

STUDENT ACADEMIC REPRESENTATION

[Approved by the University Board for Teaching and Learning on 10 July 2012. Subsequent revisions were approved by the University Board for Teaching and Learning on 9 December 2013 and 3 November 2014. The policy was revised in November 2016 to take account of organisational changes which took effect from 2016-17.]

INTRODUCTION AND GENERAL 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 learning experience, including:
 - admissions;
 - programme and curriculum design, delivery and organisation;
 - teaching and learning resources;
 - assessment and feedback;
 - student support and guidance.
3. Student academic representation for undergraduate and taught postgraduate students at the University of Reading operates at three main levels: programme level, School level and University level. Student academic representation for postgraduate research (PGR) students is structured in such a way as to mirror the principles underpinning representation at undergraduate and taught postgraduate level. Further details can be found in the section below on *Postgraduate research student representation*.
4. The key principles governing student academic representation for undergraduate and taught postgraduate students are outlined here. More detailed information can be found in the section below on *Undergraduate and taught postgraduate student representation*.
5. Under the Academic Reps Scheme coordinated by the Students' Union, undergraduate and taught postgraduate students are democratically elected by their peers as Undergraduate or Postgraduate Course Reps and School Reps (known collectively as Academic Reps). The Academic Reps work alongside the Student Officers in the Students' Union to ensure student academic representation at programme, School and University-level as follows.
6. Where a course is predominantly delivered off-campus (ie: apprenticeship, distance learning and flexible learning programmes), appropriate measures should be put in place in order for elected Course and School representatives to effectively contribute at all levels wherever possible. Details of the provision for these students can be found in Annex 3.

Programme level

- Course Reps represent student views at the level of programmes and provide feedback, both positive and negative, to the School and to the Students' Union;
- Course Reps are members of Student/Staff Liaison Committees (SSLCs);
- One or more Course Reps are included on all Boards of Studies;
- Academic Reps are included in the membership of international Branch Campus Programme Boards.

School level

- School Reps represent the student voice at School level;
- School Reps support and lead the team of Course Reps within each School, and act as a key liaison between students, the Students' Union and the School;
- School Boards for Teaching and Learning (SBTLs) include in their membership no less than four elected student representatives. The School Board for Teaching, Learning and the Student Experience (SBTLSE) in the Henley Business School includes three undergraduate and three postgraduate student representatives in its membership, and student representatives are also included in the membership of SBTLSE Sub-Committees;
- Academic Reps are included in the membership of international Branch Campus Academic Boards;
- An Academic Rep is included in Periodic Review Panels and new programme Scrutiny Panels.

University level

- The University Senate includes five members elected by and from amongst the registered students;
- Student Officers of the Students' Union are members of a broad range of University-level committees, including the University Council, Senate and the Student Experience Committee. They are included in the membership of all University-level student disciplinary and appeals committees;
- Student Officers and Academic Reps are also included, where appropriate, in the membership of a range of University working groups which are convened from time to time.

POSTGRADUATE RESEARCH STUDENT REPRESENTATION

7. Postgraduate Research (PGR) student representation is structured in such a way as to mirror the principles underpinning representation at undergraduate and taught postgraduate level. It operates in the following way, at the levels described:

School/Department level

8. Each School and Department has a PGR student representative whose role will normally encompass the following primary expectations:
 - To act as a champion for research students in their School/ Department;
 - To engage with fellow PGR students (including, where possible, part-time and those working away) within their School/ Department and to act as a point of contact for all PGR student issues;

- To receive information from the Graduate School, relevant School/Department meetings, appropriate external organisations (e.g. Vitae) and to disseminate information to fellow PGR students, as appropriate;
 - To contribute to the organisation of PGR student social/ networking events.
9. PGR student representatives should normally attend any School/Department PGR Committee meetings. If these do not take place due to the structure of the School or Department, then they should attend the School Research Committee or any other applicable forum in which PGR student issues are under discussion.
 10. Utilising input from School/Department PGR representatives, the Graduate School has developed and issued guidance on the expectations that accompany the role. Schools and Departments are encouraged to ensure that all representatives are appointed in a fair and transparent way and, wherever possible, they should be elected by their peers.

University level

11. The membership of the University's Committee on Postgraduate Research Studies includes the Education Officer and Postgraduate (Research) Part-Time Officer of the Students' Union. This facilitates student input to the highest forum specifically for consideration of postgraduate research matters.
12. The Graduate School also provides termly networking opportunities for the School/Department PGR representatives, in order to complement the representation provided by the Students' Union. All School and Department PGR representatives are invited to attend termly formal meetings of the PGR Representatives Forum, whereby they can contribute feedback on and ideas for sessions within the Graduate School's generic training programme, the Reading Researcher Development Programme (RRDP), as well as ideas for other networking events. The Forum therefore serves as an important conduit for the student voice and a sounding board for possible developments. The Education Officer and Postgraduate (Research) Part-Time Officer of the Students' Union have a standing invitation to the Forum. The PGR Representatives Forum reports to the Committee on Postgraduate Research Studies.

UNDERGRADUATE AND TAUGHT POSTGRADUATE STUDENT REPRESENTATION

Academic Reps Scheme

13. The current Academic Reps Scheme for student academic representation was introduced at the start of the 2011-12 academic session. It is designed to enable students to take more ownership of their learning experience and to directly influence the delivery and development of any aspect of the learning experience.
14. The Academic Reps Scheme is coordinated by the Students' Union (or Heads of Section at international branch campuses), which has oversight of the elections process and training.

School Reps

15. The School Rep role was introduced at the start of the 2016/17 academic session in light of the introduction of new academic structures and the removal of Faculties. School Reps represent the student voice on teaching and learning matters at School level. They sit on School Boards for Teaching and Learning (SBTLs). School Reps support and lead a team of Course Reps within each School, and act as a key contact within the School and a key liaison between students, the Students' Union and the School.

16. For the 2016/17 academic session, 16 Undergraduate School Reps and 16 Postgraduate School Reps were elected. There are therefore 32 School Reps in total. This arrangement will be reviewed prior to the 2017/18 academic session.
17. Job descriptions for the roles of Undergraduate School Rep and Postgraduate School Rep are included in Annex 1.

Course Reps

18. Course Reps represent their peers at the level of programmes and provide feedback, both positive and negative, to the School and to the Students' Union. They are members of Student/Staff Liaison Committees (SSLCs) and help to facilitate positive changes to teaching and learning in the School. One or more Course Reps are also included in all Boards of Studies.
19. Course Reps are required to attend all SSLC meetings and are also expected to attend Course Rep Consultations with their School Reps (please see the section below on *Communication*). Course Reps are expected to promote themselves to the student body, ensure they are up-to-date with any developments that might be relevant and help run any campaigns with the Students' Union. Schools/Departments should support Course Reps to promote themselves to the student body and should guide their students to refer any issues or concerns to their Course Rep ahead of SSLC meetings. This may be done by a variety of methods, including email, through the Students' Union Academic Rep Portal at www.rusu.co.uk/myrep, via Blackboard or School noticeboards.
20. The Students' Union works with Schools/Departments to determine the number of Course Rep positions to be available. The School Director of Teaching and Learning (SDTL), with support from the relevant Student Support Centre (SSC), or from the Henley Dean's Office in the case of Henley Business School, is responsible for notifying the Academic Representation Coordinator in the Students' Union, by the end of the Summer Term, of the number of Undergraduate and Postgraduate Course Reps they require per programme, per year group for the following academic year. Where possible, there should be two Course Reps per year group, per programme, on each SSLC or at least one Course Rep per forty students. In cases where the programme cohort is small, Course Reps might be elected to represent a range of programmes in the School/Department, rather than a single programme.
21. Job descriptions for the roles of Undergraduate Course Rep and Postgraduate Course Rep are included in Annex 1.

Election of Academic Reps

22. Academic Reps are democratically elected on an annual basis via a cross-campus ballot to hold office for one year. Undergraduate and Postgraduate Course Reps are elected at the start of the Autumn Term each year and take up post immediately upon election. Undergraduate School Reps are elected in the Spring Term prior to the academic year in which they will represent their peers and Postgraduate School Reps are elected in the Autumn Term and take up post immediately upon election.
23. Schools and Departments, with support from the relevant SSC or the Henley Dean's Office, should inform students of the elections process in advance, preferably via email and School poster boards. They should encourage students from the full range of the student community, including international students and, where appropriate, part-time students and mature students to nominate themselves as Academic Reps. The Students' Union will provide promotional materials, for example, posters, flyers, videos and presentations for Schools and Departments to use to promote the nomination and election periods. Schools and Departments should encourage Course Reps to stand for election for the School Reps Scheme.
24. The Students' Union coordinates the online election of all Academic Reps. Students nominate themselves on the Students' Union website, where they are asked to provide their name, a photo and a short 'manifesto' on why their peers should vote for them.

25. Following the elections, the Students' Union will inform SDTLs (and their delegates where appropriate), via the SSCs or the Henley Dean's Office, of the names of their Academic Reps (by the end of Week 4 of the Autumn Term in the case of Course Reps and Postgraduate School Reps).
26. Where Academic Rep positions remain unfilled after the elections process, or where alternative arrangements for the election of Academic Reps have been agreed in advance with the Students' Union, Schools and Departments should draw representatives from the student body as they see fit, whilst endeavouring to maintain the diversity of SSLCs. In such cases, Schools and Departments should notify the Students' Union of the names and contact details of successful candidates at the earliest opportunity to ensure they are able to attend the Academic Reps training sessions provided by the Students' Union (see below).
27. The names and contact details of Course and School Reps will be published on the Students' Union website. Schools and Departments should make their respective student bodies aware of how to locate this information.
28. Upon election, Academic Reps are required to sign an Agreement of Responsibilities (attached as Annex 1).

Training and skills development for Academic Reps

29. Training for all Academic Reps is coordinated by the Students' Union.
30. The Students' Union will invite all elected Academic Reps to training sessions. Schools/Departments should encourage the Academic Reps to attend the training sessions during the weeks following the elections.
31. Training will be delivered by the Students' Union but may also include sessions delivered by others, including, but not limited to, the NUS and the University. The first training session will be delivered as soon as possible after the elections. Training may be delivered as part of a conference style event, individual training sessions and/or online. It will include information on the role and responsibilities of Academic Reps, University academic structures, the Students' Union and the role of Academic Reps in the Union. The Students' Union will coordinate additional training throughout the year, including skills based training and chairing meetings. It will also provide additional training with regard to panel membership on Periodic Reviews and new programme Scrutiny Panels. The Students' Union will seek feedback at each session and will review the training programme on an annual basis.
32. The Students' Union will inform SDTLs and the relevant SSC/Henley Dean's Office of those students who have completed the training on chairing meetings and would therefore be eligible to act as Chair of SSLC meetings.
33. Academic Reps will gain useful transferable skills through their training and experience, including presentation skills and leadership. They can use their experience to count towards the RED Award (<http://www.reading.ac.uk/internal/readingexperienceanddevelopmentaward/rede-home.aspx>), if they choose. To be eligible for the RED Award, Academic Reps must attend the training provided by the Students' Union. Successful completion of the RED Award and being a Course or School Rep will be indicated on the annex to the diploma supplement.

Communication

34. The SDTL, supported by the relevant SSC or the Henley Dean's Office, will act as 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 Coordinator in the Students' Union of the name of this person. The SDTL, or his/her delegate, will be asked to maintain close links with the Education Officer and the Academic Representation Coordinator, to ensure that each School and Department's needs are met and to assist in the coordination of the elections and promotion of the scheme. At the end of

- each session, the Students' Union will liaise with each School/Department to obtain feedback on the operation of the Academic Reps Scheme within their subject area.
35. The Students' Union hosts regular meetings to allow Course Reps, School Reps and representatives from the Students' Union to share ideas and experiences. School Reps, with the support of the Students' Union, will also be responsible for convening termly Course Rep Consultations with Course Reps in their School. This enables School Reps to understand the grass-roots views of the students and share these with Officers of the Students' Union, so that both can take these views to University level meetings more easily and effectively. School Reps also meet with the SDTL, or where this is not possible, the Head of School.
 36. Academic Reps are asked to complete a short online Committee Report. They are also asked to feed back to their cohort using various methods, including, but not limited to, verbal feedback and written updates via the Academic Rep Portal. This information is collated and stored by the Students' Union. It is used to identify ways in which Academic Reps have made an impact and created change, as well as to identify any matters which need continued consideration during the following academic year.

Programme level Boards and Committees

Student/Staff Liaison Committees (SSLCs)

37. Every School or, if appropriate, every Department within a School where a broad range of programmes are studied, should operate an SSLC.
38. Schools should exercise discretion in running SSLCs according to their individual needs and existing structures; for example, it may be appropriate to operate separate undergraduate and postgraduate committees or, in some cases, to operate a separate SSLC for each programme. These particular arrangements and any changes to them should be clearly communicated to the Academic Representation Coordinator in the Students' Union on a regular basis to assist in the coordination of elections, training and support for Academic Reps.
39. 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.
40. The Terms of Reference of SSLCs are as follows:
 - To provide a formal channel for students to meet with staff in order to discuss the operation of programmes;
 - To keep under review the aims and objectives of programmes;
 - To review issues relating to teaching and learning, including assessment and feedback, module evaluation, curriculum development and student support;
 - To receive and review copies of External Examiners' reports; and
 - To consider other matters including health and safety and resources, such as equipment and library provision and, where applicable, receive reports from academic societies.
41. Schools and Departments should use SSLCs as a forum for discussion of the Periodic Review of their programmes, by consulting students on the preparation of their Self-Evaluation Document and as a means to disseminate the Periodic Review Report and Response.
42. SSLCs should also receive and discuss the results of module grade profiles, module evaluations and programme evaluations as a means to actively engage students in consideration of this data.
43. Schools should invite a representative from the Library to attend SSLC meetings.
44. Each SSLC should normally meet at least twice each academic year. Students should be informed of SSLC meeting dates at the beginning of term via email or in the student handbook, School or Department website or on Blackboard. The SSCs/Henley Dean's Office should notify the Academic Representation Coordinator in the Students' Union of the dates of SSLC meetings once these are available.

45. Student representation on SSLCs should normally be fulfilled by Course Reps, who are elected by their peers and trained by the Students' Union as part of the Academic Reps Scheme. Trained alternates should be permitted on SSLCs when Course Reps are unable to attend. In addition, and where appropriate, a member of the School/Department's academic society may also attend in lieu of the Course Rep.
46. Where a School has a large number of part-time or distance learning students or where other factors make it difficult for students to attend meetings, the School should consider ways to facilitate student members' attendance at, or contribution to, meetings, including attendance on a virtual basis or contribution via electronic discussion boards.
47. The primary function of Course Reps on SSLCs is to relay student feedback to staff and to report any actions taken as a result of this feedback to the student body. Course Reps should be given the opportunity to contribute to the agenda and receive the final agenda in advance of the meeting, so they can canvass opinion prior to the meeting. They should have access to appropriate facilities in connection with the work of SSLCs, including the option to contact all students via the SSC or the Henley Dean's Office.
48. Course Reps should be given the opportunity to chair SSLC meetings, following completion of the relevant training session provided by the Students' Union during the Autumn Term. It is recommended that the first SSLC meeting of the academic session should be chaired by a member of staff, unless Course Reps have previous experience of attending/chairing SSLC meetings.
49. Responsibility for taking the minutes of meetings and for making the minutes available to students following a meeting should always lie with a member of staff in the relevant SSC/Henley Dean's Office. It is recommended that a time-frame of two weeks is used for making minutes available to students following a meeting. Minutes should normally be made available electronically to all students within the School/Department, either by email or (preferably) via publication on the School's Blackboard site, and to the Academic Representation Coordinator in the Students' Union.
50. SSLCs should normally report to the relevant Board of Studies. In some cases, Schools/Departments may deem it appropriate for an SSLC to report to more than one place, including School/Department staff meetings or a teaching and learning committee.
51. It is important that the feedback and suggestions from SSLCs are properly considered and, where appropriate, acted on within the School or Department and, where relevant, the University as a whole. Any actions taken as a result of feedback from SSLCs should be reported at the next SSLC meeting (or directly to Course Reps where a swift response is appropriate), and from there to the student body. The outcomes of any points raised at the SSLC and addressed by the Board of Studies or elsewhere should also be reported onwards to the SBTL.
52. Schools/Departments may wish to consider other ways to actively involve Academic Reps in the resolution of issues raised by the student body. For example, a Course Rep might be asked to lead a student working group to investigate a particular issue and to make a recommendation to the relevant Board of Studies.
53. A sample membership list along with the terms of reference for SSLCs is attached as Annex 2. Sample agendas for undergraduate and taught postgraduate SSLC meetings are available under section 2 of the [Guide to Policies and Procedures for Teaching and Learning](#). The sample agendas are not intended to be restrictive and should be adapted and expanded as appropriate at School level, providing they follow the guidelines above.

Boards of Studies

54. Boards of Studies are responsible for quality management and enhancement at programme level. Each Board of Studies meets at least once every academic year and is required to produce an Annual Programme Report for submission to the relevant SBTL, which includes details of the Board's monitoring of core aspects of their provision and consideration of other issues as prescribed by the University.

55. The core functions of Boards of Studies include considering, and referring to the SBTL as appropriate, matters relating to: 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.
56. Boards of Studies should have a standard item for report on their agenda on student evaluation, which should, depending on the timing in the academic year, cover reports from External Examiners, results of module evaluations, reports from SSLCs, the National Student Survey, Postgraduate Taught Experience Survey, and Destinations of Leavers from Higher Education results as appropriate.
57. Discussions in relation to, and any actions taken as a result of, reports from SSLCs should be reported back to SSLCs and onwards to the SBTL as appropriate.
58. All Boards of Studies are required to include one or more Course Reps in their membership. Boards of Studies may wish to consider different models for the appointment of student members. In doing so, Boards of Studies are asked to take into account: the need to demonstrate transparency in the nomination/election process; the need to engage students from the full range of the student community, and the need to promote continuity between SSLCs and Boards of Studies. For example, SSLCs might be asked to nominate one Course Rep per year group from amongst their membership to sit on the relevant Board of Studies. SSCs and the Henley Dean's Office should notify the Academic Representation Coordinator in the Students' Union of the names of student representatives on Boards of Studies.
59. Student members on Boards of Studies provide a student perspective on the issues discussed and play an active role in programme management and quality assurance and enhancement. They provide a mechanism for immediate feedback from a student's perspective on ideas and suggestions put forward by other members of the Board and increased transparency in the University's decision-making processes.
60. Where programmes within the purview of a particular Board of Studies are offered on a part-time or distance learning basis or where other factors make it difficult for students to attend meetings (for example, programmes in the Institute of Education which involve block placements in schools), the Board of Studies should consider ways to facilitate student members' attendance at, or contribution to, meetings. Meetings should take place even if student member(s) are unable to attend. Appropriately trained co-opted students or alternates should be permitted to attend Boards of Studies.
61. Chairs of Boards of Studies should consider ways to encourage student member(s) to contribute actively to meetings; for example, liaising with Course Reps in advance of meetings to offer support and guidance and asking Course Reps for their views about a particular agenda item during a meeting in order to draw them into the discussion.
62. Boards of Studies may discuss confidential or potentially sensitive issues that it would not be appropriate for a student 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. Course Reps will be asked to leave the meeting while Reserved Business is discussed.
63. It is recommended that a time-frame of two weeks is used for making minutes of meetings available to members. Unreserved Minutes only should be made available to Academic Reps. Furthermore, it is recommended that Boards of Studies publish Unreserved Minutes on the relevant School's Blackboard site to facilitate communication with the wider student body.
64. Further details relating to the key responsibilities and operation of Boards of Studies, including a sample membership list and terms of reference, can be found in Appendix 4 of *Quality management and enhancement processes at the University of Reading* (<http://www.reading.ac.uk/web/FILES/qualitysupport/qualityoverview.pdf>). A sample agenda for Boards of Studies meetings can be found in Section 2a of the Guide to Policies and Procedures for Teaching and Learning.

Branch Campus Programme Boards

65. Where programmes are delivered at an international branch campus, Branch Campus Programme Boards are responsible for considering proposals for programmes to be offered at the branch campus and monitoring aspects of provision specific to the branch campus. They inform the relevant Board of Studies in relation to the delivery of programmes at the branch campus, and report to the relevant Board of Studies and to the Academic Board of the branch campus. Two student representatives are included in the membership of international Branch Campus Programme Boards.
66. For further information relating to Branch Campus Programme Boards, please refer to the *Quality management and enhancement processes at the University of Reading* (<http://www.reading.ac.uk/web/FILES/qualitysupport/qualityoverview.pdf>).

School-level Boards and Committees

School Boards for Teaching and Learning

67. School Boards for Teaching and Learning (SBTLs) were introduced from the 2016/17 academic session (see paragraph 68 for alternative arrangements in Henley Business School (HBS)). The core functions of Schools Boards for Teaching and Learning include: regulating and coordinating all aspects of learning and teaching within the School, subject to the authority of the University Board for Teaching and Learning; 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.
68. SBTLs include in their membership no less than four elected student representatives, to include at least one undergraduate and one postgraduate taught student. This will include the School Reps and two further student members, who will be elected from and by the Course Reps within the School. This arrangement will be reviewed prior to the academic year 2017/18.
69. Due to the size and structure of HBS, a number of variations have been agreed to the standard School committee structure. In HBS, the School Board for Teaching, Learning and the Student Experience (SBTLSE) serves as the main teaching and learning governance committee, with a strategic focus as well as an explicit focus on the student experience. The Teaching and Learning Quality Sub-Committee, which reports to SBTLSE, has responsibility for matters relating to quality assurance. The SBTLSE includes three undergraduate and three postgraduate student representatives in its membership and the Teaching and Learning Quality Sub-Committee includes no less than four elected student representatives, to include at least one undergraduate and one taught postgraduate student.
70. The Terms of Reference and membership of SBTLs, the SBTLSE and the Teaching and Learning Quality Sub-Committee can be found in the *Quality management and enhancement processes at the University of Reading* (<http://www.reading.ac.uk/web/FILES/qualitysupport/qualityoverview.pdf>). A sample agenda for SBTL meetings can be found in Section 2a of the [Guide to Policies and Procedures for Teaching and Learning](#).
71. Student members on SBTLs provide a student perspective on the issues discussed and play an active role in quality assurance and enhancement of teaching and learning. They provide a mechanism for immediate feedback from a student's perspective on ideas and suggestions put forward by other members of the Board and increased transparency in the University's decision making processes. School Reps should have the opportunity to refer to the SBTL (or equivalent in HBS) any issues which have been considered by SSLCs and which might require further consideration at School level.

72. Where programmes within the purview of a particular SBTL are offered on a part-time or distance learning basis or where other factors make it difficult for student representatives to attend meetings, the SBTL should consider ways to facilitate student attendance at, or contribution to, meetings. Meetings should take place even if student representatives are unable to attend.
73. SBTLs 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.
74. Chairs of SBTLs should consider ways to encourage student members to contribute actively to meetings; for example, liaising with student members in advance of meetings to offer support and guidance and asking student members for their views about a particular agenda item during meetings in order to draw them into the discussion.
75. It is recommended that a time-frame of two weeks is used for making minutes of meetings available to members. Unreserved minutes only should be made available to student members.

Branch Campus Academic Boards

76. 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 Boards of Studies and School Boards for Teaching and Learning. Two student representatives are included in the membership of international Branch Campus Academic Boards.
77. For further information relating to Branch Campus Academic Boards, please refer to the *Quality management and enhancement processes at the University of Reading* (<http://www.reading.ac.uk/web/FILES/qualitysupport/qualityoverview.pdf>).

Periodic Review of Programmes and Scrutiny Panels

78. As part of the six-yearly Periodic Review of programmes, Academic Reps in the subject area under review are invited to prepare a Student Submission for consideration by the Periodic Review Panel. The Academic Reps will decide on who will lead the preparation of the submission and nominate one or two representatives to act as the author(s). The Student Submission is owned by the students, who choose the format in which to present it. Periodic Review Panels will meet a group of students, including the author(s) of the Student Submission and a group of recent graduates, during the Review Visit to help ensure that judgments and comments on the subject area are informed by the student voice. In addition, Schools are encouraged to consult with students on drafts and the final version of their Self-Evaluation Document; this might be undertaken via the SSLC.
79. Periodic Review Panels include a student member, who is either a School or Course Rep from a non-cognate area or a Student Officer of the Students' Union. Student panellists are selected following completion of the Periodic Review training offered by the Students' Union. Further details relating to student participation in Periodic Review Panels, including details of the nomination and selection process and guidance for Chairs of Periodic Review Panels, are included in *Requirements for the Periodic Review of Programmes*: <http://www.reading.ac.uk/web/FILES/qualitysupport/periodicreviewprog.pdf>.
80. Scrutiny Panels appointed to consider the academic elements of new programme proposals include a student member, who is either a School or Course Rep from outside the proposing School or a Student Officer of the Students' Union. Student panellists are selected following completion of the Scrutiny Panel training offered by the Students' Union. 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 Boards and Committees

Senate

81. The University Senate includes five members elected by and from amongst the registered students.
82. At the beginning of each year, the elected School Reps will be asked by the Students' Union to agree amongst themselves which of them will sit on Senate. The Students' Union will communicate to the University the names of the relevant School Reps.

Student Officers

83. Student Officers of the Students' Union are elected by students annually in the Spring Term. Details of the roles and responsibilities of the Student Officers are available on the Students' Union website: <http://www.rusu.co.uk/representation>.
84. The Students' Union provides training for incoming Student Officers annually in the Summer Term, which includes speakers from the University.
85. Student Officers are members of a broad range of University-level committees, including the Council, the Senate, the Student Experience Committee and the University Board for Teaching and Learning and its Sub-Committees. They are included in the membership of all University-level student disciplinary and appeals committees, including: the Misconduct Appeals Committee; the Student Appeals Committee; the Standing Committee on Academic Misconduct; the Student Disciplinary Committee; the Standing Committee on Examination Results; the Standing Committee on Fitness to Practise, and the Standing Committee on Academic Engagement and Fitness to Study.
86. Student Officers and Academic Reps are also included, where appropriate, in the membership of a range of University working groups which are convened from time to time.
87. For further details of University-level committees, including full membership lists and terms of reference, please refer to the Committee List (http://www.reading.ac.uk/internal/Calendar/Committee_List.aspx).
88. The Students' Union Code of Practice is published in Section G of the University Calendar and is available at <http://www.reading.ac.uk/internal/Calendar>. The Students' Union Constitution is available at: http://www.rusu.co.uk/about/structure_and_context.

School Representative Agreement

Main Purpose

To represent the student voice on teaching and learning matters within each school and to attend University/Union meetings. To support and lead a team of Course Representatives within each school. To act as the key contact within schools and also a key liaison between students, the Students' Union and the School. To ensure the student voice is heard and positive changes are being made through work on academic campaigns. To promote and raise awareness of academic representation and the impact of Academic Representatives.

Duties & Responsibilities

- Attend School Rep training.
- Actively promote Course Rep Elections within your school
- Ensure Course Reps in your School are aware of how to contact you directly and to communicate with students regularly about academic matters
- Lead & support academic campaigns throughout the year
- Liaise with RUSU Education Officer & RUSU Academic Representation Co-ordinator
- Attend School Board for Teaching & Learning (SBTL)
- Attend either Senate, Student Experience Committee or a University Working Group (To be confirmed)
- Meet with Course Reps prior to School Boards for Teaching & Learning
- Organise and Chair Course Rep Consultations in your School
- Attend RUSU Course Rep Consultations and School Rep Consultations
- Scrutinise work of the Education Officer

Benefits & Recognition

- All Training and Meetings attended contribute toward RED Award certificate.
- Enhance your employability and your CV.
- Gain valuable skills & knowledge to help achieve your future career goals.
- Hold a representative role at School and University level; working to represent students' needs and influence positive changes to teaching and learning at UoR.
- Gain knowledge and experience of campaign planning and campaigning.
- Build relationships with key University academic and School-level staff.
- Opportunity to be selected as Periodic Review Student Panellist (earning £450).
- Opportunity to be selected as Scrutiny Panellist (earning £200)
- Recognition of your School Rep role included in your degree transcript.
- Invitation to the VIP Reception at the RUSU Summer Ball

Support

- Your role will be supported by the RUSU Academic Representation Team

Training

- You will receive full training to enable you to be effective in your role as School Representative.
- Optional RUSU training sessions include Diversity training and Chair training.
- Optional RUSU training sessions for UoR quality processes include Periodic Review training and Student Scrutiny Panel training.
- Opportunity to attend annual NUS Course Reps Conference.
- All training can go towards the University of Reading RED award.

Data Protection

- In the course of your time as a representative you may be given access to personal data of both staff and students or other parties. This will be subject to the terms of an Information Sharing Agreement between the University and the Student Union.
- You will be required to treat all personal information in confidence and in line with the requirements of all applicable Data Protection laws.
- Any queries or questions regarding data protection should be referred to the Chief Executive, RUSU

Time commitment

| Meeting/Event | Term | Duration |
|---|-------------------------|----------------------------------|
| School Rep Training | Summer | 2 hours |
| Welcome Fair | Autumn | 4 hours |
| School Board for Teaching & Learning SBTL | Autumn, Spring & Summer | 6 hours (2 hours per meeting) |
| Senate or SEC or Working Group | Autumn, Spring & Summer | 6 hours (2 hours per meeting) |
| RUSU Course Rep Consultations | Autumn, Spring & Summer | 6 hours (2 hours per meeting) |
| Student Voice | Autumn, Spring & Summer | 3 hours (1 hour per meeting) |
| RUSU Excellence Awards | Summer | 2 hours |
| RUSU Academic Thank You | Summer | 2 hours |
| Outgoing Handover Session | Summer | 1 hour |

Contacts

- RUSU Education Officer
- RUSU Academic Representation Team
- website

educationofficer@rusu.co.uk
academicreps@rusu.co.uk
www.rusu.co.uk/academicrep

School Representative Agreement

I understand the purpose of my role as School Representative and agree to fulfil the duties and responsibilities as outlined in this agreement throughout the academic year.

I give permission for RUSU to publish my name, University email details and photograph on the RUSU website, on the MYREP Portal (www.rusu.co.uk/myrep).

I give permission for RUSU to include me in the mailing list for The Reading Rep newsletter, which is aimed to give updates and information to Academic Reps.

I have read and agree to the above statements, please sign below.

Name: _____

Position: _____

Signature: _____

Date: _____

STUDENT/ STAFF LIAISON COMMITTEE MEMBERSHIP AND TERMS OF REFERENCE

Membership

Programme Directors

Head of Department/School (as appropriate)

School/Department Director of Teaching and Learning (as appropriate)

Course Reps

Programme Administrators

A Secretary appointed by the relevant Support Centre Manager/the Henley Dean's Office

Standing Invitations:

A Representative from the Library

A Representative from Careers

A Representative from IT

The Programme Directors for Joint Programmes

A Representative from Study Advice

Terms of Reference

- To provide a formal channel for students to meet with staff in order to discuss the operation of programmes;
- To keep under review the aims and objectives of the programmes;
- To review issues relating to teaching and learning, including assessment and feedback, module evaluation, curriculum development and student support;
- To receive and review copies of External Examiners' reports; and
- To consider other matters including health and safety and resources such as equipment and library provision and, where applicable, receive reports from academic societies.

STUDENT ACADEMIC REPRESENTATION – ANNEX 3

OFF-CAMPUS DELIVERY

1. Where a course is predominantly delivered off-campus (ie: apprenticeship, distance learning and flexible learning programmes), student representation is structured in such a way as to mirror the on-campus activities and the principles underpinning academic representation for the University community.
2. To become an Academic Rep, students studying off-campus programmes should be nominated and democratically elected by their peers in accordance with the principles of the on-campus process.
3. Students studying off-campus will have opportunities to act as representatives at the Programme level. At School and University level opportunities may be made available where appropriate.
4. 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.
5. Communications between Academic Reps and the 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 School's relevant Board meeting or another effective line of communication.
6. Minutes and actions arising from a relevant SSLC or BoS/Programme Management Committee meeting should be made available to the Academic Rep and will be published on a relevant VLE (Blackboard, Canvas etc) wherever possible for other off-campus students to access.
7. Where appropriate, if a programme is delivered with a partner a joint Student Staff Liaison Committee (SSLC) should be put in place, which feeds in to relevant Boards for both institutions. For the University, minutes and actions from a joint SSLC should be considered by the relevant School's Board of Studies and any actions fed-back to the Joint SSLC and students.