considered at the appropriate committee/level and that discussions and outcomes are clearly fed back. This feedback loop not only helps to ensure clear communication of concerns, but also demonstrates that student's views are valued and listened to, thus encouraging further engagement. All Course Representatives will be provided with training on communication methods to use with their peers in order to ensure that a loop is created.

6.1 Flow of information

All feedback received by Student Representatives and by the School through other routes should be fed into the SSLC in the first instance. Student representatives can raise any issues which impact on their learning experience. If these are not resolvable in the SSLC or within the structures of the academic student representation system, the Student Partnership Officer may broker solutions through discussions with relevant colleagues or direct these issues to the appropriate forum, with the support of the School Director of Learning and Teaching. Unresolved issues should be reported by Course Representatives to the School or Faculty Convenor. The Students' Union will facilitate regular monthly Faculty Convenor forums and School Convenor meet-ups to identify wider unresolved or common issues.

In order to monitor issues raised and associated actions SSLCs will keep an annual action log. This should be dated and identifies the issue and associated actions, the lead for following up the action and whether the issue has been resolved. The action log is revisited at each SSLC for a progress update and can form the basis for report to the School Board or other committees. Completed/resolved issues should be kept listed to demonstrate progress over the course of the year.

Unresolved academic matters should be raised with the School Teaching Committee and/or School Board. Where issues cannot be resolved at School level and are a Faculty or University wide issue they should be taken by the School Teaching Director to the Faculty Learning, Teaching and Quality committee for a Faculty wide resolution. Where necessary these may then be passed to the Learning and Teaching Committee (LTC) for further discussion and resolution. Figure 3 demonstrates how feedback can be escalated in this manner. A record of where the issue is currently held should be noted in the action log of the SSLC, so Course representatives have access to information to spread this to the wider student body.

Unresolved non-academic matters should will be raised by the Student Partnership Officer with the relevant Students' Union Education Officer. The Education Officer will take the matter to the Student Affairs Group and/or Student Experience Committee, who will then feedback to the Student Partnership Officer. The Students' Union's Education Executive will also be a point of the collation of feedback.
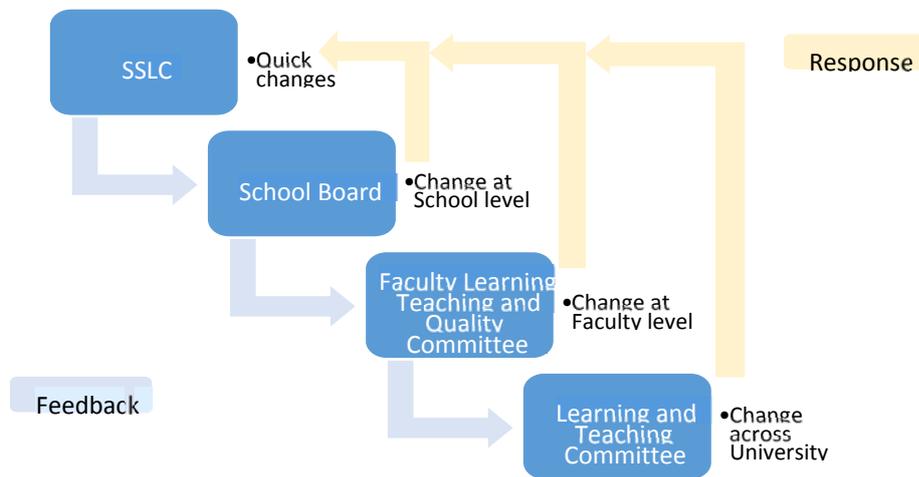
Figure 3: Flow of information from SSLC through to LTC

6.2 Responding to issues

As noted above, a key feature of effective student representation is ensuring that issues raised are responded to, even when the response is a clear rationale as to why further action is not possible.

Where an issue has been reported by SSLCs, higher committees should will ensure the SSLC receive a response. It is the responsibility of the chair of the higher committees discussing the issue to ensure clear response on the point back to the SSLC chairs. This may be via the School Representative, Faculty convenorDirector of Learning and Teaching or, , Associate Dean (LTQ) or directly. The response may be in terms of resolution, or to notify the SSLC that the issue has been escalated. The SSLC chairs will circulate this information, either via email or at the next SSLC to members. Course Representatives are responsible for feeding information back down to their constituents.

On a wider scale, and to demonstrate the value of student representation, successful examples of student representation resulting in positive improvements for UEA will be shared across the University as part of a joint UEA/Students' Union 'We Said, We Did' campaign. Staff and students Course Representatives should jointly disseminate and recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.

Additionally, the Students' Union will share successes that have occurred due to Student Representation, when made aware, to the wider student membership via news articles, blogs or newsletters as well as to the wider Course Representative network via newsletters or Education Forum.

7 Monitoring and evaluation

The effectiveness of student engagement should be monitored and reviewed at least annually, using predefined key performance indicators, and policies and processes enhanced where required as found in the Staff Student Liaison Committee Evaluation Framework (Appendix 8.4). Responsibility for monitoring the effective implementation of this Code of Practice sits with the University's Learning and Teaching Committee.

6.3 Student Representation Working Group

The group will meet three times per year to monitor and feedback on Student Representation and adherence to this Code of Practice to LTC. An annual report will be on the agenda for the last LTC of the year. The group will include:

- Pro-Vice Chancellor Academic (Co-chair)
- Students' Union Education Officers (Co-chair)
- Students' Union staff members
- Academic Director of Taught Programmes
- Senior Faculty Manager representative
- Learning and Teaching Services representative
- 4 x Student Partnership Officers
- 4 x Faculty Convenors
- Course Representatives 4 x School Convenors

The Course Representatives and School Convenors and Student Partnership Officers will be selected on rotation to ensure a diverse range of disciplines are represented. Support for monitoring and evaluation of student representation will be provided by the Business Intelligence Unit (BIU) who will be invited to attend the group as necessary.

6.157.1 Monitoring and evaluation

Existing institution-wide student surveys and focus groups will form the basis for establishing key performance indicators in relation to student representation. The University should will look to demonstrate that we take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Evaluation should will consider whether the University can demonstrate this expectation has been met through providing the opportunity, environment and support for effective student engagement. The QAA indicators of good practice (appended in section 9.1) and the expectations outlined in this Code of Practice will be used as a framework for assessment. SSLCs will also undertake annual self-evaluation supported by the Students' Union and BIU to assess effectiveness of the committee and student representation within their School, using the Staff Student Liaison Committee Evaluation Framework (Appendix 9.5). Areas reviewed should include both outputs and outcomes such as:

- Frequency of SSLC meetings and attendance of members at meetings
- Review of action logs and examples of issues raised and acted upon
- Awareness about, and effectiveness of, Student Representatives system
- Use of the Student representation blackboard site
- Communication channels and information flow

From these the Students' Union, under the steer of the Student Representation Working Group, will create an annual report tracking SSLCs and student representation across the institution and highlighting good practice and areas for improvement.

6.167.2   Development

This Code of Practice will be revised annually by the Student Representation Working Group and reported to feed into SEC and LTC. Revisions will reflect both good practice developments within UEA and nationally as well as findings from monitoring and evaluation.

Student Representation Code of Practice

Development Plan

This year, UEA has reviewed and revived its approach to student representation, to bring it up to date and create a system that is accessible, useful and dynamic for all involved. This document is intended to bring to the attention of LTC and others within the institution the current state of the representation system at UEA, the ideal situation as set out in the new Code of Practice and the steps and resource needed to move from the current state of play to be compliant with the new Code. The key considerations for implementing the revised system are:

- **Direct funding for SSLC's**

    School discretionary budgets- budgets will need to be in place to support direct costs associated with meetings such as the printing of papers and provide refreshments.

    Student led project fund – a small, centrally funded, amount of money should be available to representatives in SSLCs to enable them to bring about positive, local change.

- **Student Representation handbook**
    handbook "user guide" will be produced by the Students' Union and distributed to key members of staff within the institution including the Student Partnership Officer and the SSLC secretary. It is intended to put into simple terms the responsibility and key participants expected from all of those involved in implementing the new Code.

- **Individual feedback**
    recurring theme from all the focus groups and highlighted in the consultation was the opportunity for students to feed back as individuals to the University on issues that affected their student experience. Whilst a system of individual feedback is useful in bringing about issues in "real time" it must not be seen as a replacement for the collective voice of students provided by the representative system. Whilst the channel through which students might undertake this is unclear, e.g. via email or online, it would require resource both to set up a system as well as manage and filter feedback. It is imperative that information collected in this way is share with representatives to allow for a well-rounded view to be developed.

- **Central promotion of representation**
    Awareness of student representation is key, and this will involve an ongoing campaign incorporating web and social media as well as internal communications to raise awareness and support a cultural change in attitude. This includes the introduction of a 'We said, We did' branding of responses and enhanced training for staff and students. This should sit alongside activity in Schools with a commitment from the Executive Team to support all aspects of the system and those within it. The presence of the Executive Team at key social events, and a clear commitment in their communication with staff and students at UEA, will have an impact on the status and reputation of student representation.

SSLC promotion in Schools

fundamental problem, as identified in Union surveys and BIU-led focus groups, is the lack of knowledge of SSLCs and student representation at a School level amongst students. Schools will need to:

- Display representative pictures and contact details in a public place within the school
- Embed information about representation in the induction period
- Generate a culture of student representation by referring students to their representatives.

Student time

There will be occasions where meetings could clash with other student commitments which will need to be taken into account. This could be something which could be as simple as granting leave from placements or teaching periods. Another area for consideration is as to whether Schools cover travel expenses for students travelling to enable them to attend.

Local support staff time

There will be a clearly be a staff time cost for SSLC secretarial support. This is estimated to be 6 days per School assuming four SSLCs per year. This includes 33 hour per school to facilitate, administer and support meetings and 12 additional hours to work with Representatives and the Student Partnership Officer to facilitate change. Given variable practice, which will no longer comply with the updated code, some Schools will have to facilitate additional activity, and there may be an opportunity costs associated with this.

Academic staff time

Overall the increased frequency of meetings will require more academic time committed by the School. In addition specific roles will require time allocated in their workload. Clearly the amount of time will be related to the role the academic staff member holds in relation to the system. These roles are laid out below:

o Student Partnership Officer

o School Teaching Director

o Senior Advisor

Teaching Directors and Senior Advisers already have elements incorporated into their job description and therefore workload. However, for the Student Partnership Officer these roles are now more clearly articulated.

It is anticipated that this role may be on a par with the Course Director role in terms of time, recognising that both roles will vary to reflect the complexity and size of cohort. Note that many Schools have already allocated their workload for 2015/16 so this allocation may not become embedded across the University until 2016/17. As with administrative staff time there may be there may be unidentified opportunity costs associated with the activity.

LTS Support

Learning and Teaching Service will need to provide central resourcing in terms of overseeing the Blackboard site. They may need to occasionally administer access and permissions to the site

although staff and students in Schools will manage local folders and keep materials up-to-date on a day to day basis. Staff from the Hubs will also work to stay up to date with developments from students which are presented in SSLCs or through Student Representatives.

Training and support for staff and students

As noted above, increased awareness and a change in culture will need to be supported by enhanced training and development activities.

o **Centre for Staff education and Development**

With Student Representation at UEA becoming more cohesive, staff involved need to ensure they are up to date with current developments and trained on best practice, as well as building relationships across schools. CSED currently deliver sessions on student representation in liaison with the Academic Director for Taught programmes and it is anticipated that these will continue and be developed future. Existing training for new staff may need to be modified and additional training needs may be identified.

o **Students Union**

The Students' Union will work with CSED to develop useful training sessions and networking events for all staff involved in Student Representation. In addition students will need support and training to quickly adapt to how the University works, and to develop their own skills and act as effective representatives. The Students' Union will develop on-going training for Representatives throughout the year.

Monitoring and evaluation: BIU

Schools will be asked to self-evaluate themselves annually against the Code of Practice, and the Students' Union will work with the BIU to create an annual report on the state of Representation at UEA. New student focus groups and the student experience survey will have questions relating to student representation built into them. However repeats of the analysis carried out to support the review would require the costs of incentives and catering to be covered.

Conclusion

This Code of Practice has a range of resource implications, and for the Code to function well all members of the University need to take seriously their responsibility to develop a culture of representation and student engagement. By following the areas for development identified in this document, we will be prepared to develop a dynamic and engaging system for everyone on campus.

8   Student Representation Code of Practice Action plan and reporting log

This section of the document outlines an action plan and reporting log for these actions. Each of the actions below has been assigned an owner and completion date in the table on p. 22-24 -which should be used as a reporting log. This table should be reviewed at least once a semester by each Faculty's LTQC and progress tracked.

8.1   Action plan

- **Direct funding for SSLCs**

  School discretionary budgets- budgets will need to be in place to support direct costs associated with meetings such as the printing of papers and provide refreshments.

- **Student Representation handbook**
  A handbook "user guide" will be produced by the Students' Union and distributed to key members of staff within the institution including the Student Partnership Officer and the SSLC secretary. It is intended to put into simple terms the responsibility and key participants expected from all of those involved in implementing the new Code.

- **Individual feedback**
  A recurring theme from all the focus groups and highlighted in the consultation was the opportunity for students to feed back as individuals to the University on issues that affected their student experience. Whilst a system of individual feedback is useful in bringing about issues in "real time" it must not be seen as a replacement for the collective voice of students provided by the representative system. Whilst the channel through which students might undertake this is unclear, e.g. via email or online, it would require resource both to set up a system as well as manage and filter feedback. It is imperative that information collected in this way is shared with representatives to allow for a well-rounded view to be developed.

- **Central promotion of representation**
  Awareness of student representation is key, and this will involve an ongoing campaign incorporating web and social media as well as internal communications to raise awareness and support a cultural change in attitude. This includes the introduction of a 'We said, We did' branding of responses and enhanced training for staff and students. This should sit alongside activity in Schools with a commitment from the Executive Team to support all aspects of the system and those within it. The presence of the Executive Team at key social events, and a clear commitment in their communication with staff and students at UEA, will have an impact on the status and reputation of student representation.

- **SSLC promotion in Schools**
  A fundamental problem, as identified in Union surveys and BIU-led focus groups, is the lack of knowledge of SSLCs and student representation at a School level amongst students.

Schools will need to:
- o Display representative pictures and contact details in a public place within the school
- o Embed information about representation in the induction period
- o Generate a culture of student representation by referring students to their representatives.

- **Student time**

  There will be occasions where meetings could clash with other student commitments which will need to be taken into account. This could be something which could be as simple as granting leave from placements or teaching periods. Another area for consideration is whether Schools could cover travel expenses for students travelling to enable them to attend.

- **Local support staff time**

  There will be a staff time cost for SSLC secretarial support. This is estimated to be 6 days per School assuming four SSLCs per year. This includes 33 hour per school to facilitate, administer and support meetings and 12 additional hours to work with Representatives and the Student Partnership Officer to facilitate change. Given variable practice, which will no longer comply with the updated code, some Schools will have to facilitate additional activity, and there may be an opportunity costs associated with this.

- **Academic staff time**

  Overall the increased frequency of meetings will require more academic time committed by the School. In addition specific roles will require time allocated in their workload. The amount of time will be related to the role the academic staff member holds in relation to the system. These roles are laid out below:

  o Student Partnership Officer

  o School Teaching Director

  o Senior Advisor

  Teaching Directors and Senior Advisers already have elements incorporated into their job description and therefore workload. However, for the Student Partnership Officer these roles are now more clearly articulated.

  It is anticipated that this role may be on a par with the Course Director role in terms of time, recognising that both roles will vary to reflect the complexity and size of cohort. As with administrative staff time there may be there may be unidentified opportunity costs associated with the activity.

- **Training and support for staff and students**

  As noted above, increased awareness and a change in culture will need to be supported by enhanced training and development activities.
  - o **Centre for Staff education and Development**

    With Student Representation at UEA becoming more cohesive, staff involved need to ensure they are up to date with current developments and trained on best practice, as well as building relationships across schools. The University will provide two opportunities per year for SPOs and other staff engaged in Student Representation activity to come together to share good practice, challenges and solutions. An online training module will be developed in partnership with uea|su and CSED – mandatory for SPOs, recommended for administrative staff supporting SSLCs and available to all staff to complete if they wish.

- o **Students Union**

  The Students' Union will work with CSED to develop useful training and networking events for all staff involved in Student Representation. In addition students will need support and training to quickly adapt to how the University works, and to develop their own skills and act as effective representatives. The Students' Union will develop on-going training for Representatives throughout the year.

- **Monitoring and evaluation: BIU**

  Schools will be asked to self-evaluate themselves annually against the Code of Practice using the self-evaluation tool (**see appendix B**), and the Students' Union will work with the BIU to create a bi-annual report on the state of Representation at UEA. New student focus groups and the student experience survey will have questions relating to student representation built into them. However repeats of the analysis carried out to support the review would require the costs of incentives and catering to be covered

8.2   Reporting log

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update
School discretionary budgets	Student Partnership Officer	SPO should seek budgetary allowances from within school	Budget should be confirmed by first SSLC	Finances allocated by school	School finance	
Student Representation handbook	Students' Union	The SU's Education and Engagement department will produce separate handbooks for students and staff	To be ready for the first training session	Staff time in the Education and Engagement department of the SU. SU budget to be put aside for printing costs	SU staff time and finance	
Individual feedback	SU and UEA in partnership	The SU are exploring developing a new online system which would allow more easily for both individual feedback, and feedback collected by reps. UEA staff (SPOs) will be consulted	Development over summer 2018 for 2018/19 implementation	SU staff time to research system and create proposal. Funding from both UEA and the SU by June 2018 if the system is deemed appropriate through research conducted.	SU and UEA staff time and finance	
Central promotion of representation	SU and UEA in partnership	Clearer communication platforms must be established and a course rep 'brand' created	'Brand' development ready for September 2017	SU staff time in creating logo and branding. UEA staff knowledge / time in ensuring logo is on *all* representation documents including school-based.	SU staff time and UEA staff time	
SSLC promotion in Schools	School SPO and support staff	Schools must undertake responsibility to promote the SSLC meetings and outcomes, as well as information on reps, in physical form (noticeboard etc.) and online	All schools should have a physical representation 'space' (noticeboard) by September 2017	Space allocated for a communication board in each school. UEA administrative staff time to create / update a clear section of Blackboard for representation notifications	Space and some UEA admin staff time	

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update
Student time	SPO	SPOs must be aware of students' other commitments and be available to provide proof of attendance where necessary	With immediate effect	No tangible resources aside from SPO understanding		
Local support staff time	SPOs and school-based support staff	SPOs must liaise with the school's support staff to ensure there is someone to provide administrative support for SSLCs	With immediate effect	Administrative support staff time allocated to representation work.	Administrative support staff time	
Academic staff time	SPOs, Teaching directors and Advisors	All those named (left) must liaise with their own managers and support staff to ensure that they are able to plan their work to allow for the support of SSLCs	With immediate effect	UEA should consider spending some time reviewing the job descriptions of teaching directors and advisors to ensure that the representation system is clear to these members of staff. SPO should have clear time mapped out in their workload for representation and SSLC work.	UEA staff time (management of SPOs)	
Blackboard area for Student Representation information	UEA administrative staff	Existing Blackboard site is not well-used by staff or students. Consider developing 'Student Zone' area as used in SCI for other Faculties.	Development of proposal Summer 2017 for implementation in 2017/18	Staff time for UEA administrative staff within each school. Those involved in the SCI 'Student Zone' creation should be consulted and, where workload allows, involved in the process.	UEA admin staff time with SPOs	
Training	CSED, SPOs, support staff, Students' Union	Arrange for SPOs and other staff involved in student representation to gather twice a year to network,	First networking event to be held in June 2017.

Online training module to be developed | The SU will coordinate the networking event and will cover the cost of resources etc. for this. Staff time of SU staff will be required for developing the online module. CSED staff time will be required for the | UEA finance, CSED staff time, UEA staff time, SU staff time | |

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update
		share good practice, and receive updates. To develop an online training module – mandatory for SPOs, recommended for administrative staff supporting SSLCs, and available to all staff to complete if they wish.	Summer 2017 for implementation 2017/18.	planning and delivery of the training. UEA staff time (SPOs and administrative staff) will be required for the attendance of training.		
Students' Union Training	Students' Union Officers and Education and Engagement Department	The Students' Union will continue to provide mandatory training for reps once elections have taken place and before the first SSLCs of the year. Online training will be provided in late semester 1 for any students unable to make in-house training	Training content and timetable to be reviewed over summer with SPOs consulted	Considerable SU staff time will be required for the planning, implementation and delivery of the training. The SU currently fund the resources but if these are to improve or develop then UEA will need to consider financial support.	SU staff time, SU finance, potential UEA finance	
Monitoring and evaluation	All SPOs, SU, BIU	All SSLCs should do a self-evaluation exercise using the chart in Appendix **B** once a semester (it would be recommended that this is at the last SSLC of each semester). The Students' Union will informally review representation against the CoP each year, and produce a bi-annual report with BIU	Self-evaluations should take place in the last meeting of semester 2 2017	SU staff time in working with SSLCs to facilitate the discussion. SU Education and Engagement team will provide staff hours to create the yearly report / overview. SPO staff time required for the facilitation of the evaluation in SSLCs.	SU staff time, SPO staff time	

9 Appendices

9.1 Indicators of sound practice

Indicator
Indicator 1: Higher education providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance.
Indicator 2: Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.
Indicator 3: Arrangements exist for the effective representation of the collective student voice at all organisational levels, and these arrangements provide opportunities for all students to be heard.
Indicator 4: Higher education providers ensure that student representatives and staff have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.
Indicator 5: Students and staff engage in evidence-based discussions based on the mutual sharing of information.
Indicator 6: Staff and students to disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.
Indicator 7: The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced where required.

Table 1 QAA indicators of sound practice mapped against this student representation Code of Practice.

9.2 Student Partnership Officer role overview

The Student Partnership Officer should provide School-level leadership to promote, enable and facilitate student representation via partnership between students and staff. The role will be delegated by the Head of School and/or School Director of Learning and Teaching, with the Head of School maintaining overall responsibility for student representation and partnership. On appointment they should will make contact with the Students' Union Educational Change CoordinatorStudent Engagement Co-ordinator (Representation).

They should will act as a key point-of-contact for staff/student liaison, and maintain a high visibility within Schools (e.g. advertising their office hours, maintaining a student feedback notice board, holding regular surgeries, etc.).

They will also coordinate, with the PGR Director of Research for each Faculty, recruitment of PGR reps. Further explanation of this can be found in section 10, which outlines a code of practice for Graduate representation on Graduate Student Staff Forums (GSSF).

They should will communicate regularly with the School's Student Representatives, working closely with the School's Teaching Director and Senior Adviser to ensure the student body is kept up-to-date with issues arising in the School which may impact academic provision and student experience.

Additionally, they are responsible for communicatingCommunicate SSLC discussions and relevant issues raised by Student Representatives to appropriate members of academic and support staff, and feedback any responses/actions made or taken by the School as a result.

Key responsibilities:

- Co-chair SSLCs alongside the School Representatives and ensure that any chair's action is agreed by both chairs.
- Work in partnership with the School and Course Representatives and Local Support staff to ensure the requirements of the SSLC are met (e.g. Secretary appointed, rooms booked, relevant staff invited, etc.).
- Be a named and known co-contact with the student chair for SSLC members and directly for the wider student body for comments about their teaching and learning experience.
- Broker solutions between SSLC meetings that might involve discussions with module organizers, referrals to Course Directors, the Teaching Director, Head of School, Local Support, other Schools, and other University departments (e.g. the Library, Careers Services, LTS, etc.).
- Ensure that Sstudentcourse Representatives and School Convenors are made aware of, and invited to, all School meetings pertaining to teaching provision and/or student experience (e.g. Teaching Committees, School Boards, etc.).
- Receive module evaluation data from LTS and support the SSLC to organize a working group comprised of the Teaching Director, Course Directors and Course/School Representatives (chaired by an s/elected Student Reprsentative Representative and able to invite input from Module Convenors) to scrutinize this (e.g. compare this year's feedback with previous years, identify areas which require development or issues which should be addressed by the School). Further, to ensure that the outcomes of scrutiny are referred to the School's Teaching Committee, or equivalent, via the Director of Learning and Teaching and that these outcomes are published so they are accessible to all students.
- Ensure that SSLC meeting documents are available to all students via a student representation Blackboard or equivalent open channel of communication (e.g. School-wide email), and advertise their availability prominently.

- Ensure that SSLC meeting documents are available to all staff via a suitable channel of communication (e.g. School-wide email), and ensure these receive appropriate attention (e.g. at Teaching Executive or equivalent, other staff meetings, etc.).
- Take part in university wide initiatives, training or reviews of student representation and partnership.

Time-sensitive responsibilities across the year:

- Communicate when needed with the Faculty Convenors and School Convenors.
- In partnership with the Student's Union, initiate the s/election of first year student Representatives and advertise any vacancies for other year groups that remain after s/election at the end of the previous academic year.
- Send the Students Union a list of School Representatives so that the Union can invite Representatives for training.
- Convene soon after the beginning of the academic year, a welcome social event for Representatives including Representatives on the School's Teaching Committee, School Board or equivalent groups and including the SSLC secretary.
- Issue calls for agenda items two weeks before the first SSLC meeting of the year, draft a formal UEA meeting agenda for this and ensure that it is circulated one week before the meeting and copied to the Faculty Convenor, the appropriate Students' Union Academic Education Officer, Students' Union Student Engagement Co-ordinator (Representation), UEA Library, Head of School and any other relevant parties (e.g. Careers Service, LTS, etc.).
- Convene and chair the first meeting.
- Convene subsequent meetings and co-chair meetings as agreed between chairs.
- Support the student co-chair in drafting subsequent agendas and ensure approval by both chairs before circulation.
- Check and approve meeting minutes in partnership with the student co-chair.
- Convene student working groups or review panels for specific issues that might range from issues with particular modules to responding to UEA-level calls for consultation e.g. on changes in regulations.
- Support working groups or student panels in feeding back their outcomes at School or wider University level.

9.3   SSLC secretary role overview

The main focus of the SSLC secretary is to support the co-chairs in ensuring the smooth functioning of the SSLC. In addition they may be asked to support the Student Partnership Officer with the Schools Student Representative scheme.

Key responsibilities will vary by School but are likely to include the following:

SSLC secretarial support

- Liaise with the co-chairs to plan meetings.
- Identify with the co-chairs standing items that may be included on a yearly/semester basis such as review of the induction process, review of module evaluations and review of the NSS results in areas that require improvement.
- Make arrangements for meetings (room bookings, calendar invites, refreshments etc.) Receive agenda items from committee members.
- Circulate agendas and papers by email to all members approximately one week before the meeting date.
- Where requested provide hard copies of meeting papers and minutes for students.
- Take minutes to record decisions and action points, and agree the minutes with the chairs.
- Maintain an action log for the SSLC, reminding members several weeks before a meeting they will need to feedback on any outstanding action points.
- Upload all SSLC papers to the Student Representation Blackboard site.

Additional support for the Student Partnership Officer/Student Representative Scheme

- Support the Student Partnership Officer to recruit Student Representatives for the School.
- Send group emails to students within the School on behalf of the Student Representatives.
- Help organize and attend the School welcome meeting for Student Representatives.
- Upload reports and documents to the Student Representation Blackboard site where requested.

9.4 Faculty Convenor role description

Faculty Convenors are students who are elected to represent students at a Faculty level. This briefing document outlines information on how they are recruited, their responsibilities, and their structure within wider representation.

9.4.1 Recruitment

Faculty convenors are recruited by the Students' Union as part of the wider elections for course reps, school reps and society and sports club committee members. The post of convenor is open to any student, however recruitment is targeted to those who are course representatives as it is a natural step up with more responsibility within a similar remit.

Recruitment takes place via elections as part of the centralised uea|su representative elections. Students wanting to nominate themselves for convenor must provide a short statement about why they want to go for the role. Students will be able to vote for the convenor/s of their own Faculty.

9.4.2 Faculty Convenor place within representation structure
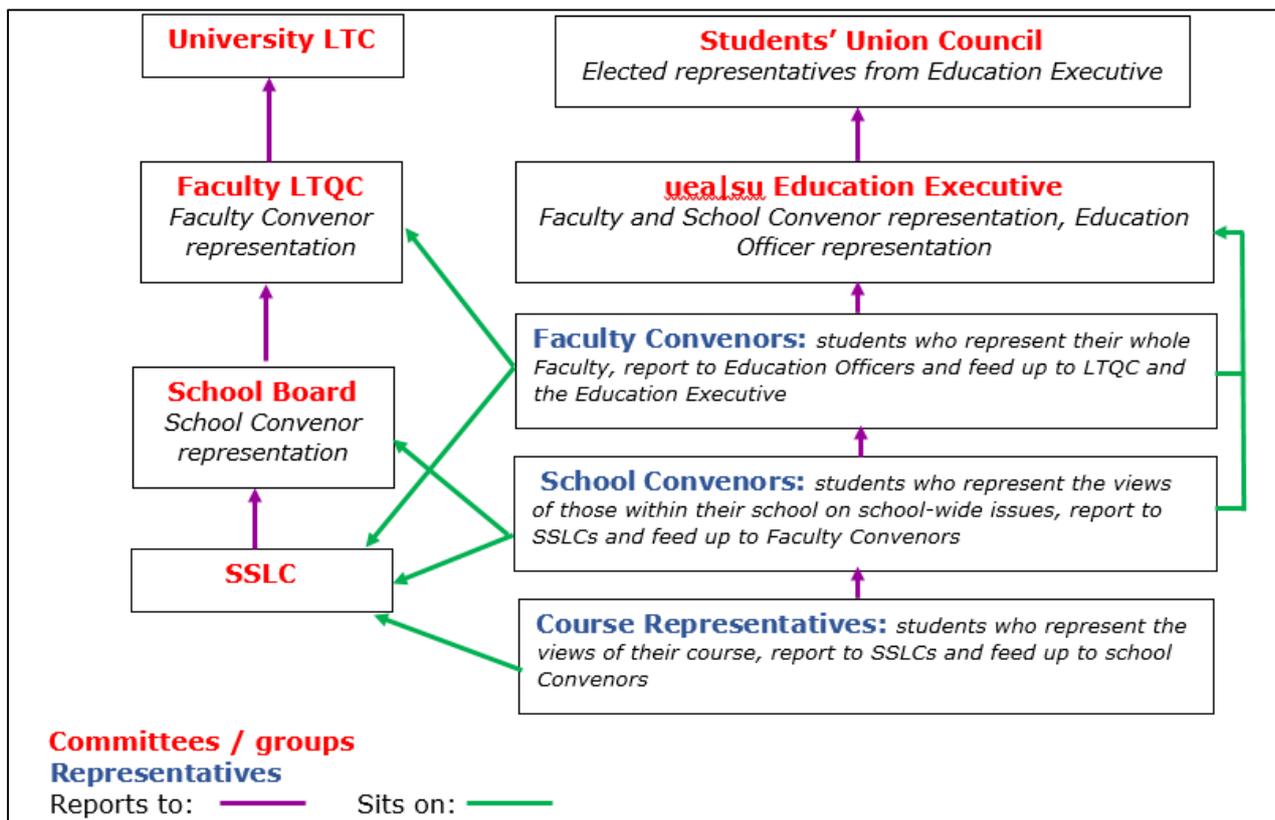
9.4.3 Responsibilities

The main responsibilities of Faculty convenors is outlined below:

1. To attend their Faculty's Learning and Teaching Quality Committee (FLTQC) meeting and, with Union officers, relay Faculty-wide issues that they are aware of.
2. To liaise with School Convenors within their Faculty to collect Faculty-wide issues to FLTQC and/or relevant staff within the faculty.

3. To attend the Union's Education Forums (open to all course representatives and school convenors and led by the Union's Education Officers)
4. With support from SU staff and/or officers, produce a semesterly report reviewing the previous semester's work and outlining recommendations going forward.
5. Be active and available to course representatives and school convenors, making sure that they are known and contactable within their Faculty
6. Be proactively involved with Education Officers in the development of solutions and ideas to create change based on student feedback

4.9.4 Recognition

Because Convenors work at a Faculty level with staff and are expected to attend more meetings than course representatives or school convenors, there is a bursary of £200 a semester available on completion of their report and provided they have attended at least 70% of meetings.

Convenors will also have priority involvement in events such as the Transforming Education Awards (where students nominate staff for a variety of awards), and will have the opportunity to help present or be involved backstage on the evening.

9.5: Student representation self-evaluation chart

	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

10. Graduate Student Staff Forum (GSSF) guideline Code of Practice for PGR Representation (**NB. Not yet approved - Subject to consultation and approval by PGR Executive**)

10.1 Introduction

This is a guideline Code of Practice for Graduate Student Staff Forums (GSSF). Each Faculty has their own GSSF comprising of Postgraduate Research students and relevant Faculty staff members (full membership is highlighted in section 10.3).

As highlighted on page 1 of this Code of Practice, UEA Students' Union (uea|su) recognises that:

> *"student representation in learning and teaching is key to improving students' academic experience and outcomes with students making a valuable contribution to this process of enhancement".*

It is vital that *all* students, regardless of their level of study, have the opportunity to be involved in representation whilst at UEA, thus allowing them to have active input into their student experience. The Student Representation Code of Practice, however, does not acknowledge the very specific needs of Postgraduate Research students so far as representation is concerned.

This guideline GSSF Code of Practice thus outlines the purpose and composition of the GSSF and the responsibilities of both students and staff who are members.

10.2 Other PGR representation structures

It is important to acknowledge that schools and faculties may already have their own representation structures in place, such as Student Staff Liaison Committees (SSLC)[2], and that these should continue alongside and feed into, rather than be replaced by, the GSSF. Any PGR SSLCs are still vital in representing school-based issues which must be considered by the Faculty GSSF.

Some schools' Undergraduate and Postgraduate Taught SSLCs may also have PGR representation on them. PGR reps on SSLCs could be there in one of two different capacities:

1. As a student representative; feeding back to staff present on their experience as a research student or
2. As a staff representative in their capacity as an Associate or PhD tutor, to receive feedback from course student representatives.

When recruiting for representatives on the SSLC, it is the responsibility of the schools' Student Partnership Officer[3] to provide complete clarity on the positions available to reps.
In contrast to an SSLC, research students would only ever sit on a GSSF in their capacity as a student rather than as an associate tutor.

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[2] For full description and explanation of the role and structure of SSLCs please see section 5 of this document
[3] For full description of the role of the SPO, please see section 9.2 of this document

10.3 The Graduate School Student Forum (GSSF) overall membership and general responsibilities

i. The Forum committee is composed of:
- up to 2 PGR student representatives from each school within the Faculty
- the Faculty's Associate Dean (Research)
- uea|su's Postgraduate Education Officer
- relevant Academic and University Staff, both from the Research Office and wider services such as library or IT.

ii. Each forum will have up to two representatives from each school within the Faculty.

ii. The Forum discusses all Faculty-level matters relating to Postgraduate Research (PGR) students, including student-led research initiatives, facilities for PGR students and School management within the specific Faculty.

iii. Each forum meets at least once per semester (given that the PGR academic calendar has 3 semesters this should equate to at least 3 times a year)

iv. A small budget will be allocated by the Faculty's Research Executive to provide refreshments for the GSSF.

v. Minutes will be taken by UEA support staff, however the role of secretary is available to a student member of GSSF if any reps are willing; this should be decided at the first meeting. If no students volunteer then the role remains that of the UEA support staff member.

vi. Minutes will be distributed to individual Schools by the Student Representatives. The minutes will also be included on the agenda for the Graduate School Board and Graduate School Executive, thus influencing Graduate School direction and policy.

vii. Student Representatives have the opportunity to chair the forum (see section 64).

viii. Staff responsibility for the selection of reps and the coordination of meetings lies with schools' Student Partnership Officers and the schools' PGR Directors of Research. Overall responsibility for all GSSFs being with Pro Vice-Chancellor Research and Enterprise.

10.4 Appointment of Student Representatives

i. Each forum should have at least two Student Representatives from each School of the Faculty.

ii. The representatives could be decided via online elections. As explained in section 3 of the Representation Code of Practice, these elections will be organised centrally and online by the students' union. Elections for PG representatives will take place in September/early October where students will be encouraged to nominate themselves, and then their peers vote for them.

iii. The appointment of reps will need to be completed by the end of each October.

iv. Uea|su will, through the Postgraduate Education Officer, help to promote the vacant positions available on each Faculty's GSSF and will offer a PGR Rep conference opportunity for all those elected.

v. Once selected, the Representative should serve for a complete academic year (October-August), after which they will either stand down or volunteer for the next academic year.

vi. The year-on-year responsibility for recruiting reps lies with each schools' PGR Director of Research and Student Partnership Officer. If a rep decides to stand down early, they must notify the chair and secretary of the GSSF so that a replacement can be found as quickly as possible

vi. Student Representatives can use their experience on the GSSF as part of their Training Pathway.

10.5 Duties and Responsibilities of Student Representatives

i. To liaise and communicate as appropriate with their respective PGR communities on issues that may be raised between meetings (e.g. by attending student-led seminars and communicating with peers via email and on social media sites).

ii. To place items for discussion on the agenda prior to each GSSF by contacting the Chair and Secretary.

iii. To suggest invited representatives of departments or entities internal or external to the University for consideration by the Chair.

iv. To communicate any issues or decisions taken by the Forum to their PGR communities following each meeting (e.g. by sending an email update to the PGR mailing list for the School).

v. To attend a PGR Representative Conference session organised by uea|su and to liaise with the Postgraduate Education Officer on issues

10.6 Selection of the Chair

i. There should be opportunities for representatives to take turns to chair the Forum.

ii. The Faculty's Associate Dean for Research should coordinate the election of a chair during the first meeting. If multiple representatives volunteer, a different chair can be allocated to each meeting of the year to ensure all get equal opportunity.

iii. If the designated Chair is unavailable for the meeting, (s)he has a duty to let other Forum committee members know as soon as possible. Other Forum committee members may then volunteer to become Chair. If no one volunteers, the designated Chair is at liberty to select the replacement Chair.

10.7 Duties and Responsibilities of the Chair

i. The Chair will be responsible for drawing up an agenda for each meeting in liaison with the Student Representatives of each School, the Associate Dean of the Faculty, the PGR Office and the Training Director.

ii. The Chair will be responsible for ensuring that the agenda for each meeting is circulated to all Forum members a minimum of 24 hours before each meeting.

iii. Where necessary, the Chair will circulate any other relevant documentation to all Forum members prior to

and at least 24 hours before each meeting.

iv. The Chair will be responsible for running each meeting in a timely and efficient manner.

v. The Chair is responsible for clear delegation of action points to relevant staff members or student representatives in each meeting.

vi. In the event that the Forum committee opts to take a decision by vote and that vote is tied, the Chair will exercise a casting vote.

10.8: Duties and responsibilities of staff on the GSSF

i. The secretary should take and circulate minutes with a clear action log after each meeting.

ii. The Associate Dean for Research of the Faculty will collate any feedback or requests for information from University staff to be discussed at the GSSF, and ensure this is fed back appropriately.

iii. The Students' Union's Postgraduate Officer is responsible for bringing to the committee any Faculty-based issues that they, or other union colleagues, have been working on. They should raise any prominent issues at other UEA staff-led meetings, such as Research Exec or Faculty Learning and Teaching Quality Committee, and report back to the committee via the chair or secretary as any changes or progress is made.

iv. Other University services or staff (such as those from the Library or IT) should, as above, provide the GSSF with Faculty-specific updates and relay any feedback or issues to relevant staff in their departments.