



Quality Assurance Code of Practice

Student Engagement with Quality Assurance and Enhancement

This document is primarily intended for:

- All students
- All academic staff

Queries:

First point of contact –

- Assistant Registrars (Faculty / School) or equivalent

Technical/specialist contact –

- Student Engagement Manager, CLT
- Representation and Engagement Manager, Students' Union

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1 Purpose and Scope

- 1.1. This QA statement sets out the principles on which the partnership between The SU, Bath (Students' Union)¹ and the University jointly supports, facilitates and encourages student engagement in all aspects of quality enhancement and assurance to further improve the student learning experience.
- 1.2. All students registered for a programme of study leading to an award of the University of Bath, including visiting students and Student Apprentices, have the opportunity to engage in the quality enhancement and assurance of their programme of study including the opportunity to have their views represented by a Students' Union, and either to stand for election as, or to perform the role of, a student representative at any level of the institution.
- 1.3. The structures underpinning student engagement in all aspects of quality enhancement and assurance may be varied for joint, licensed and validated courses of study under the terms of an

¹ Students studying on licensed and validated courses are not members of the University of Bath Students' Union, therefore references to 'Students' Union' in this QA Code of Practice statement refer to the Students' Union of the partner organisation when the programme concerned is licensed or validated by the University of Bath.

Institutional Agreement where a programme of study is delivered as a collaborative initiative with a partner institution.

- 1.4. The structures underpinning student engagement in all aspects of quality enhancement and assurance may be varied following consultation with the Student Engagement team within the Centre for Learning & Teaching (CLT) for distance learning courses of study and / or courses of study delivered on a part-time basis, to include apprenticeship courses.
- 1.5. The University and Students' Union strongly support students' engagement with their whole university education experience but this statement refers to student engagement with quality enhancement and quality assurance of the learning experience.
- 1.6. The Annexes contain full operational details for Staff / Student Liaison Committees (SSLCs).
- 1.7. This QA statement should be read in conjunction with:
 - [University Ordinance 26](#) on SSLCs
 - [University Regulations](#) on Student Complaints.
- 1.8. Student engagement in quality assurance and enhancement of the student learning experience is embedded across the QA statements but notably in:
 - [QA3](#) Approval of New Courses of Study
 - [QA4](#) Amendments to Courses of Study and Units and Approval of New Units
 - [QA7](#) Research Degrees (Section 18 Student Feedback and Liaison)
 - [QA13](#) Degree Scheme Reviews
 - [QA16](#) Assessment, Marking and Feedback (Section 13.1 Feedback Policies)
 - [QA20](#) Collaborative Provision
 - [QA33](#) Academic Advising
 - [QA51](#) Annual Monitoring of Units and Courses

2 Principles and Overview

- 2.1 The University respects student voice and seeks to work in partnership with our students' union, valuing constructive dialogue.
- 2.2 A key principle underpinning the University's approach to the improvement of the student learning experience, which is articulated as one of the five core elements in the quality management strategy, is the longstanding joint commitment, and culture of working in partnership, to listen to and act on the informed student voice. The informed student voice is heard and acted upon at all levels within the University both within its formal structures and through ongoing informal dialogue and communications between staff and students.
- 2.3 The University encourages students to take individual and collective responsibility for their learning and to participate fully in the life of the University. The University provides various forums including formal committee structures for dialogue between staff and students in the interests of mutual understanding, problem-solving and the enhancement of provision. The University and the Students' Union encourages students to engage constructively with staff to identify aspects of good practice and to identify those areas where there is scope for improvement, with the assurance that they will not be penalised for so doing.

3 Roles and Responsibilities

- 3.1 **The Vice-Chancellor and the Students' Union** through their constructive partnership ensure that the informed student voice is at the heart of the University's approach.
- 3.2 **Deans, Associate Deans (Education), and Directors of Doctoral Studies of Faculty/School** are responsible for leading and promoting student engagement in quality enhancement and assurance to all students within the Faculty/School. This includes the promotion of elections for student representative positions on committees within the Faculty/School including but not restricted to the Board of Studies, Learning, Teaching and Quality Committee, Faculty/School Doctoral Studies Committee (F/SDSC) and the Faculty-wide Doctoral SSLC. Deans and Directors of Doctoral Studies are responsible for the development of action plans in conjunction with students/SSLCs in response to student feedback including feedback received via surveys of the student cohort at the Faculty/School level.
- 3.3 **Heads of Department/Dean of School** are responsible for leading and promoting student engagement in quality enhancement and assurance to all students within the Department/School. This includes the promotion of elections for student representative positions on committees within the Department/School including but not restricted to the Learning, Teaching and Quality Committee. Heads of Department/Dean of School are responsible for the development of action plans in conjunction with students/SSLCs in response to student feedback including feedback received via surveys of the student cohort at the Department/School level.
- 3.4 **Directors of Studies** are responsible for quality management on their courses, and as such, their role is key to the success of student engagement with the quality assurance and enhancement of the student learning experience. New Directors of Studies are encouraged to attend the induction events each September, and Directors of Studies for taught courses are encouraged to participate in the regular meetings of the [Directors of Studies \(Taught Courses\) Forum](#).
- 3.5 **The Students' Union** is responsible for managing the online elections that provide elected students and officers to represent the student body at all levels of the institution. The Students' Union, supported by the Centre for Learning & Teaching, is responsible for the training, briefing and general support for student representatives.
- 3.6 **Elected student representatives** are responsible for obtaining the views and feedback from the cohort of student they represent, presenting these views to the committees and fora they attend and for feeding back outcomes of these decisions. Elected student representatives should attend meetings within both the Students' Union and the University as outlined within their role description.
- 3.7 **The Centre for Learning & Teaching (CLT)** is responsible for delivering training and briefings for academic and professional services staff; and for supporting the Students' Union in delivering training and briefings for student representatives; and for providing advice to Faculties/Departments/School/LPO on good practice on Student Engagement including the operation of SSLCs.
- 3.8 **University Doctoral Studies Committee (UDSC)** receives the results of the Postgraduate Research Experience Survey and, in conjunction with the representatives of the Students' Union,

the Professional Doctorate Experience Survey. It agrees how the response to these results should be developed.

- 3.9 **Education, Quality and Standards Committee (EQSC)** receives the results of major surveys of undergraduate and postgraduate taught students), and agrees how the response to these results should be developed in conjunction with the representatives of the Students' Union.
- 3.10 **EQSC** is responsible for the operation, future development and strategy for student engagement including in the area of quality enhancement and assurance, feedback and surveys to help fulfil the objectives within the Education Strategy.
- 3.11 **Equality, Diversity and Inclusion Committee** is responsible for monitoring the results of surveys and evaluations of the student population to ensure the student learning experience is similar regardless of protected characteristic as defined in the Equalities Act 2010.

4 The relationship and nature of student engagement between the University, the Students' Union and the student body

- 4.1 The University and the Students' Union have a longstanding commitment and culture of working in partnership to deliver the highest possible student learning experience through student engagement.
- 4.2 Student engagement is, in this context, the participation of students in quality enhancement and quality assurance processes which leads to the improvement in their student learning experience regardless of level and mode of study.
- 4.3 The University recognises that the Students' Union is the representative voice of students at the University of Bath, and the University supports and resources the Students' Union to enable their elected officers and representatives at all levels to articulate the informed student voice on matters of quality enhancement and quality assurance, alongside other matters not subject to this statement.
- 4.4 Elected Students' Union Officers and student representatives are members of a range of University committees. The election processes for student members of all Statutory Bodies and Committees of the University are conducted by the Students' Union. Students also provide feedback via unit and programme monitoring and a range of institutional, national and international surveys, and participate in a number of quality management processes, such as periodic review (Degree Scheme Reviews) and programme and unit approval and amendments. Student representatives and/or Students Union Officers are members of all committees of the University where consultation and decisions are made about changes to the University's quality management QA Code of Practice statements.
- 4.5 At the institutional level students are represented on Court, Council and Senate and many of their sub-committees, with Senate being the supreme academic authority of the University.
- 4.6 Faculty/School Boards of Studies, Learning, Teaching and Quality Committees and Faculty/School Doctoral Studies Committees all have elected student representatives as members.

- 4.7 Learning, Teaching and Quality Committees, Doctoral Studies Committees and SSLCs, or equivalent, are one key area for student engagement within Departments/School. Normally there must be at least one SSLC for each level of Study within a Department. Annex A contains full operational details for SSLCs.
- 4.8 Elected Students' Union Officers and student representatives often also participate in a range of other formal committees, working groups, and forums beyond those listed here, and there is an agreed presumption that elected students are normally members of all University committees.
- 4.9 Academic Council is the Students' Union's regular forum for elected Academic Reps to share good practice across the institution, level of study and by Faculty/School. The University and the Students' Union mutually benefit through the operation of Academic Council by which:
- New ideas concerning academic issues are generated;
 - Academic Reps are consulted on Students' Union and University policy developments for input across the committee system;
 - Good practice between different courses and Departments are enhanced;
 - Common academic and programme-related issues are identified and responded to;
 - Enhancements to the student learning experience are developed.
- 4.10 Academic Executive Committee (Academic Exec) is the Students' Union forum which brings together the Education Officer, Postgraduate Officer, the Faculty/School Representatives and the Senate Rep. Collectively Academic Exec oversees liaison with and the development of the Academic Rep system and the formulation and delivery of a range of education campaigns across the University.
- 4.11 Through the University's [Teaching Development Fund](#) and the [Student Change Projects](#) programme individual or groups of students are encouraged to bid for projects to research, develop, enhance and share teaching and learning practices to support the student learning experience.

5 Representative and Committee Structures

- 5.1 The Students' Union coordinates the election of, and provides briefings for student members for [all Statutory Bodies and Committees](#) of the University that deal with quality management. At the **institutional-level** these include, but are not restricted to:
- [Council](#)
 - [Senate](#) (and various sub-committees including: [Awards Committee](#), [Education, Quality and Standards Committee](#), [University Doctoral Studies Committee](#), [Boards of Studies \(Doctoral\)](#))
 - Joint Senate and Council Committees including and [Equality, Diversity and Inclusion Committee](#).
- 5.2 Student Engagement through the representative structure at the Faculty-level is through:
- Boards of Studies (Taught)
 - Learning, Teaching and Quality Committee
 - [Doctoral Studies Committee](#)
- 5.3 At the Department-level, student representatives are members of both [Learning, Teaching and Quality Committees](#) and [SSLCs](#).

- 5.4 Faculties/the School/Departments should work with the Students' Union to promote and facilitate the online election process for all student members of University committees within their structures².
- 5.5 Chairs and Secretaries of Statutory Bodies and Committees should review the scheduling of their committees to, where possible, better support the attendance of student members who have lectures and other academic commitments.
- 5.6 Students' views on the effectiveness of their collective voice through SSLCs, committees and other fora are gathered on an annual basis through a range of surveys carried out by both the University and the Students' Union. Results are monitored by the Centre for Learning and Teaching and the Students' Union for opportunities to enhance the informed student voice, reporting to EQSC as appropriate. Results are disseminated to Directors of Studies, Chairs and Secretaries of committees with student members.

6 The Collection and Sharing of Information and Feedback

- 6.1 Collectively, both the University and the Students' Union proactively encourage students to engage fully in the range of quality management systems. Feedback is encouraged and gathered through evaluations and surveys, committee membership and additional ad hoc consultation events and focus groups. The partnership between the Students' Union and the University agrees the format and content/composition of these evaluations and surveys through the Education, Quality and Standards Committee.
- 6.2 The University participates in a range of external surveys to benchmark students' opinions with similar institutions, the sector and internationally. The National Student Survey (NSS) provides feedback from final year undergraduates, with the Advance HE Postgraduate Taught and Postgraduate Research Experience Surveys (PTES and PRES) providing an insight to the postgraduate community. Occasionally the University participates in the United Kingdom Engagement Survey (also from Advance HE) to provide data for our non-final year undergraduates. In addition, the University has developed an in-house Professional Doctorate Experience Survey.
- 6.3 Faculties/the School/departments/LPO receive data from external surveys for the enhancement of the student learning experience.
- 6.4 Evaluation is conducted at the unit and programme level on all taught courses.
- 6.5 All internal and external survey and evaluation data should be openly shared with the Students' Union directly as well as through the University's committee structure where Students' Union Officer and student representatives are members.
- 6.6 Open comments from student surveys including unit evaluations are not *normally* shared with students or the Students' Union. If there are comments which it would be useful to share (e.g., if several useful suggestions have been made on the same theme), the unit convenor (for unit

² Department Reps on Learning, Teaching and Quality Committee are normally elected via Academic Reps on Staff / Student Liaison Committees

evaluation) or Director of Studies (for other surveys) is responsible for ensuring inappropriate comments and any information that would allow an individual to be identified is removed.

- 6.7 The development of action plans within Department/the School/faculties is based upon input and agreement of student representatives. The Students' Union, supported by the CLT, provides briefing and analysis of internal and external survey and evaluation data for their members. These sources of information include:
- Unit Evaluation
 - Survey data.
- 6.8 Beyond survey and evaluation data, the University shares all quality management information regarding the student learning experience with students and their representatives. These sources of information may include:
- External Examiners' Reports
 - Periodic review (Degree Scheme Review) reports
 - Annual Monitoring Reports
 - Apprenticeship service
- 6.9 All levels of the institution have a responsibility to 'close the feedback loop' devising effective ways to communicate to the student cohort when and where their feedback has been acted upon, where change is not possible, and the reason why this has not happened.
- 6.10 The Students' Union in conjunction with the CLT co-ordinate institutional-wide activities to highlight how in partnership the University and the Students' Union work to enhance the student learning experience.
- 6.11 The views of the diverse student cohort provided through the results from surveys and evaluations are supported and enhanced through regular meetings between students and staff. This can range from meetings between Students' Union Officers and members of the University Senior Management, Heads of Professional Services and other key academic and support staff to meetings between student Academic Reps and Unit Convenors, Supervisors and Directors of Studies.

7 Training and ongoing supporting for Students and Staff

- 7.1 The Students' Union and the CLT provide both student representatives and staff with access to training and ongoing support to equip them to fulfil their roles in student engagement with quality enhancement and assurance.
- 7.2 The Students' Union, supported by the CLT, review, update and enhance an online training course for student Academic Representatives on Moodle on an annual basis.
- 7.3 The Students' Union organises an annual Reps Conference, in partnership with the University, to provide training and development opportunities for Academic Reps. Departments and Faculties should encourage their student representatives to attend. The Students' Union supports Academic Reps to attend, where appropriate, both regional and national networking and training events and conferences to support the sharing of good practice within the sector.

- 7.4 Where periodic review (Degree Scheme Review) is essential to doctoral and/or collaborative provision or accreditation, the Directors of Studies should signpost the Academic Rep, or other student(s), chosen to sit on the Review Panel to the Students' Union who, supported by the CLT, can support and guide the student(s) through this key quality enhancement process..
- 7.5 The CLT provides induction and ongoing role-based support for academic staff to support their role in facilitating student engagement.
- 7.6 Probationary lecturers participate in the [Pathway to HEA Fellowship](#) scheme that aims, amongst other things, to equip staff who teach to effectively support the student learning experience and student engagement.
- 7.7 Directors of Studies for both Taught Provision and Doctoral have general responsibility for quality management on their courses and, as such, their role is key to the success of student engagement with the quality assurance and enhancement of the student learning experience. New Directors of Studies are encouraged to attend the induction events each September. Directors of Studies responsible for taught courses are also encouraged to participate in the regular meetings of the Directors of Studies (Taught Provision) Forum.
- 7.8 Bespoke one-to-one support is also available from the CLT for academic staff to enhance their ability to facilitate, promote and develop student engagement in quality assurance and enhancement.

8 Measuring Impact and effectiveness of Student Engagement

- 8.1 Student engagement in quality enhancement and assurance leads both directly and indirectly to curriculum development.
- 8.2 SSLC Annual Reports serve as a useful summary of the impact and effectiveness of student engagement.
- 8.3 Education, Quality and Standards Committee maintain oversight of the effectiveness of student engagement with quality enhancement and assurance. The Centre for Learning and Teaching, in partnership with Students' Union monitors and reviews the effectiveness of student engagement with quality enhancement and assurance annually using key performance indicators (KPIs). Where a particular area requires consideration by EQSC, this will be reported by CLT and the SU. These KPIs are agreed by EQSC, and generated by either the Students' Union or the CLT and may include, among others:
- Election participation (percentage of places filled in the first round of SSLC elections)
 - Number of Academic Reps trained
 - Survey of Academic Reps
 - Survey response rates (UKES, NSS, PTES, PRES, SB, and Unit Evaluation)
 - Effectiveness of the informed student voice through an item or scale of items with various surveys including:
 - United Kingdom Engagement Survey
 - National Student Survey (Additional Bank of Questions B6);
 - Postgraduate Taught Experience Survey
 - Postgraduate Research Experience Survey
 - Student Barometer.

- Percentage of Unit Evaluation Reports uploaded to Moodle, and the percentage of those uploaded with comments from the Unit Convenor
- Percentage of Departmental action plans addressing the results of surveys of students which involved students and / or the SSLC in their development
- Number of academic staff and professional services staff who have received training and support in encouraging and supporting student engagement.

- 8.4 These KPIs will be monitored by Programme, Department, and by level of study alongside those protected characteristics outlined in the Equality Act 2010 (where available).
- 8.5 The Centre for Learning and Teaching, in partnership with the Students' Union periodically reviews the National Union of Students Student Rep system Benchmarking statement. It will report to EQSC on any areas that require its consideration.
- 8.6 The University and Students' Union recognise the benefit of researching good practice beyond our immediate peers and comparator group to identify models of engagement which fit best its objectives, intended outcomes and impact.
- 8.7 Education, Quality and Standards Committee is responsible for the future development and strategy for student engagement.

Good Practice

Students are involved in the interview process or in some cases as members of the interview panels for academic and senior professional services staff

9 Sources of Advice and Further Guidance

- 9.1 Further sources of advice and guidance include:
- Advice and Representation Centre, Students' Union: [Academic Reps](#)
 - [The Student Engagement Partnership](#)
 - [Quality Assurance Agency for Higher Education.](#)

Statement Details			
Issue Version:	4.1		
Date:	August 2024		
Antecedents:	Learning and Teaching Committee	29 April 2004, 17 April 2007,	Minute 54 Minute 43a

	Quality Assurance Committee	23 November 2001, Minute 269c 23 February 2004, Minutes 440 24 February 2005, Minute 504 05 June 2006, Minute 623 (1) 18 July 2008, Minute 874 3 July 2009, Minute 976(7) 13 July 2010, Minute 1095(11)
	University Learning Teaching and Quality Committee	13 July 2011, Minute 121 10 July 2012, Minute 279 9 July 2013, Minute 428 8 July 2014, Minute 551 7 July 2015 Minute 671 22 September 2015 Minute 692 5 July 2016 Minute 807 11 July 2017 Minute 940 22 May 2018 Minute 1040
	Senate	13 February 2008, Minute 12703 27 October 2010, Minute 13175 01 December 2010, Minute 13215 (3) 01 December 2010, Minute 13218
	Education, Quality and Standards Committee	Approved by EQSC September 2023 (via correspondence)
Related Documentation:	Ordinance 26 QA Code of Practice (index sheet to all QA statements)	
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ANNEX A Operation of Staff / Student Liaison Committees for Doctoral Courses

1 Principles and Overview

- 1.1. Students and staff continually engage in informal two-way communication to enhance the doctoral experience. In addition, all students registered for a programme of study³ leading to an award of the University of Bath must have the opportunity to have their views represented by a Staff / Student Liaison Committee (SSLC)⁴, and either to stand for election as, or to perform the role of, an Academic Rep.
- 1.2. [Academic Rep](#) is the generic term used to describe students elected as the academic representatives of students on a SSLC.
- 1.3. The name and structures underpinning SSLCs may be varied, following consultation with the CLT and the Students' Union, for distance learning courses of study and/or courses of study delivered on a part-time basis.
- 1.4. Each Faculty and the School is required to have a specific SSLC for Doctoral students. In addition to being represented by their Academic Rep(s) on the Faculty / School-level Doctoral SSLC, Doctoral students may have representation at the Departmental-level.
- 1.5. Both Chairs and Secretaries of SSLCs should normally receive initial and ongoing training and support in their role from the either the Students' Union / CLT and / or the Faculty/the School / CLT to ensure that they facilitate the highest possible level of student engagement in quality assurance and enhancement within the SSLC in line with the University's [approach to quality management](#).

2 Roles and Responsibilities

- 2.1 **Board of Studies (Doctoral)** is responsible for approving the terms of reference and membership of all Doctoral SSLCs.
- 2.2 **Elections Contacts** in the Departments, School and the Faculties are responsible for liaising with the Students' Union, CLT and Doctoral College to effectively promote and to market the online election process for Academic Reps.
- 2.3 **Chairs of the SSLCs** are responsible for chairing meetings of, and for co-ordinating the annual report from, SSLCs. The Chair is normally an Academic Rep, and is elected annually from among the members of the SSLC at the first meeting of the academic session. Prior to the election of the Chair, one of the Director of Studies will act as Chair for the first meeting of the academic session.

³ Students studying on licensed and validated courses are not members of the University of Bath Students' Union, therefore references to 'Students' Union' in this appendix refer to the Students' Union (or equivalent) of the partner organisation when the programme concerned is licensed or validated by the University of Bath.

⁴ SSLCs report to Board of Studies.

Good Practice

Many Departments assign a staff member, such as the 'senior' Director of Studies, on the SSLC to act as the co-chair with the elected student member to support and facilitate the student's leadership role within the SSLC.

- 2.4 **Secretaries to SSLCs**, who are a member of staff, are responsible for the preparation and dissemination of agenda and minutes, (in consultation with the Chair) and the dissemination of the university contact details of members of the SSLC. The Secretary will ensure that the Students' Union⁵, the Doctoral College and the CLT are included in the distribution of both the agenda and minutes of the SSLC as outlined in 6.8 of this annex.
- 2.5 **Academic Reps on SSLCs** are responsible on behalf of the student cohort for raising issues, bringing forward ideas and suggestions, and responding to items brought forward by staff. In order to discharge this role, Academic Reps should undertake the Moodle training for the role and attend the Annual Academic Reps' Conference delivered and organised by the Students' Union (supported by the CLT and Doctoral College). Academic Reps on SSLCs are expected to seek out the issues that are affecting the doctoral experience through regular and pro-active liaison with the student cohort and through regular contact with the Students' Union (including regular attendance at meetings of the Students' Union Doctoral Academic Council). Academic Reps also act as a key point of contact for students wishing to raise issues and ideas relating to the student research experience.

Good Practice

Some Departments such as Physics, and Social and Policy Sciences have developed flow charts to assist students in determining where to go and to whom to approach with academic issues relating to their programme.

- 2.6 **Staff representatives on SSLCs** are responsible for promoting discussion of forthcoming developments in the doctoral experience; for responding to the issues raised, and engaging with the ideas and suggestions brought forward by student representatives; and for reporting back on actions undertaken as a result of previous discussions.
- 2.7 **The Students' Union** is responsible for administering the online elections of student representatives, in liaison with the Elections Contacts from the Faculty/Department/School, for delivering training for Academic Reps (supported by the CLT); and for drawing together the research institutional overviews of the themes that are reported through SSLCs. The Students' Union, in partnership with the CLT and Doctoral College, supports Academic Reps throughout their term of office, and provides a reward and recognition scheme including an Annual Awards Evening.
- 2.8 **The CLT** is responsible for supporting the Students' Union in delivering training for Academic Reps and briefing for Elections Contacts; and for providing advice on good practice in the operation of SSLCs.

⁵ academicreps@bath.ac.uk and studentengagement@bath.ac.uk

- 2.9 The **Doctoral College** is responsible for ensuring that appropriate resources are made available to support the effective functioning of SSLCs, and for ensuring that appropriately qualified and trained members of administrative staff are appointed to act as the Secretaries to SSLCs. CLT and the Doctoral College liaises with Directors of Administration (or equivalent) to ensure appropriate resources are made available to support the effective functioning of SSLCs if they operate at the Departmental level. The Doctoral Engagement Manager within the Doctoral College is the Elections contact for Doctoral SSLCs.

3 Constitution

- 3.1 Ordinance 26 sets out the minimum requirements for the establishment of an SSLC:
- Each Department or School shall have at least one SSLC with such constitution and terms of reference as the Board of Studies shall prescribe
 - SSLCs should have a minimum of six student members, of which at least one should be a postgraduate student, where appropriate
 - The total number of staff members should not exceed the total number of student members on the SSLC.
- ([Ordinance 26](#): Approved by Council on 1st August 2013)
- 3.2 Terms of reference of SSLCs must be approved, and should be reviewed periodically by the Board of Studies (Doctoral) 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 the doctoral experience
 - Confirm the membership⁶ and terms of reference at the first meeting each year and report this to the Board of Studies
 - Where available, the SSLC should discuss and review the previous year's SSLC annual report, or a list of outstanding actions provided by the Secretary 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 of the taught element of doctoral courses, such as periodic review minutes and action plan, External Examiners' reports and the associated responses, Feedback Policies and Annual Monitoring of Courses (see [QA13](#), [QA12](#), [QA16](#), and [QA51](#) respectively)
 - Comment upon proposed amendments to any taught elements of doctoral affecting existing students (see [QA4](#))
 - Comment upon the results of, and contribute to the formulation of action plans in response to, surveys of student opinion, such as Unit Evaluations, the Postgraduate Research Experience Survey (PRES), and other internal and external university student surveys
 - Consider any other matters referred to the SSLC by other committees.
- 3.3 The terms of reference of SSLCs on doctoral courses with a taught element should be referenced in Programme Handbooks or other Departmental level information.
- 3.4 Boards of Studies (Doctoral) ensure that Membership of SSLCs are constituted to ensure that:
- The requirements of Ordinance 26 (as set out in paragraph 3.1 above) are met
 - All courses of study are individually or collectively represented
 - Directors of Studies (Doctoral) of relevant courses are *ex officio* members of the appropriate SSLC.

⁶ Membership of SSLCs for licensed and validated courses does not need to be reported to University Boards of Studies

- The Doctoral Engagement Manager (Doctoral College) should normally attend, ex officio, each SSLC.
- 3.5 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:
- A minimum of two, and a maximum of four Academic Reps should be elected to represent each year of each programme or programme grouping, overseen by the SSLC
 - Constituting the SSLC as the whole cohort where the SSLC is responsible for one specific programme and the student cohort is small (e.g., <20 students).
- 3.6 The Quorum for the SSLC shall be one third of the academic staff and the Academic Rep membership of the Committee.
- 3.7 Academic Reps will be elected as outlined in section 4 below. As doctoral provision often has more than one intake of students over the course of the academic year, the SSLC constitution should specify the methods utilised to ensure that all students have the opportunity to stand for election as an Academic Rep.
- 3.8 The constitution should state the method for the selection or election of SSLC staff members, who may be either academics or relevant professional services staff.

Good Practice

If not members of the SSLC, it is good practice for the SSLC to invite members of a professional support service, e.g., the Library, Computing Services or the Careers Service, to be in attendance at a meeting of the SSLC for discussion of relevant agenda items.

- 3.9 SSLCs have a formal line of report to the Board of Studies (Doctoral). This formal reporting requirement is fulfilled through the submission to the Board of Studies of the SSLC minutes.

4 Elections

- 4.1 Senate has agreed a common approach to electing Academic Reps through an efficient online process co-ordinated by the Students' Union⁷. Normally the Students' Union will contact the Faculties/School/Departments over the summer to initiate the online elections process.
- 4.2 Online elections for Academic Reps will normally be completed by the end of the third week of the first semester in each academic year (or an equivalent period after the start of the academic session where the courses covered sit outside the University's semester pattern).
- 4.3 Alongside the Doctoral College, Faculties/the School/departments are responsible for promoting the election process to the whole student cohort, in order to encourage a diverse range of nominations from all sections of the student body. Particular attention should be given to ways of promoting engagement from part-time students, mature students, distance learners, international students and students with disabilities.

⁷ Except where the SSLC involves the whole student cohort of the programme eg for cohorts smaller than 20 on franchised, licensed and validated courses.

- 4.4 Templates of promotional materials are available from the Students' Union for use by the Doctoral College/Faculties/the School/departments. In addition, the Students' Union will promote the nomination and election process extensively across the campus.

Good Practice

Many Departments:

- Invite former Academic Reps to promote and market the nomination and election process
- Find it useful to hold a hustings event / student meeting prior to the voting period to allow students to question the candidates. This is sometimes combined with a student networking event
- Create short video clips of previous Academic Reps and staff to help promote and market the value Academic Reps and SSLCs have on enhancing the doctoral experience.

- 4.5 Students wishing to stand for election as an Academic Rep should self-nominate through the online election system, including contact details, manifesto and photograph. At the close of the nomination period, the Students' Union will check the validity of nominations and will conduct the online election process.
- 4.6 If any posts remain unfilled after the initial online election, or become vacant during the year, a by-election should normally be held to fill these posts. Arrangements for the election of Academic Reps in by-elections are to be determined by the Doctoral College and the individual Faculties /the School/departments, although use of the online election process is strongly recommended. As with the main elections, both the Elections Contact and the Students' Union will promote the nomination process to encourage a range of students to stand for election.

5 Schedule of meetings

- 5.1 A minimum of four meetings per year should be held. Further meetings, or subgroups of the SSLC, can be scheduled to support the efficient running of the SSLC and to allow sufficient time to discuss the business raised by Academic Reps in addition to the scheduled annual business.
- 5.2 Normally where all or a large part of a student cohort are part-time or distance learners, the use of online discussion forums and the scheduling of face-to-face SSLCs during any Residential helps facilitate participation by these students.
- 5.3 The first meeting of the SSLC should normally be held within six weeks of the start of the academic year (or an equivalent period after the start of the academic session where the courses covered sit outside the University's semester pattern).
- 5.4 Dates and times of meetings should be published in advance through a range of methods, such as Programme Handbooks, SSLC noticeboards, email circulation, social media and via the SSLC Moodle page.
- 5.5 Normally, SSLCs that deal with taught elements of doctoral programme business should be scheduled in a logical order, e.g., appropriately one week, before the Departmental Learning, Teaching and Quality Committee to ensure that the discussion of items such as Unit and programme changes at the DLTQC is informed by the collective views of the SSLC.

Good Practice

Some Departments incorporate the scheduling of SSLC meetings alongside their academic timetable, in order to avoid clashes, and ensure staff and student availability for SSLC meetings.

- 5.6 The schedule of meetings should be forwarded at the start of the academic year to the Students' Union (academicreps@bath.ac.uk)
- 5.7 The Doctoral College and / or each Faculty/School/Department/partner organisation should determine if additional meetings are needed to ensure sufficient opportunity for timely feedback and action. There should be at least five working days' notice of additional meetings in order to give Academic Reps time to consult with the wider cohort. Notification of additional meetings of SSLCs should also be forwarded to the Students' Union.

Good Practice

Some departments:

- Use additional satellite meetings as an effective way of reducing the level of business at SSLC meetings or having an in-depth discussion on a particular topic, such as the findings from student surveys such as PRES, or on the wider student experience.
- Schedule year group meetings with the Director of Studies to aid the informal two-way communication to enhance the student learning experience.

6 Agendas and minutes

- 6.1 The successful operation of SSLCs relies in part upon the development of effective communication channels between the SSLC and the wider student cohort. All members of SSLCs are responsible for consulting with colleagues or students with a view to identifying items for the agenda, and the outcomes of meetings should be clearly and widely disseminated. Particular attention may need to be given to the use of multiple routes of communication in order to ensure that all students, including part-time and distance learners, have the opportunity to engage with SSLC business.
- 6.2 The Students' Union, the CLT⁸ and Doctoral College must be included in the distribution of agendas, minutes and general business of the SSLC.
- 6.3 A template for the agenda of SSLCs can be made available for reference.
- 6.4 SSLC agendas should be published at least 5 working days before the meeting in order to give Academic Reps sufficient time to consult with the wider cohort.
- 6.5 SSLCs are strongly encouraged to develop an agenda that supports constructive engagement with the enhancement of the doctoral experience, as well as dealing with issues for concern. For

⁸ academicreps@bath.ac.uk and studentengagement@bath.ac.uk

example, the SSLC may wish to identify aspects of good practice and / or make nominations for awards for research areas including supervision and support, and taught elements of doctoral courses.

- 6.6 Student engagement can only be developed and sustained if students feel that action is being taken on, or consideration is being given to, the feedback and suggestions they have provided. The Chair, supported by the Secretary, is responsible for ensuring that reports on actions taken following the last meeting are a standard part of the business of the meeting. It is recognised that the university or partner organisations cannot always act on every aspect of student feedback, but students should be made aware of the potential limitations to action.
- 6.7 All agreed actions recorded in the minutes should include the person/people responsible for the specific action.
- 6.8 The minutes of the SSLC should be disseminated to the wider student cohort and to relevant members of staff. In addition the distribution of minutes must include:
 - Doctoral Studies Committee Department Learning, Teaching and Quality Committee (for Professional Doctoral and integrated PhD courses , for noting)
 - Students' Union: academicreps@bath.ac.uk (for information)
 - Centre for Learning & Teaching: studentengagement@bath.ac.uk (for information).
 - Doctoral College: as part of membership of the SSLC
- 6.9 On receipt of the minutes of SSLC meetings, the Students' Union forwards these to the appropriate Faculty Reps to ensure that they are able to develop an overview of the current issues within the departments they represent helping them to better articulate issues to the various Faculty-level committees they sit on.
- 6.10 Particular items may also be forwarded for consideration by other committees, fora or officers as appropriate to their remit.

7 Annual Reports

- 7.1 In 2023/24, SSLCs are not required to produce an annual report.
- 7.2 Where a Committee determines it must produce an annual report, the Chair is responsible for ensuring it is produced in consultation with members of the SSLC. When compiling the Annual Report the Chair should be mindful to ensure that any reader of the report should be able to gain meaningful insight into the SSLC operation and thus the Annual Report should be evaluative, outline the work of the SSLC, highlight good practice, the key themes explored and the actions that have been taken as a result. Normally the Form on the [QA Code of Practice website](#) under QA48 should be used.
- 7.3 The purpose of the SSLC Annual Report is not to list items discussed during the year but to:
 - highlight issues that have been discussed over the year, particularly those that have not yet been fully addressed and may need to be carried forward into the coming year
 - highlight what the SSLC has accomplished during the year, in order that these achievements might be disseminated more widely
 - confirm that SSLCs are operating effectively, or to identify issues with operation, by examining issues such as frequency and attendance of meetings.

- 7.4 The Annual Report should be disseminated to relevant staff and students; and should be made available to all incoming members of the SSLC, particularly to new staff and Academic Reps at the start of the academic session. The aims of this are to highlight the work of the SSLC and to support continuity of work between academic years.
- 7.5 It is expected that the SSLC Annual Report will feed in to the Annual Monitoring of Courses undertaken by Directors of Studies (see [QA7](#) / [QA51](#)).
- 7.6 Each SSLC should also submit its annual report to the Students' Union, copied to the CLT⁹, by the date specified in the Form each year (franchised only, for collaborative courses). The Students' Union is responsible for collating an overview report that draws out institutional themes, for consideration by the University Doctoral Studies Committee (UDSC) at the committee's first meeting of the academic year. For licensed and validated courses, the SSLC annual report is sent to LPO for consideration and included on the agenda for the following year's Programme and Partner Management Committee (PPMC) and the first SSLC meeting.
- 7.7 UDSC will consider the Students' Union's overview report with a view to identifying broader issues to be referred for action by other committees or by Professional Services in the University; and identifying elements of good practice for dissemination. The minutes of the discussion on these overview reports will be considered by the equivalent Faculty/School/Department DSC.

⁹ Centre for Learning & Teaching: studentengagement@bath.ac.uk

ANNEX B Operation of Staff / Student Liaison Committees for Taught Courses, including Apprenticeship Courses

1 Principles and Overview

- 1.1 Students and staff continually engage in informal two-way communication to enhance the student learning experience. In addition, all students registered for a programme of study¹⁰ leading to an award of the University of Bath must have the opportunity to have their views represented by a Staff / Student Liaison Committee (SSLC)¹¹, and either to stand for election as, or to perform the role of, an Academic Rep.
- 1.2 [Academic Rep](#) is the generic term used to describe students elected as the academic representatives of students on a SSLC.
- 1.3 The name and structures underpinning SSLCs may be varied, following consultation with the CLT, and the Students' Union, for distance learning courses of study, courses of study delivered on a part-time basis or apprenticeship courses.
- 1.4 Each Department / School / partner organisation is normally required to have at least one SSLC per level of study i.e. undergraduate (UG), and postgraduate taught (PGT).

Good Practice

In consultation with the student body, some Departments have chosen to operate separate SSLCs for each UG programme grouping therefore allowing the greatest possible granularity in the discussion and deliberations by the Academic Reps. These Departments have noted a greater degree of student engagement in quality assurance and enhancement at the SSLC meetings as the items under discussion on the agenda have been of an immediate and pertinent nature to those students present.

Both Chairs and Secretaries of SSLCs should normally receive initial and ongoing training and support in their role from the either the Students' Union / CLT and / or the Faculty / CLT to ensure that they facilitate the highest possible level of student engagement in quality assurance and enhancement within the SSLC in line with the University's [approach to quality management](#)

2 Roles and Responsibilities

- 2.1 **Boards of Studies (Taught)** are responsible for approving the terms of reference and membership of all SSLCs within the Faculty / School.
- 2.2 **Directors of Administration** or equivalent, in consultation with the **Head of Department**, are responsible for ensuring that a staff member, either academic or administrative, of the SSLC is identified to act as the Elections Contact for that SSLC. Directors of Administration are

¹⁰ Students studying on licensed and validated courses are not members of the University of Bath Students' Union, therefore references to 'Students' Union' in this appendix refer to the Students' Union of the partner organisation when the programme concerned is licensed or validated by the University of Bath.

¹¹ SSLCs report to Board of Studies.

responsible for ensuring that appropriate resources are made available to support the effective functioning of SSLCs, and for ensuring that appropriately qualified and trained members of administrative staff are appointed to act as the Secretaries to SSLCs.

- 2.3 **HE Co-ordinator/Programme Leaders** in partner organisations are responsible for the role outlined undertaken by the Directors of Administration for courses within their partner organisations.
- 2.4 **Elections Contacts** in the Departments, School and the Faculties are responsible for liaising with the Students' Union and the CLT to effectively promote and to market the online election process for Academic Reps.
- 2.5 **Chairs of the SSLCs** are responsible for chairing meetings of, and, where used, co-ordinating the annual report from, SSLCs. The Chair is normally an Academic Rep and is elected annually from among the members of the SSLC at the first meeting of the academic session. Prior to the election of the Chair, the Director of Studies will act as Chair for the first meeting of the academic session.

Good Practice

Many Departments assign a staff member, such as the 'senior' Director of Studies, on the SSLC to act as the co-chair with the elected student member to support and facilitate the student's leadership role within the SSLC.

- 2.6 **Secretaries to SSLCs**, who are a member of staff, are responsible for the preparation and dissemination of agenda and minutes, (in consultation with the Chair) and the dissemination of the contact details of members of the SSLC. The Secretary will ensure that the Students' Union¹², and the CLT are included in the distribution list for both the agenda and minutes of the SSLC as outlined in 6.8 of this annex.
- 2.7 **Academic Reps on SSLCs** are responsible on behalf of the student cohort for raising issues, bringing forward ideas and suggestions, and responding to items brought forward by staff. In order to discharge this role, Academic Reps should undertake the Moodle training for the role and attend the Annual Reps Conference delivered and organised by the Students' Union (supported by the CLT). Academic Reps on SSLCs are expected to seek out the issues that are affecting the student learning experience through regular and pro-active liaison with the student cohort and through regular contact with the Students' Union (including regular attendance at meetings of the Students' Union [Taught Academic Council](#)). Academic Reps also act as a key point of contact for students wishing to raise issues and ideas relating to the student learning experience.

Good Practice

Some Departments such as Physics, and Social and Policy Sciences have developed flow charts to assist students in determining where to go and to whom to approach with academic issues relating to their programme.

¹² academicreps@bath.ac.uk and studentengagement@bath.ac.uk

- 2.8 **Staff representatives on SSLCs** are responsible for promoting discussion of forthcoming developments in the student learning experience; for responding to the issues raised, and engaging with the ideas and suggestions brought forward by student representatives; and for reporting back on actions undertaken as a result of previous discussions.
- 2.9 **The Students' Union** is responsible for administering the online elections of student representatives, in liaison with the Elections Contacts, for delivering training for Academic Reps (supported by the CLT); and for drawing together the taught institutional overviews of the themes that are reported through SSLCs. The Students' Union, in partnership with the CLT, supports Academic Reps throughout their term of office, and provides a reward and recognition scheme including an Annual Awards Evening.
- 2.10 **The CLT** is responsible for supporting the Students' Union in delivering training for Academic Reps and briefing for Elections Contacts; and for providing advice on good practice in the operation of SSLCs.

3 Constitution

- 3.1 Ordinance 26 sets out the minimum requirements for the establishment of an SSLC:
- Each Department or School shall have at least one SSLC with such constitution and terms of reference as the Board of Studies shall prescribe
 - SSLCs should have a minimum of six student members, of which at least one should be a postgraduate student, where appropriate
 - The total number of staff members should not exceed the total number of student members on the SSLC.
- ([Ordinance 26](#): Approved by Council on 1st August 2013)
- 3.2 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 the student learning experience
 - Confirm the membership¹³ 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 annual report at the first meeting of the SSLC in the new academic session. As annual reporting is not mandatory, if none is available, Secretary's to SSLCs will ensure that a list of outstanding actions is presented at the first meeting of the new academic year.
 - Consider matters referred to the SSLC routinely in the course of review and monitoring processes, such as periodic review (Degree Scheme Review) Minutes and action plan), External Examiners' reports and the associated responses, Feedback Policies and programme 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, and contribute to the formulation of action plans in response to, surveys of student opinion, such as Unit Evaluations, the United Kingdom Engagement Survey, National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES) and other internal and external university student surveys

¹³ Membership of SSLCs for licensed and validated courses does not need to be reported to University Boards of Studies

- Consider annually the operation of the academic advising system (see [QA33](#))¹⁴
- Consider any other matters referred to the SSLC by other committees.

- 3.3 The terms of reference of SSLCs should be referenced in Programme Handbooks.
- 3.4 Boards of Studies must ensure that Membership of their SSLCs is constituted to ensure that:
- The requirements of Ordinance 26 (as set out in paragraph 3.1 above) are met
 - All courses of study are individually or collectively represented
 - Directors of Studies of relevant courses are *ex officio* members of the appropriate SSLC.
- 3.5 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:
- A minimum of two and a maximum of four Academic Reps should be elected to represent each year of each programme or programme grouping, including placement / study year abroad, overseen by the SSLC
 - Constituting the SSLC as the whole cohort where the SSLC is responsible for one specific programme and the student cohort is small (e.g. <20 students).
- 3.6 The Quorum for the SSLC shall be one third of the academic staff and the Academic Rep membership of the Committee.
- 3.7 Academic Reps will be elected as outlined in section 4 below. Where courses have more than one intake of students over the course of the academic year, the SSLC constitution should specify the methods utilised to ensure that all students have the opportunity to stand for election as an Academic Rep.
- 3.8 Link Academic Advisors should be in attendance at SSLCs for franchised courses delivered at partner organisations.
- 3.9 The constitution should state the method for the selection or election of SSLC staff members, who may be either academics or relevant professional services staff.

Good Practice

If not members of the SSLC it is good practice for the SSLC to invite members of a professional support service, e.g., the Library, Computing Services or the Careers Service, to be in attendance at a meeting of the SSLC for discussion of relevant agenda items.

- 3.10 SSLCs have a formal line of report to the relevant Board of Studies. This formal reporting requirement is fulfilled through the submission to the Board of Studies of the SSLC minutes.

¹⁴ SSLCs which cover taught courses only

4 Elections

- 4.1 Senate has agreed a common approach to electing Academic Reps through an efficient online process co-ordinated by the Students' Union¹⁵. Normally the Students' Union will contact the Faculties/School/Departments over the summer to initiate the online elections process.
- 4.2 Online elections for Academic Reps will normally be completed by the end of the third week of the first semester in each academic year (or an equivalent period after the start of the academic session where the courses covered sit outside the University's semester pattern).
- 4.3 Faculties/School/Departments are responsible for promoting the election process to the whole student cohort, in order to encourage a diverse range of nominations from all sections of the student body. Particular attention should be given to ways of promoting engagement from part-time students, mature students, distance learners, Student Apprentices, international students and students with disabilities / special learning difficulties.
- 4.4 Templates of promotional materials are available from the Students' Union for use by Faculties/School/Departments. In addition, the Students' Union will promote the nomination and election process extensively across the campus. Elections for licensed and validated courses are conducted under partner college processes.

Good Practice

Many Departments:

- Invite former Academic Reps to promote and market the nomination and election process
- Find it useful to hold a hustings event / student meeting prior to the voting period to allow students to question the candidates. This is sometimes combined with a student networking event
- Create short video clips of previous Academic Reps and staff to help promote and market the value Academic Reps and SSLCs have on enhancing the student learning experience.

- 4.5 Students wishing to stand for election as an Academic Rep should self-nominate through the online election system, including contact details, manifesto and photograph. At the close of the nomination period, the Students' Union will check the validity of nominations and will conduct the online election process.
- 4.6 If any posts remain unfilled after the initial online election, or become vacant during the year, a by-election should normally be held to fill these posts. Arrangements for the election of Academic Reps in by-elections are to be determined by the Faculty/School/department, although use of the online election process is strongly recommended. As with the main elections, both the Elections Contact and the Students' Union will promote the nomination process to encourage a range of students to stand for election.

5 Schedule of meetings

¹⁵ Except where the SSLC involves the whole student cohort of the programme eg for cohorts smaller than 20 on franchised, licensed and validated courses.

- 5.1 A minimum of four meetings per year should be held. Further meetings, or subgroups of the SSLC, can be scheduled to support the efficient running of the SSLC and to allow sufficient time to discuss the business raised by Academic Reps in addition to the scheduled annual business.
- 5.2 Normally where all or a large part of a student cohort are part-time or distance learners, to include Student Apprentices, the use of online discussion forums and the scheduling of face-to-face SSLCs during any Residential sessions helps facilitate participation by these students.
- 5.3 The first meeting of the SSLC should normally be held within six weeks of the start of the academic year (or an equivalent period after the start of the academic session where the courses covered sit outside the University's semester pattern).
- 5.4 Dates and times of meetings should be published in advance through a range of methods, such as Programme Handbooks, SSLC noticeboards, email circulation, social media and via the SSLC Moodle page.
- 5.5 Normally SSLCs which deal with taught programme business should be scheduled in a logical order, e.g., appropriately one week, before the departmental Learning, Teaching and Quality Committee to ensure that the discussion of items such as Unit and programme changes at the DLTQC is informed by the collective views of the SSLC.

Good Practice

Some Departments incorporate the scheduling of SSLC meetings alongside their academic timetable, in order to avoid clashes, and ensure staff and student availability for SSLC meetings.

- 5.6 The schedule of meetings should be forwarded at the start of the academic year to the Students' Union (academicreps@bath.ac.uk) including for those on franchised courses at partner organisations.
- 5.7 Each Faculty/School/Department/partner organisation should determine if additional meetings are needed to ensure sufficient opportunity for timely feedback and action. There should be at least five working days' notice of additional meetings in order to give Academic Reps time to consult with the wider cohort. Notification of additional meetings of SSLCs should also be forwarded to the Students' Union including for those on franchised courses at partner organisations.

Good Practice

Some Departments:

- Use additional satellite meetings as an effective way of reducing the level of business at SSLC meetings or having an in-depth discussion on a particular topic, such as the findings from student surveys such as the UKES, NSS, or PTES, or on the wider student experience
- Schedule year group meetings with the Director of Studies to aid the informal two-way communication to enhance the student learning experience.

6 Agendas and minutes

- 6.1 The successful operation of SSLCs relies in part upon the development of effective communication channels between the SSLC and the wider student cohort. All members of SSLCs are responsible for consulting with colleagues or students with a view to identifying items for the agenda, and the outcomes of meetings should be clearly and widely disseminated. Particular attention may need to be given to the use of multiple routes of communication in order to ensure that all students, including part-time, distance learners and Student Apprentices, have the opportunity to engage with SSLC business.
- 6.2 The Students' Union and the CLT¹⁶ must be included in the distribution of agendas, minutes and general business of the SSLC.
- 6.3 A template for the agenda of SSLCs can be made available for reference.
- 6.4 SSLC agendas should be published at least 5 working days before the meeting in order to give Academic Reps sufficient time to consult with the wider cohort.
- 6.5 SSLCs are strongly encouraged to develop an agenda that supports constructive engagement with the enhancement of the student learning experience, as well as dealing with issues for concern. For example, the SSLC may wish to identify aspects of good practice and / or make nominations for teaching & learning awards .
- 6.6 Student engagement can only be developed and sustained if students feel that action is being taken on, or consideration is being given to, the feedback and suggestions they have provided. The Chair, supported by the Secretary, is responsible for ensuring that reports on actions taken following the last meeting are a standard part of the business of the meeting. It is recognised that the university or partner organisations cannot always act on every aspect of student feedback, but students should be made aware of the potential limitations to action.
- 6.7 All agreed actions recorded in the minutes should include the person/people responsible for the specific action.
- 6.8 The minutes of the SSLC should be disseminated to the wider student cohort and to relevant members of staff. In addition the distribution list for minutes must include:
 - Faculty/School Board of Studies (for noting)
 - Programme and Partner Management Committee¹⁷ (PPMC) for collaborative provision (for consideration -franchised, licensed and validated)
 - Department Learning, Teaching and Quality Committee (for consideration or for franchised courses, for noting)
 - Students' Union: academicreps@bath.ac.uk (for information)
 - Centre for Learning & Teaching: studentengagement@bath.ac.uk (for information).
- 6.9 On receipt of the minutes of SSLC meetings, the Students' Union forwards these to the appropriate Faculty Reps to ensure that they are able to develop an overview of the current issues within the departments they represent helping them to better articulate issues to the various Faculty-level committees they sit on.

¹⁶ academicreps@bath.ac.uk and studentengagement@bath.ac.uk

¹⁷ Minutes of PPMC meetings are noted at the relevant Department Learning, Teaching and Quality Committee.

- 6.10 Particular items may also be forwarded for consideration by other committees, fora or officers as appropriate to their remit.

7 Annual Reports

- 7.1 For 2024/25, SSLCs are not required to produce an annual report.
- 7.2 Where a Committee determines it must produce an annual report, the Chair is responsible for ensuring that this is produced in consultation with members of the SSLC. When compiling the Annual Report the Chair should be mindful to ensure that any reader of the report should be able to gain meaningful insight into the SSLC operation and thus the Annual Report should be evaluative, outline the work of the SSLC, highlight good practice, the key themes explored and the actions that have been taken as a result. Normally the Form on the QA Code of Practice website under QA48 should be used.
- 7.3 The purpose of the SSLC Annual Report is not to list items discussed during the year but to:
- highlight issues that have been discussed over the year, particularly those that have not yet been fully addressed and may need to be carried forward into the coming year
 - highlight what the SSLC has accomplished during the year, in order that these achievements might be disseminated more widely
 - confirm that SSLCs are operating effectively, or to identify issues with operation, by examining issues such as frequency and attendance of meetings.
- 7.4 The Annual Report should be disseminated to relevant staff and students; and should be made available to all incoming members of the SSLC, particularly to new staff and Academic Reps at the start of the academic session. The aims of this are to highlight the work of the SSLC and to support continuity of work between academic years.
- 7.5 It is expected that the SSLC Annual Report will feed in to the Annual Monitoring of Courses, and the Quarterly and Annual Monitoring of Apprenticeship Courses undertaken by Directors of Studies (see [QA51](#)).
- 7.6 Each SSLC should also submit its annual report to the Students' Union, copied to the CLT by the date specified in the Form each year (franchised only, for collaborative courses). The Students' Union is responsible for collating an overview report that draws out institutional themes, for consideration by the Education, Quality and Standards Committee (EQSC) at the committee's first meeting of the academic year. For licensed and validated courses, the SSLC annual report is sent to LPO for consideration and included on the agenda for the following year's PPMC and the first SSLC meeting.
- 7.7 EQSC will consider the Students' Union's overview report with a view to identifying broader issues to be referred for action by other committees or by Professional Services in the University; and identifying elements of good practice for dissemination. The minutes of the discussion on these overview reports will be considered by the equivalent Faculty/School/Department LTQC.