MOORLANDS COLLEGE
EST.1948

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 delivery[2] 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 programme, primarily the relevant Programme Leader and Programme Board[4]

b) as a channel of communication to their cohort, feeding back information to their peers following Programme Boards or Academic Board, or as requested by the College staff[5]

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 by their cohort within three weeks of the start of their studies for the academic year. It is the duty of the Director of Academic Quality to ensure that this happens through a well-informed, transparent and fair process,[7] although the outcome is entirely the responsibility of the cohort.

3.2 All students in a cohort are eligible to be a rep and to play an equal part in the selection of their cohort's rep.

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[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.

[7]   QC Eng, Principle 6.

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 programme maps.[8] (Where cohorts are represented by a rep from a different programme, care is taken to ensure that each programme is adequately represented.)

3.4   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.

3.5   Reps are appointed for one undergraduate level or one postgraduate stage. Reps of cohorts that progress onto the next level/stage remain as reps until the appointment of new reps. Students who have previously been reps may stand for reappointment in subsequent levels or stages.

3.6   It is the Director of Academic Quality's responsibility to provide the necessary training to enable reps to function successfully for all their responsibilities.[9]

4.   Programme Board meetings

4.1   It is the relevant Programme Leader's responsibility:
   a)   to adequately inform reps about Programme Board meetings and to provide them with all necessary papers and information[10]

   b)   to remind the relevant reps to consult with their cohort, in order to enable them to bring a report to the meetings[11]

   c)   to annually review the function of the representative system within the given programme.[12]

4.2   The reports that reps bring to Programme Board should provide an overview of the student perspective on the provision (for the relevant period) and highlights of any particular notable features, positive or negative. Reports may be verbal or written. Reports should be representative, accurate, but not onerous to produce.

4.3   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 Programme Board 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.

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[8]   QC Eng, Principles 4, 5. Called "course map" in programmes validated by University of Gloucestershire
[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.

5. Student bodies

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."[14] Its areas of responsibility are:

    a) to represent all students at various meetings

    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.

6. Roles of individual reps

6.1 Certain reps may take on specific roles.

6.2 The Chair of the SRA provides leadership to the reps and is a focal point for communication.

6.3 The Director of Academic Quality organises a meeting (face-to-face or virtual) of all the student reps within six weeks of the start of the academic year and facilitates them to appoint one of them to be Chair of the SRA. The Chair of the SRA must be an undergraduate student not in their first year of study.

6.4 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.

6.5 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 be a point of communication with the management of the College, outside of the regular, formal meetings

    d) to facilitate the identification of reps and in some cases other, appropriate students for specific activities (see 6.6-6.8).

6.6 The following roles are taken by a rep and normally for the whole year:

    a) attendee of meetings of the Board of Trustees

    b) an "understudy" Board of Trustees rep, who is capable of attending Board of Trustees meetings should the Chair or the other identified rep be unable to attend

    c) attendee of meetings of the Academic Board

    d) attendee of meetings of the Academic Quality Committee

    e) an "understudy" academic rep, who is capable of attending Academic Board or Academic Quality Committee meetings should the identified reps be unable to attend

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[14] To use the language of the Education Act, 1994, 20/1.

     f) liaison with the Christchurch Campus Community Council (this must be a Christchurch Placement-Based rep)

     g) liaison with the College's Prevent Review Group

     h) when the Chair is in Level 6: a Transition Chair to act as Chair at the start of the new academic year.

6.7 The following roles are taken by a rep as and when they are required and would be expected to be taken by different reps on each occasion:

     a) member of Complaint Resolution Review Panel

     b) member of Academic Appeals Panel (this only applies where the University of Gloucestershire's academic appeals processes do not apply).

6.8 The following roles are encouraged to be taken by reps, but may be taken by other appropriate students:

     a) supporter of a student involved in an Academic Offences investigative interview (as and when required)

     b) supporter of any student participating in an investigative interview as part of Conduct Review Procedures (as and when required; note the "any" student, i.e., whether the interviewee has had an allegation made against them, has made an allegation, or is otherwise involved)

     c) attendee and provider of student perspective in any Case Conference meetings held as part of the College's Fitness to Study Procedures (as and when required)

     d) membership of the Student Journey Analysis Committee (two students; throughout the year)

6.9 A rep may have more than one role.

7. General

7.1 The College provides a forum (e.g., a page on the VLE) for the SRA to discuss issues.

7.2 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.[15]

7.3 In order to facilitate inclusivity, reps may attend meetings by virtual means.[16]

7.4 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.[17]

7.5 The Director of Academic Quality is responsible to present an annual review of the student representation system to the Academic Board.[18]

8. Abbreviations

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[15]   QC Eng, Principle 6.
[16]   QC Eng, Principles 4, 5.
[17]   QC Eng, Principle 6.
[18]   QC Quality Practice 10.

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

9.   Document History

January 2014	Approved by Academic Board.
January 2015	Minor clarification that expenses for reps at Academic Board are permissible: VP (A).
March 2017	Initial mapping against Quality Code. Addition of sub-points regarding the function of reps ("…to challenge and affirm…") and annual review.
April-July 2017	Extensive additions to incorporate the Student Representative Association, to generalise some statements. Draft circulated to interested parties for discussion, including all current student representatives and Christchurch Student Council.
September 2017	Approved by Academic Board.
March 2018	Addition of specified rep for SJEG.
11 September 2018	Approved by Academic Board: Addition of specified Transition Rep, when the Chair is in Level 6 and will exit.
19 September 2019	Approved by Academic Board: alignment to the new edition of Quality Code; assignment of Vice-Principal (Quality) as key point of contact for reps; increase of reps trained to support students in formal processes to six; increase of reps on Academic Board to three (one per subject area times one for each of undergraduate and postgraduate); reps for MA LCD; allowance for SJEG reps and "formal process supporters" to be appointed by SRA from wider student body; allowance of cohorts to share a rep if in the same mode/location and on very similar programmes; explication of the similarity of the SRA to a Student Union.
7 October 2019	Approved by Chair of Academic Board: clarification that appointments to Student Journey Enhancement Group and as supporters in formal procedures are for one year.
8 November 2019	Proposed to Academic Board: additions to ensure sensible processes for postgraduate dissertationist reps.
4 December 2019	Approved by Academic Board with significant changes to more clearly explain the intentions for part-time postgraduate dissertation stage reps.
16 September 2020	Approved by Academic Board: alteration of restriction on chair from being L5 or L6 to being an undergraduate not in first year of study; introduction of understudies; addition of Academic Quality Committee rep; reduction of Academic Board reps from two to one;
5 March 2021	Approved by Director of Academic Quality: Changes to job titles.
1 July 2021	Approved by Director of Academic Quality: Change "course committee" to "programme board" and similar.
17 September 2021	Approved by Academic Board: removal of responsibility of Programme Leader in identifying which reps attend Programme Boards; separating out of material about role of chair and other reps to bring greater clarity and to match expectations of other policy documents.