

LTC12D153

Title: *Student representation in FMH, HUM & SCI*
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Issue

Faculty report on compliance with paragraph 9.2 of the Code of Practice

Recommendation

Recipients are invited to receive the report, to note the action points for 2013/14 and to identify matters arising which require resolution at University level.

Resource Implications

none

Risk Implications

none

Equality and Diversity

The action points outlined in this paper will assure that those issues which have arisen from SSLCs at School level and require attention at Faculty and/or University level are summarised in a document separate to Faculty reports on course reviews. Matters relating to issues of equality and diversity should therefore be highlighted more clearly than before.

Timing of decisions

To be reported at LTQC July 10th, 2013.

Further Information

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Background

Request from ADTP

Discussion

See Recommendations

Attachments

Faculty report on SSLC School reports 2012/13

Student representation in HUM Report to LTC June 2013

Student Union representatives, including a representative for students in the Faculty, are present at all meetings of LTQC.

Issues arising from Staff Student Liaison Committees which require discussion or resolution at Faculty level until 2011/12 were reported to LTQC through MCM2 forms. Since 2012/13, such issues have been recorded and reported as part of annual course reviews. The faculty reports matters of principle or major issues which should be brought to the attention of the LTC through the Faculty report on annual course reviews, but also by suggesting agenda items. No summary of Schools' SSLC reports has been tabled at LTQC since 2010/11.

Action point: The Faculty will table School reports and a summary document at LTQC from July 10th 2013.

The Student Union have confirmed that they have received 2012/13 SSLC agendas and minutes for AMS, ART, FTM, PHI, PSI, LDC, LCS and MUS. Across the faculty, SSLCs met at least twice this year. In some Schools (e.g. FTM and AMS) SSLCs have met six times. In PSI, PGT students had opportunity to discuss any issues of concern at their own PGT SSLC. MUS students, who because of the closure of their School need additional opportunity to communicate concerns and suggestions to their School and senior management at University level, had opportunity to do so through the MUS Monitoring Group.

Issues arising with require action at Faculty level:

- This year's reports suggest that for students in several Schools feedback and marking are an issue of concern. It seems students are not always sure how and when they can receive feedback (for example, on exams), there was some concern over inconsistent application of marking criteria and some concern over modules which only have one piece of summative work and not sufficient opportunities for formative assessments and feedback. The Faculty is currently gathering more detailed evidence to explore how these challenges can be addressed. A detailed report on student and staff perspectives on assessment and feedback strategies, but also the timeliness of feedback will be available in September 2013.
- Joint honours students want more information about the partner School, including modules and induction events. The Faculty has identified this as a challenge that needs to be addressed and several Schools have started to improve communication across Schools. LDC, for example, have introduced a Blackboard site for students in partner Schools and most Schools have now put plans in place to assure that partner Schools are included in induction programmes.
- Joint honours students expressed dissatisfaction with module choice. The Faculty has been aware of this challenge for some time. In response, this year a module enrolment system was piloted which put single honours and joint honours students on an equal footing. Improved communication between course directors and deputy course directors should help provide a strong rationale for decisions behind annual course updates, which can then be communicated to students.
- Library resources are a concern for students across the Faculty. All Schools are working closely with the HUM library representative to address this issue, for example by regularly reviewing its journal subscriptions.

Examples of good practice:

- SSLCs in LCS and PSI paid particular attention to the concerns of PGT students and PSI has a SSLC specifically for PGT students.
- SSLCs in FTM and LCS have discussed ways in which learning and teaching strategies could be improved to support international students.
- Students in PHI have opportunity to discuss the results of module evaluations with staff. This seems to provide an additional opportunity for students and staff to discuss improvements that can be made.

Sanna Inthorn, 13.06.2013

Compliance with the Code of Practice for Student Representation and Staff Student Liaison

Report from FMH FLTQC 2012/13

The Faculty and each School recognizes the important not only of compliance with this code of practice but on active engagement of students as partners in a range of activities. This is also a requirement of our professional/statutory regulatory bodies and of NHS performance quality monitoring. Of note is the specific comment made at the Faculty Annual Review Meeting under the aegis of the NHS Performance Quality Assessment Framework (PQAF) process. At this event, the panel specifically recognized the partnership involvement of students in the process and collaborative work for example in 'new module development by students in partnership with Service Users (was) based on the students' thinking about what they would want if they were the patient in the situation'. The PQAF process involved pre-registration, post qualifying and ClinPsyD (PGR) students.

School of Allied Health Professions

The Staff Student Liaison Committee in AHP comprises student representatives from the five pre-registration programmes: Speech & Language Therapy (BSc), Occupational Therapy (BSc & MSc) and Physiotherapy (BSc & MSc). The School aims to have two representatives from each cohort of each programme making 26 student representatives in all.

The structure and functioning of the AHP SSLC was set up to comply as closely as possible with the UEA Code of Practice. Each year the Senior Advisor reviews the business of the SSLC and systems of student representation to ensure the continued compliance.

A summary of the structure and function is provided below.

Election & Induction Process

During induction weeks for the programmes (BSc in September and MSc in February) the school Senior Advisor gives an introductory session to the Advising System and the processes for student representation. At this session the SSLC is introduced and the important role played by the student representatives is discussed.

At this meeting all students are shown the AHP SSLC site on the portal, to which they all are enrolled and in particular directed to the *AHP Guide to Student Representation and the Staff Student Liaison Committee* document. This document details the role and responsibilities for both the committee and the students. Following this session this document is also e-mailed to the students.

At the end of the induction weeks an e-mail request for expressions of interest for student representatives is sent. All nominations are sent to the Senior Advisor. Students are then asked to elect their chosen representatives. In AHP we have found that electronic voting works best and obtains the best response rate from the students. At the end of the specified time frame the two nominees with the largest number of votes are elected as representatives for their cohort.

For existing students a similar process is carried out in the week prior to the start of term. Existing student representatives can put themselves forward for re-election, or chose to stand down and allow other students to take on the role.

SSLC meetings and membership

The SSLC meets six times per year (October, December, January, March, May & June). A call for agenda items is sent 2 weeks in advance of each meeting via the SSLC mailing list. The agenda is then circulated and posted to the site on the portal.

The SSLC membership is:

Senior Advisor (Chair)
Director of Teaching & Learning
School Manager (as diary allows)
All student representatives
Student Union representative
Library representative

Minutes are taken at the meeting by the secretary to the SSLC (member of local support), and these too are circulated via the mailing list and posted to the site on the portal.

Student representatives are encouraged to have regular meetings with their respective Course Directors to discuss aspects specific to their programme.

At the appropriate point in each academic cycle we have standing items regarding the NSS & PTES action plans, the PQAF and resulting action plans, as well as a discussion item regarding the SSLC fund (used to contribute to student attendance at conferences).

Student representation at school committees

We aim to have a BSc and an MSc representative at each of the AHP School Board and the AHP Teaching Committee. Currently we have no MSc representation on these committees. At each SSLC meeting the BSc representatives from School Board and Teaching Committee are encouraged to provide an oral report to share, as appropriate, the details of these meetings with their fellow representatives for further dissemination to the student body.

Student representation at both SSLC meetings and other committees of the school is affected by the clinical placements required on each of our professional programmes.

Areas of good practice

- Involvement of student representatives in funding applications decisions
- Handbook circulated to all students
- Clear process for circulating agenda items & minutes
- SSLC site on the portal to which all students and staff have access
- Standing agenda items relating to key school business

Areas to develop

- Explore ways to increase student representation on the post-registration programmes (though increasingly these programmes are distance learning)
- Explore ways to increase student representation at school committees, though in AHP we feel strongly this should be via the student representatives to ensure the communication and feedback loops are maintained
- Encourage course directors to consult regularly with the student representatives on their programmes to ensure continued collaboration.

Norwich Medical School

Due to the diverse educational provision within Norwich Medical School, there are separate arrangements for student representation and staff student liaison at Undergraduate and Postgraduate level. Further, at Postgraduate level the arrangement additionally to take account of the nature of the programmes and their students. The current arrangements are summarised in the table below.

PG/UG	Course	Staff Student Liaison	Student representation	Comment
UG	A100/A104	<ul style="list-style-type: none"> Norwich Medical SSLC meets regularly across the year Annual Student Evaluation (all students in years 1-4, including A104, complete an annual evaluation of their experience on the course.) 	<ul style="list-style-type: none"> 2 representatives from A100 attend CDD¹ 2 representatives on A104 programme team (one current student, one student from the previous cohort. i.e. a current student on year 1 A100) Each Med Module <i>should</i> have 2 student representatives 	<ul style="list-style-type: none"> A104 have only recently joined the SSLC; previously they were not part of the MED SSLC Some difficulty in ensuring that all modules have student representation
PG	Distance Learning Masters Programmes	<ul style="list-style-type: none"> At the end of each module, students complete a comprehensive on-line feedback form. Following the end of module assessment (the only time students and staff meet 'face-to-face) there is a comprehensive 		<ul style="list-style-type: none"> Considering introducing an online 'suggestion box' and on-line polls as part of the distance learning offering to enable students to give more feedback Currently there are no other course team meetings held regularly at which students could be represented. The e-learning board meeting focuses on the business rather than the educational aspects of the programme.

¹ Curriculum Development and Delivery group, the main committee where the strategic direction and course developments are discussed with staff involved with key elements of the programme, and chaired by the Director of Medical Studies.

PG/UG	Course	Staff Student Liaison	Student representation	Comment
		discussion based (initially) around the feedback		
PG	MRes	No formal system- but represented via FLTQC PG student representative	No student representation on faculty wide course directors committee	<ul style="list-style-type: none"> Considering establishing a programme team across all research-based masters programmes, which would include student representation In addition to the end of module student feedback, students a formative reflective essay and tutorial, about half way through the course, enables students to feedback any concerns in a timely fashion
	D Clin Psy ²	<ul style="list-style-type: none"> Staff/trainee liaison meetings every term across all 3 year groups 	Student representation within the department on <ul style="list-style-type: none"> Course Training Committee Selection Sub-Committee Supervisor Sub-Committee Curriculum Sub-Committee 	In addition, trainees have the following opportunities to feed in to the programme's development <ul style="list-style-type: none"> a 'reflect and review' session for each year group each term facilitated by the year tutor. discuss course related matters as an agenda item during case discussion

Comments

A100 would benefit from improved student representation on module teams. Whether the under-representation relates to there being few student volunteers at this level or a perceived lack of their value on the teams is unclear.

The establishment of a School-wide Teaching Committee will include student representation from both UG and PG students. First meeting arranged for July 2013

Issues or concerns

² D Clin Psy is technically a PGR degree (a taught doctorate) , but is included for completeness

While there are procedures by which PG students can liaise with staff, the absence of PGT student representation within the school is of concern. Hopefully, the soon-to-be established School-wide Teaching Committee will go some way to address this.

Examples of Good practice

The inclusion of a representative from the previous year on the A104 programme team enables feedback, from a student's perspective, of the fitness for purpose (or otherwise) of the A104 programme.

School of Nursing Sciences

Information for students

NSC has a very active SSLC and the newly appointed chair for the forthcoming academic year is proactive in recruitment of student representatives from across the School. The secretary to the group advertises the SSLC meetings (which are every two months) and other opportunities for students to attend NSC meetings so that the student voice is clearly heard. Student feedback is also sought on some occasions via e-mail.

The Chair or Vice Chair of SSLC has timetabled opportunities to meet with new cohorts across all the programmes in the School to discuss the student representative roles. Course Directors encourage student participation in this way. Plans are in place to include information in SSLC in handbooks for the academic year 13/14.

Pre-registration undergraduate students commencing in academic year 13/14 will receive information from the chair of SSLC with their joining instructions, via Face book to students with a holding letter and at the post offer day where SSLC members provide a session on student life in the School and wider University.

All Module Organisers receive both informal and formal feedback about the student experience, action plans are written and feedback to students posted on Blackboard, discussed at Course Committees and raised at SSLC as appropriate.

We are actively working with students to develop their approach to providing constructive criticism and dealing with issues in a timely way.

During the students School induction week students are made aware of the School quality assurance mechanisms and the important role their feedback plays within these. For example, they learn about raising concerns in practice and how to feedback these concerns promptly.

All of the above is mirrored at the Institute of Health and Social Care, Guernsey, with student's videoconferencing in to pivotal meetings.

Recruitment of School Board Representatives

School Board representation is managed through the SSLC membership and the Chair/Vice Chair of this committee act as Student Representatives on the School Board. Dates are published in advance to facilitate student attendance.

School Teaching Committee

Two students from SSLC on the Norwich site and two students from the Guernsey site (via Video conferencing) attend every NSC Teaching Committee which in NSC meets 6 times a year. Each professional Course Committee also has a profession specific student and for Adult and Mental Health nursing this includes Guernsey student representation as well. These Course Committees meet three times a year.

School Teaching Director of Learning Teaching and Quality

The School Teaching Director works closely with the Director of Pre-registration Nursing to review student feedback and has resulted in a vibrant "You said we did" campaign where initiatives in response to student feedback is disseminated via a poster campaign and the NSC reception Plasma screen. This information is mirrored in the Post registration student newsletters.

Staff Student Liaison groups

NSC SSLC meets every two months and has secretarial support from the School's local support office. The pre-registration Senior Advisor and Director of Pre-registration programmes attend every meeting to offer support and guidance as appropriate. All student bodies and year groups are represented apart from post registration students who find it difficult to attend because of their employment status. We do not have students from other schools as members of SSLC as all our pre-registration modules are core.

The School Teaching Director attends SSLC if students request and also formally presents the National Student Survey (NSS) data to the committee, works with SSLC to formulate a draft action plan and ensures a final sign off of this NSS action plan by the Chair of SSLC.

The students have a notice board that is updated by the LTS support to the group and communicate their activities to the wider school community and via the plasma screen in the NSC reception.

Some NHS Trusts facilitate student coffee mornings when students are in clinical practice to directly receive student feedback on their clinical placements. The School considers this as good practice particularly as 50% plus of our curricula time occurs in the clinical environment.

Student involvement in module evaluation and Course Reviews

Students evaluate every module via blackboard but also undertake a nominal group technique approach in the classroom. Students are involved in the development of new curricula and in the cycle of critical reading prior to validation events. Students also meet with PSRB members during formal professional reviews of our programmes such as annual monitoring events.

Post-registration (UG and PGT) students

Students are represented on a range of Course Committees (for example the joint committee for the MSc Advanced Practitioner/BSc (Hons) Nurse Practitioner/Non-Medical Prescribing joint Course Committee, which as with pre-registration Course Committees meets 3 times a year. The Dementia Education and also Leading Innovation Course Steering Groups also have strong student representation. In both of these cases, prospective students were involved with other key stakeholders and employers as well as service users/carers in developing the programmes, and in monitoring, evaluating and continuously improving the programmes- again meeting 3 times a year.

Post registration students are also involved in Course Review (not only to meet the panel) but also in focus and working groups and as part of the review group. Currently students current and past are involved in the BSc (Hons) Acute, Critical and Emergency Practice pathway which is due for review this autumn.

Past students are frequently asked to facilitate sessions for new students (e.g. on the Leadership programme) or to share their expertise by joining the module teaching team.

Elements considered good practice in NSC

- Contribution and final sign off by SSLC of NSS/SES/PQAF action plan.
- Active members of Teaching Committee and Course Review offering valuable insight to the student perspective.
- Assist with CQC monitoring with NHS Trust partners and participation in events such as National Nurses' Day with staff.
- Active partnership with staff, trust partners and service users at School open day events to present the school from 360 degrees
- Consulted and actively participate in new curricula development via workshops.
- The inclusion and influence of "off-site" UEA students.
- Feedback given on the student recruitment and induction experience which shapes future applicants/candidates experiences.
- The "You said we did" campaign.
- NSC students participated in the CIPP IPL developments/steering group.

Student Representation in SCI – June 2013

All schools in SCI (including virtual schools ENG and NAT) have SSLCs (or equivalent) with many schools having student representatives on School Boards and Teaching Committees/Executives. There seems to be large variation in student engagement with these activities, with PHA having to restrict membership and select volunteers at random, whereas MTH struggles to find student representatives. Having a lack of student engagement is worrying, especially given the opportunities that students have to voice their concerns.

There are several examples of good practice across the faculty. In ENG, for example, SSLC membership aims to have a balance of home and international students as issues/concerns can be very different. ENV's SSLC examines staff responses to student module evaluations and can ask the DLT to go back to staff members if they are not satisfied with the response. BIO has a broad range of staff representatives at SSLCs which includes senior advisor, disability liaison officer, employability champion, library rep and SU rep. Students from BIO SSLC have also created a BIO SSLG Facebook page.

Management of group of SSLCs varies, with some schools having a staff member as chair while others have a student chair.

School specific details are given below.

BIO

BIO's SSLG has a member of staff Chair and, in some years, a student Chair. The Director of Teaching does not usually attend the meetings (the staff SSLG Chair instead sits on the Teaching Exec and reports/discusses appropriate matters to the DoT). The Senior Adviser, Disability Liaison Office and Employability Champion were other Staff Members this year and also attend the meetings. In addition the SSLG includes a library rep and student union rep. One student member is also invited to sit on the library and learning resources forum.

BIO SSLG meets twice a semester with calls for Agenda items from any member. Membership – we ask for volunteers at 1st year and PGT Induction events as well as 2nd / 3rd year re-induction events. We try to ensure that different years and degree programmes are represented, but this does depend upon the volunteers. We don't have a ballot, we usually don't get too many volunteers. We use a Blackboard site for documents, messages, minutes etc that every member has access to.

At the first meeting of the academic year we ask for representatives from within the SSLG membership to sit on Teaching Exec and School Board. The student reps then receive the paperwork and attend the appropriate meetings (and for both Teaching Exec and School Board this year have proved to be extremely useful members making important contributions to various discussions).

Recently, students have created a BIO SSLG Facebook page (BIO general office staff have been set up as administrators).

CHE

CHE has SwFY and CHE SSLC committees which meet twice a semester. These try to ensure representation of all years and if possible have a cross section from the degree programmes that are run in chemistry. The senior advisor styles himself as the "academic lead" on the committee and endeavours to get a student from year 3 or 4 to chair the meetings in semester 2. One of the student representatives is elected to sit on School Board by the committee.

A Teaching Executive is run with no student representation, but the DLT attends the SSLC.

CMP

CMP's SSLC meets 4 times, twice in each semester and in addition to this has an open meeting for all students. There are usually not many students who volunteer to the SSLC so elections are not necessary. The aim is to have at least 1 representative for each year of study, including year 0, one representative for PGT and one representative for PGR. However this is flexible, e.g. last year had 2 representatives for year 2. So besides the year rule representation (part of regs) there may be several students for a year if they represent different programs, are of different gender or have a special interest/experience with specific issues of interest

ENG

For the MSc course the students elect 2 reps during the first two weeks of autumn term. They are encouraged to propose one home and one international student because of the different experiences that are likely.

Formal meetings are once per term and informally students are encouraged to pass questions etc through the reps if they can. So far meetings have involved the two reps and the course director (Lawrence Coates), although this will increase as more staff are recruited and lunch will also be provided.

Meetings tend to be scheduled away from Wednesday and usually in one of the gaps in the Tuesday timetable and these are in the same room as the students are using and that often leads to useful wider discussion with the rest of the student body who are probably having sandwiches in the same room at the time.

Reps raise issues whenever they arise and these are dealt with as soon as possible.

Minutes of the SSLC are taken and approved by the reps before wider circulation. These are needed for accreditation purposes, but it is not clear who they are supposed to pass them upwards to.

ENV

Ros Boar runs ENV's UAC and the students co-chair this. It meets very regularly and Ros allows one hour for the meeting, but books the room for two hours so the students can meet on their own if they see fit. They examine student evaluations each year and decide where staff comments have not satisfied the evaluation comments – this is passed to the DLT who then tells staff to rethink their changes. Representation tries to be across all years and types of degree.

PGT committee meets two to three times per year and is simply an hour meeting. The aim is to get all courses covered.

Board meetings have student reps. Teaching Exec has student reps. For Teaching Exec, ENV tries to get at least one per year, including MSc, and usually have 6 or 7 on the books, with 3 or 4 actually attending each meeting. I think Board just has two student members.

MTH

SSLC: one meeting per semester organised by SSLO. All students are invited to attend. The SSLO and HoS are at the meeting and minutes are posted on the School's teaching pages (or they used to be before ARM removed the links).

Board: At least one student rep from each year; nominations for reps are sought at the start of each academic year, elections held if necessary (but they never have been as far as I know). Teaching Advisory Group: 2 student reps from each year; nomination process similar to Board.

In practice what has happened recently:

SSLC: Student attendance has dwindled to almost nothing in the last few years, despite valiant efforts by SSLO to drum up support in lectures and offers of free doughnuts.

Board: We have usually managed to get some student representation at Boards, but there wasn't any at the last one.

TAG: We haven't had any student reps this year so we have abandoned the committee. The business is now handled by the MTH ET (which has no student reps) and items requiring student input are put to SSLC.

NAT

The SSLC meets each semester and is chaired by Tharin (CHE). There should be two student members from each year group, but we very rarely get a full turn out. Minutes are taken by local support staff in chemistry and get placed on the NAT general information BB site for all NAT students to read.

The only school committee for NAT is the teaching executive, this doesn't have student representation. If the school ever grows to the extent that a separate school board is needed, there would be a student rep.

PHA

Within pharmacy student representation is on the following committees:

- SSLC

- Teaching committee

- School board

For teaching committee and school board, students in year 4 are invited to apply for the posts. School board has one representative teaching committee has two. Students must not be on any other school committees and from all those that apply we randomly select.

Students apply for SSLC by volunteering to an e-mail request and are chosen at random. They are only permitted to do this for one academic year of the course to allow as many students as possible to participate, (they are all keen to as there is the potential to use it as evidence of esteem). I believe one of the Y4 SSLC reps was then given the chance to volunteer to sit on the School Board too.

The Student union provides training for each rep to support them in their role.