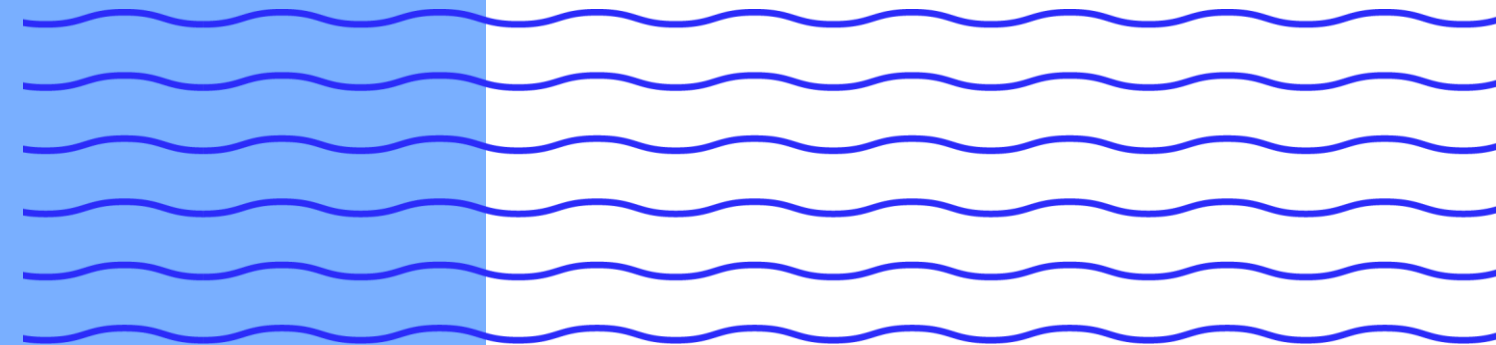


This week

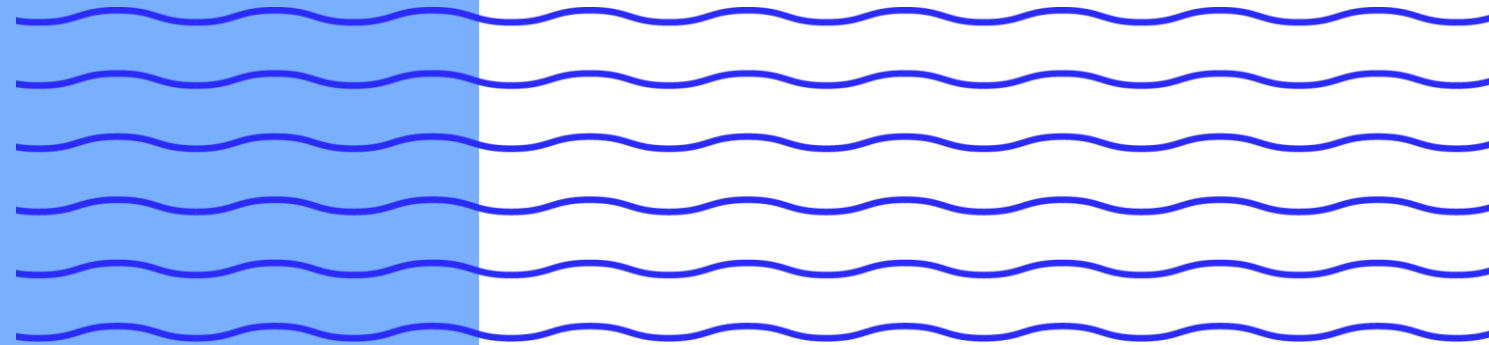
Mond	Students as consumers and student protection
Tue	Access and participation
Wed	Improving institution-level student representation
Thu	Students on health courses
Fri	Students at work



WONKHE
SUs

Partnership or not?

Ten ways to improve
institution-level student
representation



WONKHE
SUs

Rejection of
representation as
ineffective and
counterproductive
“Demos and
Occupations”

Representation as a
means to an end-
change
Respected
Assertive
Operator
Mixture of insider and
outsider
Understands policy
and power

Representation as
an end in itself
Head Boy/Girl
Respectable
Polite
Passive
“Cups of tea”



I'm so disappointed in you: handling SU officers speaking their truth to power

This article is more than 1 year old

COMMENT | 4/10/19

A lot of time goes into advising SU officers on handling the relationship with their university. Bath SU's Eve Alcock has some advice for uni managers.

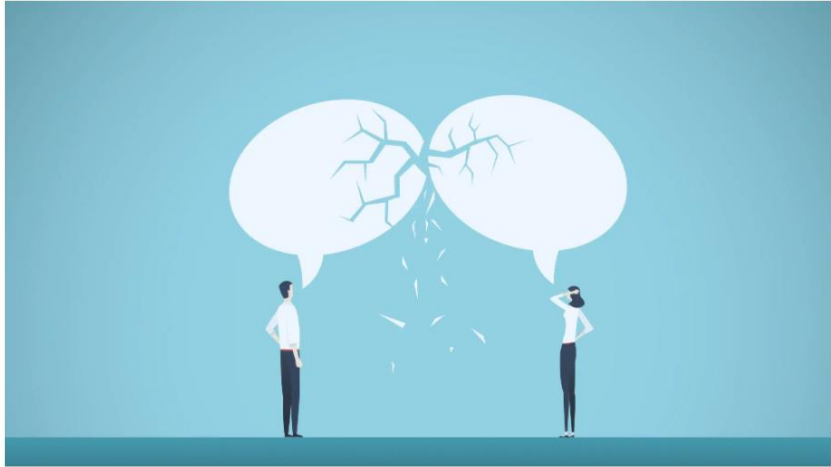


Image: Shutterstock



Eve Alcock
Eve Alcock is the former President of the Students' Union at Bath University

Tags: LEADERSHIP & MANAGEMENT STUDENTS' UNIONS

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From their feedback, it's clear that some of the issues they share are far more widespread and concerning than I imagined. Sometimes officers received an outright threat to funding or ability to get things done, but more often it manifested as a subtle, silencing pressure that chilled their ability to advocate effectively for their members.

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Is having a seat at the table enough?

This article is more than 2 years old

COMMENT | 1/07/19

Should SU officers have polite meetings or student demos? Eve Alcock on the false choices facing student representatives.



Image: Shutterstock



Eve Alcock
Eve Alcock is the former President of the Students' Union at Bath University

Tags: AWARDS19 - STUDENT STUDENTS' UNIONS

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In SUs like Bath, who historically have had a good working relationship with the university across its departments, functions and levels, the seat at the table

How to listen to students in the middle of a crisis

This article is more than 1 year old

SU BLOGS | 1/04/20



Image: Shutterstock



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Eve Alcock is the former President of the Students' Union at Bath University



Megan Ball
Megan Ball is President at Winchester SU

Tags: BEST OF WONKHE 2020 COVID-19 SU BLOGS SU FEATURED

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Before we explain, we should make clear that these experiences – and the lessons that flow from them – aren't necessarily about the two universities where we work. They're not necessarily not about where we work either. And not all universities are like the experiences we describe here. But too many are, and rather than endless sharing on increasingly sad Zoom calls, we thought we should describe and summarise with a view to the sector as a whole learning lessons.

Latest SUs blogs

-
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Section 7: Student Representation on UCL Academic Standing Committees and Sub-Committees

Policy

- 1. UCL and the Students' Union provide many opportunities for students to engage with UCL's policy- and decision-making in all areas of teaching, learning and support. Students can have a say in the way the University is run. There are many opportunities. The page below summarises these.

7.1 Representation at Departmental and Faculty Level

7.1.1 Staff-Student Consultative Committee (SSCC)

- 1. Every Department should have at least one Staff-Student Consultative Committee (SSCC) (see Section 6) which meets at least three times each academic session (typically once each term). SSCCs provide the opportunity to feedback to lecturers and departmental administrators about issues that have impacted on programmes and modules. These may include good or bad ways in which lectures, tutorials, labs etc. have been delivered which can be addressed by the teaching Department, or they may include university-wide issues such as library or computing facilities, or even noise caused by building works. Departments take these comments very seriously, and the minutes of the SSCC meetings are considered by the UCL Student Experience Committee (see Section 7.4).

7.1.2 Departmental Teaching Committee (DTC)

- 1. Every Department should hold a Departmental Teaching Committee (DTC) meeting each term, where changes in programmes, modules, teaching and assessment are agreed and monitored. All DTCs should invite the student Lead Department Representative to membership of the Committee (see Section 6.6) and consider inviting other student representatives where appropriate.

Student Representation, Engagement and Partnership
Principles of Student Representation, Engagement and Partnership

The University is committed to ensuring that students are provided with the opportunity to contribute to the shaping of their learning experience, individually, collectively and through the Students' Union. One of the principles of the University's Learning & Teaching strategy (2015-20) is to work with students as partners:

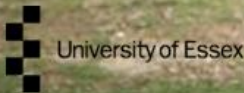
"We recognise that student representation, engagement and partnership have important roles in improving the student experience and delivering an excellent education and outcomes"

The role of a student representative is vital to assure a high-quality student experience and to support student retention and success.

The following principles provide the framework for student representation within the management of the learning experience.

- 1. Student participation and partnership is an essential core component in the design, delivery, review and enhancement of a high-quality educational provision.
- 2. There must be student engagement and representation on all University Academic Board committees and sub-committees, key Faculty committees and in all aspects of programme management.
- 3. Student engagement in reviewing the learning experience is a key aspect of the normal operation of the University; it should enable student involvement in the proactive decision-making processes that underpin their educational experience both within their programme of study and across the wider University.
- 4. The diverse nature of the student population requires that innovative and flexible approaches are adopted in order to overcome the barriers to participation such as mode or location of study.
- 5. Students and staff are provided with sufficient information, background knowledge, training and on-going support to enable them to work together as full partners in the production of a high-quality student experience.
- 6. A successful student representation policy recognises that students must be made aware of the outcomes of their involvement in the quality assurance process.
- 7. The operation of student representation will be monitored by partnership between the Quality Standards Office and the Students' Union in order to ensure that students are enabled to make an effective contribution to the provision and enhancement of a high-quality educational experience.

STUDENT VOICE
(Student Representation)
POLICY



Backdrop

- Most “partnership” policies/agreements arise from QAA requirements in the 90s and 00s
- In particular development of chapter of Quality Code on Student Engagement
 - (Senate/Academic Board owned)
- Usually separate MOU agreement between university and SU
 - (University council/BOG owned)
- Neither usually cover institutional level representation/engagement or “professional services”

1. Regulatory issues

In England, these sorts of things will help your university comply with the following regulatory requirements:

- Conditions E1 and E2 of OfS regulation require that the governing body “ensures that all students have opportunities to engage with the governance of the provider, and that this allows for a range of perspectives to have influence.”
- Criteria A1.2 on academic governance, requires that governance (including all aspects of the control and oversight of higher education provision) is conducted in partnership with students.
- Under OfS’ “B” conditions, a university had to comply with the UK Quality Code which includes “The provider actively engages students, individually and collectively, in the quality of their educational experience”
- New B conditions – student engagement



1. Regulatory Issues

EA 1994 also helpful in setting out role

- (a) an association of the generality of students at an establishment to which this Part applies whose principal purposes include promoting the general interests of its members as students; or
- (b) a representative body (whether an association or not) whose principal purposes include representing the generality of students at an establishment to which this Part applies in academic, disciplinary or other matters relating to the government of the establishment.

2. Principles

- The University Plan states that we will build a strong, rewarding partnership between students and staff at all levels, recognising that educational outcomes are co-produced with students and capturing the positive, powerful impact that students can have over the development of their education at Fibchester. The Students' Union will be supported by the University in arranging for student input into policy development and review activity in the formative stages of decision making.

There are also a number that we've seen which set out in principle where and when students should be represented:

- The University and Students' Union agree that students are entitled to representation when decisions or preparations are made that have bearing on their courses or programmes or the experience of students and that student members of committees and boards should be afforded the maximum support to make meaningful and impactful contributions, where possible drawing on the experiences of and feedback from students.



3. Informality

A number of policies we've seen talk about the committees that the SU is on – fewer describe the arrangements for informal contact with managers:

- The full-time officers of the Students' Union will be given the opportunity at least twice a year to meet with the Vice Chancellor and the Executive Team and are provided with opportunities for regular contact with them, individually and collectively, throughout the year to discuss key issues.
- Opportunities for discussion are provided at working lunches (July and January), VC Liaison meetings (4 per year), pre-Council briefings with the VC, VC breakfasts with students, monthly meetings with the PVC (Academic) for the relevant Education Officers, and agenda setting meetings for Student Experience Committee.

4. New committees

What happens when the university sets up a new working group or committee? Some policies we've seen trigger a process where someone has to remember to include the SU:

- Where a formal University Committee is created or a University level executive or working group is formed, the chair will give active consideration as to the appropriateness of Students' Union membership and the decision and justification communicated to the Union and the Vice Chancellor's Office.
- Where issues are discussed that affect the student experience that do not have student representation, the Students' Union will be consulted or involved in good time.

5. Staff support

- At formal University committees agreed student representatives will act as members, and will normally be accompanied by a member of Students' Union staff (in attendance, but not as a committee member) to provide support.
- The membership of University Senate, the University's most senior academic committee, has three student representatives. Each year the Students' Union will recommend three of their full-time officers as members of Senate.
- University Senate requirements necessitate strict confidentiality and staff support for these bodies within the Union will be required to sign an NDA for any confidential items.
- All Student Officers and Students' Union staff will be required to observe any confidentiality policies that apply to papers or discussions at meetings.
- The membership of University Council, the University's Governing Body, has two student representatives. Each year, the Students' Union will recommend two of their full-time officers as members of University Council. University Council requirements necessitate strict confidentiality and staff support for these bodies within the Union will be required to sign an NDA for any confidential items.

6. No committee

What happens where there isn't a regular meeting? Some policies set out what should happen across uni services:

- For all student facing (professional) services and projects, there is a commitment to regularly consult with students and involve their representatives in decision making, planning, performance review and service provision changes. The Students' Union and University will regularly discuss and agree detailed arrangements to this end.

7. An annual review

Some we have seen include an annual “stock take” so that discussions can held about increasing or reducing the reps on a committee:

- The Union and University will annually review ongoing University level committees, executives and working groups, and bring forward proposals of changes in membership on academic committees to Learning and Teaching Committee for recommendation to Senate and for non-academic committees bring forward proposals for consideration by the Registrar (for approval at Council as appropriate).

8. Reporting

As well as student representation, some policies include and separate out formal reporting to senior bodies like Senates/Academic Boards and Councils/Boards of Governors:

- The Union will present two reports each year to the Council- one on its operations, and the other on the views of students on the institution.
- A standing item on the agenda will be a report from the Students' Union officers on matters concerning the student experience

9. Getting student input

Many policies we've seen formalise in principle the idea that SUs will be supported to gather student input on key items:

- The Union will endeavour to both gather feedback from students on key committee issues and to aid the University in disseminating the results and outcomes of discussions taking place at University Committees, and which are of interest to students, when it is timely to do so.

10. Influencing the agenda

And finally, some policies make explicit the idea that SUs and their officers should influence the agenda of meetings as well as the items on them:

- The Students' Union will participate in agenda and issue planning with Committee chairs at the start of each academic year to ensure that there is sufficient notice of key issues and the opportunity to undertake consultation and research where appropriate.

And some other things

- Students are involved in the preparation and review of annual school action plans through various channels, and through informal means such as personal tutorials and student-led focus groups.
- Student focus groups can be formed in response to the results of student-led feedback and the National Student Survey. These groups can be used to provide input into guidelines for academic feedback.
- Departments offer internship opportunities for students to work on a range of strategic issues such as employability and communications.
- Students may be consulted in planning for changes and improvements to the physical layout of University teaching spaces.
- Students are actively involved in developing new programmes and reviewing curriculum changes.
- Students may be invited to observe and comment on presentations during the academic staff recruitment process.
- Students and staff may collaborate in the recruitment of future students, including attendance at open days and UCAS applicant days.

Scandinavia

- Student disciplinarys?
- Students on course approval?
- Students paid to be on committees, selected by the SU as a job/assignment
- Sabbs only on the “top” committees
- Student influence principles in working groups etc
- Policies that cover course review processes
- Role of student rights and student ombuds

FI | SV | **EN**

helsinki.fi

Not logged in. |

Log in

Universities

Instructions

Representatives

**Search positions and
apply**


My applications

Log in with a student union-account

Open positions

Selection Committees

Steering groups for Bachelor's Programmes

 **Steering group for the Bachelor's and Master's Programme**

Name of position

Steering group for the Bachelor's and Master's Programme in Logopedics

 [Link to the call](#)

Applying period

15.06.2022 22:00 – 04.09.2022 21:59

Term

31.12.2020 – 30.12.2022

Looking for

Representatives

1 kpl

Deputies

2 kpl

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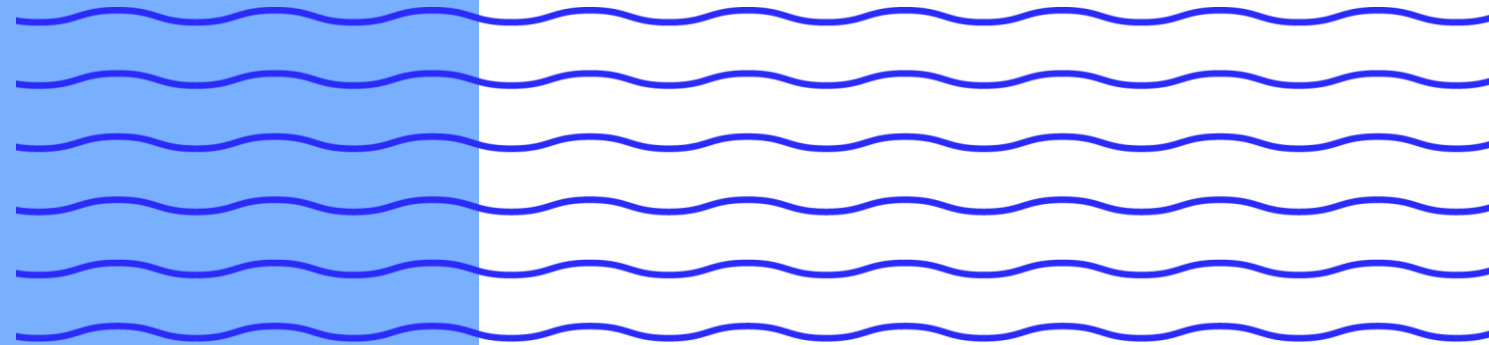
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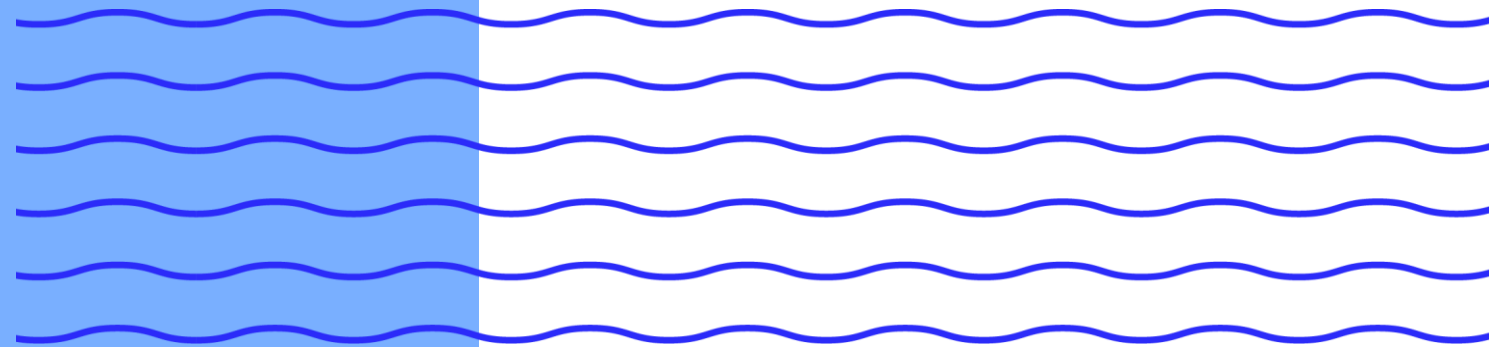
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