



QA48 Annex 1 – Student Engagement in Quality Assurance and Enhancement for Taught, In-Person Provision

1. Purpose and Scope

- 1.1 This Annex sets out the arrangements and responsibilities governing student engagement in quality assurance and enhancement of teaching, learning and academic experience (henceforth student engagement with QA&E) for those courses with primarily on-campus provision leading to a University of Bath award. This applies specifically to:
 - Undergraduate courses (UG)
 - Postgraduate Taught courses (PGT)
 - Apprenticeship courses with in-person delivery.
- 1.2 It defines how student engagement in QA&E is delivered in practice and supports the implementation of QA48 for those cohorts of students that meet the definition above.
- 1.3 This Annex should be read alongside QA48, which defines institutional expectations for student engagement in QA&E across all modes of study.
- 1.4 Ongoing informal dialogue between staff and students is a core feature of the learning environment. Formal representation structures, including Staff-Student Liaison Committees (SSLCs), detailed below, provide an additional structured mechanism through which students can contribute to quality assurance, enhancement, and decision-making.
- 1.5 Please note that student engagement in QA&E processes for Doctoral research programmes are outlined in Annex 2 and for Distance Learning courses are outlined in QA48 Annex 3, and differ in important ways from those outlined here.

2. Study Mode-Specific Requirements

- 2.1 Engagement mechanisms for on-campus taught students must reflect the structured and cohort-based nature of taught provision and ensure equitable opportunities to contribute to QA&E. In particular, arrangements must:
 - Wherever possible, ensure comprehensive representation coverage across courses, levels of study and modes of attendance (including provision when representatives are on a placement/study abroad component of their studies).

- Be aligned with the structure and timing of teaching, enabling students to raise issues and contribute at appropriate points in the academic cycle.
- Provide accessible opportunities for students to engage both through representation and wider cohort input, including those who do not take on representative roles.
- Support effective participation in SSLCs and equivalent forums, ensuring that meetings are scheduled and conducted in ways that maximise student engagement.
- Wherever possible, ensure that engagement mechanisms are inclusive of students with different timetables, commuting patterns and external commitments.

3. Individual Student Engagement

- 3.1 Responsibility for responding to survey feedback rests with:
- Unit Convenors for unit-level matters
 - Directors of Studies for course-level matters
 - Directors of Teaching and Faculties/School staff for Departmental and Faculty/School-level matters
 - The Students' Union (The SU), Centre for Learning and Teaching (CLT) and PVCs-Education and Student Experience for University-level matters.
- 3.2 Student representatives should be engaged, where appropriate, in:
- interpreting survey findings
 - contributing to the development of enhancement actions following survey feedback.
- 3.3 Outcomes of survey feedback must be communicated to students in a timely manner, demonstrating how their input has informed improvements to their academic experience.
- 3.4 Detailed requirements for the design, administration and governance of student surveys for QA&E purposes are set out in QA48 Annex 4: Student Surveys.

4. Mode-Specific Collective Student Engagement with QA&E – Staff-Student Liaison Committees

Constitution and Membership

- 4.1 In accordance with [Ordinance 29](#), each Department or School must have at least one SSLC that:
- Includes a minimum of six student members
 - Does not include more staff members than student members
 - Includes student representatives elected through an appropriate process.

- 4.2 Consideration should be given to the ways in which SSLCs can be constituted in order to ensure that the views of the widest range of students are represented, normally:
- 4.2.1 A minimum of two and a maximum of four Academic Reps should be elected to represent each year of each course or course grouping, including placement / study year abroad, overseen by the SSLC.
 - 4.2.2 Where the SSLC is responsible for one specific course and the student cohort is small, the SSLC may be constituted as the whole cohort. This means that all students in the cohort are invited to attend. Such events must follow the same requirements for recording actions, outcomes and reporting as standard SSLCs, and documentation must clearly indicate that the engagement took place through a whole-cohort format. Elected student representatives should be involved wherever possible in co-ordinating and interpreting the discussion. Guidance on quoracy and effective delivery of whole-cohort SSLCs is available from the CLT.
- 4.3 Boards of Studies must ensure that Membership of their SSLCs is constituted to ensure that:
- all courses of study are individually or collectively represented
 - Directors of Studies of relevant courses are ex officio members of the appropriate SSLC.
- 4.4 Where it has not been possible to recruit sufficient student academic representatives through The SU's democratic electoral process, The SU is able to support academic departments to fill the roles through local processes.

Terms of Reference and Functions

- 4.5 Terms of reference of SSLCs must be approved, and should be reviewed periodically, by the Board of Studies, in order to ensure that they remain up-to-date and fit for purpose. As a minimum the terms of reference of each SSLC must define the following roles of SSLCs to:
- Provide a two-way channel of communication between staff and all sections of the student cohort about all aspects of teaching, learning and the academic experience
 - Confirm the membership and terms of reference at the first meeting each year and report this to the Board of Studies
 - Where available, discuss and review the previous year's SSLC action tracker at the first meeting of the SSLC in the new academic session.
 - Consider matters referred to the SSLC routinely in the course of review and monitoring processes, such as periodic review (Degree Scheme Review), External Examiners' reports and the associated responses, feedback policies and course annual monitoring data and (where applicable) reports (see [QA13](#), [QA12](#), [QA16](#), and [QA51](#) respectively)

- Comment upon proposed amendments to units and courses affecting existing students (see [QA4](#))
- Comment upon the results of surveys of student opinion about their teaching, learning and academic experience
- Contribute to the formulation of action plans in response to student feedback
- Consider annually the operation of the academic advising system (see [QA33](#))
- Consider any other matters referred to the SSLC by other committees.

4.6 The terms of reference of SSLCs should be referenced in [Course Handbooks](#).

Scope and Boundaries

4.7 SSLCs are not formal complaints or appeals mechanisms. Students must be clearly signposted to appropriate routes for:

- complaints and appeals
- academic misconduct
- wellbeing and safeguarding
- other formal procedures.

5. SSLC Administration

Frequency and Timing

5.1 SSLCs must meet:

- A minimum of four times per academic year
- With the first meeting held within six weeks of the start of the academic year

5.2 Additional meetings may be scheduled as required, normally with at least five working days' notice. Meeting schedules must be published in advance through appropriate communication channels and made available to the CLT and The SU.

Capturing the discussion

5.3 Agendas must be circulated at least five working days in advance. Action trackers must record actions, named owners and timescales.

5.4 Minutes and action trackers are required for SSLCs to provide a clear and auditable record of discussions, decisions and actions, ensuring transparency, accountability, and effective follow-up within QA&E processes.

5.5 All SSLC members must consult widely in advance of meetings and responsibility must be allocated to disseminate the outcomes of the SSLC discussion clearly to the wider student cohort in a timely manner.

Closing the feedback loop

5.6 SSLCs must:

- Include standing agenda items on actions taken.
- Clearly communicate constraints where action is not possible.
- Annually agree how the feedback loop will be closed for the wider cohort and who has responsibility for this.

6. SSLC Reporting, Monitoring and Assurance

6.1 Oversight of SSLCs is maintained through a structured reporting, monitoring, and assurance framework.

Reporting

6.2 SSLCs have a formal line of report to D/SLTQC and Boards of Studies. This reporting requirement is fulfilled by:

- Submission of SSLC action trackers and (where applicable) minutes for noting.
- Student representation to escalate issues arising from SSLCs, and to co-create solutions where appropriate.

Monitoring

6.3 SSLCs have a formal line of report to Boards of Studies. This reporting requirement is fulfilled by:

- Annual submission of Terms of Reference
- Submission of SSLC action trackers and minutes for noting.

6.4 The Boards of Studies have responsibility for:

- Monitoring the operation of SSLCs, including their membership and frequency
- Ensuring that SSLCs provide appropriate coverage across courses
- Collating annual metrics associated with effective delivery of SSLCs
- Confirming that student issues are considered and responded to effectively.

6.5 Meeting schedules, agendas and action trackers are made available to The SU and the CLT to support institutional oversight, as detailed in QA48.

Institutional Assurance

6.6 The University maintains a central record of SSLC operation to evidence routine engagement across cohorts and support regulatory and quality assurance processes.

- 6.7 The CLT and the SU collate emerging themes and key delivery metrics from SSLCs. These are used to produce an annual evaluative report, which is submitted to EQSC. This report provides:
- Institutional assurance that expectations and quality standards for student engagement with QA&E are being met
 - Institutional themes and issues.
- 6.8 EQSC considers this report and may refer issues to relevant committees or professional services, as well as support the dissemination of good practice.
- 6.9 Reports should:
- Be disseminated to relevant staff and students
 - Be made available to incoming members to support continuity
 - Inform institutional thematic analysis of the academic student experience
 - Be submitted to EQSC in line with institutional timelines.
- 6.10 Where applicable, reports may also be shared with relevant external partners and committees.

Student engagement process review

- 6.11 Engagement mechanisms will be reviewed periodically to ensure they remain appropriate, accessible, and effective in light of changes to the student body, modes of delivery and regulatory expectations.

7. SSLC Roles and Responsibilities

Student Representatives

- 7.1 Student Representatives are students elected to represent their cohort on an SSLC. QA48 does not define the responsibilities of student representatives, which are set out in the University–Students' Union Student Voice and Engagement Partnership Agreement; references included here are provided for contextual purposes only.
- 7.2 Student Representatives:
- Attend SSLCs
 - Represent the collective student voice
 - Raise issues, ideas, and suggestions
 - Respond to staff proposals and requests for feedback
 - Function as a key contact point for students on academic matters.
- 7.3 Student Representatives are expected to:
- Complete role-specific training delivered by The SU
 - Engage proactively with their wider student cohort

- Maintain regular contact with The SU.

7.4 SSLC Chairs after the first meeting are normally student representatives.

Boards of Studies (Taught)

7.5 Boards of Studies (Taught) are responsible for:

- Approving SSLC terms of reference and membership
- Periodically reviewing the effectiveness of SSLCs

Academic Department Responsibilities

7.6 Programme Managers, in consultation with Directors of Studies, Directors of Teaching (or their designated representative) are responsible for:

- Appointing an Elections Contact
- Ensuring appropriate resourcing of SSLCs
- Appointing trained SSLC Secretaries
- Appointing appropriate SSLC staff members

7.7 Elections Contacts (normally an academic staff member within a department) are responsible for:

- Consulting with The SU and the CLT
- Promoting and supporting Academic Representative elections

7.8 Staff representatives:

- Respond constructively to student feedback
- Communicate forthcoming developments
- Report to D/SLTQC on actions taken in response to student engagement

7.9 A Director of Studies, Director of Teaching or their designated representative chairs the first meeting of the academic year.

7.10 Secretaries are staff members responsible for agendas, minutes, action tracking, and dissemination.

The Students' Union

7.11 The division of responsibilities between the University and the SU for SSLCs is articulated in the University-Students' Union Student Engagement and Voice Partnership Agreement. In sum, the Students' Union:

- Administers student representative elections
- Delivers student representative training and ongoing support
- Produces institutional-level thematic overviews
- Contributes to QA&E assurance

The CLT Student Engagement Team

7.12 The Centre for Learning and Teaching, Student Engagement Team:

- Supports staff training delivery
- Advises on good practice in student engagement
- Produces institutional thematic overviews
- Oversees student engagement in QA&E processes
- Provides annual assurance that student engagement in QA&E processes are effective