



Student Representation Policy

1. Purpose

- 1.1 This policy ensures that the College actively engages students in the quality of their educational experience.¹
- 1.2 Each cohort of Higher Education students has a peer-appointed student representative (rep). Here “cohort” means a group studying the same programme at the same level (undergraduate) or stage (postgraduate) of study in the same mode of delivery² and in the same location, who start this level or stage in the same academic year.³

2. Functions of student representatives

- 2.1 Reps function individually:
 - a) as a voice for their cohort, being the primary link between their cohort and those responsible for the administration and delivery of their course, primarily the relevant Programme Leader and Course Committee⁴
 - b) as a channel of communication to their cohort, feeding back information to their peers following Course Committees or Academic Board, or as requested by the College staff⁵
 - c) to challenge and affirm College management, as appropriate, in its activities of quality assurance and enhancement in relation to their cohort’s studies and experience as students.⁶

3. Appointment and initial training of reps

- 3.1 Reps are appointed for one undergraduate level or one postgraduate stage. Reps may stand for reappointment in subsequent levels or stages.
- 3.2 In the case of postgraduate dissertation stage reps, where (a) a rep completes their studies earlier than some others of their own cohort and (b) there is another rep for a different cohort at this stage of the same programme, then the remaining students of the first cohort are represented by the second rep. If, however, there is no second rep, a new one should be appointed to cover both cohorts.

¹ QC Quality Practices 5, 12.

² For example, Campus-Based and Placement-Based modes. (Here the College uses the term “mode” not in the sense of “rate”, i.e., full-time versus part-time.)

³ The last clause of this definition is included in order to specify separate cohorts for the typical situation of a part-time postgraduate dissertation stage in which there will be students who have started the stage at different times. Separating these into distinct cohorts means that each group of students who have started together can be represented by somebody who may be expected to know the students concerned, allowing equity with the other groups of students. QC Eng, Principles 3, 5.

⁴ QC Eng, Principles 1, 2, 4.

⁵ QC Eng, Principle 7.

⁶ QC Quality Practices 5, 12; QC Eng, Principle 3.

- 3.3 Where there are fewer than six students in a cohort, and with the agreement of both the Programme Leader and the relevant students the cohort may be represented by the rep of another cohort on the same programme or by the rep of another cohort at the same level of study and in the same mode/location of a different programme, if the two programmes share at least half the modules in their course maps.⁷ (Where cohorts are represented by a rep from a different programme, care is taken to ensure that each programme is adequately represented.)
- 3.4 Reps are appointed by their cohort within three weeks of the start of their studies for the academic year. It is the duty of the Vice-Principal (Quality) to ensure that this happens through a well-informed, transparent and fair process,⁸ although the outcome is entirely the responsibility of the cohort. Reps of cohorts that progress onto the next level/stage remain as reps until the appointment of new reps.
- 3.5 It is the Vice-Principal (Quality)'s responsibility to provide the necessary training to enable reps to function successfully for all their responsibilities.⁹

4. Course Committee Meetings

- 4.1 It is the relevant Programme Leader's responsibility:
- a) to adequately inform reps about Course Committee meetings and to provide them with all necessary papers and information¹⁰
 - b) to remind the relevant reps to consult with their cohort, in order to enable them to bring a report to the meetings¹¹
 - c) to annually review the function of the representative system within the given programme.¹²
- 4.2 Where there is more than one rep at any given level (undergraduate) or stage (postgraduate) of study, reps choose from amongst themselves one rep to attend the relevant Course Committee and report on behalf of all cohorts at their level.¹³ It is important that the rep attending consults with any other reps for that level/stage prior to the meeting to ensure that they are genuinely representative of, and reflect the issues of, the level/stage as a whole. The relevant Programme Leader facilitates the reps to identify which of their number attends each meeting.¹⁴

5. Constitution of Student Representative Association

- 5.1 Together, the reps form the College's Student Representative Association (SRA), which, as a body, represents "the generality of students... in academic, disciplinary or other matters relating to the government of the establishment."¹⁵ Its areas of responsibility are:
- a) to represent all students at various meetings

7 QC Eng, Principles 4, 5.
 8 QC Eng, Principle 6.
 9 QC Eng, Principle 6.
 10 QC Eng, Principle 6.
 11 QC Eng, Principles 1, 2, 3.
 12 QC Eng, Principle 2.
 13 QC Eng, Principle 5.
 14 QC Eng, Principle 6.
 15 To use the language of the Education Act, 1994, 20/1.

- b) to ensure that individual students are appropriately supported in Fitness to Study and Conduct Review procedures.
- 5.2 Thus, the SRA fulfils some of the core functions of a Student Union in the typical university.
- 5.3 The College also enables a Christchurch Campus Community Council, the chief aims of which relate to the spiritual and social well-being of students individually and corporately (see separate documentation). Two representatives of the Christchurch Campus Community Council are ex officio members of the SRA to facilitate communication between the bodies and to ensure that relevant matters are appropriately dealt with.
- 5.4 The Vice-Principal (Quality) organises a meeting (face-to-face or virtual) of the SRA within six weeks of the start of the academic year for the reps to appoint one of the reps to be Chair of the SRA. The Chair of the SRA must be an undergraduate student not in their first year of study.
- 5.5 The Chair of the SRA may convene meetings or conversations of the SRA at any point. Members of staff may be invited to attend appropriate parts of SRA meetings.
- 5.6 The responsibilities of the Chair of the SRA are:
- a) to organise further meetings of the SRA
 - b) to attend meetings of the College’s Board of Trustees as one of its student representatives
 - c) to facilitate the identification of reps for specific activities normally for the year, including:
 - one further rep for the Board of Trustees
 - an “understudy” Board of Trustees rep, who is capable of attending Board of Trustees meetings should the Chair or the identified rep be unable to attend
 - one rep for the Academic Board
 - one rep for the Academic Quality Committee
 - an “understudy” academic rep, who is capable of attending Academic Board or Academic Quality Committee meetings should the identified rep be unable to attend
 - one Christchurch Placement-Based rep as liaison with the Christchurch Campus Community Council
 - one rep as liaison with the College’s Prevent Review Group
 - when the Chair is in Level 6: appointing a Transition Chair to act as Chair at the start of the new academic year¹⁶
 - d) to facilitate the identification of students, ideally reps, but who may be non-rep students, for the following specific activities (for the year):
 - two on the Student Journey Enhancement Group;
 - six to support students in Conduct Review and Fitness to Study procedures¹⁷
 - e) to be a point of communication with the management of the College, outside of the regular, formal meetings.

6. General

¹⁶ Any rep may play more than one of roles in this or the following list.

¹⁷ Any student may play more than one of these roles. Note that students in these roles should not be have a prior close connection with the student being supported: this includes the closeness of being in the same level, mode and location.

- 6.1 The College provides a forum (e.g., a page on the VLE) for the SRA to discuss issues.
- 6.2 It is the responsibility of the staff member chairing a meeting or leading a Fitness to Study or Conduct Review process to adequately inform the appointed rep/student about the meeting and to provide them with all necessary papers and information.¹⁸
- 6.3 In order to facilitate inclusivity, reps may attend meetings by virtual means.¹⁹
- 6.4 Whenever it is necessary for a rep to travel exclusively in order to attend a formal College meeting, reasonable travel expenses will be reimbursed. Approval of expenses should be obtained from the person responsible for the meeting in advance.²⁰
- 6.5 The Vice-Principal (Quality) is responsible to present an annual review of the student representation system to the Academic Board.²¹

7. Abbreviations

QC	QAA Quality Code
Standards Expectation	Expectation for Standards
Standards Practice	Core Practice or Common Practice (numbered consecutively after Core Practices) relating to Expectations for Standards
Quality Expectation	Expectation for Quality
Quality Practice	Core Practice or Common Practice (numbered consecutively after Core Practices) relating to Expectations for Quality
Principle	Guiding Principle
ARW	Advice and Guidance document, Admissions, Recruitment and Widening Access
Asm	Advice and Guidance document, Assessment
CCA	Advice and Guidance document, Concerns, Complaints and Appeals
D&D	Advice and Guidance document, Course Design and Development
Ena	Advice and Guidance document, Enabling Student Achievement
Ext	Advice and Guidance document, External Expertise
L&T	Advice and Guidance document, Learning and Teaching
M&E	Advice and Guidance document, Monitoring and Evaluation
Par	Advice and Guidance document, Partnerships
Eng	Advice and Guidance document, Student Engagement
WBL	Advice and Guidance document, Work-Based Learning

¹⁸ QC Eng, Principle 6.

¹⁹ QC Eng, Principles 4, 5.

²⁰ QC Eng, Principle 6.

²¹ QC Quality Practice 10.