

6. Student Support & Representation

- [6.1 Introduction](#)

1. The University has a Student Services Department managed by the Director of Student Services. Their main duties are:

- (i) To manage support for learning and pre-empt welfare needs including a 'one stop shop' facility at the Student Welcome Centre;
- (ii) To manage the Student Wellbeing Service; the Accessibility and Inclusion Service and the Advice and Money Service;
- (iii) To manage the University Student Hardship Fund;
- (iv) To contribute to the University's reputation for excellence in student satisfaction and the student experience;
- (v) To ensure that information on support matters is effectively distributed;
- (vi) To consult with local agencies and providers of health care.

2. **Faculties/Departments** provide support as well as academic care for their students. Every student has access to a Personal Tutor who is available for consultation on personal matters and will refer a student to the appropriate agency if necessary: the aim is to provide support that is appropriate to the student and to their mode of study. Every academic department and service area within the University has its own Departmental Disability Co-ordinator. These provide the first ports of call for staff and students who have queries concerning policy, procedure or provision. The Departmental Disability Co-ordinators meet on a regular basis to remain current with best practice, changes in legislation and general progress towards a genuinely inclusive community.

3. **Halls of Residence** are a focus of student life at Aberystwyth. First year undergraduate students are guaranteed a place in University accommodation. In allocating spaces, special circumstances are taken into account. Resident Assistants, who are current students, provide support under the supervision of Campus Services.

4. The Accommodation Office interfaces with the University's halls and holds an up-to-date register of local private addresses. The staff regularly provide students with information and advice.

5. Undeb Aber (The Students' Union) welfare service co-operates with and complements the University's own. Nightline is a confidential information service run for students by students.

6. The University's Accessibility and Inclusion Service is the focus for references to the intra-structure and can arrange support and guidance on reasonable adjustments for individual students and can also advise members of staff on their interactions with students in respect of such adjustments.

7. The University makes available a range of reasonable adjustments for disabled students and those with specific learning differences.

8. Student Learning Support is located within the International English Centre and offers a range of courses and services for enhancing students' study experience.

9. Student Services is organised into the following teams: Accessibility and Inclusion, Wellbeing, Advice and Money and Careers. Student Service's approach is guided by Aberystwyth University's commitment to the Trauma-Informed Wales Framework and the five practice principles embedded in this approach:

- A universal approach that does no harm
- Person -Centred
- Relationship-focused
- Resilience and strengths-focused
- Inclusive

It provides training and support to other teams within the University to work in a more trauma-informed way.

Accessibility and Inclusion

10. The Accessibility Service within Student Services works with students from under-represented demographic groups and provides two main areas of support:

(a) The Signpost Mentoring Scheme, where trained student mentors work with new first year undergraduates to enable a positive transition into higher education.

(b) Mentoring, financial and other forms of support for those students entering higher education who have experience of being in care as children or young people.

11. The University aims to provide all students with an experience of the highest quality, and to make academic facilities available to all who meet our entrance requirements.

12. For disabled students, those with long standing health conditions or a specific learning difference, a range of adjustments/support can be put in place e.g., adapted accommodation, enabling technology and individual examination arrangements.

13. The Service provides advice and information to applicants and students (including care leavers, trans students, disabled students and those with learning differences) about provision available for specific needs at the University; supports disabled students in making the most of their attendance at Open or Visit Days; provides advice and support about the Disabled Students' Allowance and is proactive in encouraging applicants to communicate their needs early in the admissions process so as to ensure appropriate support is in place on arrival.

14. For those students ineligible for the Disabled Students' Allowances, the University provides funds from its own budget to ensure students with specific needs are not disadvantaged. We also work in partnership with Bangor University to provide a Study Needs Assessment Centre.

15. Two mentoring schemes sit within Accessibility Services: one specialist mentoring scheme for disabled students and the other a scheme primarily aimed at supporting first year transition.

16. Support for care leavers also sits within Accessibility Services and a named individual has responsibility for contact pre-arrival and support during their studies. Every care leaver is allocated a more experienced student as a mentor, which also assists the mentor to develop employability skills. The Service also supports a network of Departmental Disability Co-ordinators.

Wellbeing and Health

17. The aim of the Wellbeing Service - <https://www.aber.ac.uk/en/sscs/wellbeing/> - is to ensure that the Aberystwyth experience is one in which health and wellbeing is integral

to students' everyday life at university. The service is underpinned by the 5 practice principles of the Trauma-Informed Wales Framework which complements the wider university's trauma-informed journey:

- A universal approach that does no harm
- Person -Centred
- Relationship-focused
- Resilience and strengths-focused
- Inclusive

The focus is on supporting students to achieve their academic goals during times of adversity through accessing opportunities for healing and recovery both within and outside the university community.

The Wellbeing Service works with local statutory and third-sector partners to facilitate support pathways which enable students to access statutory and other community services where appropriate. The Service is also able to provide advice and support for staff in their interactions with students encountering wellbeing difficulties and operates the University's Support to Study and Return procedures.

Advice and Money Service

18. The Student Advice and Money Service provides information, advice, support and referral on a wide range of issues, for example: providing a listening ear on practical or procedural worries or concerns and signposting students to specialist services both within the University or elsewhere; providing advice on managing money and checking entitlement to student funding; providing information to students (but not representation) about University rules and regulations including academic regulations or harassment and advising on withdrawal or change of course. The service also administers the University's Hardship Fund.

Careers

19. The Careers Service provides a supportive service which empowers individual students and graduates to realise their aspirations, make informed life choices and

achieve their potential. Their [services to employers](#) provide a direct link to students and graduates to support talent spotting, recruitment and business development opportunities.

Safeguarding

20. The Director of Student Services is the Designated Reporting Officer for all safeguarding issues and plays a key role in ensuring the University is compliant in respect of its Prevent Duty. This includes safeguarding issues in respect of the University's Prevent Duty.

- [6.2 Student Charter](#)

The University works closely with Undeb Aber (the Students' Union) to produce the [Student Charter](#) which is revised on an annual basis. The Charter sets out, clearly and concisely, what students can expect from the University and Undeb Aber, and also the responsibilities which students are expected to undertake in return. Both the University and Undeb Aber are committed to providing a vibrant, safe and positive learning community in which every student has the opportunity to realise their full potential, and where all are treated in a professional manner with respect, dignity and courtesy within an inclusive environment.

- [6.3 Induction](#)

The University provides comprehensive induction services to help new students adapt to university life. The main features are:

- (i) An introduction to halls and meetings with Residence Assistants.
- (ii) Welcome sessions and Student Visa help and advice for international students.
- (iii) Early meetings, both formal and social, with academic staff.
- (iv) A range of activities to introduce Information Services and study skills, including library tours and subject specific library and IT presentations delivered by subject librarians in Faculties/Departments.
- (v) 'A' Team – peer support organised by Undeb Aber (the Students' Union) in collaboration with Student Services.

- (vi) Special sessions for new postgraduates.
- (vii) Sessions for Welsh-speaking students.
- (viii) Sports activities.
- (ix) An acclimatisation programme delivered by the Accessibility and Inclusion for students who face additional barriers to social communication.

- [6.4 Feedback](#)

Student Experience Surveys (SES)

1. Each semester, all undergraduate students will be asked to complete an online Student Experience Survey. SESs are provided centrally online but administered by academic Faculties and Departments. Each SES consists of a set of core questions, up to four module-specific questions and free text fields. All feedback via SES is anonymous and will be used by Departments to see how the module is performing and make any possible changes. Once analysed, the results feed into module and scheme reviews as well as part of the Annual Monitoring of Taught Schemes. They are also reported to Faculty committees and to students as appropriate.

Your Voice Matters

2. The University also operates a 'Your Voice Matters' feedback process by which students are able to feedback at any time about any aspect of their University experience. Further information is available on the 'Your Voice Matters' webpages available [Your Voice Matters](#)

National Student Survey (NSS)

3. The University requires Departments to prepare Action Plans in response to the annual NSS results. Action Plans should include urgent actions for implementation during the first term of the following academic session. Actions should be communicated to Staff-Student Consultative Committees within each Department so that third year undergraduates in particular are made aware of the actions taken. This will allow for the cohort completing the NSS questionnaires in the spring to have seen the impact of responses.

4. Department Action Plans are received and considered by Faculty and reported to the Quality and Standards Committee through the Annual Monitoring of Taught Schemes process.

- [6.5 Withdrawals](#)

1. The University recognises two types of student withdrawal: permanent and temporary. Students withdrawing are advised to contact the Advice and Money Service for advice on the implications of withdrawing, and to explore the options available.

2. Students who are considering the possibility of withdrawal should complete the first stage of the Notification of Withdrawal process under the Academic Record section of the online Student Record. This will trigger a message to the academic department, who will contact the student to request a meeting. The purpose of this meeting will be to ensure that the student makes an informed decision. **Students will also be asked to confirm that should they fail to complete their withdrawal request at the end of the process, the Department may proceed to approve permanent or temporary withdrawal if it is apparent that a student is no longer in attendance at the University.**

3. If it is confirmed at the meeting that a student wishes to take temporary or permanent withdrawal, the Department will release the second stage of the on-line withdrawal process for the student to complete. This will trigger a notification to departments to confirm final approval before the withdrawal is processed by Academic Registry.

4. Students on a Student Visa must discuss their obligations with the Academic Registry and students living in University Accommodation should discuss arrangements with the Accommodation Office, before completing the first stage of the online withdrawal process.

5. All students withdrawing from the University must tell their financial sponsors immediately.

6. Students are not normally permitted to withdraw outside of the teaching period. All withdrawal notifications made outside the teaching period will be considered and the date used as the withdrawal date may vary from that entered by the student. Withdrawal

dates can only be registered up to 10 working days in advance or back dated by a maximum of 10 working days from completing the online withdrawal process. Students following Distance Learning, including AberOnline, schemes should seek guidance from their department if they wish to withdraw temporarily or take a period of leave of absence.

7. Postgraduate Research Students (MPhil, PhD, PhDFA, DAg or LLM (RES)) may not withdraw from their studies after their registration period has ended and they have entered their writing up period. If PGR students require additional time to complete a thesis, they must request a formal extension to their time limit but should note that extensions are only granted in exceptional circumstances.

Permanent Withdrawal

8. Students who take permanent withdrawal will as a consequence cancel their registration in the University and lose all rights and privileges accorded by this membership.

Temporary Withdrawal

9. Students taking temporary withdrawal are not permitted to withdraw after the last day of teaching in each semester. It is not therefore possible to withdraw during Christmas vacation or the Semester One or Semester Two assessment/examination periods. A student who has not withdrawn at the last day of teaching will be entered as a candidate for the semester examinations and the normal rules governing progression will apply.

10. Students who intend to take assessments and then withdraw immediately after completing the assessment/examination periods should provide the withdrawal date as the last day of the examinations.

11. Registration in the University will be suspended until students return. Students will not be entitled to use University facilities, attend classes or reside in a Hall of Residence during this period.

12. Students will normally be allowed to take temporary withdrawal for up to a maximum of two years with the Department's approval, bearing in mind the time limits

for completion of the award. If a longer period is taken away from university, it is likely that a new application through the admissions process will be required.

- [6.6 Personal Tutors](#)

1. Every student is allocated a Personal Tutor. Personal Tutors have an important role within the overall framework for supporting students and their personal and academic development at the University. The role is crucial in helping students to identify where they might find support, how and where to seek advice and how to approach support to maximise their student experience.

2. The University understands that a student's life experiences can have a major impact on their university experience and that relationships between staff and students can be an important influence on that experience. Personal tutors are in a position to observe when students are struggling to cope at university and may benefit from an offer of support from Student Services. Low engagement and/ or a change in performance provide suitable cues for opening a discussion on a student's support needs and an in-person tutorial is an ideal opportunity to holistically assess a student's wellbeing in addition to providing encouragement for accessing any relevant support. Personal tutors are well-placed to draw on their own life experiences to provide support for the common challenges of university life or to recognize when a referral for more specialist support may be needed. Student Services offers training and support which personal tutors and their colleagues who have a helping role are encouraged to access when developing a trauma-informed approach to their students. This can help them both support students directly and feel confident to decide on referrals or signposting for students.

3. The Personal Tutor should provide a regular point of contact between the student and the academic department, subject or Faculty and students are strongly encouraged to approach their tutor early if they are experiencing difficulties. Tutors will be available for consultation at reasonable times by appointment, and able to refer students for specialised advice elsewhere in the University.

4. Faculties will retain overall responsibility for allocating Personal Tutors but will delegate implementation to Departments or subject areas as appropriate. Personal

tutors will be allocated before the academic year begins, and students will begin the personal tutorial process during induction week. When that is not possible – for instance where students are at the University on exchange – then arrangements for personal tutorials will be made on the start of their studies at the University to ensure that new students have guidance and support.

5. Full time undergraduate students will be given the opportunity to meet their Personal Tutor at least four times during the first year, at least three times in the second year, and at least two times in the third/fourth year. Full time postgraduate taught students will have a minimum of three meetings during the course of their studies. Some tutorial sessions may be group meetings. The University will provide additional guidance to Departments on the timing and content of the meetings.

6. A student may have the same Personal Tutor throughout their studies at Aberystwyth if this is deemed appropriate by the Department, but they may be allocated a new Personal Tutor each year if this better fits the pedagogy and course structure in that subject area. However, departments should take account of the importance of continuity of tutorial relationships for students who need more consistency as well as the impact of those tutorial relationships which show signs of being a poor relational fit. In the third year, reallocation of personal tutors to dissertation tutors, where that subject has a dissertation, may be appropriate to ensure regular contact with that student.

7. If either the student or a member of staff requests a change of tutor, Departments should have clear procedures for response.

8. The University recognises that some groups of students may face additional barriers to inclusion, so in allocating Personal Tutors, Departments should be sensitive to the needs of specific groups e.g. international students, mature students.

9. In allocating Personal Tutors, Departments are expected to identify Welsh speaking students in order to allocate a Welsh speaking Personal Tutor. If individual support cannot be provided from within a department or subject area, Departments should discuss with students before making alternative arrangements. This could mean an

alternative Personal Tutor or the provision of a second member of staff to support the main tutor.

10. Every undergraduate student should have a Personal Tutor in their main department or subject area. For Joint Honours students the personal tutor will be allocated in the lead named subject, but there will also be a named contact for each student in the second subject.

11. All members of academic staff except Pro Vice-Chancellors, Faculty Pro Vice-Chancellors, Assistant Faculty Pro Vice-Chancellors and Heads of Departments should be expected to act as Personal Tutors. Staff in these roles may serve as Personal Tutors where this is not possible due to staffing or student numbers, but every effort should be made to reallocate personal tutees when staffing and student numbers allow.

12. Tutors should ensure that their students know how to contact them if necessary and encourage students to attend tutorials and access them early for support if needed. Departments should ensure that in the Personal Tutor's absence, a student can see another member of staff during office hours or by appointment.

13. Appropriate tutorial provision should be made for Distance Learning students, Continuing Education students and part-time students.

14. Departments should maintain an up-to-date list of Personal Tutors and their tutees. Departments should also allocate students a new Personal Tutor whenever necessary (e.g. change of study scheme, staff movement or return after withdrawal from the University).

15. Each Department should ensure that one person is nominated within each of its departments/subject areas to be responsible for the organisation of its Personal Tutor system.

16. The Personal Tutor system will be monitored by the Education and Student Experience Committee, reporting to Senate.

- [6.7 Student Representation](#)

Introduction and Core Principles

1. Students are at the heart of learning and teaching and an effective student voice, with appropriate representative structures, underpins the University's quality assurance and enhancement systems. In this the University and Undeb Aber (the Students' Union) recognises a joint commitment to and the importance of effective student representation at many layers within the University's structure in contributing to its success in maintaining and enhancing all aspects of the student experience.

2. The University is committed to responding to student feedback, at all levels in order to monitor and enhance the quality of the student experience. However, student representation is defined for the purpose of the Academic Quality Handbook, as those formal processes and structures which:

(i) Allow the student voice to be effectively represented at all levels of the University for the purposes of enhancing study schemes and improving the student experience

(ii) Provide a mechanism for feeding back the outcomes of this representation.

3. Student Academic Representation at all levels within the University is the responsibility of the Education and Student Experience Committee, which reports to Senate, and works in partnership with Undeb Aber. The University is committed to receiving and responding to student feedback and collaborating with students with the general aim of enhancing the quality of teaching and the overall student experience.

4. Within the University's formal academic committee structure, there are student representatives appointed by Undeb Aber to Senate and all its sub-committees, where their collaboration is both encouraged and welcomed.

5. Within the University's academic structure, there are student representatives elected by their peers to Staff-Student Consultative Committees, where their collaboration is both encouraged and welcomed.

6. Overall feedback is gathered in a variety of ways, for example, through Student Experience Surveys (SES) and Tell us Now (TUN), within Staff and Student Consultative Committees (SSCCs), through the personal tutorial system, through student representation on Department, Faculty and University level committees and by informal contacts between students and academic staff.

7. Undeb Aber will be responsible for the following:

- (i) The election and appointment of student representatives across the University
- (ii) Providing training and support for student representatives, including ensuring that all relevant information is provided either online or in paper format
- (iii) Co-ordination of the Annual Student Submission
- (iv) Providing support for Student Academic and Faculty Representatives throughout the year and additional training as required
- (v) Maintaining the Student Academic Representative database
- (vi) Communicating relevant information to all student representatives and staff
- (vii) Providing advice and support to staff working with all student representation structures.

Complaints and Disciplinary

- (viii) Complaints about Academic Representatives and their associated activities shall be dealt with in line with the Undeb Aber Complaints Procedure.
- (ix) All disciplinary matters within Academic Representation will be dealt with in accordance with the Undeb Aber Disciplinary Procedures.

Responsibilities of Departments

- 8. The Head of Department, reporting to the Faculty Pro Vice-Chancellor, has overall responsibility for student representation at departmental level.
- 9. The responsibilities of designated contacts will include ensuring that elections for Student Academic Representatives take place and that all eligible students are given every opportunity to participate. To facilitate liaison and support, the name of the designated departmental contact should be forwarded to Undeb Aber.
- 10. Departments should review the effectiveness of its SSCs annually, to assure the quality with regard to format, conduct and effectiveness. This should be presented to the Faculty and made available to Undeb Aber.

11. Student Academic Representatives should be provided with adequate access to administrative facilities within their department, including printing and photocopying to produce appropriate materials, for example, discussion documents and requests for agenda items, and circulation of information by email.

12. Departments should promote the visibility of Student Academic Representatives as part of the teaching and induction activities as well as adequate and accessible space on noticeboards and VLE being made available.

Student Faculty Representatives

13. Student Faculty Representatives participate in discussions across study schemes and the experiences of students at faculty level, the development of new or revised academic policy and consideration of NSS outcomes. They will represent students at faculty level and will be appointed in accordance with a process under the oversight of Undeb Aber. There will be two representatives for each faculty.

14. Student Faculty Representatives will sit on committees at faculty level. Other informal channels are encouraged to discuss student feedback and identify joint priorities with the general aim of enhancing the quality of teaching and the overall student experience.

Student Academic Representatives

15. Student Academic Representatives participate in discussions of study schemes and their annual monitoring and review, the review of external examiners' reports on taught schemes, the development of new or revised academic policy and consideration of NSS outcomes.

16. The University and Undeb Aber recognise that the role of Student Academic Representatives is a responsible and important one, and that it provides individual representatives with opportunities for personal development and the acquisition of valuable graduate skills.

17. Student Academic Representatives will be expected to attend training provided, take responsibility for ensuring that feedback and concerns of students that they represent

are addressed appropriately, and along with staff that actions and subsequent outcomes are communicated to the wider student body.

18. Student Academic Representatives should act responsibly and constructively at SSCCs and should be responsive to views of their cohort and to present comments or feedback which are not necessarily their own. Where unable to attend they should provide apologies and written feedback in advance of the meeting.

19. The effectiveness of the Student Academic Representation System will be reviewed regularly with key performance indicators reported to the Education and Student Experience Committee, considering the number of student standing, elected and trained as well as wider analysis of the breadth and types of feedback being raised as well as outcomes achieved.

20. Student Academic Representatives will form part of the membership of the Undeb Aber Academic Forum and will meet with Undeb Aber on a regular basis.

21. This section of the Academic Quality Handbook should be read in conjunction with the Student Academic Representative System Schedule of Business found in section 6.8.

Election of Student Academic Representatives

22. Undeb Aber will organise a properly constituted online election, by Single Transferable Vote for vacant positions according to the Schedule of Business and before the summer for schemes entering a subsequent year of study where it is possible to have Student Academic Representatives in place for the start of the new session. Special provisions will be taken into account for appropriate groups of students who study outside of these timescales.

23. The exact dates for the election will be set and communicated by Undeb Aber. However, there should be a period of at least one week between nominations opening and closing, and a sufficient period of time for circulation of information before the day(s) of voting.

24. The Returning Officer for all Student Academic Representation elections will be Undeb Aber's Deputy Returning Officer who shall work in a liaison with the designated departmental contact where required.

25. Undeb Aber will liaise with Departments between January and March each year for pre-existing schemes and again between July and August for new schemes to confirm positions and constituencies ahead of forthcoming elections. In developing structures, Undeb Aber will negotiate with relevant staff to balance the needs of the Department whilst ensuring effective representation.

26. Information about the Student Academic Representation system should be provided by departments as part of their induction material and will be included in departmental student handbooks.

27. Students must be registered on a scheme for which the position represents to be eligible to stand for or vote in the Student Academic Representation elections.

28. Student Academic Representatives will be elected by the scheme(s) they represent for a term lasting no longer than their existing year of study for which they are elected, or in the case of elections taking place before the summer, for the subsequent year of study (except in cases where the student leaves the University).

29. If at the end of the standing process, any vacancies remain within the Department may choose to co-opt further Student Academic Representatives in order to fill the remaining places. This should be done as openly and transparently as possible with co-opted reps required to register their details with the Undeb Aber before being formally recognised.

30. Training of Student Academic Representatives will run according to the Schedule of Business.

31. Staff should ensure a free and fair election of Student Academic Representatives and only act in an administrative role in the elections which champions and promotes participation.

Staff-Student Consultative Committees (SSCCs)

32. Each Department should establish a SSCC for undergraduate students and, where appropriate, for postgraduates. Membership should include a minimum of one Student Academic Representative for each year/level as appropriate. In larger Departments it may be appropriate to have separate SSCCs for each degree scheme, and separate SSCCs for postgraduates. The particular concerns of distance learning students should also be considered, and it may be appropriate to establish a separate SSCC where these issues can be discussed.

33. The purpose of SSCCs is to establish a formal means of discussion and communication between Departments and students on matters relating to academic issues affecting their studies. The formal contact is recognised as an important channel of effective communication between students and staff. At a minimum, Departments shall establish a departmental level SSCC. This section of the Quality Handbook provides a framework for formal meetings between staff and students to help them engage in constructive dialogue and non-threatening feedback between the two parties.

34. Departments are encouraged to organise a pre-meeting of SSCC members during Teaching Week 6 of Semester 1 and prior to the first formal SSCC. The session should include an opportunity for Student Academic Representatives to meet fellow members (both staff and students) and include a short introduction to the purpose, responsibilities and procedures of the SSCC.

35. Where possible Departments should encourage students to elect a student chair of SSCC meeting, with appropriate guidance from a member of staff. Where elected from existing student members this should be done at the pre-meeting of SSCC members and details passed to Undeb Aber to allow Chair's Training prior to the first formal SSCC.

36. SSCCs should meet according to the Schedule of Business. No SSCC meetings should occur prior to election, training and induction of representatives although additional informal meetings can be held outside of the dates above at the discretion of the Department where needed.

37. A draft agenda and a request for additional items for the agenda should be posted on the appropriate departmental notice board(s) or published on the VLE at least five

working days in advance of the meeting. It is the responsibility of the Student Academic Representatives to collect items from students and to submit them to the Chair of the committee. Students should be able to participate fully in all aspects of SSCC meetings, including the setting of agenda.

38. Formal minutes produced by a member of staff should be kept of all formal meetings of SSCCs which clearly record discussion, recommendation for action and reporting back to the SSCC, and who is responsible for such action and follow-up.

39. Draft minutes should be distributed to all student representatives as soon as possible, and normally within ten working days of the committee meeting. A copy of the draft and approved minutes must be published on the VLE and also sent to Undeb Aber, and an approved copy kept by the Department for audit purposes.

40. SSCCs will formally report to the departmental board to ensure adequate consideration of the points raised by student representatives. SSCC minutes should always appear as an agenda item at these meetings.

41. Departments should ensure they have feedback systems in place to ensure that responses to issues raised by SSCCs are communicated to all students in the department. The feedback system should be made clear to students in departmental handbooks.

42. Any item which cannot be addressed directly by the SSCC should be forwarded to the appropriate committee for consideration.

43. SSCCs minutes should not, as a matter of principle, refer to individual staff or students.

44. Staff members should represent a range of functions. Staff Representatives should be responsible to student concerns, have certain standing in the department and be able to speak with some authority on issues likely to be raised. They should act responsively and constructively at SSCCs, and the number of staff representative should not as a matter of principle exceed the number of student representative.

45. It is important that student representatives are able to express their views and those of other students at SSCCs without fear of sanctions by the Department. It is therefore

incumbent on departments and staff representatives at SSCCs to facilitate an atmosphere of collaboration and consultation during meetings, with the aim to facilitate maximum benefits for staff and students alike. Good feedback is essential feature of an effective SSCC, and it is to this end that all representatives should work.

46. SSCCs should ensure that they consider the learning experience of all students on relevant programmes and that committee membership should where possible reflect the diversity of the population.

47. Where it is considered unnecessary or inappropriate to have specific representatives, committees should ensure that the needs and experiences of such groups are considered during any discussions.

48. Where a programme is delivered entirely by distance learning, an appropriate (e.g. electronic) discussion group or separate SSCC should be established to facilitate discussion of the issues.

Staff-Student Consultative Committees – Terms of Reference

49. SSCCs will have the following terms of reference:

- (i) To provide students and staff the opportunity to raise and comment on issues of concern related to their academic programmes and activities.
- (ii) To contribute to curriculum development including proposals for new or restructured schemes, and preparations for Periodic Scheme Review.
- (iii) To receive and consider reports of Periodic Scheme Reviews (PSR) and Department Performance Audits (IDPA).
- (iv) To consider the results of surveys, including the National Student Survey and Student Experience Surveys (SES), and to contribute to departmental responses to these surveys.
- (v) To consider the Reports of External Examiners and professional bodies (PSRBs).
- (vi) To consider the enhancement of the student experience at departmental level.
- (vii) To consider any matters referred to it by the Faculty.

(viii) To consider any other matters relating to the particular Department or other areas of activity affecting students' studies.

(ix) To consider the enhancement of Employability with the Department.

50. The template for the SSCC minutes can be found under 6.9 of the AQH.

Chapter 6 reviewed: April 2024

- [6.8 Student Academic Representative System: Timeline](#)

Student Academic Representative System: Timeline

Month	Activity
September	<ul style="list-style-type: none">○ Standing for Elections Open○ NSS Action Plans shared with Academic and Faculty Reps○ Student Academic Rep Training Begins
October	<ul style="list-style-type: none">○ Standing for Elections Close○ Voting○ Student Academic Rep Training Ends○ SU Forums and Council Meetings
November	<ul style="list-style-type: none">○ Student Academic Rep Meet and Greet (Teaching Week 6)○ Student Academic Rep (Chairs) Training○ Semester 1 SSCC 1 (Teaching Week 7/8)○ SU Forums and Council Meetings

December	<ul style="list-style-type: none"> ○ SU Forums and Council Meetings
January	<ul style="list-style-type: none"> ○ Department contacts Stakeholder Meeting
February	<ul style="list-style-type: none"> ○ Confirm Student Academic Representative Structure ○ Semester 2 SSCC 1 (Teaching Week 2/3) ○ SU Forums and Council
March	<ul style="list-style-type: none"> ○ Semester 2 SSCC 2 (Teaching Week 8/9) ○ SU Forums and Council ○ Standing for Elections Open
April	<ul style="list-style-type: none"> ○ Standing for Elections Close
May	<ul style="list-style-type: none"> ○ Voting ○ Student Academic Rep Training ○ Submission of Annual Student Statement

- [6.9 Templates for Staff-Student Consultative Committees](#)

6.9.1 [Schedule of Business](#)

6.9.2 [SSCC Minutes template](#)