

Section 6: Student Support and Representation

6.1 Introduction

1. The University has a Student Support Service managed by the Director of Student Support. His/her 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 Service and the Advice, Information and Money Service;
- (iii) To manage the University 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 his/her 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. The Departmental Disability Co-ordinators Group is the joint responsibility of the Directors of Human Resources and Student Support. Mental health first aiders are also located within Faculties/Departments.

3. **Halls of Residence** are a focus of student life at Aberystwyth. First year undergraduate students are guaranteed a place in University accommodation. The two main types of hall – traditional and self-catering – meet differing social requirements. In allocating spaces, special circumstances are taken into account. Resident Assistants provide support under the supervision of Campus Services.

4. 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.
5. The University's Accessibility 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.
6. The University has designated 'Green Card Areas' in the Hugh Owen and Thomas Parry Libraries, with computers, some special hardware and laptop access for disabled students.
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. The Accessibility Service within Student Support Services works with students from a widening access background 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 from a care leaver background.
10. 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.

Wellbeing and Health

11. The aim of the Wellbeing Service <https://www.aber.ac.uk/en/student-support/> is to ensure that the Aberystwyth experience is one in which health and wellbeing is integral to students' everyday life at university. The focus is on supporting students to take responsibility and be self-reliant. The Service works with students to build resilience and to develop a toolkit of skills which enable students to self-manage issues they may face both during their time at University and in their post University life. The Wellbeing Service does not duplicate or replace statutory provision but facilitates support pathways which enable students to access appropriate statutory and other community services where necessary.

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 Fitness to Attend and Return procedures.

Accessibility

12. 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.

13. 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.

14. The Service provides advice and information to applicants and students (including care leavers, 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.

15. 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.

16. 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.

17. 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.

Advice, Information and Money Service

18. The Student Advice and Information Service provides information, advice, support and referral on a wide range of issues. For example, providing a listening ear on any worry or concern 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; advising on withdrawal or change of course. The service also administers the University's Hardship Fund.

Safeguarding

19. The Director of Student Support 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 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 the Students' Union, and also the responsibilities which students are expected to undertake in return. Both the University and the Students' Union 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

1. 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 Tier4 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 the Students' Union in collaboration with Student Support;
- (vi) Special sessions for new postgraduates;
- (vii) Sessions for Welsh-speaking students;
- (viii) Sports activities;

- (ix) An acclimatisation course run by Student Support Services for students with social communication issues.

6.4 Feedback

MODULE EVALUATION QUESTIONNAIRES (MEQ)

1. Each semester, all undergraduate students will be asked to complete an online Module Evaluation Questionnaire in-class for each of the modules they are taking. MEQ's are provided centrally online but administered by academic Faculties and Departments. Each MEQ consists of a set of core questions, up to four module-specific questions and free text fields. All feedback via MEQ 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 at the first meeting of Faculty Academic Affairs Committee for each academic session. The Committee will report to Academic Board on the actions taken and on the overall process.

6.5 Withdrawals

1. The University recognises two types of student withdrawal: permanent and temporary. Students withdrawing are advised to contact the Advice, Information 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 Visa (TIER 4) 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.
7. Postgraduate Research Students (MPhil, PhD, PhDFA, DAgr 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 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 Personal Tutor should provide a regular point of contact between student and academic department, subject or Faculty. Tutors will be available for consultation at reasonable times by appointment, and able to refer students for specialised advice elsewhere in the University.

3. 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.

4. Full time undergraduate students will be given the opportunity to meet their Personal Tutor at least five times during the first year, at least four times in the second year, and at least three 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.

5. 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. 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.

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

7. In allocating Personal Tutors, Departments should be sensitive to the needs of specific groups e.g. international students, mature students.

8. 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, Faculties 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.

9. Every undergraduate should have a Personal Tutor in his or her 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.

10. All members of academic staff except Pro Vice-Chancellors, Faculty Pro Vice-Chancellors, Associate Deans 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.

11. Tutors should ensure that their students know how to contact them if necessary. Departments should ensure that in the Personal Tutor's absence, a student can see another member of staff during office hours or by appointment.
12. Appropriate tutorial provision should be made for Distance Learning students, Continuing Education students and part-time students.
13. 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).
14. 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.
15. The Personal Tutor system will be monitored by the Student Experience Committee, reporting to Academic Board.

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 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 Academic Board, which reports to Senate, and works in partnership with the Students' Union. The University is

committed to receiving and responding to student feedback and working in partnership 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 the Students' Union to Senate, Academic Board, and all sub-committees of Academic Board, where their input 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 input is both encouraged and welcomed.

6. Overall feedback is gathered in a variety of ways, for example, through Module Evaluation Questionnaires (MEQs) 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. The Students' Union 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.

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 the Students' Union.

10. Departments should review the effectiveness of its SSCCs annually, to assure the quality with regard to format, conduct and effectiveness. This should be presented to the Faculty, and made available to the Students' Union.

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 the Students' Union. There will be two representatives for each faculty.

14. Student Faculty Representatives will sit on the Academic Affairs Committee 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 the Students' Union 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 relevant sub-group of Academic Board, 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 Students' Union Academic Zone, and will meet with the Students' Union 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. The Students' Union 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 the Students' Union. 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 the Students' Union Deputy Returning Officer who shall work in a liaison with the designated departmental contact where required.

25. The Students' Union 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 the Students' Union 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 Students' Union 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 the Students' Union 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 the Students' Union, 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 Module Evaluation Questionnaires (MEQs), 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 Department.
- (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.

6.8 Appendix

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 |

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|----------|--|
| October | <ul style="list-style-type: none"> ○ Standing for Elections Close ○ Voting · Student Academic Rep Training Ends ○ SU Zones and Council Meetings |
| November | <ul style="list-style-type: none"> ○ Student Academic Rep Meet and Greets (Teaching Week 6) ○ Student Academic Rep (Chairs) Training · Semester 1 SSCC 1 (Teaching Week 7/8) ○ SU Zones and Council Meetings |
| December | <ul style="list-style-type: none"> ○ SU Zones 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 Zones and Council |
| March | <ul style="list-style-type: none"> ○ Semester 2 SSCC 2 (Teaching Week 8/9) ○ SU Zones 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 |

Staff-Student Consultative Committees:

Proposed Schedule of Business

| Item of Business | Standing Items | Semester 1 | Semester 2 | Semester 2 |
|------------------|-------------------|---------------|---------------|---------------|
| | | | | |

| | | SSCC 1 | SSCC 1 | SSCC 2 |
|---|---|---------------|---------------|---------------|
| Minutes of the previous meeting | Y | | | |
| Matters arising from the minutes | Y | | | |
| Chair's Business | Y | | | |
| Scheme Proposals for scheme approval committees / PSR / DPA / PSRB reports (if applicable) | Y | | | |
| Matters of concern in relation to schemes and modules | Y | | | |
| Matters referred to SSCC by the Department LTC | Y | | | |
| Employability | Y | | | |
| Enhancement of Learning Opportunities | Y | | | |
| Tell Us Now - update on feedback | Y | | | |
| Any Other Business | Y | | | |
| External Examiners' Reports | | Y | | |
| Annual Monitoring of Taught Schemes | | Y | | |
| NSS Action Plan | | Y | | |
| Semester 1 MEQ | | | Y | |
| Preparation for following year including elections | | | | Y |
| Semester 2 MEQ (either at the end of Semester 2 or the start of the following session) | | Y | | Y |

Staff-Student Consultative Committees:**Proposed Schedule of Business**

| Item of Business | Purpose for Consideration |
|--|---|
| Minutes of the previous meeting | |
| Matters arising from the minutes | |
| Chair's Business | |
| Scheme Proposals for scheme approval panels / PSR / DPA / PSRB reports (if applicable) | |
| Matters of concern in relation to schemes and modules | |
| Matters referred to SSCC by the Department LTC | |
| Employability | To consider the view of students in relation to the Faculty's / Department's opportunities for students to develop graduate and employability skills. |
| Student Representation | |
| Enhancement of Learning Opportunities | |
| Any Other Business | |
| External Examiners' Reports (UG and PG) | To ensure that reports are shared with Student Academic Representatives and that students are made aware of recommendations made by external examiners as well as |

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|--|---|
| | <p>the actions planned in response by the Faculty/Department.</p> |
| Annual Monitoring of Taught Schemes (UG and PG) | |
| NSS Action Plan | <p>To consider the summary results derived from quantitative questions from the National Student Survey (NSS).</p> <p>To involve students in the development of action plans to enhance the student experience and quality of learning opportunities.</p> <p>To serve as a mean of closing the feedback loop by communicating to students the general trends arising from student opinion and the changes made as a result.</p> |
| Semester 1 and Semester 2 MEQs | <p>To develop action plans to improve scores in future and to feed back to students on action.</p> |
| Preparation for following year including elections | |