Student Representation Code of Practice

2020/21

Last updated July 2020

Contents

1 Introduction 3
1.1 Background 3
1.2 Principles 4
2 Communication, responsibilities and expectations 5
3 Student representatives 7
3.1 Election of Student Representatives 8
3.2 The Role of Student Representatives 8
3.3 Academic staff involvement in Student Representation 10
4 Training and support for students and staff 11
5 Staff Student Liaison Committee (SSLC) 12
5.1 Membership 12
5.2 Governance 12
5.3 Frequency and timing 13
5.4 Records and communication 13
6 Action and feedback 14
6.1 Flow of information 14
6.2 Responding to issues 15
7 Monitoring and evaluation 16
7.1 Monitoring and evaluation 16
7.2 Development 16
8 Student Representation Code of Practice Action plan and reporting log 17
8.1 Action plan 17
8.2 Action log 20

9 Appendices 27
9.1 Indicators of sound practice 27
9.2 Student Partnership Officer role overview 28
9.3 SSLC secretary role overview 30
9.4 Faculty Convenor role description 31
9.5: Student representation self-evaluation char 33
10. Code of Practice for Graduate School Student Forums (GSSF) and PGR Representation 34
10.1 Introduction 34
NEW: 10.2 The relationship between the GSSFs, Graduate Student Executives and PGR Executive 34
10.3 Other PGR representation structures 34
10.4 GSSF indicative membership and general responsibilities 35
10.5 Appointment of Student Representatives to the GSSF 35
10.6 Duties and Responsibilities of Student Representatives 36
10.8 Selection of the secretary 36
10.9 Duties and Responsibilities of the Chair and secretary 36
11 University level student representation 38

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 2018 UK Quality Code for Higher Education, the Quality Assurance Agency outlines as a Core practice the expectation that 'Higher education providers actively engages students, individually and collectively, in the quality of their educational experience. Advice and guidance on the Quality Code is detailed in 12 themes, one of which is Student Engagement and the principles are listed in section 8.1. This describes the meaningful participation of students in quality assurance and enhancement processes, helping improve their educational experience as well as benefiting the wider student body, provider and sector. It says effective student engagement contributes to quality assurance and enhancement processes by capturing the voices of all students.

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 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.

This Code of Practice 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.

Both 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 postgraduate students and courses. 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.

[1] This is available at https://ueanorwich.sharepoint.com/sites/uueas_campaignsandpolicy/_layouts/15/guestaccess.aspx?guestaccesstoken=x6GMfp0Xck%2fv7a0%2fJiK6ypzz2t%2bks3LbS3xuHODYhhE%3d&docid=2_01eefbd5fbc25420ab344ba81cff01fe0&rev=1, and as appendix 8.5

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 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 Convenors –** one student from each school elected 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 elected to convene representation across the Faculty, supporting School Convenors 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.
- **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.
- **Director of Postgraduate Research –** responsible for postgraduate research students within each School, and a member of the Faculty Graduate School Executive.
- **School professional services 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.uea.su will be the holding point for online elections, information about Student Representatives as well as 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) –** Course Representatives will be briefed on developments at UEA and nationally, by the Students' Union and their School and this will be 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 Committee –** 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 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.

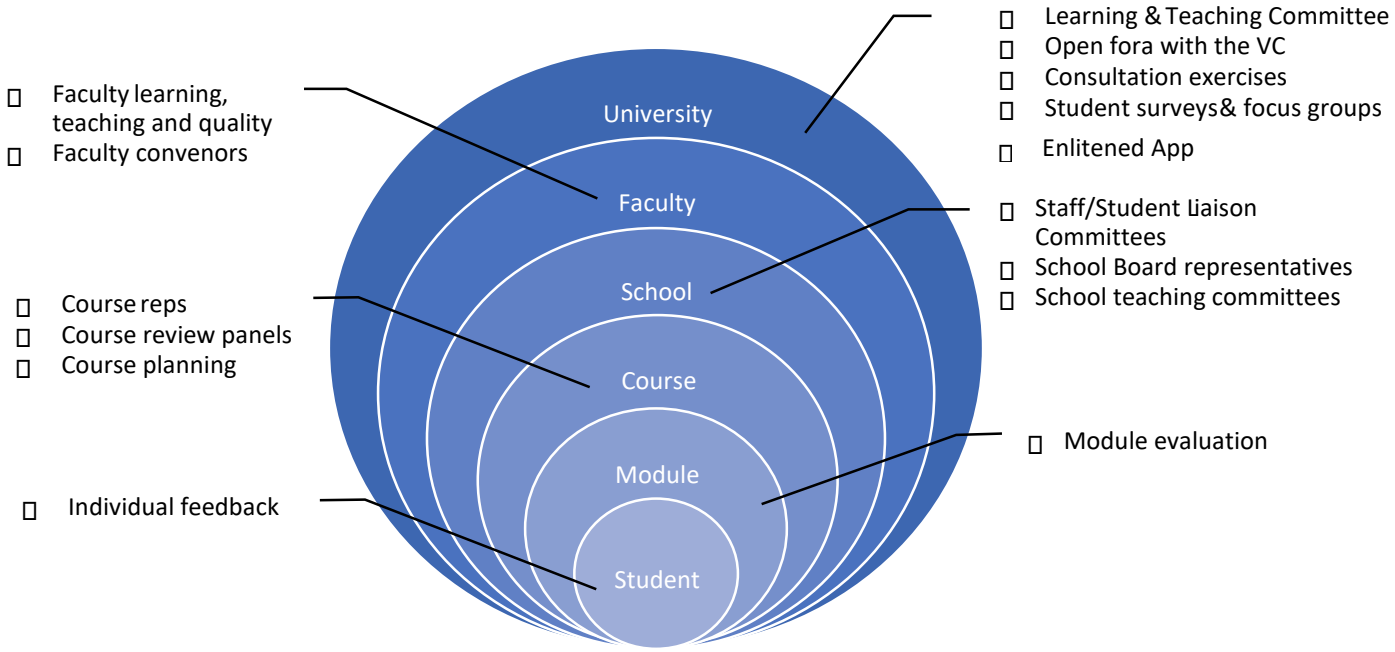


Figure 1: Opportunities for student representation.

Faculties are encouraged to have Student Representation on other Faculty level committees, 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 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 Union and University committees.

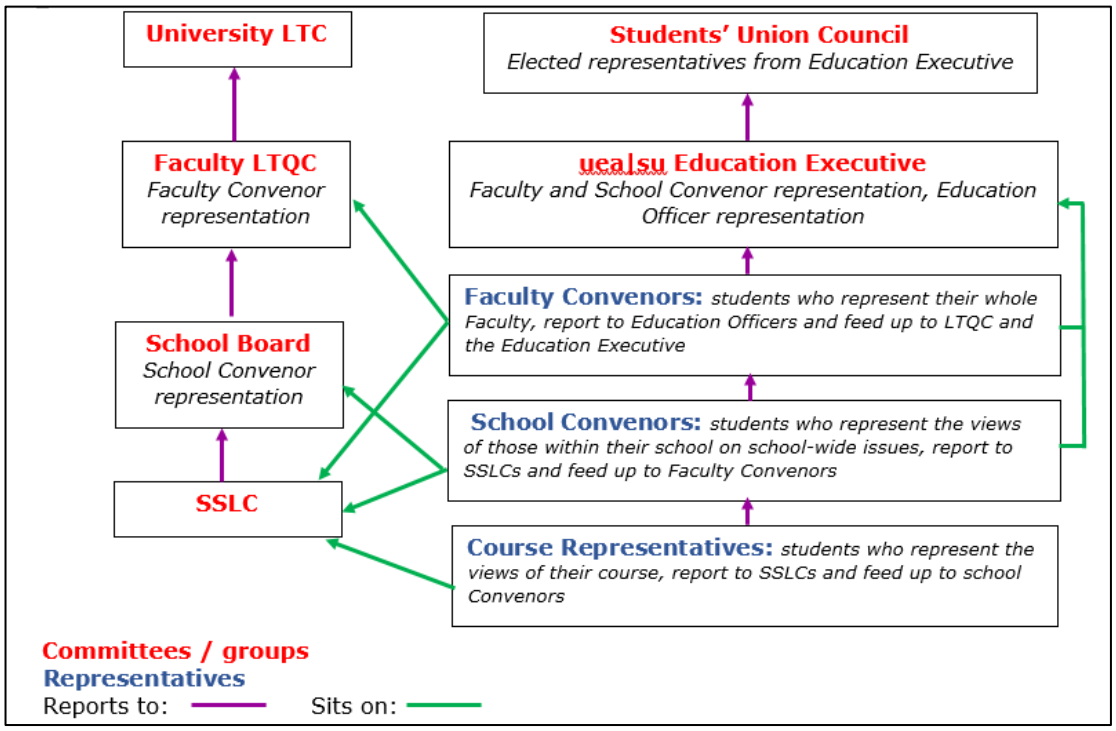


Figure 2: representation structure for student representatives

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 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.
- Course Representatives will be elected through an election process. The Students' Union will provide the opportunity for online elections.

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 Committee

Each Faculty will have up to two Faculty Convenors, both UG and PG, to support the School and Course Representatives in tackling Faculty-wide issues, and sit on Faculty level committees. Faculty Convenors are elected by their peers as part of the wider representation elections, and are also members of the Students' Union's Education Committee

Postgraduate taught students are represented within this structure. As noted previously, Section 10 of this document details the parallel system for postgraduate research (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.

Student representatives for the following year will be recruited around 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 in September/October will be September arrivals such as Foundation year, First years and Postgraduate Course Representatives.

School Convener is a new title for the role 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. The School Convenors will sit on the Education Committee, 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.

3.2 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 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 convenors will have the responsibility of:

- Attending training provided by the Students' Union
- Attending their school's SSLC
- Attending uea|su's Education Committee
- Working with the school's Student Partnership Officer to set the SSLC agenda
- Co-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 Committee
- Representing their Faculty at Faculty Learning, Teaching and Quality Committee on academic experience topics.
- Supporting and working with School Convenors and Course Representatives in their Faculty.
- 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.

3.1.1 Recognition for Student Representatives

Course 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 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.

3.3 Academic staff involvement in Student Representation

Academic staff have a number of responsibilities that link with student representation. The key role within Schools is that of the Student Partnership Officer. They are appointed by the Head of School and/or Director of Learning and Teaching to champion and support Student Representation in their School. Officers co-chair and facilitate the smooth running of the SSLC liaising with the Director of Learning and Teaching 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 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, promoting the role of course rep during nomination period(s), and encouraging voting during the voting period(s).
- **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 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.
- **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 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 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 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 and ongoing support for Course 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 will also receive compulsory training and ongoing support from the University. 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 contribute to the continuing development of 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 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.

5 Staff Student Liaison Committee (SSLC)

Staff Student Liaison Committees, create and maintain an environment within which Course Representatives and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience. Schools 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. Schools with either a high 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 Quality (LTQ), 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 Services. 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 10.

5.2 Governance

School Convenors 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.

Schools will facilitate representatives in having pre-meetings before SSLCs to organise and prioritise issues ahead of the Committee.

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 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).
- Review Teaching Excellence Plans to ensure comprehensive student input
- 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 will be set in advance by the School, at least on a semester basis to ensure full attendance. Ideally dates 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 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 will always be provided by a member of the School's professional services 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 will include an agenda, minutes which record actions, and papers relating to specific agenda points. An action log 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 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 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.

Course Representatives 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 will employ initiatives to raise the profile of Student Representatives such as School notice boards for representatives, photo maps of representatives and allowing 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.

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 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 matters 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 Experience Committee, who will then feedback to the Student Partnership Officer. The Students' Union's Education Committee will also be a point of the collation of feedback.

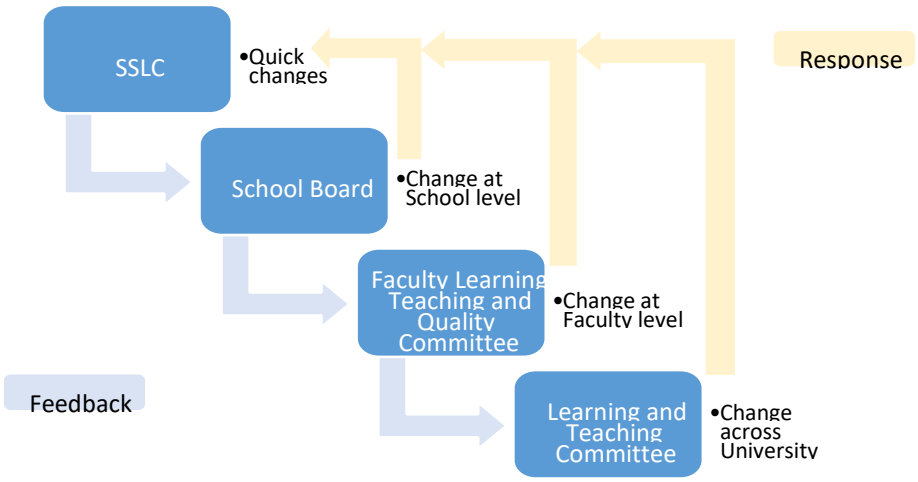


Figure 3: Flow of information from SSLC through to LTC

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 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 Director 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 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 (KPI's), 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. To aid this process, the Student Union Undergraduate and Postgraduate Education Officers should meet with the director of student and Academic Services and the Head of the PGR Service semesterly to adjust and monitor these KPI's.

7.1 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 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 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 8.1) 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 8.4). 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 will create an annual report tracking SSLCs and student representation across the institution and highlighting good practice and areas for improvement. This is to be presented in the annual report at Learning and Teaching Committee.

7.2 Development

This Code of Practice will be revised annually and reported to SEC and LTC. Revisions will reflect both good practice developments within UEA and nationally as well as findings from monitoring and evaluation.

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. 28-30 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 the Enlitened App, 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:
    - 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 whether Schools could cover travel expenses for students travelling to enable them to attend. The work of student representatives can also be evidenced in the UEA Award, which should be highlighted as a benefit of up-taking these responsibilities.

- **School Professional Services staff time**
  There needs to be a staff resource commitment made to provide committee secretary support for the SSLC. 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.

- **Academic staff time**
  There needs to be a recognised staff commitment by the School to make this work. 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:

  - Student Partnership Officer
  - School Teaching Director
  - Senior Advisor

  Teaching Directors and Senior Advisers already have elements incorporated into their job description and therefore workload and it is recommended that the same approach is taken with Student Partnership Officers. The time commitment for Student Partnership Officers will be on a par with the Course Director role in terms of time, recognising that both roles vary to reflect the complexity and size of cohort.

- **Training and support for staff and students**
  Staff and students will require training and development activities.
    - **Centre for Staff education and Development**
      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, and recommended for administrative staff supporting SSLCs and available to all staff to complete if they wish. The student union have supported the Academic Director for Taught

Programmes in providing extra support through the academic role holder CPD training. It is hoped that this will provide more opportunity to air and share experiences and issues in the role, which can then be used for evaluation and development of the role.

- **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 Action log

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
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	No change to this current structure. The union would like to work towards a more consistent allocation of budget within schools.
Student Representation handbook	Students' Union	The SU's Student Voice, Education and Equality 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	Handbook was created for reps and convenors this year – This was printed for convenors and online for reps with all copies added to the website for reference. The Students' Union needs to extract information/make the handbook accessible for SPO's and staff. However, CPD sessions were held for SPO's which has helped to gain better understanding of what SPO's need support and guidance on.

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
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	Individual school pages launched this year and there is work being done to incorporate this into the training for reps and convenors. The Union has not made any advances with other systems for feedback but has implemented more methods such as Rep Forums which have added to the feedback and voice we receive. Enlitened App now implemented across campus with good interaction – very similar themes appear to that which are raised through the representative system. However, due to staffing and financial costs, the union does not do deep-dive evaluation and can only do light-touch work around

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
						this data. The Union would like to incorporate data from Enlitened into training but would need more support from the university to handle data,
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	This has been exteneded this year by using the brand on keep-cups and promotional material to create a better sense of belonging through brand awareness. The Students' Union would also like to express thanks to the university for funding and supporting the roll out of hoodies to convenors which really enhanced their sense of responsibility and community.
SSLC promotion in Schools	School SPO and support staff	Schools must undertake responsibility to promote the SSLC meetings and outcomes,	All schools should have a physical	Space allocated for a communication board in each school. UEA administrative staff	Space and some UEA admin staff time	There continues to be fluctuation in practice across the

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
		as well as information on reps, in physical form (noticeboard etc.) and online	representation 'space' (noticeboard) by September 2017	time to create / update a clear section of Blackboard for representation notifications		institution. There is a need to build on the importance of student voice in each school which would help to create consistency and awareness of the need to close feedback loops.
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		This should be built into SPO training. Students should understand the benefit of recording hours for things like the UEA Award. For this, the handbook had a logbook at the back to help students record time commitments.
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	Not happening in all schools, still a slight confusion about students taking minutes instead
Academic staff time	SPOs, Teaching	All those named (left) must liaise with their own managers and support staff to ensure that they are able	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	UEA staff time (management of SPOs)	

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
	directors and Advisors	to plan their work to allow for the support of SSLCs		members of staff. SPO should have clear time mapped out in their workload for representation and SSLC work.		
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, 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.	First networking event to be held in June 2017. Online training module to be developed Summer 2017 for implementation 2017/18.	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 planning and delivery of the training. UEA staff time (SPOs and administrative staff) will be required for the attendance of training.	UEA finance, CSED staff time, UEA staff time, SU staff time	CPD sessions for academic role holders includes the role of SPO. This is twice a year for staff. The Students' Union also has an opportunity for SPO's to meet and give feedback/receive updates from the union. Work needs to be undertaken on developing an online module for SPO's with CSED. The union welcomes a conversation and

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
						planning with CSED for this.
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	Training took place this year with (%) of course reps and convenors trained. This year a handbook was provided, and more regular faculty discussions have taken place to provide support for Faculty Convenors. Hoodies, Keep-cups and Tote-bags were also provided however the union would need continued financial support for the distribution of branded items. Conversations could be had about the appropriate resources needed. This year the union has given more support for activities and research that course reps and convenors have

Action	Responsibility	Explanation	Latest completion date	Resource/s	Resource type	Update June 2020
						wished to undertake – including a timetabling questionnaire. The Students' Union is keen to continue this grass-roots approach to student representation.
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	Currently, we don't believe SSLCs have completed this. A review of the self-evaluation tool will be needed, along with a timeline in place. This would need to be a collaborative effort between the Students' Union and the SPO's/staff support.

9 Appendices

9.1 QAA Quality Code (2018): Student engagement

Guiding principles
1: Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.
2. Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.
3: Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.
4: Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies
5: Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.
6: Student engagement and representation processes are adequately resourced and supported
7: Providers work in partnership with the student body to close the feedback loop

Table 1 QAA Student Engagement guiding principles 2018.

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 will make contact with the Students' Union Student Engagement Co-ordinator (Representation).

They 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 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 communicating 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 Representative 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 course 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 elected Student 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 election of first year student Representatives and advertise any vacancies for other year groups that remain after lection at the end of the previous academic year.
- 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 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

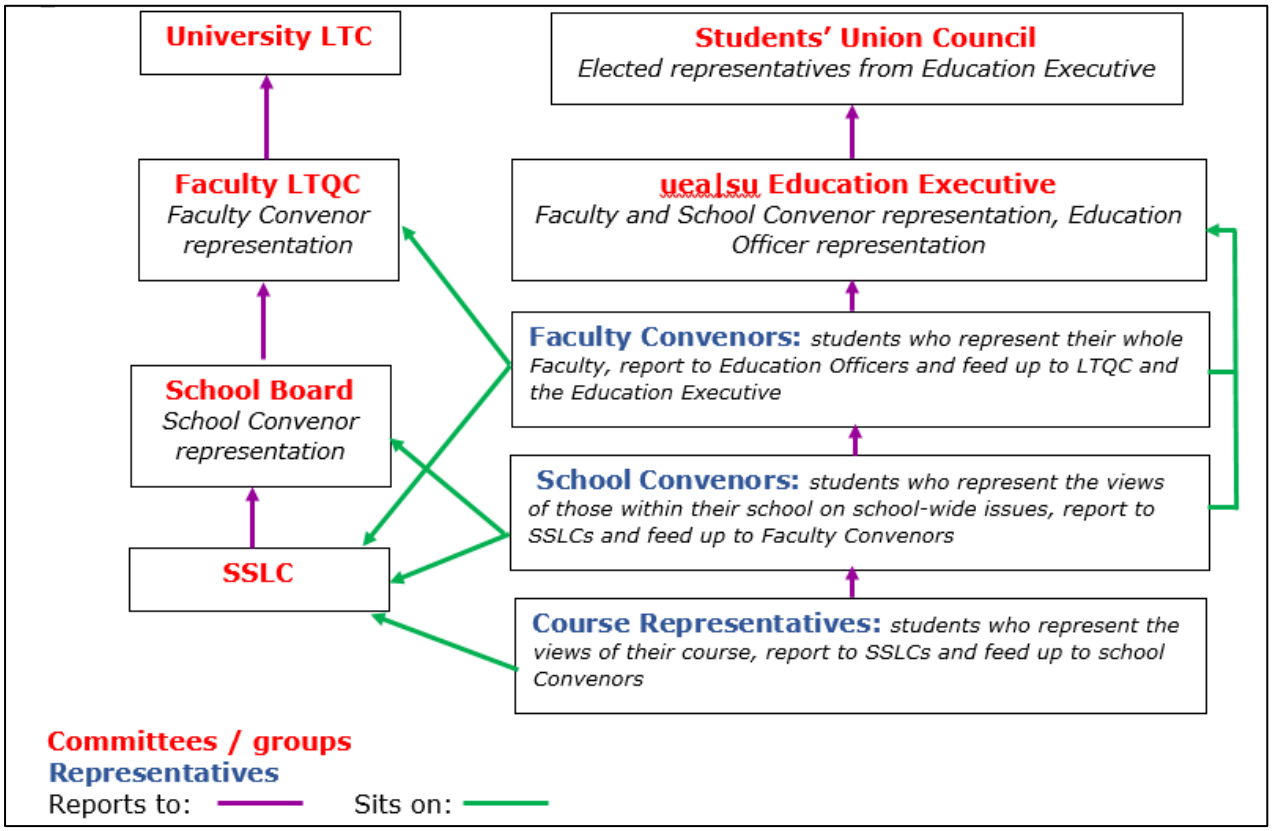
Faculty Convenors are students who are elected to represent students at a Faculty level. This briefing document outlines information on how they are recruited, their responsibilities, and their structure within wider representation.

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. Code of Practice for Graduate School Student Forums (GSSF) and PGR Representation

10.1 Introduction

This section of the Code of Practice for student representation outlines guidance for the operation of UEA's Graduate School Student Forums (GSSFs). Each Faculty has their own GSSF comprising of Postgraduate Research students and relevant Faculty staff members (indicative membership is highlighted in section 10.4).

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 previous sections of the Student Representation Code of Practice, however, do not acknowledge the very specific needs of Postgraduate Research (PGR) students so far as representation is concerned.

These guidelines for the operation of GSSFs outline the remit and membership of the GSSF and the responsibilities of both students and staff who are members.

uea|su and UEA are aware that there are existing representation structures for students within the Norwich Biosciences Institute (NBI) and University of Suffolk research students. These structures operate outside the scope of this guidance although they are free to adopt any aspects that are considered helpful.
This section of the Code of Practice will be reviewed formally every two years, and where necessary updated, by the Doctoral College Executive.

10.2 The relationship between the GSSFs, Graduate Student Executives and PGR Executive

It is worth noting the relationship between GSSF and GSE. Agenda items can, and should, be passed both ways between a Faculty GSSF and the relevant Faculty GSE to allow for full and varied consideration. Any item that cannot be resolved by a GSSF should be passed to the relevant GSE. Likewise, any item on a GSE agenda that would benefit from further student consultation should be passed to the relevant GSSF.

An agenda item on "PGR Representation and Faculty GSSFs" will come to the final Doctoral College Executive of each academic year and will include a short report summarising business of the year from each Faculty GSSF, compiled by the Chair of the GSSF. Normally this item will be placed in Section B of the agenda but may be moved to Section A if more detailed consideration of the reports is required.

10.3 Other PGR representation structures

It is important to recognise that schools and faculties may have complementary representative structures in place, for example Student Staff Liaison Committees (SSLC)[2] and Postgraduate Research Student groups. These should, if appropriate, continue to operate alongside and feed into, rather than be replaced by, the GSSF. PGR representatives 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 Tutor, to receive feedback from course representatives.

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

In the case of SSLCs, it is the responsibility of the schools' Student Partnership Officer[3] to liaise with School PGR Directors to provide clarity to PGR students on the representative positions available to them. Research students would only ever sit on a GSSF in their capacity as a student rather than as an Associate Tutor.

10.4 GSSF indicative membership and general responsibilities

1) Each Forum is composed of:
    - A minimum of 1 student per school who is nominated or has been elected by the PGR student body within the School as its GSSF representative should, where possible, attend each meeting of the GSSF to ensure continuity.
    - A student Chair and Secretary from within the elected members of the forum
    - The Faculty's Associate Dean PGR
    - uea|su's Postgraduate Education Officer
    - Faculty PGR Training Coordinators
    - Other academic staff, e.g. School PGR Directors, as appropriate
    - A representative of the PGR Service. Professional staff from the Faculty and central services e.g. ITCS and the Library may be invited as appropriate.
    - Other uea|su officers may be invited to GSSFs where appropriate

2) In addition to the forum's elected representatives, any PGR student from the Faculty may attend the forum but will not be classed as members. Roles within the forum (such as Chair and Secretary) can be decided how the student members see fit.
3) The Forum can discuss any Faculty-level matters relating to the academic and non-academic experience of current Postgraduate Research students.
4) Each forum meets at least three times per year in line with the University's academic calendar.
5) GSSFs may request a small budget from the relevant Associate Dean PGR for refreshments.
6) Notes will be taken by the student member of the GSSF who is acting as Secretary to that meeting. If no student is available to act as Secretary, the Chair of the GSSF will liaise with the Faculty's Associate Dean (PGR) to explore staff support for the next meeting.
7) Notes from each GSSF will be included as an agenda item on the Graduate School Executive order to influence Graduate School direction and policy. Notes should also be shared with Senior Faculty Managers for information.
8) A Chair and Secretary will be chosen from the elected GSSF representatives according to each Forum's terms of reference.
9) Student Partnership Officers and School PGR Directors can provide guidance in the election of school-level representatives to the GSSFs.

10.5 Appointment of Student Representatives to the GSSF

1) Each Forum should have a minimum of 1 Student Representative from each School.
2) The Students' Union is committed to providing support for sSchools that wish to elect GSSF representatives through an online election. If this option is chosen, uea(su)'s Postgraduate Education Officer must be notified as soon as possible to allow representatives to be elected in a timely fashion at the start of the academic year.
3) Uea|su will, through the Postgraduate Education Officer, help to promote the vacant positions available on each Faculty's GSSF. The Students' Union will offer a PGR Representative conference and training opportunities for all those involved once GSSF representatives have been elected.

[3] For full description of the role of the SPO, please see section 9.2 of this document

4) Once elected, the Representative should normally serve for a complete academic year (October-September), after which they will either stand down or nominate themselves for the next academic year.
5) It is the role of the PGR Director and Student Partnerships Officer to promote the Forum with the choice of representatives being decided by the student body.
6) Student Representatives are encouraged to use their experience on the GSSF as part of their Personal and Professional Development.

10.6 Duties and Responsibilities of Student Representatives

To liaise and communicate as appropriate with their respective PGR communities on issues that may be appropriately raised between meetings

1) To raise items for discussion on the agenda prior to each GSSF by contacting the Chair and Secretary.
2) To communicate any issues or decisions taken by the Forum to their PGR communities following each meeting.
3) Representatives are strongly encouraged to attend the PGR Representative Conference session organised by uea|su and to liaise with the Postgraduate Education Officer on issues where applicable.
4) To represent the views of Faculty PGRs in any other student forum.

10.7 Selection of the Chair

1) Each Forum, at its first meeting of the academic year, will normally elect a Chair. In the event of there being more than one candidate rather than electing a single Chair the Forum may choose to rotate the role to ensure equal opportunity.
2) If the designated Chair is unavailable for the meeting, they have a duty to let other Forum committee members know as soon as possible and seek a replacement through the forum.

10.8 Selection of the secretary

1) The newly appointed Chair(s) are responsible for coordinating the election of a Secretar(y/ies). In the event of there being more than one candidate rather than electing a single Secretary, the Forum may choose to rotate the role to ensure equal opportunity.
2) If the designated Secretary 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 be Secretary for that meeting. If no one volunteers, the Chair is at liberty to identify the replacement Secretary.

10.9 Duties and Responsibilities of the Chair and secretary

1) The Chair will be responsible for scheduling meetings to fall at a time that the majority of members can attend using an appropriate mechanism to determine availability.
2) The Chair will be responsible for drawing up an agenda for each meeting in liaison with the Secretary and forum representatives both School and University.
3) The Chair and the Secretary will be responsible for ensuring that the agenda for each meeting is where possible circulated to Forum members at least 5 working days before each meeting.
4) Where necessary, the Secretary will aim to circulate any relevant documentation to all Forum members prior to and at least 5 working days before each meeting.
5) The Chair will be responsible for running each meeting in a timely and efficient manner.
6) The Chair is responsible for ensuring that elected representatives are asked to take forward agreed action points appropriate to their area of responsibility, or to take forward themselves action points, in the absence of an action owner.
7) In the event that the forum does not reach a consensus, the Chair will be responsible for ensuring that the different views are appropriately reflected.
8) The Secretary is responsible for taking notes and action points during the meeting of the GSSF.
9) The Secretary must take attendance at each meeting and also note apologies.

11. University level student representation

11.1. Principles

11.1.1. The UEA Plan states that we will build a strong, rewarding partnership between students and staff at all levels, recognising that educational outcomes are co-produced with students and capturing the positive, powerful impact that students can have over the development of their education at UEA.

11.1.2. The University and Student's Union agree that students are entitled to representation when decisions or preparations are made that have a bearing on their courses or the experience of students.

11.1.3. The Students' Union will be supported by the University in arranging for student input into policy development and review activity in the formative stages of decision making.

11.2. Framework

11.2.1. The full-time officers of the Students' Union will be given the opportunity at least twice a year to meet with the Vice Chancellor and the Executive Team and are provided with opportunities for regular contact with them, individually and collectively, throughout the year to discuss key issues. For example, opportunities for discussion are provided at ET working lunches (July and January), VC Liaison meetings (4 per year), pre-Council briefings with the VC, VC breakfasts with students, monthly meetings with the PVC (Academic) for the relevant Education Officers, and agenda setting meetings for Student Experience Committee.

11.2.2. Where a formal University Committee is created or a University level executive or working group is formed, active consideration will be given as to the appropriateness of Students' Union membership and the decision communicated to the Union.

11.2.3. At formal University committees agreed student representatives will be members, and other than Council, Council Finance Committee, Senate, and Space Planning and Management Committee will normally be accompanied by a member of Students' Union staff (in attendance, but not as a committee member) to provide support.

11.2.4. The Students' Union will present two reports each year to Council, one on its operations and the other on the views of students on the University.

11.3. Student representation

11.3.1. The Union and University will annually review ongoing University level committees, executives and working groups, and bring forward proposals of changes in membership on academic committees to LTC for recommendation to Senate and for non-academic committees bring forward proposals for consideration by the Chief Resource Officer (for approval at Council as appropriate).

11.3.2. The University Council, the University's Governing Body, has two student members. Each year, the Students' Union will recommend two of their full-time officers as members of University Council. This membership of Council confers eligibility on these two student representatives to also take up membership positions on the Council Finance Committee and the University Space Planning and Management Group: there is one student member on each of these two bodies. University Council requirements necessitate strict confidentiality and student members of Council and the Council Finance Committee will not be able to seek support from the Students' Union and are referred to the Director of Finance for support in preparation for meetings. Support for the student member of Space Planning and Management group will be provided by the Chief Operating Officer or their nominee.

11.3.3. The Chief Resource Officer, as secretary of Council, will consider and take forward membership issues relating to the sub-committees of Council, including

- The Equality and Diversity Committee

11.3.4. The membership of University Senate, the University's most senior academic committee, has three student representatives. Each year the Students' Union will recommend three of their full-time officers as members of Senate. University Senate requirements necessitate strict confidentiality and student members will not be able to seek support from the Students' Union and are referred to the Director of Student and Academic Services for support.

11.3.5. Senate considers membership, including student representation, of all its sub-committee on an annual basis each June including for example:

- Learning and Teaching Committee
- Student Experience Committee
- Student Affairs Group
- Widening Participation Committee
- Faculty Learning and Teaching Committees
- Senate Student Discipline Committee
- Senate Student Discipline Appeals Committee
- Doctoral College Executive
- Honorary Degrees and Awards Committee
- Student Sport and Physical Activity Committee
- Technology Enhanced Learning Committee

11.3.6. 3.6. The Chief Resource Officer, on behalf of the Executive Team considers student representation on working groups and Executives that report to the Executive Team, including for example:

- ISSC
- Library Forum
- IT Forum
- Sustainability Board
- Space Planning and Management Group
- Admissions, Recruitment and Marketing (ARM) Executive

11.3.7. At executive groups and working groups Students' Union Officers or staff may be invited to be members as appropriate and agreed. In 2019/20 the list included:

- Learning and Teaching Spaces Working Group
- Internationalisation Executive
- Employability Executive
- Degree Apprenticeships Working Group
- Student Safety group
- Prevent Group
- Student Financial Support group
- Space for Faith Working Group
- Access all areas Group
- Parking Appeals Committee
- Changing the Culture Working group

11.3.8. There are a number of other task and finish style working groups established by Committees, for example the Learning and Teaching Committee, to review specific policies as part of the periodic review process and where these impact upon the student experience these include student representation.

11.3.9. Student representatives are not members nor attend the following committees or management groups. Where issues are discussed that affect the student experience the Students' Union will be consulted in good time.

11.3.10. Various sub-committees of Council

- Academic-Related Staff Review Committee
- Audit Committee
- Governance Committee
- Sainsbury Centre Board
- Senior Officers Remuneration Committee

11.3.11. Various sub-committees of Senate

- Honorary Appointments Committee
- University Promotions Committee

11.3.12. Other

- Executive Team (advises the VC)
- Faculty Executives (see note below)
- University Health and Safety Executive and sub-committees

11.3.13. The Standing Orders of Boards of School state that membership should include at least one representative drawn from each major level of study at which the school delivers programmes (i.e. undergraduate, postgraduate taught and/or postgraduate research) nominated by the Staff Student Liaison Committee of the School from within its number. The expectation is that one of the representative places would be taken by the elected School Convenor who co-chairs the SSLC.

11.3.14. Faculty Learning and Teaching Quality Committees and Faculty Graduate School Executives have student representation. Faculty Executives do not have student representation and the Faculty Pro Vice Chancellor has responsibility for ensuring that the student body is appropriately consulted in the development of learning and teaching strategy.

11.4. Operational detail

11.4.1. All Student Officers and Students' Union staff will be required to observe any confidentiality policies that apply to papers or discussions at meetings.

11.4.2. The Union will be responsible for organising and supporting both undergraduate and postgraduate student membership of key bodies in the University.

11.4.3. Where the Union arranges for student membership of University bodies, appropriate support and notice will be given by the University. The Union will disseminate opportunities to students and provide support and training to student representatives.

11.4.4. The Union will endeavour to both gather feedback from students on key committee issues and to aid the University in disseminating the results and outcomes of discussions taking place at University Committees, and which are of interest to students, when it is timely to do so.

11.4.5. The Union will participate in agenda and issue planning with Committee chairs at the start of each academic year to ensure that there is sufficient notice of key issues and the opportunity to undertake consultation and research where appropriate.

11.4.6. Regular informal meetings and catch ups will take place between key members of University staff and SU staff / student officers as appropriate.

11.4.7. The University will take student feedback into account when reviewing the performance of student facing services and will work in partnership with representatives of the Students' Union, discussing the implications of change, when making changes to student facing services.