STUDENT ACADEMIC REPRESENTATION

INTRODUCTION AND PRINCIPLES

1. The University aims to foster the effective contribution of students to quality assurance and enhancement processes through student representation on institutional decision-making bodies both at central and local levels.

2. In this way, student representation can have a direct influence on the delivery and/or development of any aspect of the student academic experience, including:
   - admissions;
   - programme and curriculum design;
   - programme delivery and organisation;
   - programme evaluation and review;
   - teaching and learning resources;
   - teaching and learning facilities;
   - assessment and feedback;
   - student support and guidance.

3. The Principles of Partnership should underpin student and staff engagement in academic representation.

4. Academic representation for foundation, undergraduate and postgraduate taught students at the University of Reading is coordinated by the Students’ Union. Further details can be found in the section entitled Foundation, undergraduate and postgraduate taught student representation.

5. Academic representation for postgraduate research students is coordinated by the Graduate School, in collaboration with the Students’ Union in respect of University level representation. Further details can be found in the section entitled Postgraduate research student representation.

6. Academic representation for students studying at international branch campuses is outlined in the section entitled Branch campus student representation.

7. Academic representation for students studying on a flexible or distance learning programme or an apprenticeship programme is outlined in the section entitled Off campus student representation.

FOUNDATION, UNDERGRADUATE AND POSTGRADUATE TAUGHT STUDENT REPRESENTATION

8. Academic representation for students on foundation, undergraduate and postgraduate taught programmes operates at three levels: Programme level, School level and University level.

9. Students are elected by their peers as Undergraduate or Postgraduate Course Reps or School Reps; these reps are known collectively as Academic Reps.
Roles and responsibilities

Undergraduate and Postgraduate Course Reps

10. There are over 400 Course Reps. Where possible, there should be two Course Reps per year group, per programme and at least one Course Rep per forty students. In cases where the programme cohort is small, Course Reps may be elected to represent a group of programmes in the School/Department rather than a single programme.

11. Course Reps sit on Student/Staff Liaison Committees (SSLCs), where they represent their peers at a programme level, relaying student feedback (what works well, what could be improved and any ideas for change) and reporting any actions taken as a result of this feedback to the student body.

12. Course Reps work in partnership with University staff and other Academic Reps to facilitate positive changes to the delivery and/or development of any aspect of the student academic experience on their programme.

13. Course Reps are required to attend all SSLC meetings and Course Rep Consultations for the period of their term in office (one academic year).

14. One or more Course Reps should be included in the membership of all Boards of Studies, where they provide a student perspective on the issues discussed, and play an active role in quality assurance and enhancement and decision making.

15. Role descriptions for Undergraduate Course Reps and Postgraduate Course Reps are available at www.rusu.co.uk/academicreps.

16. Course Reps are required to sign an Academic Rep Agreement and a Consent Form which can be found online at www.rusu.co.uk/academicreps.

Undergraduate and Postgraduate School Reps

17. There are 32 School Rep roles; 16 Undergraduate and 16 Postgraduate.

18. School Reps sit on School Boards for Teaching, Learning and Student Experience (SBTLSEs), where they provide a student perspective on teaching and learning matters at School level, and play an active role in quality assurance and enhancement and decision making.

19. School Reps work in partnership with University staff and other School Reps to facilitate positive changes to the delivery and/or development of any aspect of the student academic experience within their school.

20. School Reps are required to attend all SBTLSE meetings and School Rep Consultations for the period of their term in office (one academic year).

21. School Reps (from the same school) are required to work together to lead a team of Course Reps within their School. They are required to convene and lead regular Course Rep Consultations for the period of their term in office.

22. School Reps act as a key liaison between students, the Course Reps, the Students’ Union and their School.


24. School Reps are required to sign a School Rep Agreement and Consent Form which can be found online at www.rusu.co.uk/academicreps.

The role of the Students’ Union

25. Foundation, undergraduate and postgraduate taught student representation is led by the Students’ Union. The Education Officer of the Students’ Union, with support from the Academic Representation Team within the Students’ Union, undertakes the following:

- Promotes opportunities for students to engage with student academic representation;
• Coordinates the online election processes;
• Provides materials to School/Departmental staff to promote nominations and voting periods during elections and other materials to promote opportunities for students to engage with academic representation;
• Organises the training and development programme for Academic Reps;
• Encourages an Academic Rep community through social and developmental opportunities;
• Provides ongoing support and training to Academic Reps throughout the academic year;
• Provides admin support to School Reps, convening termly Course Rep Consultations with Course Reps in their School. This enables School Reps to understand the grassroots views of the students;
• Hosts regular meetings to allow School Reps and Student Officers from the Students’ Union to share ideas and experiences. This gives School Reps the opportunity to share views with the Student Officers, so that both can take these views to University level meetings more effectively;
• Distributes the academic representation impact survey, measures and promotes impact.

The role of the School Director of Teaching and Learning

26. The School Director of Teaching and Learning (SDTL), supported by the relevant Student Support Centre (SSC), or the Henley Dean’s Office in the case of Henley Business School, is the key contact between the School and the Students’ Union in relation to academic representation. If the SDTL delegates any aspect of this role to another member of School staff, they should inform the Academic Representation Manager in the Students’ Union of the name of this person.

27. The SDTL, or their delegate, should maintain close links with the Education Officer and the Academic Representation Manager, to ensure that each School/Department’s needs are met and to assist in the coordination and promotion of the elections. At the end of each academic year, the Students’ Union will liaise with SDTLs to obtain feedback on the coordination of academic representation within their School.

28. The SDTL, with support from the relevant Student Support Centre (SSC), or from the Henley Dean’s Office in the case of Henley Business School, assists the Students’ Union by:

• Promoting the purpose and benefits of student academic representation to staff within the School;
• Working with other academic staff to promote opportunities for students to engage with student academic representation, encouraging students from the diverse student community to engage. This includes promoting the nominations and voting periods for elections;
• Ensuring that one or more Course Reps are included in the membership of all Boards of Studies and that no less than four elected student representatives are included in the membership of SBTLSEs;
• Notifying the Students’ Union of which Reps attend BoS and SBTLEs, and ensuring that minutes from these meetings are sent to the Academic Representation Coordinator.

Election of Academic Reps

29. Academic Reps are democratically elected by their peers and hold office for one academic year. The Students’ Union coordinates the online election of Academic Reps.

30. The Undergraduate Course Reps Election and Postgraduate Election, which elects Postgraduate Course Reps and Postgraduate School Reps, take place at the start of the
31. Autumn term and successful candidates are elected no later than Week 5 and take up post immediately.

32. RUSU Main Elections include the election of Undergraduate School Reps, and take place during the spring term. Successful candidates take up post at the start of the autumn term in the next academic year.

33. Students nominate themselves on the Students’ Union website. Candidates need to log-on and must confirm their name and contact details. They are also encouraged to provide a photo and a short ‘manifesto’, although these are not compulsory.

34. Following the election count, the Students’ Union informs SDTLs (and their delegates where appropriate), via the Student Support Centre (SSC) or the Henley Dean’s Office, of the names of the elected Academic Reps.

35. Where a position remains unfilled after the elections process, Schools/Departments should draw representatives from the student body as they see fit, whilst endeavouring to maintain the diversity of SSLCs. In such cases, Schools/Departments should notify the Academic Representation Team in the Students’ Union of the names and contact details of those students at the earliest opportunity so they can be invited to the training session.

36. Names of Course and School Reps are published on the RUSU website and Academic Rep Portal (rusu.co.uk/myrep).

37. Upon election, the Academic Representation Team in the Students’ Union will invite elected Academic Reps to attend training sessions. Schools/Departments should encourage all Academic Reps to attend the training sessions.

Training and development of Academic Reps

37. Training for all Academic Reps is coordinated by the Students’ Union. Training will normally be delivered by the Students’ Union but may also be delivered by others, such as the NUS and the University.

38. Introductory training will include information on the Students’ Union, the role and responsibilities of Academic Reps, how to consult their peers and obtain student feedback and University academic structures. Additional skills based training, such as effective communication skills, campaigning skills and chairing meetings will be delivered throughout the academic year.

39. The Students’ Union will also deliver training to Academic Reps who want to apply for the role of Student Panellist on Periodic Review Panels and New Programme Scrutiny Panels.

40. Attendance at training will count towards hours for students’ enrolled on the RED Award scheme. Information about the scheme can be found at www.reading.ac.uk/internal/readingexperienceanddevelopmentaward/reda-home.aspx

Overview of student academic representation

41. Student academic representation is fulfilled across three levels and there is a direct flow of work from SSLCs and Boards of Studies (BoS) at programme level, through to SBTLSEs at School level and onwards to University level. Proposed enhancements, successes and areas of good practice will be considered and fed in both directions through the three levels, as appropriate.

42. Student-staff partnership is facilitated by student representation across the University’s committee and organisational structures. This partnership involves the consideration of matters and concerns at each level and the co-delivery of change, with staff and students jointly responsible for the processes and outcomes. Committees and organisational structures also provide a rich opportunity to nurture the sense of academic community.
within Departments, Schools and the wider University and are intended to empower students and staff alike.

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Programme level

Student/Staff Liaison Committees (SSLCs)

43. SSLCs are jointly owned by students and staff and a student member may fulfil the role of SSLC Chair. SSLCs discuss specific feedback from staff and students, identify what is working well and consider how to make positive changes to the programmes. In particular, SSLCs provide an opportunity for students and staff to jointly consider the student learning experience within the School/Department and identify enhancements and areas of good practice. This feedback should drive and inform change within and, where appropriate, beyond the subject area. Nurturing a student-staff partnership at this level should help to develop positive relationships, based on trust and respect, and facilitate open dialogue and opportunities for enhancements.

44. Course Reps are members of SSLCs, where their primary role is to represent their peers at a programme level, relaying student feedback (what works well, what could be improved and any ideas for change) and reporting any actions taken as a result of this feedback to the student body.

45. Alternate students may attend when Course Reps are unavailable and, where appropriate, a member of the School/Department’s academic society may also attend in lieu of the Course Rep. Course Reps represent the views of the broad student body on their programmes.
46. SSLCs consider a wide range of datasets, including National Student Survey (NSS)/Postgraduate Taught Experience Survey (PTES) and careers data, the outcomes of module and programme evaluation and External Examiners’ Reports. SSLCs also have the opportunity to discuss the School’s Self-Evaluation Document for Periodic Review and to interrogate and identify actions in response to the final Periodic Review report and its recommendations.

47. SSLCs report to the relevant BoS and in some cases it may be appropriate for an SSLC to report to School/Department staff meetings or a School/Departmental teaching and learning committee. Updates on actions arising out of the SSLCs will be reported to the next meeting of the SSLC (or directly to Course Reps where a swift response is appropriate), and from there to the student body. Course Reps also raise issues and provide feedback to the School Rep and Students’ Union, as appropriate.

48. Please refer to the Guidance Note on SSLCs for further details about the operation of SSLCs, including a sample membership list and terms of reference, and sample agendas demonstrating the range of matters usually considered by the committee.

Boards of Studies (BoS)

49. All BoS include one or more Course Reps in their membership. Various models for the appointment of student members are outlined in the Guidance Note on Boards of Studies.

50. The BoS is responsible for considering a range of matters, including the potential development of new programmes; the revision and withdrawal of existing programmes; the inclusion of relevant modules in new and existing programmes; resourcing of programmes, and co-ordination of all the teaching and learning activities associated with the programmes.

51. Student and staff partnership in the BoS enables all stakeholders to contribute to the design, development and delivery of the curriculum. Student members on BoS provide a student perspective on the issues discussed and play an active role in quality assurance and enhancement and decision making. They can provide immediate feedback from a student’s perspective on ideas and suggestions under discussion by the Board. Student members can also raise student feedback that has already been raised elsewhere (for example, at the SSLC) but has not been addressed.

52. Any discussions in relation to, and any actions taken as a result of, reports from SSLCs will be reported back to SSLCs and onwards to the SBTLSE as appropriate. The SBTLSE receives reports from the BoS and is required to address any matters which have not been resolved by the BoS.

53. Further details relating to the key responsibilities and operation of BoS, including a suggested membership, are available in the Quality management and enhancement processes at the University of Reading. A sample agenda for BoS meetings which illustrates the range of matters usually considered can be found in Section 2a of the Guide to Policies and Procedures for Teaching and Learning. Further details about the operation of BoS can be found in the Guidance Note on Boards of Studies.

School level

School Boards for Teaching, Learning and Student Experience (SBTLSEs)

54. SBTLSEs should include in their membership no less than four elected student representatives. This includes the Undergraduate and Postgraduate School Reps and two further student members, who are elected from and by the Course Reps within the School. In the Henley Business School, the SBTLSE includes three Undergraduate and three Postgraduate School Reps in its membership.
55. The core functions of SBTLSEs include: regulating and coordinating all aspects of learning and teaching within the School, subject to the authority of the University Board for Teaching, Learning and Student Experience (UBTLSE); taking a strategic view of the School’s portfolio of programmes and recommending changes where appropriate; taking an overview of the effectiveness of the programmes and modules in the School and of student attainment and experience, and promoting the development of learning and teaching in the School. Further information in respect of the remit and membership of the SBTLSE, as well as variations in respect of the Henley Business School, can be found in the University’s policy on Quality management and enhancement processes at the University of Reading.

56. Student and staff members of SBTLSEs play a vital role in driving the quality assurance and enhancement of teaching and learning within the School; they can discuss strategic developments, influence change and develop the academic community of the subject area. The student members also provide a mechanism for immediate feedback from a student’s perspective on ideas and suggestions discussed by the Board and this, in turn, leads to increased transparency in the University’s decision making processes. Student members can also raise student feedback that has already been raised elsewhere (for example, at the SSLC and BoS) which might require further consideration at School level.

57. SBTLSEs should be fully accessible and Schools should consider measures to facilitate part-time, distance/flexible learning and placement students’ attendance at, or contribution to, meetings, including attendance on a virtual basis or contribution via electronic discussion boards.

58. SBTLSEs may discuss confidential or potentially sensitive issues that it would not be appropriate for a student member to be party to; for example, information relating to the progress of individual students. Any such matters should be included under a ‘Reserved Business’ section on the agenda and subsequent minutes. Student representatives will be asked to leave the meeting while Reserved Business is discussed.

59. SBTLSEs may refer matters to UBTLSE for further consideration. Any discussions in relation to, and any actions taken as a result of, reports from BoS and SSLCs should be reported back to those committees and the student cohorts, as appropriate.

Periodic Review of Programmes and New Programme Scrutiny Panels

60. In addition to membership of Programme- and School-level boards and committees, student representation is also facilitated through the Periodic Review process and in Scrutiny Panels.

61. In Periodic Review, Academic Reps in the subject area under review are invited to prepare a Student Submission for consideration by the Periodic Review Panel. Periodic Review Panels will also meet with a group or groups of students and recent graduates from the subject area under review. Periodic Review Panels include a student member, who is either a School Rep or Course Rep from a non-cognate area or a Student Officer of the Students’ Union. The involvement of a range of students in evaluating the quality of provision and identifying areas for enhancement ensures that the outcomes of the Review are informed by the student voice and encourages shared responsibility for the outcomes of the process.

62. Further details regarding the preparation of the Student Submission and student participation in Periodic Review Panels, including details of the nomination and selection process for student panel members and guidance for Chairs of Periodic Review Panels, are included in the Requirements for the Periodic Review of Programmes.

63. Scrutiny Panels appointed to consider the academic elements of new programme proposals include a student member, who is either a Course or School Rep from outside the proposing School or a Student Officer of the Students’ Union. Alongside internal and external members of academic staff, the student member is therefore crucial to the process of shaping the quality of the University’s future curriculum.
64. Further details relating to student participation in Scrutiny Panels, including details of the nomination and selection process and guidance for Chairs and Secretaries of Scrutiny Panels, are included in the Programme Lifecycle Policies (Section 5 of the Guide to Policies and Procedures for Teaching and Learning).

University level

65. Student Officers of the Students’ Union are elected by a cross campus ballot annually in the Spring Term. Details of the roles and responsibilities of the Student Officers are available on the Students’ Union website at www.rusu.co.uk/elections.

66. At University level, student academic representation on the University Senate is undertaken by all Student Officers of the Students’ Union and five School Reps, one of which must be a postgraduate student. The Students’ Union will agree with the elected School Reps who will sit on Senate.

67. Student Officers are members of a broad range of University-level committees, including the Council, the Student Experience Committee, the Teaching and Learning Strategy Board and UBTLSE and its Sub-Committees. They are included in the membership of all University-level student disciplinary and appeals committees, including: Misconduct Appeals Committee; the Student Appeals Committee; the Standing Committee on Academic Misconduct; the Student Disciplinary Committee; the Standing Committee on Examination Results; the Extenuating Circumstances Appeal Board; the Standing Committee on Fitness to Practise, and the Standing Committee on Academic Engagement and Fitness to Study.

68. Student Officers and Academic Reps are also included, where appropriate, in the membership of a range of University working groups and steering groups which are convened from time to time.

69. Further details of University-level committees, including full membership lists and terms of reference are available in the Committee List, which is available on the Governance Zone webpage. Also available on this webpage is the Students’ Union Code of Practice. The Students’ Union Constitution is available at: https://www.rusu.co.uk/about/governancedocs/.

POSTGRADUATE RESEARCH STUDENT REPRESENTATION

70. Academic representation for postgraduate research (PGR) students is coordinated by the Graduate School. Those PGR students who take on a representative role are known as PGR Reps.

71. Postgraduate research student representation is structured in such a way as to mirror the principles underpinning academic representation at undergraduate and taught postgraduate level. It operates in the following way, at the levels described.
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**School/Department level**

72. Each School/Department has a PGR Student Representative who engages and communicates with all PGR students within their School/Department and acts as a point of contact for all PGR student issues.

73. Each School/Department is encouraged to ensure that all PGR Student Representatives are appointed in a fair and transparent way and, wherever possible, they should be elected by their peers.

74. PGR Student Representatives attend School/Department PGR Committee meetings. If these do not take place due to the structure of the School/Department, then they attend the School Research Committee and any other forum in which PGR student issues are under discussion.

75. The Graduate School has developed guidance on the expectations that accompany the role, which is issued to all PGR Student Representatives.

**University level**

76. School and Department PGR Student Representatives are invited to attend the PGR Student Representatives Forum twice a year. The Forum serves as an important conduit for the student voice and a sounding board for possible developments to the Reading Researcher Development Programme (RRDP). The Postgraduate Research Students’ Part-time Officer and/or other Student Officers (e.g. the Education Officer or Diversity Officer) of the Students’ Union have a standing invitation to the Forum. They are then able to represent the PGR student voice at University level committees/boards.

77. The PGR Representatives Forum reports to the Committee on Postgraduate Research Studies.

78. The membership of the University’s Committee on Postgraduate Research Studies and the University Board for Research & Innovation include the Diversity Officer and Postgraduate Research Students’ Part-Time Officer of the Students’ Union.
Branch Campus Student Representation

79. Branch campus student representation relates to programmes delivered at international branch campuses.

80. Academic representation is coordinated either by the Heads of Section or the local students’ union/students’ association at international branch campuses, who have oversight of the elections process and training.

81. Branch campus student representation is structured in such a way as to mirror the principles underpinning academic representation at undergraduate and taught postgraduate level for UK-based programmes but the Students’ Union does not coordinate student representation taking place at international branch campuses. It operates in the following way, at the levels described:

Programme level

82. Where programmes are delivered at an international branch campus, arrangements should be made to operate one or more SSLC(s) according to the needs of, and existing structures in, Academic Sections.

83. Where programmes are delivered at an international branch campus, the Branch Campus Programme Board is responsible, in conjunction with the relevant BoS, for considering proposals for programmes to be offered at the branch campus and monitoring aspects of provision specific to the branch campus. It informs the relevant BoS in relation to the delivery of programmes at the branch campus, and reports to the relevant BoS and to the Teaching and Learning Committee of the branch campus (as a delegated sub-committee of the Academic Board).

84. Two student representatives are included in the membership of international Branch Campus Programme Boards.

85. For further information relating to Branch Campus Programme Boards, please refer to the Quality management and enhancement processes at the University of Reading.

School/Board level

86. Where programmes are delivered at an international branch campus, a Branch Campus Academic Board is responsible for monitoring, reviewing, assuring and enhancing the quality and standards of the programmes, with appropriate reference to BoS and the relevant SBTLSEs.

87. The Branch Campus Academic Board will receive reports from Branch Campus Programme Boards, and it reports to UBTLSE.

88. Two student representatives are included in the membership of international Branch Campus Academic Boards.

89. Further information relating to Branch Campus Academic Boards can be found in the Quality management and enhancement processes at the University of Reading.

University level

90. Please see the section on Foundation, undergraduate and postgraduate taught student representation for details of student representation at University level.
OFF CAMPUS STUDENT REPRESENTATION

91. Off campus student representation relates to programmes delivered predominantly off-campus; for example, flexible learning and distance learning programmes and apprenticeship programmes.

92. Where a course is predominantly delivered off-campus, student academic representation is structured in such a way as to mirror the activities and principles underpinning academic representation for campus-based programmes.

93. To become an Academic Rep, students should be nominated and democratically elected by their peers in accordance with the principles of the on-campus process.

94. Students studying off-campus will have opportunities to act as Academic Reps at the programme level. At School and University level, opportunities may be made available where appropriate.

95. Those students studying off-campus may not be able to attend Academic Rep training programmes which are delivered by RUSU. In these instances, the Academic Reps should be encouraged to access any available online training in order to help them carry out their role.

96. Communication between Academic Reps and their School may include, but is not limited to, written reports, email or verbal feedback to the Programme Director or the Chair for the relevant SSLC, conference call/Skype to the relevant SSLC/BoS meetings or another effective line of communication.

97. Minutes and actions arising from a relevant SSLC or BoS/Programme Management Committee meeting should be made available to all Academic Reps and will be published on a relevant VLE (Blackboard, Canvas etc.) wherever possible for other off-campus students to access.

98. Where appropriate, if a programme is delivered with a partner, a joint SSLC should be put in place, which feeds in to relevant Boards for both institutions. Minutes and actions from the joint SSLC should be considered by the relevant BoS and any actions fed-back to the joint SSLC and students.

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