

LTC09D129

Title: Code of Practice: Student Representation and Staff:Student Liaison: Report on 2009-10
Date: 21 April, 2010
Version: Final
Authors: Ms A. Rhodes and Mrs W. Forsdick
Circulation: Learning and Teaching Committee – 21 April, 2010
Agenda: LTC09A006
Status: Open

1. The Code of Practice on Student Representation and Staff: Student Liaison requires that there be an annual report to the Committee on the operation of the Code.
2. The report now before the Committee covers the academic year 2009-10. At its meeting on 27 May, 2009 the Committee considered reports in respect of 2007-08 and 2008-09. Members will recall that the 2009 institutional audit by the Quality Assurance Agency identified as an instance of good practice: 'The specification and application of the framework for student involvement in quality assurance throughout the University which afford significant opportunities for students to express their views to the University.' Whilst this comment may encompass more than the Code of Practice on Student Representation and Staff:Student Liaison, it is a welcome and gratifying confirmation of the University's endeavours in this regard and one which we would wish to sustain.
3. As last year, all Schools were invited to complete a questionnaire which sought comments on the main principles of the operation of the Code. The comments received have been merged into one document showing responses from each School. At the time of writing, a number of responses are awaited and a reminder will be issued. It is considered timely, however, for the Committee to keep in touch with and maintain an overview of the implementation of the Code and to note issues emerging. Any further responses received will be submitted to the 26 May meeting of the Committee.

The analysis is presented as **Appendix A**.

4. From the replies received, the following observations are brought to the attention of the Committee:
 - Each School employs a variety of approaches to publicity about and information on student representation and staff:student liaison. This aspect appears to be working satisfactorily;
 - Three of the Schools which replied did not have a full complement of student members of School Boards;
 - It is pleasing to see that all Schools (with the exception of the School of Mathematics which holds an open meeting) had notified the Union of UEA Students and the Graduate Students' Association of the names of students nominated for SSLC membership. Notification of memberships of School Boards and Teaching Committees (where these exist) was observed in the main. Schools are urged to continue to keep the Union and GSA informed in order that appropriate training may be offered and to facilitate opportunities for effective liaison;

- Five Schools indicated that they did not routinely offer an opportunity to student School Board representatives to consult the Head of School (or nominee(s)) prior to each meeting of the Board. As this is a requirement of the Code, these Schools should take action to ensure that opportunities for such consultation are offered in future;
- Of the Schools that do not have a Teaching Committee or equivalent, four have not offered regular liaison with the School Director of Learning, Teaching and Quality. This may be because there are other (unspecified) mechanisms in operation, such as the SSLC arrangements themselves. Schools are reminded that it is a requirement of the Code that some form of liaison in the absence of a Teaching Committee, takes place;
- A wide variety of topics has been discussed by the various SSLCs. Recurrent themes include IT and library issues, teaching space, assessment and feedback, availability of advisors, contact hours plus more specific module/course concerns. It is encouraging to note that in four Schools, library and careers representatives have been invited to participate. Members will also recall that the Library Director receives a copy of students' module evaluation forms for early identification/alerts to problems/concerns. There is evidence of action being taken or referred as appropriate; for example, DEV ordered extra books and 'e' books; "turnaround times" for making of assessment have improved (LAW); ECO has started a Public Lecture Series and has developed closer links with Careers; contact hours in ART have been reviewed; PHI has increased its liaison with the Philosophy Librarian and CHE has improved provision of textbooks and digital resources.
- All Schools (with one exception – EDU which may not yet have sufficient numbers of graduates for NSS outcomes to be reported) that responded confirmed that they had considered the outcomes of the National Student Survey via their SSLCs. This requirement was introduced during 2008-09 and has been incorporated into the Code of Practice;

One of the recurrent concerns of students continues to be that of timely and appropriate feedback to students on coursework and on examinations. A report to the Committee on feedback is expected at the Committee's meeting on 26 May, 2010;

- There is one issue that has again been brought to the Committee's attention and this is the request of the School of Environmental Sciences for assistance in recruiting postgraduate taught students to its committee(s). Is this something with which the Union of UEA Students and Graduate Students' Association could help? A second general concern has been expressed that students need to value and understand the concept of "learning" rather than rely solely on "teaching".
5. It is encouraging that Schools are taking seriously and responding to students' concerns on both academic and non-academic topics. The inclusion/attendance of representatives of the Library and Careers Centre, as appropriate, is particularly useful and is identified as **good practice that other Schools may wish to adopt. Also good practice that others may want to consider is the inclusion of the School's Senior Adviser (as in ART, NBS, ENV, MTH) and Senior Technician (where relevant, as in CHE). One School, SWP, includes the Chair of Examiners.**
 6. Thanks are extended to all Schools that have completed the questionnaire.

RESPONSES TO STUDENT REPRESENTATION AND STUFF/STUDENT LIAISON QUESTIONNAIRE 2009-10

APPENDIX A

FACULTY OF ARTS AND HUMANITIES						
		ART	AMS	FTV	MUS	PHI
1	Information to Students					
1.1	What info does the School issue regarding student representation pre-arrival and/or at induction?	School Handbook (HOS talk at School Induction and recruitment at freshers party (also attended by 2nd and 3rd year students as buddies)	The SSLC is announced in HOS's address at induction.	The SSLC is announced in the HoS's address at induction	In in-house student handbook	Student representation is explained and student representatives sought at several points during the induction week, including Head of School's address, Teaching Director's address, and the School party.
1.2	What means of communication does the School use to disseminate information about the ways in which students can make representation and contribute to the University experience?		A general email requesting volunteers is sent around to all new students. Announcements made at early major lecture groups.	A general email requesting volunteers is sent to all new students. Announcements are made at early major lecture groups.	Usually by email to all undergraduates and postgraduates and as the School is not so big, in actual lectures for each year group, especially first-years.	Student representation is explained as above.
	a) School Notice boards	Yes	Yes	Yes	No	Yes
	b) School Website	No	No	No	No	
	c) School/Faculty Handbook	Yes	No	No	Yes	Yes
	d) Other means of Communication	SSLC Meetings; emails; periodical announcements in core lecture sessions			Please see above	Induction meetings, first-year lectures etc.
2	Representation on School boards/Teaching Committees					
2.1	Did the School have elected Student Representatives on its Board?:	Yes	Yes	Yes	Yes	Yes
2.2	Were all places filled?	Yes	Yes	Yes	Yes	Yes
2.3	Did the School notify the Union of UEA Students/GSA the names of students nominated for:					
	a) Staff/Student Liaison Committee(s)/Group(s)?	Yes	Yes	Yes	Yes	Yes
	b) School Teaching Committee(s) (if the School has one)?	n/a	n/a	n/a	Yes	Yes
	c) the School Board	Yes	Yes	Yes	Yes	Yes
2.4	Do the Student School Board representatives have an opportunity to consult with the Head of School (or nominee(s)) prior to each Board meeting?	Yes	No	No	Yes	Yes

3	Other forms of representation	Yes				
3.1	If the School does not have a Teaching Committee, has the School:					
	a) instituted some other group?	Yes	No	No		
	If yes, please briefly state the group's purpose, constitution and reporting line:	Planning and Estimates Committee, purpose to discuss and debate matters of germane to the operation of the School. Constitution-all members of ART and SRU staff. Reports to ART School Board.				
	b) liaised regularly with students via the School Director of Learning, Teaching and Quality?	Yes	No	No	Yes	
4	Staff/Student Liaison Group(s)					
4.1	How many times has/have your Staff/Student Liaison Committee(s)/Group(s) met in 2009-10 (please specify):	2	26.10.09 and 03.02.10		5 times and one more time scheduled for April	2
4.2	What is/are the constitution(s) of your Staff/Student Liaison Committee(s)/ Group(s) (please describe):	HOS - Teaching Director - Senior Advisor, Secretary to the School UG rep from each year PG rep from Taught and Research UG part-time	Faculty Chair, Teaching Director, HoS (if available), HOS's Secretary, One rep for each year from each UG degree course, 1 x PgR 1 x Pgt	Faculty Chair, Teaching Director, HoS (if available), School Secretary as minute taker, One rep for each year for each UG degree course, 1 x PgR, 1 x PGT	Four year-group representatives (students) and one Lecturer	All members of the school's teaching staff. Representatives of each year of the undergraduate students, plus a taught postgraduate and a research postgraduate representative. A representative of the Student Union, usually the academic officer. In addition, the school's library representative (Ms Elsegood) or Careers Centre representative are always invited and may turn up if they have matters to raise.
4.3	What have been the major issues for consideration? (please list):	3rd year contact hours NSS IT and library issues New BA course in History of Art with Gallery and Museum Studies New Centre for African Art and Archaeology 3rd Year dissertations Elections to School Board Nomination for Reps for Student Union Creation of New structure of teaching, research and museum elements within the orbit of the Sainsbury Centre – Sainsbury Institute of Art New Dean of HUM Faculty Issues around the Employability of Students ART Ball Travelling ART exhibition by students Web Pages – news Publication of UG and PG Timetables	Library issues (with HUM Librarian in attendance). Review of Induction Sept 09; NSS Results; Year 4 Dissertations; New American Studies Society; Employability	Library issues (with HUM Librarian in attendance). Review of Induction; NSS Results; Possible increase in contact hours; Assessment/Feedback; Anonymisation of Marking; Weekend Working; Employability	Practice facilities; Understanding lecturers' mode of teaching; Clarity in decision-making regarding marking/feedback/scholarship distributions; Facilities for printing work.	The previous semester's teaching. Library provision. Employability & careers

		<p>Where issues have required attention these have been discussed at P&E and reported back to SSLC members</p>	<p>HUM librarian takes all issues to Library management and reports back to Secretary who circulates. Chair takes issues to colleagues as appropriate and reports back to reps via email.</p>	<p>HUM libraries reports all issues to Library management and reports back to Secretary who sends info to reps. Chair takes issues to colleagues as appropriate and reports back to reps.</p>	<p>Chair of SSLC distributes notes of meetings to all student reps and all members of Faculty; each items is then considered in School Board meetings and responses given to the students face-to-face; decisions are usually immediately implemented wherever possible and/or appropriate.</p>	<p>The meeting considers and passes MM1 reports on the previous semester's teaching, making recommendations or comments where appropriate. A full meeting was held with the School's Librarian to discuss student concerns: more meetings were arranged where students could be educated in the facilities the library offers and there is greater liaison between the Librarian and the Teaching Director over this. The School has discussed employability with the relevant member of the Careers Office and the Teaching Director liaises with this representative to arrange various events and communications for the students.</p>
<p>4.4</p>	<p>How has the school/Faculty responded?</p>					
<p>4.5</p>	<p>a) Were the outcomes of the NSS for the School considered by the Staff/Student Liaison committee(s)/Groups (effective 2008-09)</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
	<p>b) If yes, what concerns (if any) were raised and how has the School dealt with these?</p>	<p>3RD Year contact hours. This issue has been discussed in some detail at by a special committee set up by SSLC made up of DOT and members of faculty and students. Points of action have been identified and are in the course of being implemented.</p>	<p>Assessment and feedback Problems with learning resources in the library Unavailability of advisors The Chair reported that these had been noted and steps were being taken to improve areas of concern.</p>	<p>Feedback from work Exam feedback Library Services Dissertation Module Teaching Timetables release dates Chair discusses issues with appropriate colleagues and takes action if possible.</p>	<p>The School dealt with it by having discussions with the students actively at the beginning of the academic year in a meeting with our new Head of School and new Learning & Teaching Director, and thereafter ensured that there is a continuous exchange of ideas between the students and the SSLC Chair, not only in official meetings but to make it known to students that they can consult the Chair at any time throughout the year – via email, and by appointment</p>	<p>PHI's performance in the NSS has been maintained or improved across the board. The only area of concern raised was learning resources, and thus the School has increased its liaison with the Philosophy Librarian to ensure better communication to students of what resources are available and how best use can be made of them.</p>
<p>5 Sharing of information with the Union of UEA Students and Graduate Students' Association</p>						
	<p>Are the dates of meetings, agenda and notes of Staff/Student Liaison meetings lodged with the Union, the GSA, the Dean of Stuent's Office and the Library?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

6	Good Practice					
	Please briefly set out below any examples of what you consider to be good practice that you would be happy to share with other Schools/Faculties:	Open door policy and social events	Reps are asked for their availability during a semester so that meetings can be scheduled to maximise attendance. Reps are invited to send emails to their cohort group via the School Secretary who forward them via SITS.	Reps are asked for their availability during a semester so that meetings can be scheduled to maximise attendance.	Important to make the students feel part of the decision-making process in matters that affect their career within UEA & beyond; important to make students feel they are looked after and that we respond to their requests/concerns/approvals (!) instantly even if we cannot immediately rectify a problem; important to make the students understand they have the responsibility to make things work for themselves as well and not to rely on faculty members to 'fix things' for them.	
7	Evaluation					
7.1	How well do you think the arrangements are working for student representatives on School Boards, for Staff/Student Liaison Committee(s)/Group(s) and other forms of representation?	Adequately	The new arrangements mean a far more professional meeting than before. Good to have the HUM librarian and Union reps in attendance.	Enthusiastic volunteers this year guaranteeing high turn out of reps and plenty of note-taking and reports of discussions between students. Good to have HUM Librarian and Union Reps attending.	I think very well!	The present system works well and satisfies the students' demand for consultation and feedback about the School's performance.
7.2	Are there any issues that should be brought to the attention of LTC?	No salient issues at the moment	None	No	There is sometimes still a feeling that while we normally expect students at tertiary-level education to take more charge of their own developments, in reality, they are becoming more and more reliant on 'teaching' rather than value and understand the concept of 'learning	No

RESPONSES TO STUDENT REPRESENTATION AND STUFF/STUDENT LIAISON QUESTIONNAIRE 2009-10

FACULTY OF SCIENCE					
		SCHOOLS			
		CHE	PHA	ENV	MTH
1 Information to Students					
1.1	What info does the School issue regarding student representation pre-arrival and/or at induction?	Dr Lancaster, the faculty representative and candidate for chair of the CHE SSLC addresses the students during induction period. We recognise that this is a busy time with a lot for students to take in so the slides are provided on the Blackboard CHE SSLC group.	details of student representation on SSLC and School Board given. Students are directed to ask any further specific questions of J Wood (staff SSLC Chair)	Need for volunteers is in student handbooks, repeated in HOS addresses, on the undergraduate SSLC BlackBoard, the undergraduate SSLC notice board and in emails circulated by our SSLC committee faculty co-chairs.	Information is included in the student handbook issued to all new students on arrival. A supplementary leaflet is also included in the registration pack. Students are sent an e-mail from the Head of School's secretary and student representation is mentioned in the Head of School address for all new students.
1.2	What means of communication does the School use to disseminate information about the ways in which students can make representation and contribute to the University experience?	The induction talk and the published slide address many of the ways in which students can make representation and contribute to the University experience. The students union also addresses the students at the beginning of their first year.			
	a) School Notice boards	Yes	Yes	Yes	No
	b) School Website	Yes	Yes	No	
	c) School/Faculty Handbook	Yes	Yes	Yes	Yes
	d) Other means of Communication	Induction talk.	direct emails to all students	Through HOS address, the undergraduate SSLC BlackBoard, emails, and through word of mouth via the student buddies in the induction programme.	Email
2 Representation on School boards/Teaching Committees					
2.1	Did the School have elected Student Representatives on its Board for:	Yes	Yes	Yes	Yes
2.2	Were all places filled?	Yes	Yes (students volunteer)	No	No
2.3	Did the School notify the Union of UEA Students/GSA the names of students nominated for:				
	a) Staff/Student Liaison Committee(s)/Group(s)?	Yes	Yes	Yes	No (open meeting)
	b) School Teaching Committee(s) (if the School has one)?	n/a	Yes	Yes	Yes
	c) the School Board	? No	Yes	Yes	Yes
2.4	Do the Student School Board representatives have an opportunity to consult with the Head of School (or nominee(s)) prior to each Board meeting?	No	Yes by request	There is no formal meeting for this, but the opportunity exists before School Board meetings to consult the HoS	Yes
3 Other forms of representation					
3.1	If the School does not have a Teaching Committee, has the School:				
	a) instituted some other group?	Yes	n/a		

	If yes, please briefly state the group's purpose, constitution and reporting line:	The induction talk and the published slide address many of the ways in which students can make representation and contribute to the University experience. The students union also addresses the students at the beginning of their first year.			
	b) liaised regularly with students via the School Director of Learning, Teaching and Quality?	Yes			
	4 Staff/Student Liaison Group(s)				
4.1	How many times has/have your Staff/Student Liaison Committee(s)/Group(s) met in (please specify):	3 to date with 1 more planned	8 (= once per semester per year group)	I am listing meetings proposed for 2009/10, since they have not all taken place yet. UAC – 4 times PGTAC- 2 times GAC – 3 times	2
4.2	What is/are the constitution(s) of your Staff/Student Liaison Committee(s)/ Group(s) (please describe):	<p>CHE SSLC Student Reps 2009/10 Year 1: Liz Elliott; Georgiana Gibson-Daw; Timothy Kay; Eva Wilkes Year 2: Amanda Stanley; Claudia Mitrofan; Cristina Gherghisan Filip; Duncan Smith; Year 3: Stephen Thorpe; Emma Svanberg Year 4: Katie Blackman Secretary: Liz Brooks Head Teaching Technician: Laura Spawls Director of Learning and Teaching Committee: Dr Nigel Clayden Faculty Representative (prospective chair): Dr Simon Lancaster</p> <p>FY SSLC Student Rep 2009/10 Year 0: Rebecca Twist Secretary: Liz Brooks Head Teaching Technician: Laura Spawls FY Teaching Staff Representative: Dr Jenny Bochmann Faculty Representative (prospective chair): Dr Simon Lancaster</p>	<p>separate committees for each of 4 yeargroups each comprising: staff(4): chair; head of year; teaching lab; minutes + 4 students Note: students can chair the meetings should they so wish</p>	<p>Undergraduate Affairs Committee (UAC) – approx 5 faculty including Director of Teaching , Senior Advisor; 2 students from each year, including year abroad and Year In Industry; School Faculty Manager Postgraduate Affairs Committee (PGTAC) – Chair; course director from each masters programme; student rep from each masters programme; School Faculty Manager (secretary). Graduate Affairs Committee (GAC, for PGR students) – 3 faculty, 5 students and PGR Faculty Manager (secretary)</p>	<p>Senior Adviser (Richard Purvis) and one other faculty member (Director of Teaching) Student Representatives (open meeting for all to attend) Secretary (Anna Holdom) Representatives from LIB, Careers and Student's Union</p>

	<p>4.3 What have been the major issues for consideration? (please list):</p>	<p>1. Feedback a. Current and best practice b. Feedback in induction programme c. Assessment strategy The school is evaluating best practice on feedback across its modules and is being informed by module evaluations and the SSLC. The SSLC view is that feedback is best discussed a little later than induction week in context. The view is that assessment strategy in CHE is generally transparent. 2. Library issues Working in partnership we have improved the provision of both textbooks and digital resources. 3. Final year project assignments The module organiser has acted upon the advice of the SSLC. 4. National Student Survey See section 4.5 5. CHE Teaching Executive Report The director of CHE TE reports the deliberations of that body to the SSLC. 6. Synchronising lab sessions and lectures. The module organisers are addressing the issues raised by the SSLC. 7. Distance learning module. The module organisers are concerned are addressing the issues raised by the SSLC. 8. Year in industry information. The organisers are addressing the issues raised by the SSLC.</p>	<p>Only issue consistently raised is quality of teaching rooms allocated.</p>	<p>Induction arrangements, National Student Survey results, Communication with students on a year abroad or in Industry.</p>	<p>Lack of study space for students to work together on group/project work Ensuring a roughly equivalent amount of coursework for different courses. Admissions policy for students with a disability. Computer package LaTeX is broken on the UEA network.</p>
	<p>4.4 How has the school/Faculty responded?</p>	<p>1. Feedback a. Current and best practice b. Feedback in induction programme c. Assessment strategy The school is evaluating best practice on feedback across its modules and is being informed by module evaluations and the SSLC. The SSLC view is that feedback is best discussed a little later than induction week in context. The view is that assessment strategy in CHE is generally transparent. 2. Library issues Working in partnership we have improved the provision of both textbooks and digital resources. 3. Final year project assignments</p>	<p>Concerns forwarded to roombooking; recommendation made to students that they raise this also through other channels (s.g SU)</p>	<p>Where the SSLC concludes action is necessary, this is referred to module organisers, teaching executive, Director of Teaching, School Board or Head of School as appropriate. Student feedback has enabled the School/Faculty to identify issues and amend current practice to improve procedures wherever possible. Where appropriate, the School shares the information of changes with Faculty offices to ensure maximum benefit from suggested changes.</p>	<p>The library has confirmed that it now has a limited number of areas where students can work together and talk – these areas are bookable. Director of Teaching has spoken to the Faculty concerned regarding amounts of coursework. The issue of admissions for students with disabilities has been raised with the SCI admission office and the Dean of Students office. IT have been informed several times of the LaTeX issue.</p>
	<p>4.5 a) Were the outcomes of the NSS for the School considered by the Staff/Student Liaison committee(s)/Groups (effective 2008-09)</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

	b) If yes, what concerns (if any) were raised and how has the School dealt with these?	This consideration was rather difficult for CHE because it did not feature as an independent school in the statistics and was collected together with others as "Physical Sciences". The only identifiable issue was therefore feedback and that is at the top of agenda for the SSLC and TE.	No concerns raised in current round	The area of concern was the timeliness and quality of feedback on coursework. The School is continuing to log return times for work; send email prompts to markers in danger of exceeding the 20 days limit; and contact colleagues who exceed the limit to remind them of the need to improve the turnaround time in future. We have seen a significant decrease in the volume of late coursework since the School introduced its tracking system.	Lack of study space – addressed as above. Modules being cancelled after module enrolment by other Schools and MTH students not being notified resulting in confusion– DOT to explore the reasons for this. Return of coursework is sometimes delayed due to student extensions as the model answers cannot be published until all work is submitted – the School is considering possible solutions to this.
5 Sharing of information with the Union of UEA Students and Graduate Students' Association					
	Are the dates of meetings, agenda and notes of Staff/Student Liaison meetings lodged with the Union, the GSA, the Dean of Students' Office and the Library?	Yes - It is our practice to provide all the appropriate agencies (GSA?) with this information we enjoyed representation from the SU and library at the last CHE committee meeting.	Yes	Yes - * This is currently so for our Undergraduate and Postgraduate Taught affairs committees. For PGR, agendas and minutes are circulated within ENV and put onto the PGR web page of the ENV Intranet. Please inform us if we need to change this practice.	Yes
6 Good Practice					
	Please briefly set out below any examples of what you consider to be good practice that you would be happy to share with other Schools/Faculties:			Our SSLC introduced two panels of staff and students (one UG, one PGT) that consider the module monitoring forms in detail, and then return suggestions for consideration to the Teaching Executive. Student members of our SSLC (UG) also formed a panel to consider evaluation of the advising system in the School. For one module about which many students raised concerns, UAC organised and chaired an open meeting between the module organiser and the class. The co-chairs of the meeting (the student and the staff chair of UAC) arbitrated and a successful resolution was achieved.	The open meeting format works well as it sometimes ensures a good turn-out from students, and if any student has a particular issue they can raise it directly without the need to go through a student rep they may not feel comfortable confiding in.
7 Evaluation					
	How well do you think the arrangements are working for student representatives on School Boards, for Staff/Student Liaison Committee(s)/Group(s) and other forms of representation?	The membership of the SSLC board has grown consistently during the last four semesters so we are content without being complacent.	They work well	They work well in SSLC and Teaching Executive. We have fewer volunteers for School Board reps. Our student reps are valued by the School and are enthusiastic participants in meetings.	Quite well in MTH as we have managed to fill most of our vacancies (with the exception of PGT which is usually very difficult due to the very small number of PGT MTH students). Sometimes attendance at SSLC is quite low but we are reluctant to change to a rep system as SSLC would then be merely replicating the Teaching Advisory Group that has a similar structure. We may move to having an open forum, but with reps to ensure a minimum attendance.
7.1	Are there any issues that should be brought to the attention of LTC?		None	Any assistance in recruiting PGT volunteers would be helpful!	No
7.2					

RESPONSES TO STUDENT REPRESENTATION AND STUFF/STUDENT LIAISON QUESTIONNAIRE 2009-10

FACULTY OF SOCIAL SCIENCES		SCHOOLS					
		DEV	ECO	EDU	LAW	NBS	SWP
				PLEASE NOTE: EDU has a mix of different programmes, with standard (up to a point) UG and PGT programmes, professional programmes (PGCE and EYPS) and part-time Continuing Education courses – all of which operate very differently on varying timescales and run student representation in different ways, each with separate handbooks, Blackboard sites etc. My response, below, is an overview.			
1							
1.1	What info does the School issue regarding student representation pre-arrival and/or at induction?	For PGT students, at the first housekeeping session in week 1 the issue of student representation is discussed and the group are asked to consider selecting a rep	Induction talk by the SSLC Chair and Secretary and SU reps, posters and emails.	All course directors are advised to make their students aware of processes of representation by the two Directors of Teaching and Learning (UG and PG). It is described in some course handbooks and mentioned in some early lectures/group sessions.	The Staff / Student Liaison Committee is explained during induction talks by the Senior Adviser. The Law Society carry out an event during induction week where they explain the different roles and invite students to put themselves forward for the committees. All students receive a handbook within which the committees and boards attended by student representatives are explained.	There are sections in the student handbook given to students at induction which cover: -The Student Union -Student Representation on the School Board -SSLC The handbook also contains details on where to find the University Code of Practice on Student Representation and Feedback.	Information given at induction and contained in course handbooks.
1.2	What means of communication does the School use to disseminate information about the ways in which students can make representation and contribute to the University experience?						Information in handbooks and notice boards plus oral information in teaching groups.
	a) School Notice boards	No	Yes	Yes - Course Notice Boards	Yes	Yes	Yes
	b) School Website	Yes	Yes	Yes - Course Blackboard Sites	Yes	Yes	Yes
	c) School/Faculty Handbook	Yes	Yes	Yes - Course Handbooks	Yes	Yes	Yes
	d) Other means of Communication	Mentioned during Induction session to new intake ugs. Email at start of year to continuing students. Mentioned by Course Directors of PGT courses at first housekeeping meeting		In lectures/group sessions; emails to students.		Emails inviting representatives for SSLC; SSLC Open forum invite to students	In meetings with students
2 Representation on School boards/Teaching Committees							
2.1	Did the School have elected Student Representatives on its Board:	Yes	Yes	Yes	Yes	Yes	Yes
2.2	Were all places filled?	Yes	Yes	Yes	Yes	Yes	No
2.3	Students/GSA the names of students nominated for:		Yes				

	a) Staff/Student Liaison Committee(s)/Group(s)?	Yes	n/a	Yes	Yes	Yes	Yes
	b) School Teaching Committee(s) (if the School	No	Yes		No	n/a	
	c) the School Board	Yes	Yes	Yes	Yes	No	Yes
2.4	Do the Student School Board representatives have an opportunity to consult with the Head of School (or nominee(s)) prior to each Board meeting?	Yes (HoS always available if anyone wants to see	Yes, if requested	Yes	No	No	Yes
3 Other forms of representation							
3.1	If the School does not have a Teaching Committee, has the School:						
	a) instituted some other group?	n/a	Yes	Yes	n/a	Yes	Yes
	If yes, please briefly state the group's purpose, constitution and reporting line:		Annual teaching review to which students are invited. Students are also invited to take part in Working Parties such as on Academic Engagement.	School Executive – to consider and advise on all teaching and learning matters and related strategy; Course Directors' Meetings (UG and PG), to report to Directors of Teaching and Learning.		The Teaching Executive is chaired by the Director of Learning and Teaching and is made up of Programme Directors and the Senior Advisor. It considers all matters relating to School teaching policy, guidelines and QA	School Executive Team (Chaired by Head of School) meets monthly. School course teams meet fortnightly and report to Executive Team.
	b) liaised regularly with students via the School Director of Learning, Teaching and Quality?		Yes	Yes		Yes	Yes
4 Staff/Student Liaison Group(s)							
4.1	How many times has/have your Staff/Student Liaison Committee(s)/Group(s) met in 2009-10 (please specify):	Once each semester	So far 3 and will meet another 2 times at least	EDU SSLC: Continuing Education x 1 PGT (non-PGCE) x 1 PGCE PY x 2 PGCE PY: one from each Professional Development Group x 10 PGCE SY: one from each subject group x 9	Twice (Oct & Feb) - one more planned (Apr)	3	4

4.2	What is/are the constitution(s) of your Staff/Student Liaison Committee(s)/ Group(s) (please describe):	<p>UG: 2 students from each year plus some students from joint courses; the UG Teaching Director; the UG course directors; staff member from Teaching Office</p> <p>PGT: 1 student from each course; PGT Teaching Director; Teaching Office rep</p>	<p>EDU SSLC: 28-Oct-09; 19-Apr-10.</p> <p>PGCE Primary Years (PY): 22-Oct-09; 11-Feb-10.</p> <p>PGCE Secondary Years (SY): 26-Oct-09</p>	<p>The Chair and Secretary are students; members from all UG years, PGT and PGR students, the Teaching Director, Head of School, Senior Adviser and School Secretary.</p>	<p>Staff: Chair and Senior Adviser – Brigitte Clark Head of School – Gareth Thomas (Ex Officio) Director of Learning and Teaching – David Mead Director of Postgraduate Programmes – Alastair Mullis PG Tutor – Jacqui Longman Secretary – Lorraine Newark, Administrator Senior Administrator – Heather Reynolds</p> <p>Student representatives: UEA Law Society President and School Board UG YR 2 LAW and School Board UG YR 2 LAW French Law and Language UG YR 2 LAW USA UG YR 1 LAW USA UG YR3 LAW Graduate Diploma Representative x 2 PG Representative x 3</p>	<p>There is a separate SSLC committee for undergraduates and postgraduates</p> <p>Director of Learning and Teaching, Senior Advisor and Deputy, Programme and Course Directors, Student representatives of all years and programmes, SU representative</p>	<p>Course Director Chair of Exam Board/Senior Advisor School Teaching Director</p>
4.3	What have been the major issues for consideration? (please list):	<p>1. Availability of books in Library – complaint about disruption caused by reorganisation PGT/UG</p> <p>2. Dislike of group seminars UG</p> <p>3. Request for lecture notes to be on blackboard before lecture PGT/UG</p> <p>4. Complaint about unsuitability of some lecture rooms PGT (Students extremely happy with the technology in new TPSC)</p> <p>5. Request for more time for submission of dissertation approval form UG</p> <p>6. Dissatisfaction with one course PGT</p>	<p>Student competitions; student ball; NSS; student engagement; Library; advising system; more invited speakers and careers events.</p>	<p>Student registration/campus cards/SLC Library Car parking/travel (PGCE) Specific course issues</p>	<p>Teaching of core modules in lecturers absence (EU Law) Attendance by students to seminars / lectures – in particular 2nd years Feedback – as result of last year's NSS where students were unhappy with content and speed of return.</p>		<p>Assessment Patterns Placement Issues Social Events NSS</p>

		<p>1. Problem areas identified and some extra books and ebooks ordered by DEV Library rep. Rep explained the need for reorganisation to take place and where students could find assistance. Rep also agreed to send info about her role to go onto TO Blackboard site.</p> <p>2. Changes made so that marks are given for write-up rather than group presentation.</p> <p>3. Lecturers asked to make sure this happened in future.</p> <p>4. Complaint forwarded to room bookings.</p> <p>5. Agreed.</p> <p>6. Concession sought and granted for some changes to course profile to enable students to have some more flexibility.</p>	<p>As examples, the School has introduced two student competitions, started a Public Lecture series for economics and developed closer links with the Careers Centre, assisted students financially and administratively in organising a Spring Ball this year.</p>	<p>Andrew Barker was present at the SSLC meeting on 28-Oct-09 to find out about, and respond to, student concerns;</p> <p>Representation was made by staff and students about parking and security matters (PGCE PY)</p> <p>Specific course issues are dealt with as appropriate within the course teams.</p>	<p>The Head of School attended last meeting to discuss and send out message to students regarding EU Law. Follow up message was sent out to cohort by Director of Teaching. Continued information provided regarding ongoing issues via Blackboard and through SSLC. Contingency plans put in plan to avoid late cancellations and missed teaching going forward.</p> <p>Attendance issues were discussed and the Director of Teaching and Learning fed back issues raised by students to the Law exec meeting. The Law Society President also offered to reinforce the message to students to attend.</p> <p>Feedback – School is keen to learn what students' expectations of feedback are. Turnaround times have been greatly improved and expectations managed.</p>		<p>Reponse to whole student body through Committee minutes and in appropriate teaching groups.</p>
4.4	How has the school/Faculty responded?						
4.5	a) Were the outcomes of the National Student Survey (NSS) for the School considered by the Staff Student Liaison Committee(s)/Group(s) (effective from 2008-09)?	Yes	Yes	No	Yes		Yes

		<p>Main concern was in relation to feedback on coursework even though DEV does meet the 20 working day turnaround despite the fact that many faculty are travelling for DEVco.</p> <p>1. Not received in time before next assignment due. Move to make early deadlines earlier and to reduce number of assignments in some cases. Faculty also encouraged to give more generic feedback at an early stage.</p> <p>2. Writing not always legible.</p> <p>3. Poor work often received less feedback than good work where opposite should be the case.</p> <p>4. Sometimes too brief – need more than OK</p> <p>5. Students would like some comments on structure and grammar as well as content. Complaints 2-5 passed on to Faculty and asked to respond by writing more clearly and giving feedback as requested.</p> <p>Learning Resources - DEV Students also scored the above lower than the rest of the University although they should be standard for all students. One problem may be that texts for DEV were not all to be found in the same area .</p>						
	b) If yes, what concerns (if any) were raised and how has the School dealt with these?		Quality of Feedback – School has requested markers to provide more and is joining a bid with BIO and others for teaching fellowship to investigate in more detail student responses to feedback.			Feedback turnaround time was discussed and it was explained that the dates when they can expect feedback are now published to students via the General Office Blackboard site.	See report to LTQC	Placement availability/allocation under review by School. Improved feedback on student work under consideration.
5	Sharing of information with the Union of UEA Students and Graduate Students' Association							
	Are the dates of meetings, agenda and notes of Staff/Student Liaison meetings lodged with the Union, the GSA, the Dean of Students' Office and the Library?	Yes	Yes	No	Yes	Agenda and minutes are sent to Student Union but not Dean of Students' Office or Library		Yes
6	Good Practice							

	Please briefly set out below any examples of what you consider to be good practice that you would be happy to share with other Schools/Faculties:	We follow UEA guidelines on SSLCS. After the SSLCs Action Points are always included and acted upon rapidly.	The fact that the meetings are student-led encourages more participation and involvement.	It is useful to remind students that there are other ways to make their voices heard, e.g. through the Student Union, Library 'Comments and Suggestions', petition to Estates etc, especially on issues where EDU may have limited influence, and approaches from numbers of students and various angles (EDU, SU) may have more impact. Follow-through of SSLC-raised items to Faculty level reports. Concerted efforts to have variety of courses properly represented.	Using Blackboard to host the information for the SSLC's is very useful. It is also a much quicker way to contact everyone involved. Using a General Office (Teaching Office) Blackboard site for all non module specific announcements to Law students. This involved academic semester and exam dates, reminders about medical information, instructions on what to do it unwell during exam period, general information relating to teaching and so on. It provides all of the information or links to it in one place. In emergencies this is a good place for students to find out what to do next.	SSLC student members receive certificate for participation	
7 Evaluation							
7.1	How well do you think the arrangements are working for student representatives on School Boards, for Staff/Student Liaison Committee(s)/Group(s) and other forms of representation?	These arrangements are working satisfactorily	Very well	At the current time, better than ever before – much better representation at our autumn 09/10 meeting, with more direct lines of report to relevant committees in the school. Our main challenge is the diverse nature of our courses and students, and representation through a single body can 'generalise' issues that can be very course-specific. The devolved element of representation at course level is very important	SSLC - This does seem to depend on how involved the representatives are with the rest of their cohorts. For those who take the time to canvas opinion and concerns of their peers it works very well. It is a useful opportunity for students to feedback on any difficulties in a non judgemental forum. SB – Student participation is variable and as with SSLC depends on the representatives. Students are invited to comment and share their views on agenda items during the Board to ensure their voice is heard.	Arrangements seem to work well. There has been no negative feedback from students.	Appropriate for a "mixed" School with distinct subject areas (Social Work and Psychology) to have course specific committee.
7.2	Are there any issues that should be brought to the attention of LTC?	None	No	No	No	No	