Code of practice for student engagement

Academic year 2023/24

Contents

Introduction

1.   This *Code of practice* sets out the principles and practices as to how the University encourages students' engagement with their studies and with the quality assurance and enhancement processes in relation to their learning and the learning environment. The Student Staff Partnership Manifesto describes how University staff in academic and support departments and the Students' Union work closely together to ensure a high quality learning experience/environment within a supportive and safe community.

2.   High levels of student engagement are supportive of positive educational outcomes for students. Students are not expected to be passive recipients of the delivery of their education, rather they are encouraged to become active in shaping their own experience and those of others. The *Code* has been informed by the Expectation and Core and Common practices in the QAA *Quality Code*.

3.   For the purposes of this *Code of practice* there is a distinction made between the engagement of students in their academic studies and student engagement with the mechanisms in place to ensure students are partners in the quality assurance/enhancement of their programme.

4.   The *Code* has been produced as part of the University's Quality Framework and will be reviewed and updated periodically by the University Education Committee.

Applicability of the *Code*

5.   The *Code* applies to all students studying at the University campus and at a distance for University awards. It does not apply to students studying on University validated programmes at the Associated and Accredited Institutions (AIs), although AIs are encouraged to use this *Code* to inform their own policies and practices for student engagement.

Principles of student engagement

6.   Using the Manifesto as a foundation, the following principles underpin the University's ethos of student engagement and are reflected in the processes described in this document:

(i)   Students are expected to proactively engage in the educational experience offered by the University;

(ii)   Consistently good levels of engagement support the achievement of the best possible educational outcomes;

(iii)   Lack of engagement may indicate that students are having difficulty managing the demands of a programme of study;

(iv)   The University provides proactive support where there are known challenges with a student's ability to engage with their studies;

(v)   Students are partners in their educational experience;

(vi)   All students have the right and the opportunity for their voice to be heard in the delivery of their education;

(vii)   Students have the right to have a say in who represents them in elected, representative positions;

(viii) The student voice is valued;

(ix)   All students have the opportunity to engage and provide feedback via the Students' Union as their representative body;

(x)   Students are assured that their constructive feedback is provided without detriment to their individual academic progress;

(xi)   The University will facilitate opportunities for formal and informal student engagement;

(xii)   Students are represented at all levels of the University's academic governance structure;

(xiii) Student engagement processes take account of the differing needs of a diverse student body;

(xiv)   Students who take on particular roles as reps and panel members are trained to do so and provided with ongoing support in these roles;

(xv)   The University will feedback to students on the outcomes and actions taken in response to their feedback, for example resulting from the National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES), the Postgraduate Research Experience Survey (PRES) and Module Evaluation Questionnaires (MEQs).

Student engagement with their studies

Forms of engagement

7.   Students engage with their academic studies in a range of ways which vary with the specific nature of their programmes and the level of study. These include but are not limited to:

- Completion of registration and re-registration processes;

- Attendance at teaching events and other optional learning sessions;

- Engagement with course materials on the Virtual Learning Environment (SurreyLearn);

- Review of captured content provided by academic staff;

- Engagement with online materials (e.g. e-books) available through services provided via the University Library;

- Submission of assessment and completion of examinations;

- Discussions with academic staff and peers undertaking the programme;

- Meetings with a Personal Tutor;

- Undertaking placements or work experience connected to their academic studies.

Attendance policy requirements

8.   University regulations require all students to participate fully in the work of their programme. It is therefore expected that students will attend all teaching sessions (including lectures, tutorials, labs, seminars, workshops, etc) that are on their timetable as well as ensuring they participate in assessment. Not engaging sufficiently in the programme of study places students' educational experience at risk and could lead to their programme registration being terminated for lack of academic progress.

9.   The Student Staff Partnership Manifesto outlines the general expectation that all students should engage enthusiastically in the educational experience provided by the University.

10. Students who are subject to Home Office rules should be aware that their engagement with their studies is monitored to ensure they are complying with the terms of their visa (see paragraph17 below).

11. In order to maximise the educational benefits of their programme of study it is expected that students:

- Make themselves fully aware of the requirements of their programme, and the University *Regulations and student procedures*;

- Attend scheduled teaching sessions (face-to-face and online where applicable);

- Prepare adequately for scheduled teaching sessions and assessments;

- Attempt all scheduled assessments, completing and submitting assessed work in line with the published requirements and timescales;

- Attend scheduled examinations;

- Attend their work, clinical or professional placement in line with the requirements of their programme;

- Attend scheduled meetings with project/dissertation supervisors and research supervisors, where applicable;

- Meet with their Personal Tutor on a regular basis as per the *Code of practice for Personal Tutoring*;

- Engage with formal and informal opportunities to provide feedback on their programme.

12. It is recognised that the frequency and level of engagement required on a distance learning and part-time programmes may vary according to the programme design and the circumstances of individual students.

Engagement monitoring and support

13. The University collects data which are useful for both staff and students in understanding the level of engagement a student has with their studies. The MySurrey Engagement platform provides a means for students to review their own levels of engagement and reflect on where they could undertake further learning activities.

14. The University will monitor levels of academic engagement to identify cases where data indicate that a student is experiencing challenges with their levels of engagement. In these cases the Student Success Team would liaise with the student's Personal Tutor to understand the level of academic risk and determine whether to contact the student to offer additional support.

15. It is recommended that students review and reflect on their engagement ahead of any meetings with their Personal Tutor. Similarly Personal Tutors are able to review information regarding the engagement of individual students as part of a supportive discussion.

16. On certain programmes (such as those regulated by Professional, Statutory and Regulatory Bodies (PSRBs)), students are required to engage at a specified level in order to meet the requirements of their programme. Where there are such requirements they will be stated in relevant programme information.

17. As outlined in the University's *Institutional Procedures on Students who are Subject to Immigration Control*, the University monitors academic engagement in order to

meet the requirements of the Home Office. The University is obliged to withdraw sponsorship from students who do not meet the engagement requirements.

18.   The University's *Regulations* stipulate that students who fail to make academic progress as a result of ceasing to participate in their programme may have their registration terminated. This would be in cases where attempts to provide support have not led to a sufficient improvement in academic engagement. For more information, please see also *B5: Regulations for support to study,* which relate to an individual's capability to participate fully and satisfactorily as a student in relation to academic studies and life generally at the University; and *B6: Regulations for fitness to practise*, which applies to students studying at the University on programmes of studies that require them to undertake a period of clinical and/or professional experience and which lead to eligibility to apply for Registration with a Registration Body.

Student engagement as partners in quality assurance and enhancement

19.   The Student Staff Partnership Manifesto sets out the ways in which students may provide feedback on their experiences either individually or via elected student representatives.

20.   The University utilises a range of mechanisms to engage students. These operate at institutional, Faculty, School/Department, programme and module level and are a combination of formal and informal activities. The following table provides an overview of the various types of engagement at each level which are discussed in more detail under thematic headings below.

Level	Type of activity
Institutional	• SU representation on academic governance committees • University/Students' Union Committee • SU representation on panels convened under the regulatory framework • Student panel members for validation and review • SU Student Voice Forum • National Student Survey (NSS) • Postgraduate Taught Experience Survey (PTES) • Postgraduate Research Experience Survey (PRES) • Membership of ad hoc working groups • Engagement with professional service areas • Informal feedback in discussions with senior management, including the Vice-Chancellor
Faculty	• SU representation on Faculty Education Committees • Elected representation on Faculty Research Degrees Committees • SU Faculty Voice Forum • Informal feedback in discussions with Pro-Vice-Chancellor, Executive Dean of Faculty
School/Department	• Staff/Student Liaison Committees (if not at programme level) • Student representatives on Boards of Studies (if not at programme level) • MySurrey Voice campaign powered by Unitu, student discussion boards and Course Rep moderation • PGR Student Engagement Forum

	• Informal feedback in discussions with Head of School/Department
Programme	• Course Rep system • Staff/Student Liaison Committees (if not at School/Department level) • Student representatives on Boards of Studies (if not at School/Department level) • Student views input to Continuous Enhancement Review considered at Board of Studies • Discussion regarding major and minor modifications to programmes • Meetings with periodic review panels • Meetings with PSRBs and Industry Advisory Panels • Informal feedback in discussions with Programme Leader
Module	• Module Evaluation Questionnaires (MEQs) • Discussion regarding major and minor modifications to modules • Informal feedback in discussions with Module Leader

Academic governance structure

21.   Formal opportunities for student engagement operate via the academic governance structure (see diagram on the following page). In addition, there is Students' Union representation on Council. Students are members of all academic governance committees from Senate down to Staff/Student Liaison Committees (with the exception of Boards of Examiners, the Admission, Progression and Examination Sub-committee (APESC), and the Senate Progression and Conferment Executive (SPACE)). Representation at University level committees, sub-committees and Faculty Education Committees is through Students' Union sabbatical officers. For other committees, representation is via elected student representations. There are student representatives on the following committees within the academic governance structure:

Senate and its Sub-committees

• University Education Committee (UEC)
• University Research and Innovation Committee (URIC)

UEC Sub-committees

• Quality Enhancement Sub-committee (QESC)
• Student Experience Sub-committee (SESC)

URIC Sub-committees[1]

• Doctoral College Board

Faculty committees

• Faculty Education Committees (FECs)
• Faculty Extraordinary Board of Studies
• Faculty Research Degrees Committees (FRDCs)

School/Department committees

• Boards of Studies (BoS)
  o Staff/Student Liaison Committees (SSLCs)

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[1] The Research Integrity and Governance Committee (and its sub-committees) also reports to URIC; however, this is not concerned with student matters and so is not included in the scope of this *Code of practice*.

- Postgraduate Research Student Engagement Fora (PGRSEF)

22.   Terms of reference for committees can be found in the *Senate Governance*.

23.   Chairs of committees will manage the items of business so that there are sufficient opportunities for students to make their views heard.

University/Students' Union Committee (USUC)

24.   This Committee deals with finance and resourcing matters and therefore sits outside the academic governance structure but it is mentioned here for its role in agreeing Students' Union finances which are used by the Students' Union in part to support the Course Rep system.

Students as Panel members

25.   In addition to the formal governance structure, students also participate in processes that arise out of the regulatory and quality assurance framework. These are as Panel members on appeals, complaints, disciplinary Panels, Fitness to Practise, Support to Study and panels for validations and periodic reviews.

26.   The presence of students on Panels is enshrined in the *Regulations, Student procedures* and *Codes of practice*. Students are equal members of the Panel upon which they sit and are given the opportunity to participate fully in all Panel discussions. Further details of the composition of regulatory-related Panels can be found in the *Procedures for hearings by Panels .* The role description for the student panel member for validations and periodic enhancement events can be found in the Roles and responsibilities section of the *Code of practice for programme lifecycle processes*.

The Course Representative System

27.   The University and the Students' Union work in partnership on the Course Representation system, following the principles listed under paragraph 6 in this *Code of practice*. The Voice Zone of the Students' Union remains responsible for Course Reps and the development of the system, led by the Vice-President Voice. The University is responsible for administering Course Rep elections, and organising SSLCs and Boards of Studies, where Course Reps are the official student representatives. The Students' Union is responsible for training opportunities, providing support to Reps over the academic year, and producing and disseminating Course Rep promotion and recruitment materials. While these responsibilities are distinct, there is a shared responsibility between the Union and University to collaborate in areas where necessary, such as advertising of elections and success of the program, in order to promote the importance of the student voice.

28.   Course Rep elections take place twice each academic year (in weeks 1 – 3 of semester 1 for new students and in weeks 9 – 11 of semester 2 for returning students). To ensure Reps can attend training with the Union before attending SSLCs, elections must follow this timetable in each School/Department. Elections are organised by the Academic Registry team within the relevant Faculty and are to be conducted online in accordance with the agreed process. Any exceptions are to be agreed with the Academic Registry team. Elections must follow a consistent, transparent, and democratic process. There is at least one member of staff in each Faculty with responsibility for the coordination of the Course Rep system. This member of staff communicates regularly with the Students' Union and is responsible for ensuring that the register of Course Reps (held in full by the Students' Union) for each Faculty remains up to date and that Course Reps are provided with the correct role attribution on the MySurrey Voice platform, Unitu. See Appendix 1 for the role description for a Course Rep.

29.   To ensure good communication between Course Reps, the Vice-President Voice, and senior educational leadership within the University, the Union also trains and supports students who take on a Head Rep position to provide an intermediate level

of the student representation system. Head Reps will facilitate the effective representation of the student voice by providing guidance and support to Course Reps within their department. This role is advertised to those who have already gained experience as Course Rep as the Head Rep will operate at a more senior level. Head Reps may also be given the opportunity to co-chair SSLC meetings as they will take on a senior leadership role amongst their fellow Course Reps. See appendix 1 for the role description of the Head Rep role.

30. The Vice-President Voice is the Students' Union representative responsible for Course Reps, supported by full-time staff and part-time elected Union officers. The Union produces promotional materials to encourage students to become Course Reps, runs training sessions following elections to enable Reps to be effective in their roles, and communicates with Reps throughout the year. The Union is also responsible for responding to concerns about ineffective representatives via the Course Rep Removal policy (see Appendix 2). The Union makes a commitment to supporting and recognising the efforts of Course Reps and therefore, ensures the Voice Zone and the wider Students' Union are representing the issues brought forward by Reps and championing their successes. The Students' Union also processes individual Reps' applications to be recognised on the Higher Education Achievement Record (HEAR) and maintains the criteria for this award through the University Education Committee (see Appendix 3).

The Students' Union Student Voice Forum

31. The Students' Union holds a minimum of three Student Voice Forums a year. Student Voice Forums offer an opportunity for students to meet and discuss issues across the student body. Senior members of University management invited by the Students' Union, are expected to attend Student Voice Forums which are chaired by the Students' Union Vice-President Voice. The Students' Union keeps a record of these meetings and works in partnership with the University to ensure that Reps are aware of outcomes. Course Rep attendance at the Student Voice Forum is an essential part of the criteria for inclusion in the HEAR.

32. Utilising the Voice Forum format, the Students' Union will also hold targeted Forums for distinct groups of the student population or focused on specific topics where necessary..

MySurrey Voice (Unitu)

33. The University and Students' Union work in partnership to facilitate the student voice through MySurrey Voice, powered by Unitu. Students can raise feedback privately for the attention of Course Reps and Students' Union Officers, and following agreement and moderation, feedback can be escalated for the attention of University staff. The University commits to respond to student feedback and take action to resolve issues when possible. The Students' Union works with Course Reps to effectively moderate and promote the sharing of student feedback.

Informal opportunities

34. Students also have many informal opportunities to engage with staff. There are regular meetings between University senior managers and officers of the Students' Union. At Faculty level, the Pro-Vice-Chancellors, Executive Deans of Faculty usually hold meetings with student representatives once per semester to gauge student opinion on a range of topics. Schools and Departments also provide similar opportunities.

Student surveys

35. The student voice is heard anonymously through the opportunity to participate in a number of surveys. These are national surveys such as the NSS, PTES and PRES, and at an institutional level via the Student Life Pulse survey run by the Students' Union in collaboration with the University. Internally students are asked to feed back on their experience at modular level via Module Evaluation Questionnaires (MEQs).

36. It is University policy that Schools and Departments do not survey students in addition to the above surveys in order to avoid "survey fatigue". Student views outside formal surveys can be sought via the academic governance structures, through ad hoc focus groups and via the Students' Union who may conduct their own surveys in order to provide student insight-informed representation to students.

37. The outcomes of surveys are relayed back to students in a number of ways. NSS and PTES results and action plans are considered at Boards of Studies and FECs, as are MEQ results. Students are able to view examples of improvements the University has made in direct response to student feedback through webpages and various student communication channels.

38. The results of PRES are shared with postgraduate research students and have the opportunity to contribute to the development of action plans emerging from the survey. The results are shared with students primarily through the Postgraduate Research Student Engagement Fora or other dedicated meetings. The results are also discussed at the FRDCs and the University Research Degrees Committee, all of which have student representation.

39. Appendix 4 indicates the periods when annual student surveys are live and when survey results are expected to be received.

Appendix 1 – Role description for Course Rep roles

COURSE REPS

COURSE REP ROLE DESCRIPTION - UG & PGT

This is to be retained by the Course Rep. For further information about the role of a Course Rep, please email ussu.coursereps@surrey.ac.uk

As a Course Rep, you are expected to:
- Complete Course Rep training run by USSU, and complete Unitu training
- Research student opinions on issues relating to your course
- Represent student feedback to the University at formal meetings such as SSLCs and Boards of Studies and in informal interactions with staff
- Attend Student Voice Forum and other Union-run events to represent students
- Report outcomes from these meetings back to your peers
- Show and promote active engagement on MySurrey Voice discussion boards, powered by Unitu, moderating and escalating feedback to staff
- Share ideas and issues with your fellow Reps
- Keep in contact with USSU by sharing your success via Course Rep Wins forms
- Complete the Course Rep end of year experience survey
- Commit 15 hours each term to the role

As a Course Rep, you can expect your Department to:
- Hold Course Rep elections each year for new students in October, and in May for returning students
- Confirm in writing (email) that you have been elected to be a Course Rep, and outline the group of students you will be representing
- Inform the Students' Union that you will be a Course Rep and update them if this should change
- Help you to advertise your position as a Course Rep to your cohort
- Facilitate representation within your School/Department (e.g. giving you adequate notice of upcoming meetings)
- Respond and take action on feedback posted on discussion boards on Unitu

As a Course Rep, you can expect the Students' Union to:
- Contact you in semester one regarding training dates
- Offer advice and guidance to enable you to represent your cohort effectively
- Ensure that contact details are available for you to contact your VP Voice with any queries or problems
- Facilitate Student Voice and Faculty Voice Forums to allow you address issues directly to the University's Senior Management team via email to the VP Voice
- Promote the work of Course Reps throughout the year
- Identify issues that require involvement of senior members of University staff

Skills and experience you can expect to gain from this role:

- Leadership skills
- Communication
- Team-working
- Organisation skills
- Persuasion
- Collaboration
- Meeting skills
- Time-management
- Digital literacy

Top Tip
A lot of the skills you learn while being a rep are transferable and will help you to get a job so be sure to put it on your cv.

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COURSE REP ROLE DESCRIPTION - PGR

This is to be retained by the PGR Rep. For further information about the role of a PGR Rep, please email ussu.coursereps@surrey.ac.uk

As a PGR Rep, you are expected to:

- Complete online Course Rep training run by USSU, and complete Unitu training
- Research PGR opinions on issues relating to your course
- Represent PGR feedback to the University at formal meetings such as PGR Engagement Forums and Student Voice Forum, and informal staff interactions
- Report outcomes from these meetings back to your peers
- Share ideas and issues with your fellow Reps
- Keep in contact with the VP Voice and Students' Union
- Share your successes via the Course Rep Wins form
- Complete the Course Rep end of year experience survey
- Commit 15 hours each term to the role

As a PGR Rep, you can expect your Department to:

- Confirm in writing (email) that you have been elected to be the PGR Representative for your School/Department, and outline the group of students you will be representing
- Inform the Students' Union that you will be a PGR Rep and update them if this should change
- Help you to advertise your position as a PGR Rep to your School/Department
- Facilitate representation within your School/Department (e.g. giving you adequate notice of upcoming meetings)
- Arrange for an election to take place when required, to ensure continuity of PGR representation

As a PGR Rep, you can expect the Students' Union to:

- Contact you in the first semester regarding training dates
- Have a representative attend all Student Engagement Fora when possible
- Offer advice and guidance in your role, including Rep training
- Ensure that contact details are available for you to contact your Vice President Voice with any queries or problems
- Facilitate Student Voice Fora to allow you address issues directly to the University's Senior Management team
- Recognise and reward the work of outstanding PGR Reps
- Identify issues that require involvement of senior members of University staff

Skills and experience you can expect to gain from this role:

- Leadership skills
- Communication
- Team-working
- Organisation skills
- Persuasion
- Collaboration
- Meeting skills
- Time-management
- Digital literacy

Top Tip

A lot of the skills you learn while being a rep are transferable and will help you to get a job so be sure to put it on your cv.

COURSE REPS

COURSE REP ROLE DESCRIPTION - PTY

This is to be retained by the PTY Course Rep. For further information about the role of a Course Rep, please email ussu.coursereps@surrey.ac.uk

As a Course Rep, you are expected to:
- Complete Course Rep training run by USSU, and complete Unitu training
- Research student opinions on issues relating to your course
- Represent student feedback to the University at formal meetings such as SSLCs and Boards of Studies and in informal interactions with staff
- Attend Student Voice Forum and other Union-run events to represent students
- Report outcomes from these meetings back to your peers
- Show and promote active engagement on MySurrey Voice discussion boards, powered by Unitu, moderating and escalating feedback to staff
- Share ideas and issues with your fellow Reps
- Keep in contact with USSU by sharing your success via Course Rep Wins forms
- Complete the Course Rep end of year experience survey
- Commit 15 hours each term to the role

As a Course Rep, you can expect your Department to:
- Hold Course Rep elections each year for new students in October, and in May for returning students
- Confirm in writing (email) that you have been elected to be a Course Rep, and outline the group of students you will be representing
- Inform the Students' Union that you will be a Course Rep and update them if this should change
- Help you to advertise your position as a Course Rep to your cohort
- Facilitate representation within your School/Department (e.g. giving you adequate notice of upcoming meetings)

As a Course Rep, you can expect the Students' Union to:
- Contact you in semester one regarding training dates
- Offer advice and guidance to enable you to represent your cohort effectively, including online Rep training
- Ensure that contact details are available for you to contact your VP Voice with any queries or problems
- Facilitate Student Voice and Faculty Voice Forums to allow you address issues directly to the University's Senior Management team via email to the VP Voice
- Promote the work of Course Reps throughout the year
- Identify issues that may require the involvement of senior members of University staff

Skills and experience you can expect to gain from this role:

- Leadership skills
- Communication
- Team-working
- Organisation skills
- Persuasion
- Collaboration
- Meeting skills
- Time-management
- Digital literacy

Top Tip
A lot of the skills you learn while being a rep are transferable and will help you to get a job so be sure to put it on your cv.

Head Rep Role Description

With over 550 course reps across the university Head Reps provide the next platform of student representation. Head reps advocate the student voice at a higher level across their faculty. After already gaining experience as course rep or school in previous years the Head Rep will represent the student voice at a more senior level.

As a Head Rep, you are expected to:

- Coordinate the Course Reps and act as the main point of contact for broader feedback which may need escalating within the University
- Engage and support Reps to be effective and empowered in their roles
- Escalate any necessary feedback to staff or students
- Motivate and support the Reps within their area with a particular focus on first-time Reps
- Attend SSLC meetings and co-chair with existing staff
- Promote the course rep positions to other students
- Attend monthly meetings with VP Voice
- Hold meetings with reps to prepare for SSLC
- Encourage good line of communication between reps
- Encourage sharing of rep wins to wider student community and staff
- Promote and advocate for the use of My Surrey Voice, powered by Unitu
- Commit around 30 hours each semester to the role
- Encourage reps involvement with the union via wins

As a Head Rep, you can expect your Department to:

- Confirm in writing (email) that you have been appointed to be a Head Rep, and outline the group of students you will be representing
- Inform the Students' Union that you will be a Head Rep and update them if this should change
- Help you to advertise your position as a Head Rep to your cohort
- Facilitate representation within your School/Department (e.g. giving you adequate notice of upcoming meetings)
- Respond and take action on feedback posted on discussion boards on Unitu

As a Head Rep, you can expect the Students' Union to:

- Contact you in semester one regarding training dates
- Offer advice and guidance to enable you to represent your cohort effectively
- Ensure that contact details are available for you to contact your VP Voice with any queries or problems
- Facilitate Student Voice and Faculty Voice Forums to allow you address issues directly to the University's Senior Management team via email to the VP Voice
- Promote the work of Head Reps throughout the year
- Identify issues that require involvement of senior members of University staff

Skills and experience you can expect to gain from this role:

- Leadership skills
- Communication
- Team-working
- Organisation skills
- Persuasion
- Collaboration
- Meeting skills
- Support skills
- Digital literacy

Appendix 2 – Course Rep removal policy

COURSE REP REMOVAL POLICY

COURSE REPS

COURSE REP REMOVAL POLICY

Guidelines for procedure to be followed, should it come to light that a cohort is not being effectively represented by their elected Course Rep or PGR Rep.

1 Attendance records show Rep has not attended any of the necessary training or representative meetings, or sent apologies.
OR concerns are raised by either student(s) in the cohort or a member of University Staff via the Course Rep email ussu.coursereps@surrey.ac.uk

2 Acknowledgement email will be sent to the student/staff member who raised the issue by the Students' Union, confirming the matter is being looked into.

3 VP Voice will make contact with the Rep to establish why they have been unable to represent their cohort effectively, offering additional support and training where necessary. This will lead to either outcome A or outcome B.

A The Rep Responds*

1 The Students' Union will work with the Rep to create a plan to improve their representation skills and arrange regular meetings to monitor their progress.

2 Improvements are seen and the cohort in question is represented effectively.
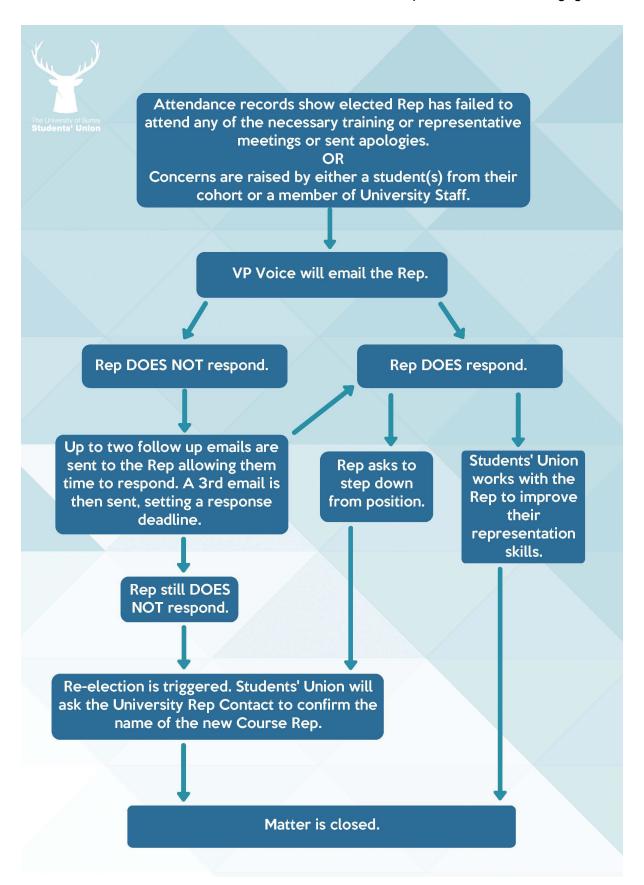
3 The matter is closed.

*If the Rep responds, but states that they no longer feel they can fulfil their duties as a Course Rep, actions taken will be in accordance with steps 3-5 in outcome B.

B The Rep does not respond

1 Up to two follow up emails will be sent to the Rep.

2 The third email will advise the Rep that, should they not respond by a given deadline, the Students' Union will assume that they no longer wish to take part as a Course Rep and this will trigger a re-election.

3 If the Rep still does not respond, The Students' Union will inform the University Rep contact that a re-election must take place. **

4 The University Rep contact will email the Students' union once the election has taken place to confirm the name of the new Rep and then upload their details via the USSU website.

5 The matter is now closed.

**If the Rep responds to any of the emails before the deadline, actions taken will be in accordance with steps 1-3 in outcome A.

4 If the issue was raised by a student/staff member, following the conclusion of the matter in either scenario, the person who originally raised the concern will be notified of the conclusion.

To find out more about Course Reps, go to www.ussu.co.uk/voice/Pages/Course-Reps

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Attendance records show elected Rep has failed to attend any of the necessary training or representative meetings or sent apologies.
OR
Concerns are raised by either a student(s) from their cohort or a member of University Staff.

VP Voice will email the Rep.

Rep DOES NOT respond.

Rep DOES respond.

Up to two follow up emails are sent to the Rep allowing them time to respond. A 3rd email is then sent, setting a response deadline.

Rep asks to step down from position.

Students' Union works with the Rep to improve their representation skills.

Rep still DOES NOT respond.

Re-election is triggered. Students' Union will ask the University Rep Contact to confirm the name of the new Course Rep.

Matter is closed.

Appendix 3 – Criteria for inclusion of activity in the HEAR

Course Reps exist to represent the views of all students across all courses and at all levels. It is crucial for students' prospects that active student leaders who take on volunteer roles during their time at Surrey are able to verify and articulate the skills they have developed. To commend their hard work in improving the student experience across the University, the Students' Union recognises the role of Course Rep on a student's HEAR.

To ensure that Rep contribution is monitored and scrutinised by the Union, and that the benefits of the Course Rep system are felt in terms of quality and standards across the University, specific criteria must be met in order for a Rep to have their role included on their HEAR.

<u>Criteria:</u>

1. Be elected by a majority

To attain Course Rep status on the HEAR you must be an elected representative voted for in a fair and balanced election by the members of the student community which you represent.

Evidence required: Correspondence from Faculty Course Rep contact confirming an election took place.

2. Attend Course Rep training

There will be training sessions for new and continuing Course Reps in the early weeks of Semester 1. This may also be fulfilled by completing online training.

Evidence required: The Students' Union will take attendance at training; the Course Rep is responsible for filling in the attendance form or sending apologies before the training unless in exceptional circumstances. For online Course Rep Training: successful completion of the online training material.

3. Attend all Student Voice Fora

This may also be fulfilled with acceptable and pre-submitted apologies.

Evidence required: The Students' Union will take attendance at the Forum; also fulfilled by pre-submitted apologies being received.

4. Complete account activation on Unitu.

Reps will be asked to activate their account on Unitu at the start of the year to monitor private discussion boards and escalate feedback to the public attention of staff. Course Reps must be active on Unitu to ensure feedback is filtered and heard by staff.

Evidence required: Account activation to be completed on Unitu.

5. For Head Reps – Above criteria plus completion of 30 hours per semester

Head Reps will be invited to complete a form at the end of each semester to track their activities and achievements. 30 recorded hours completed per semester will fulfil this criteria.

Evidence required – The Students' Union will process Head Rep activity forms to verify completion of these hours.

<u>Review process</u>

In order to be considered for recognition on the HEAR, Reps must meet all four of these criteria. The Students' Union will monitor which Reps have successfully met these criteria over the academic year and will collate a list of Reps who will receive recognition of their role on the HEAR.

Appendix 4 – Survey live periods and results

Student surveys: survey live periods												
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
MEQs (non-standard)	■	■	■	■	■	■	■	■	■	■	■	■
MEQs (standard) - Semester 1				■	■							
NSS						■	■	■				
PRES							■	■				
PTES							■	■	■			
MEQs (standard) - Semester 2									■			

Student surveys: results												
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
MEQs (non-standard)	■	■	■	■	■	■	■	■	■	■	■	■
MEQs (standard) - Semester 1					■							
MEQs (standard) - Semester 2									■			
NSS - data											■	■
NSS - free text comments and analysis											■	■
PRES - data											■	■
PRES - free text comments											■	■
PTES - data	■											■
PTES - free text comments	■											■