

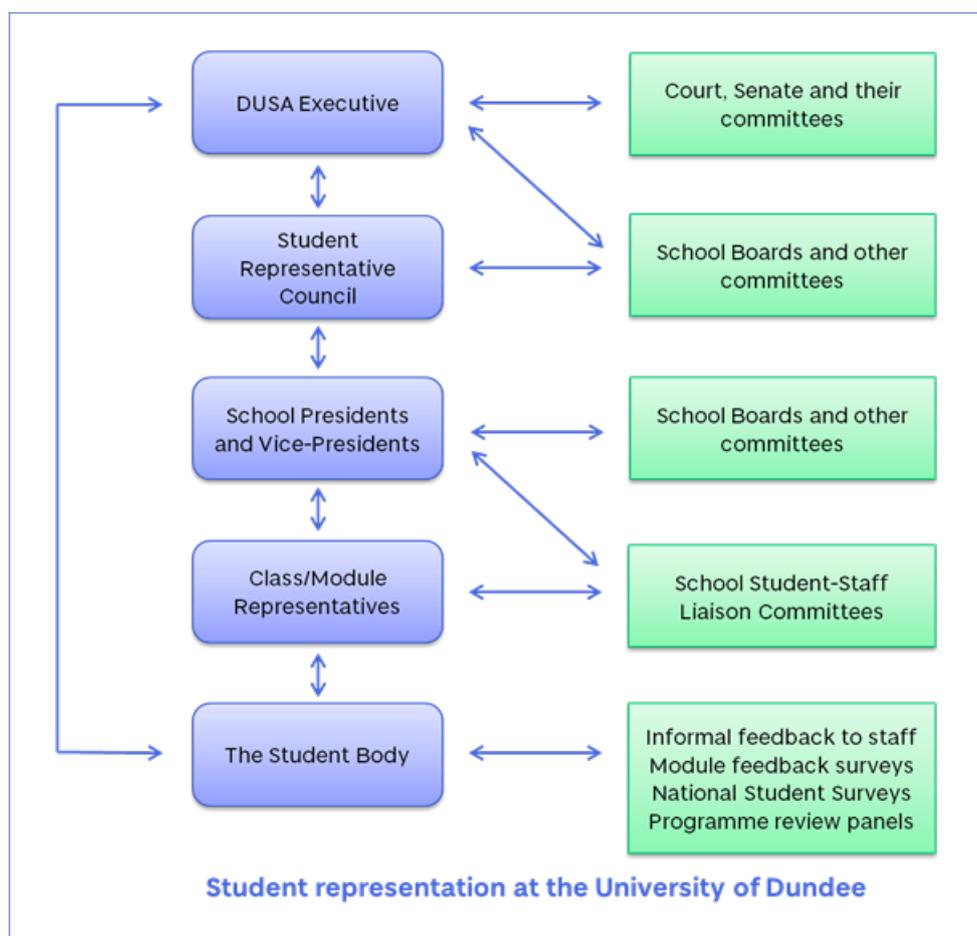
Joint Agreement between DUSA and the University on Student Representation, 2018-19

1. Introduction and context

1.1 Overview

The University, in partnership with the Dundee University Students' Association (DUSA), encourages students to become actively involved in providing constructive feedback about all aspects of University life. This partnership approach to student representation has developed a network of School Presidents and Vice-Presidents to work with class representatives, DUSA executive officers and elected members of the Student Representative Council (SRC). We have six DUSA sabbatical officers who each have responsibility for one or more School. They meet with School Presidents regularly (at least twice per semester) to discuss issues and provide support.

The student representative network has been created by DUSA and the University to facilitate the collection and dissemination of students' views on the quality of their learning experience at all levels across the Institution, and to provide students with feedback on the actions taken by the University to enhance their student experience. The student body and their elected class representatives, School Vice-Presidents and School Presidents are linked to DUSA mainly through the network of School Presidents who serve on the SRC. The DUSA Executive is responsible to the SRC for their actions.



2. Student representative groups

2.1 The Dundee University Students' Association

The DUSA executive team has six sabbatical officers and two non-sabbatical officers:

- President
- Vice-President of Academia (VPA)
- Vice-President of Communications and Campaigns (VPCC)
- Vice-President of Student Activities (VPSA)
- Vice-President of Representation (VPR)
- Vice-President of Student Welfare (VPSW)
- Vice-President of Fundraising (VPF, non-sabbatical)
- Vice-President of Engagement (VPE, non-sabbatical)

The VPR oversees student representation structures and acts as the first point of reference for all members of the SRC where issues may arise. The VPA has the leadership role for all areas that relate to quality enhancement, quality assurance and academic standards. The President has overall responsibility for representation and quality.

2.2 The Student Representative Council

The SRC is an elected body of students that ensures linkage between the student body and DUSA. It comprises the School Presidents and student representatives with responsibility for specific groups of students including international and postgraduate students. Further details of the membership and representative roles are provided in Appendix 1. Students are encouraged to submit ideas and proposals to the SRC using the [SRC online platform](#).

2.3 School Presidents

With respect to their work with the University the core responsibilities of the School Presidents are as follows:

- Develop a School Partnership Action Plan with the School Associate Dean (Learning and Teaching) and undertake activities which meet agreed aims and objectives
- Work with the Student Voice Support Officer to take forward important activities, actions and campaigns which enhance the student learning experience within the School
- Complete a report at the end of each semester which captures important developments, challenges and achievements within the School
- Engage with training and development opportunities that relate to the role of School President
- Assist the School administrative lead with the gathering of nominations and election of class representatives and Vice-Presidents ensuring a democratic procedure is followed
- Regularly communicate with School Vice-Presidents and relevant School staff in order to create a culture of feedback and information exchange through the student representation system
- Take the lead on any issues that are raised to them through the student representation system in place in the School
- Facilitate communication between the student body and senior staff regarding any problems that cannot be solved promptly by class representatives or students themselves
- Assist students to play a full role in quality assurance arrangements
- Work with the School Associate Dean (Learning and Teaching) to obtain as comprehensive a knowledge of current School issues as is possible
- Promote the elections for School President in the School (this must be done to the best of their ability and can be scrutinised by the DUSA VPR)

- Hold representative forums with their School Vice-Presidents to discuss any School-wide issues

School Presidents who either require assistance with an aspect of their role, or who cannot fulfil one of their duties (such as attending a School Board meeting), may deputise accordingly from within their pool of Vice-Presidents.

In addition to their University-related responsibilities, School Presidents also hold a voting seat on the SRC. The School Presidents are expected to attend all Council meetings and play an active part in the discussions, gathering the view of the students they represent where necessary. They are also expected to participate in the School President Forum meetings organised by the DUSA VPR.

Once elected, the School Presidents' term of office will begin from the 1st of July and end on the 30th of June of the following academic year. This ensures that students have representation across summer period and allows School Presidents to be included in School business prior to the beginning of the semester 1.

2.4 School Vice-Presidents

School Vice-Presidents are responsible for ensuring that students within their discipline or theme have the opportunity to voice their opinion on matters that impact on them. They are responsible for communicating information to their School President and ensuring that class representatives and students are provided with relevant information on School- and University-level decisions. Vice-Presidents assist the School President with problem solving and communication and are the main point of contact for the discipline or theme. School Vice-Presidents normally chair Student-Staff Liaison Committee (SSLC) meetings for their discipline or theme and meet with their School President, relevant academic leads and the other Vice-Presidents where necessary.¹ A full description of the role is available on the [DUSA website](#).

The Vice-President arrangements for each of the Schools is shown in Appendix 2.

2.5 Class representatives

Class representatives are responsible for encouraging students to engage with their own learning and for collecting views, opinions, concerns and needs from their fellow students to the School and feeding back outcomes to the relevant student groups. The principal focus is on academic issues rather than the personal circumstances of individual students. The key responsibilities are as follows:

- To be the main route of communication between the class and the programme/module staff
- To communicate with other year group representatives
- To be part of a team of student representatives working in collaboration with the relevant Vice-President
- To inform students about actions taken in response to their feedback
- To inform students of any changes and developments
- To work in partnership with other representatives, students and staff to develop achievable actions to enhance the student learning experience
- To engage with relevant meetings to represent the views of their constituency, and feed back to students on the outcomes of meetings

A full description of the role is available on the [DUSA website](#).

¹ In certain Schools the School President may be the most appropriate individual to chair the SSLCs. Schools should ensure that their arrangements are made clear to the relevant individuals at the start of the semester.

2.6 Halls of Residence committees

Students staying in our University residences (Belmont, Heathfield, Seabraes, and West Park) form the respective Residents' Associations. Residents of each flat/villa (usually between 5 and 10 occupants) elect their flat/villa representative in the beginning of each academic year. The flat/villa representatives form the Student Council of that residence. Each residence also has a group of ResLife Team volunteers. One member, plus a deputy if required, from the ResLife teams is appointed to sit on the SRC. The ResLife representative is also entitled to sit on the University of Dundee/Dundee Student Villages Liaison Group.

3. Election of student representatives

DUSA is responsible for running the elections for the DUSA Executive Team, the Independent Member of Court, the School Presidents and members of the SRC. This occurs in accordance with DUSA Bye Laws.

Schools are responsible for appointing class representatives. This may occur at the end of semester 2 prior to the summer break and no later than week 3 of semester 1. Where possible the appointment process should involve a democratic election, but at the very least all students should be given the opportunity to engage in the nomination process. Every programme should normally have at least two class representatives for each year group.

Schools are also responsible for the appointment of Vice-Presidents who are normally elected from the group of class representatives within the relevant constituency. Vice-Presidents are elected as soon as possible after the class representatives have been identified, and no later than week 5 of the first semester.

This guidance applies to both undergraduate and postgraduate students, and Schools should ensure provision for representation during the summer period.

4. Training for student representatives

Student representatives are all provided with the opportunity to receive training and support at the beginning of their term of office. DUSA leads on developing, organising and leading the training in consultation with the University.

- School Presidents and Vice-Presidents – School Presidents and Vice-Presidents are provided access to an online training portal which is available on the DUSA website. The training covers the skills that School Presidents and Vice-Presidents require to carry out their duties over the academic year as well as key points of information. The online training promotes an understanding of the University's quality assurance and enhancement systems, provides engagement and communication training and supports planning and time management techniques. DUSA also facilitates the School Presidents' Forum which is attended by all School Presidents, the DUSA Executive Team and the Vice-Principal (Learning and Teaching). This provides a venue for sharing best practice and continuing development.
- Class representatives – Class representatives are provided with the opportunity to attend a workshop, led by the Student Voice Support Officers, at the start of the academic year. The workshop is supported by an online resource which the students can view prior to participating in the training event. DUSA organises and leads on this training in consultation with the University. School and Vice-Presidents are also encouraged to attend the workshops.
- SRC Councillors – DUSA provides training of its newly elected Councillors prior to the first meeting of the new academic term.

5. Student Voice Support Officers

Student Voice Support Officers are current students of the University and are employed and trained by DUSA to work with School Presidents and other student representatives. It is a newly established role following a successful pilot during academic year 2017/18. The School of Social Sciences, which is our largest and most diverse School, has one dedicated officer, and each of the other Schools have one officer who is shared with another School. The remit of the role is as follows:

- To lead training workshops for class representatives
- To assist in the formation and completion of School Partnership Action Plans
- To undertake research and action in areas within the School representation system that require development
- To assist in the handover of the incoming School President

6. Student-Staff Liaison Committees

6.1 Remit of Student-Staff Liaison Committees

The general remit of SSLCs is to provide a forum:

- To receive and discuss students' views on any aspect of their learning and general experience, including the learning environment and student support
- To enable staff to seek students' views on any aspect of their learning and experience
- To enable students to contribute to the shape of their learning experience
- To discuss external examiners' reports with student representatives²
- To report and make recommendations to School committees and/or any other relevant University body (e.g. the School Board, the School Learning and Teaching Committee, the School Quality and Academic Standards Committee, the Programme Board, or the University committees for Learning and Teaching or Quality and Academic Standards)
- To discuss the outcomes of student surveys

These baseline expectations may be extended and developed by Schools in consultation with their student representatives.

6.2 Operation of Student-Staff Liaison Committees

SSLCs meet at least twice per semester. Schools are responsible for overseeing the effective operation of their SSLCs, including the scheduling and notification of meetings. Dates for SSLCs should be set in consultation with the relevant Vice-President (or President, depending on the arrangements within the School) and communicated at the beginning of each academic year to ensure maximum attendance from both students and staff. The Vice-President (or President, depending on the arrangements within the School) is responsible for collating feedback from class representatives in advance of the meetings and providing agenda items to the School/discipline office.

6.3 Membership of Student-Staff Liaison Committees

Student membership should reflect the structure and nature of the student body. Staff membership should reflect the mix of modules and be agreed by the relevant School committee with responsibility for learning and teaching. The staff members should be made known to the student representatives and all staff members are expected to attend the meetings. The number of student

² Schools may use an alternative forum for discussion of external examiners' reports with student representatives if required.

members on any SSLC should normally equal or exceed the number of staff members. Meetings are chaired by the relevant Vice-President or President and are supported by the School/discipline office.

6.4 School committees

School committees with responsibility for learning and teaching should monitor the operation of their SSLCs and:

- Receive reports from SSLCs and consider the resulting actions, including the outcomes of referring any issues to School committees, University committees or Professional Services directorates
- Respond to issues raised by SSLCs by considering what action should be taken and reporting back to the SSLC on such actions and the reasoning behind this
- Receive reports from Vice-Presidents or Presidents and consider any actions to be taken to enhance the effectiveness of the School student representation system

6.5 University monitoring of SSLCs

The University's Learning and Teaching Committee and the Quality and Academic Standards Committee will consider and respond to any issues raised by SSLCs that are reported to either committee by a School committees via the relevant Associate Deans or by School Presidents via the DUSA VPR.

7. Student representation on University and School committees

7.1 University committees

DUSA representatives are members of most University committees, including:

- Court
- Senate
- Internationalisation Committee
- Learning and Teaching Committee
- Quality and Academic Standards Committee
- Employability and Enterprise Subcommittee
- Recruitment and Admissions Subcommittee
- Research Degrees Subcommittee
- University Management Group
- Student Experience Oversight Group

DUSA representatives are also invited to be part of all University working groups that relate to academic quality and/or the student experience. Relevant SRC members may also be invited to join specific meetings and working groups of Senate committees or subcommittees.

7.2 School committees

School Presidents are full members of their respective School Boards and the committees for learning and teaching and quality and academic standards. As each of the six DUSA Sabbatical Officers has responsibility for one or more School, they are full members of their designated School Board.

8. Student feedback mechanisms for taught programmes

8.1 Routine (annual/each semester/or each cycle of delivery)

All students should be given an opportunity to comment on their experience in ways that:

- Invite comments on effectiveness, including strengths and limitations

- Invite suggestions for future changes that would improve student learning or student experience
- Allow specific comments on each discrete element of learning and assessment³

School Boards should ensure that there is a designated School committee (normally their Learning and Teaching Committee or Quality and Academic Standards Committee) with responsibility for monitoring the effectiveness of feedback mechanisms. This should include consideration of:

- Levels and location of collection of feedback whether at programme, module or individual student level
- Mechanisms used (questionnaires and/or face-to-face methods) and the detailed content (questions)
- Protocols for analysis, responses and reporting back the outcomes of student surveys to the student body

Feedback regarding taught provision should be analysed routinely and reported via the [annual review process](#). Schools should maintain the following information in relation to student feedback:⁴

- Annual analyses and summaries associated with annual monitoring
- 'Raw' input information from students

8.2 Approaches to feedback

School/discipline/programme teams should choose approaches that:

- Encourage students to make frank comments
- Respect student confidentiality
- Encourage high levels of student participation in feedback
- Respect students' time
- Ensure that students have access to the results of student feedback
- Focus on future improvement
- Adhere to the University's [policy and guidance on data protection](#)

8.3 Role of student representatives in the periodic programme review processes

All internal [periodic programme reviews](#) (PPRs) include a student representative on the PPR Board. These representatives are usually DUSA Sabbatical Officers who have received training from staff from the Quality and Academic Standards office and DUSA as part of the hand-over process. All PPR Boards interview a panel of students and graduates as part of the process.

In order to inform PPRs and enhance the student experience the routine annual feedback processes should be complemented by periodic feedback mechanisms. This may be through cohort surveys and discussions with students and graduates to inform programme review. Schools are strongly encouraged to involve their student representatives in the programme evaluation process (e.g. by asking student representatives to lead and report on student focus group discussions).

9. Student feedback mechanisms for research degrees

The University's [Code of Practice for Supervised Postgraduate Research](#) includes provisions for feedback from research students.

³ For the majority of our programmes this means feedback at the modular level. For our small number of non-modularised programmes, student feedback should be sought for years, phases or other groupings of learning and assessment.

⁴ Analyses, summaries and raw data should be retained for a period of at least 6 years to support periodic programme reviews and any internal or external audit exercises.

The thesis monitoring committee system includes the following opportunities for feedback:

- Each student meets with a School-convened thesis monitoring committee at least twice each year (note that the committee does not include the student's supervisor)
- The scope of discussion includes both progress and the quality of research supervision
- The outcome of the meeting must be documented and the report should remain confidential to the thesis monitoring committee, the supervisor and the relevant Postgraduate Student Advisor (note that parts of this record may only be available to the committee and the Postgraduate Student Advisor)

The University's Research Degrees Subcommittee will provide oversight of the effectiveness of collecting and responding to feedback from research students.

10. Feedback mechanisms for online distance learners

Schools must ensure that appropriate mechanisms are in place to engage online distance learners in shaping the quality of their learning experience. Effective representation for online distance learners can present challenges because these students are not on campus frequently, if at all. Alternative means to ensure that the views of distance learners are represented appropriately should be put in place to reflect the requirements of the students and the programme. It is recognised that one size may not fit all, and Schools/programme leaders are strongly encouraged to use the [Engaging Students in Online Distance Learning](#) resource developed by sparqs (student partnerships in quality Scotland) to shape their approach to representation for distance learning students.

11. Closing the feedback loop

A critical component of our agreement on student representation is a commitment to ensuring that students are confident that their feedback has been carefully considered and that actions have been taken to address any issues. This requires a systematic approach by School staff and student representatives to ensure that students are aware that their feedback has been listened to and acted upon. Schools must ensure that they have robust mechanisms in place to communicate responses to feedback back to the student body.

12. Support for student representation and feedback

The Vice-Principal (Learning and Teaching), the Academic and Corporate Governance Directorate, the Library and Learning Centre and the Academic Skills Centre will work with DUSA to provide support that includes:

- Assistance to the SRC and School Presidents Forum
- Guidance on protocols and good practices
- Training and support
- Questionnaire templates
- IT-based and VLE survey tools

School academic and support staff will work in partnership with the student body to:

- Actively encourage students to engage in representation and feedback, both formal and informal, in ways that promote future improvement
- Aid the promotion of training and development opportunities for representatives
- Highlight areas for enhancement and share with DUSA
- Assist with the development and implementation of School Partnership Action Plans as appropriate
- Disseminate best practice
- Ensure student representatives are supported to undertake their role effectively
- Provide opportunities for the promotion of student representation, the Student Partnership Agreement and engagement with DUSA

- Be impartial during student elections
- Take students' suggestions seriously and consider appropriate responses

13. Student surveys

The University participates in the National Student Survey and the International Student Barometer. It also runs University-wide surveys for postgraduate students. The outcomes are used to inform the future development of academic programmes and to enhance central service support through annual programme review, periodic programme review and School Learning and Teaching Enhancement Reports.

The University and DUSA jointly promote engagement in student surveys and together encourage appropriate responses to the issues that students raise via their survey responses.

The Student Representative Council

1. Duties of councillors

General duties are as follows:

- Set and direct policy to improve the running of DUSA and the University of Dundee
- Hold the DUSA Executive to account
- Monitor and discuss policy proposals brought to the SRC
- Campaign and lobby on behalf of the student body
- Raise concerns on behalf of the student body about actions or policies at DUSA and the University of Dundee
- Consider views and comments of other councillors and of their own constituents
- Pastoral obligations towards their constituents

2. Membership of the SRC

Black and Minority Representative. The Black and Minority Representative works alongside different student societies, the staff network and others to advise and recommend lasting changes to improve representation.

Chair of the SRC. The Chair is the figure head and the facilitator of the council. The Chair organises and manages debates during each meeting on issues that impact the student body. It is the Chair's duty to manage the conduct of meetings and to encourage SRC councillors to work together in the best interests of the students. The Chair is also responsible for ensuring minutes and motions are available and easily accessed by students. The role also includes attending meetings of the DUSA Board of Trustees in an observational capacity to hold the DUSA executive team accountable.

Disabilities Representative. The Disability Representative is responsible for engaging with students who identify with having a disability, and ensuring they have a strong voice at the University. The role involves working closely with Disability Services and campaigning for equal opportunities for all.

DUSA Student Staff Representative. DUSA hires a number of student and non-students in a variety of roles. This representative role involves working alongside the DUSA executive team, the commercial arm of DUSA and the DUSA management team to represent all of areas of DUSA.

Employability Representative. The role involves working alongside the VPE and the Careers Service to represent the student perspective and working with the University to develop employment opportunities, develop student employability skills and support extra-curricular activities including student societies that promote employability.

Environment and Sustainability Representative. This representative works closely with Estates and Buildings and University leaders to ensure that the University is doing all it can for sustainability. The role also involves leading on DUSA's Ethical Procurement policy as well as helping students to campaign on environmental issues.

Equality, Diversity and Welfare Representative. The role involves working with the VPSW and the VPA to ensure that every student on campus has access to learning facilities and services as well as a voice for issues that concern them. This individual also works with student groups and Student Services.

Facilities Representative. The Facilities Representative works closely with the Library and Learning Centre, Estates and Buildings, as well as the VPSW, VPSA and the President to ensure that all University facilities at all of our campuses are of a high standard.

First Year Representative. The First Year Representative aims to ensure that students have the best experience possible by informing students about the facilities and services that can help them throughout their time at University. This individual works with the VPA and the Enquiry Centre to help students enjoy and settle into their first year of University.

General Representatives. There are 3 General Representatives whose work is dedicated to providing support for the SRC, working in the interest of students through lobbying the University on a range of issues and engaging students with the SRC. The General Representatives also have the opportunity to sit on a number of SRC subcommittees to help the Council work efficiently.

Halls Representative. The Halls Representative works with students who live in the University's halls of residence to improve the experience of their accommodation. It involves working with the University Halls Committee and the Dundee Student Villages Liaison Group.

Housing Representative. Working with the VPA and the Student Advocate, the Housing Representative raises issues in relation to housing in Dundee. This representative works closely with the Halls Representative to ensure students' accommodation needs are met.

International Representative. The international representative is the link between the University and international students, and works closely with DUSA and Student Services to enhance the international student experience at the University.

Learning and Teaching Representative. The focus of this role is to improve the learning quality in each School. The Learning and Teaching Representative is dedicated to ensuring that the student voice on teaching, assessment and feedback is heard. Working with the VPA, the VPR, School Presidents, as well as the Vice-Principle (Learning and Teaching), this representative addresses the needs of students to ensure efficient and effective learning.

LGBT representative. The LGBT Representative works with the LGBT+ society, the staff network and others to advise and recommend lasting changes to improve representation.

Mature Student Representative. The role involves representing the interests of older students and ensuring that the voice of the mature student is heard.

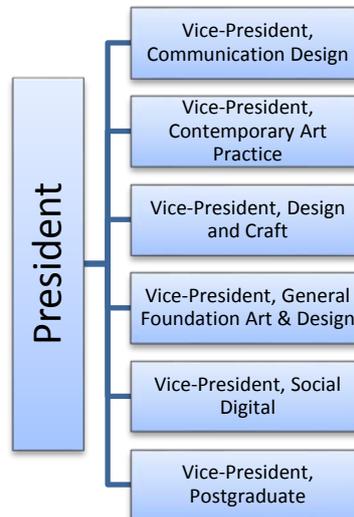
Postgraduate Student Representatives. There is a Taught Postgraduate Representative and a Research Postgraduate Representative. In recognition of the fact that the needs of postgraduate students can be different from undergraduates these representatives will work to ensure that the postgraduate student voice is heard to enhance their learning experience.

Society Representatives. There are 2 Society Representatives whose role is to represent the needs and views of the student societies affiliated to DUSA.

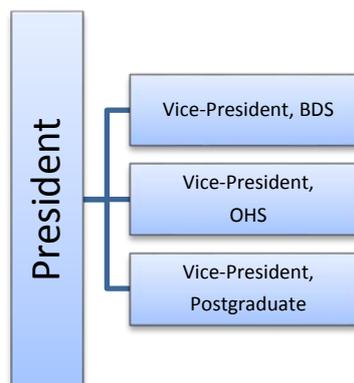
The nine School Presidents are all full members of the SRC as are the Sports Union President and the Independent member of Court.

School Arrangements for Vice-Presidents

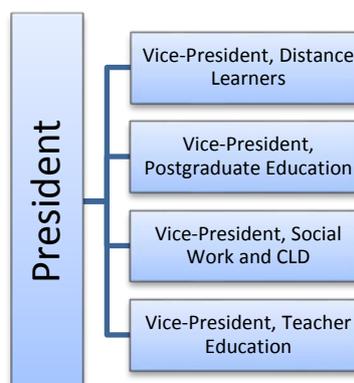
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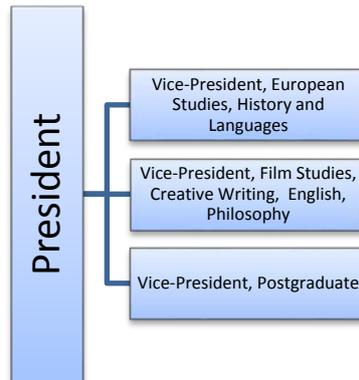
The School of Dentistry



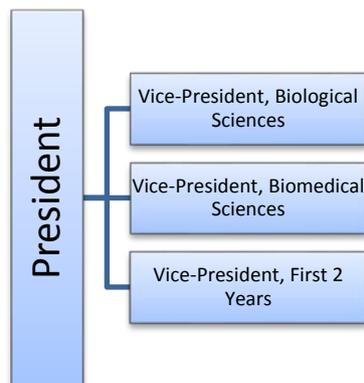
The School of Education and Social Work



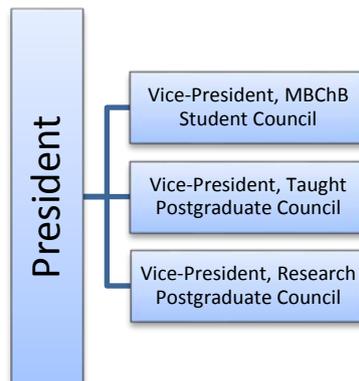
The School of Humanities



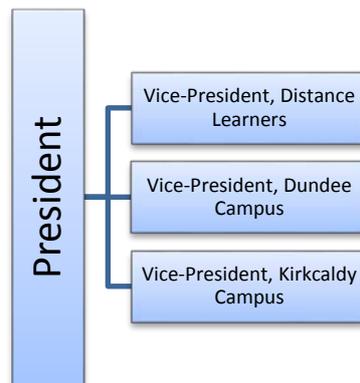
The School of Life Sciences



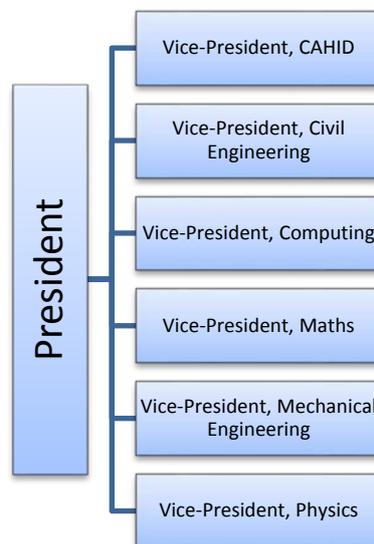
The School of Medicine



The School of Nursing and Health Sciences



The School of Science and Engineering



The School of Social Sciences

