CHAPTER 3  STUDENT INVOLVEMENT IN QUALITY ENHANCEMENT

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CHAPTER 3 STUDENT INVOLVEMENT IN QUALITY ENHANCEMENT

1 INTRODUCTION

UWS is committed to engaging students in the enhancement of learning and teaching across the institution. The UWS 2025 Strategy, supported by the Learning and Teaching Thematic Plan 2020–2025 sets out a number of objectives that support this commitment:

- Our portfolio of courses is contemporary, relevant, sustainable, and allow students to thrive in the rapidly-changing 21st century workplace.
- The delivery modes of our programmes of study are flexible, and student-centred, allowing students to manage the mode, intensity and duration of study. All have hybrid delivery options.
- Our online and physical learning environments are dynamic, technology-rich and support world-class pedagogy.
- Students are at the heart of what we do. The UWS student journey is personal, seamless, and supported by outstanding professional and academic staff and functional, student-centred and user-friendly systems and processes.
- Our graduates are leaders, with world-ready, interdisciplinary meta-skills and flexible, global perspectives.
- Our talented academics employ innovative, student-centred, teaching and learning practice and engage in continuing professional development in pedagogy, digital learning innovation and student support.

The Learning and Teaching Thematic Plan embraces ‘the concept of “students as partners” in their learning, through co-curricular design, peer learning and support, and the student partnership agreement’.

The QAA UK Quality Code for Higher Education: Advice and Guidance - Student Engagement sets out within its core practices that:

‘The provider actively engages students, individually and collectively, in the quality of their educational experience.’

This chapter of the Quality Handbook details the processes within UWS that ensure fulfilment of this requirement.

1.1 Scottish Funding Council Guidelines

The Scottish Funding Council (SFC) published guidance on the engagement and involvement of students in quality processes; something which is fundamental to the Quality Enhancement Framework (QEF). All institutions are expected to work with the Student Engagement Framework for Scotland, which sets out the expectations and features of student engagement. This framework consists of five key elements and six features of effective student engagement.

Key elements of student engagement:
1. Students feeling part of a supportive institution
2. Students engaging in their own learning
3. Students working with their institution in shaping the direction of learning
4. Formal mechanisms for quality and governance
5. Influencing the student experience at national level.

Features of effective student engagement:
1. A culture of engagement
2. Students as partners
3. Responding to diversity
4. Valuing the student contribution
5. Focus on enhancement and change
6. Appropriate resources and support.

Institutions should have a coherent and effective strategy to develop their partnership approaches with students and student representatives and enhance student engagement, including seeking opportunities for student engagement in co-creation of learning; empowering students to use evidence to enhance their own learning; extending engagement to new groups of students; and developing the role and capacity of Student Association staff to build sustainability and maintain continuity of support for student officers.

More information and resources can be found here: https://www.sparqs.ac.uk/culture.php?page=168

1.2 Reason for Student Engagement in Quality Enhancement
The University's feedback and involvement mechanisms (questionnaires, internal review etc.) give students the opportunity to present their views on their learning experience. This feedback enables staff to reflect on their teaching and professional skills as well as identifying areas for improvement, examples of good practice and opportunities to build on identified strengths.

UWS needs student representatives (reps) at all levels of study to represent the views of their fellow students, whether it be at programme, division, school or University level. The University is keen to know where changes can be made to improve the quality of its modules, students' overall experience and to discover what students honestly think about their time at UWS.

The University welcomes the diversity of the student body and is keen to promote representation for all groups of students. All students are encouraged to become involved in representation activities.

1.3 Benefits, Rewards and Recognition for Student Engagement
Acting as a Student Representative (rep), enables students to learn many new and useful skills, which will enhance their CV. Student reps are encouraged to listen to their fellow students and communicate their opinions. Through attending committee meetings students will gain an understanding of decision-making processes as well as getting to meet new people. Reps are encouraged to be fully involved as partners working towards solutions with staff. Students will have the opportunity to develop a number of key transferable skills including assertiveness, communication, leadership, negotiation, public speaking, self-confidence and teamwork. The University and the Students' Union offer professional training for reps via sparqs, which will also be a positive addition to students' CVs. Further information can be found in Section 3 of this guidance.

Particular incentives to encourage individuals to become student reps include:

- **Higher Education Achievement Record (HEAR)**
  Students will receive recognition of engagement with aspects of student life through HEAR; these achievements will appear on their academic record. This will include activities such as participating as student reps, engaging in work placements, volunteering, sports achievements and study abroad etc. This small
additional voluntary achievement when listed formally on HEAR may be influential for students when competing in the employment market and so should not be underestimated. Where students are involved in an Institution-Led Review (ILR) or Enhancement-Led Institutional Review (ELIR) this can be recorded on the HEAR and signed off by a member of QuEST. More information about HEAR can be found here https://www.uws.ac.uk/current-students/supporting-your-studies/student-records/higher-education-achievement-report-hear/

- **Incentives/Rewards**
  The Students’ Union provides lots of goodies for student reps to promote their identity in this role (e.g. Students’ Union merchandise and discounted food and coffee etc). There are also awards which can be won by Reps at the Students’ Union Big Awards, held annually.

2 **STUDENT PARTNERSHIP WORKING**

The approach to student representation at UWS adopts principles, which ensure that students are represented as widely as possible within institutions’ consultative and decision-making forums. A Student Partnership Agreement (SPA) between the Students’ Union and UWS is in place to strengthen these principles further and support the vision of the Learning and Teaching Thematic Plan of ‘students as partners in their learning’.

The SPA outlines the areas in which UWS and the Students’ Union will work together in partnership to enhance the student learning experience. The 2022-2023 agreement reinforces the ‘commitment to working together to create a contemporary, inspirational and collaborative learning environment where everyone is valued and has the opportunity to enhance the learning experience, both for themselves and future students’.

The SPA is refreshed annually by a student and staff working group, on behalf of the Student Partnership Forum, setting out the key priority areas for the academic year, while reflecting on the successes under the previous agreement. It is anticipated that the SPA, along with the University’s Student Experience Policy Statement, will strengthen the partnership. The Student Experience Policy Statement ‘identifies how staff and students of the University will work in partnership to build an excellent student experience and enhance opportunities for students to achieve success.’

Student Experience Policy Statement - [https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/student-policies/](https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/student-policies/).

Student Partnership Agreement - [https://www.uwsunion.org.uk/representation/spa/](https://www.uwsunion.org.uk/representation/spa/)

Partnership working at UWS seeks to:
- promote a mutual agreement about how the institution and students can work together more creatively and move towards an equal relationship with a common purpose;
- develop a deeper understanding of partnership and what the benefits of this could be to both parties;
- promote partnership values: Equality, Democracy, Mutual respect, Diversity, Collaboration and Sustainability;
- be an active, living and dynamic working agreement;
- promote further partnership learning with a view to maximising increased engagement and representation;
- ensure full co-operation by both parties and promote a shared responsibility;
- instigate a new culture of partnership across the institution.
2.1 Student Representation

An active student representative system is essential, allowing a free flow of information from staff to students and back again and is a process whereby students, staff, representatives and the University all benefit.

A strong student representation system empowers students and ensures engagement in University governance structures and quality processes, which guides the enhancement of the quality of their educational experience.

The University acknowledges the diverse nature of the student body at UWS, with students spread across 5 campuses in the UK and collaborative and TNE partners across the world. There are also a variety of methods through which students will engage with their studies, including part-time study and distance learning. There is also a particular focus by the University on the development of a flexible learning model, which is being pursued through implementation of the Curriculum Framework. With this diversity of the student body and variety in the methods of engagement with their studies, it is essential that the University ensures that all students receive the same opportunities to input into the student experience and engage with quality enhancement activities.

The general principles of student representation are considered mandatory for adoption across all Schools, UWS campuses and sites/modes of delivery. Alternative approaches to enable the engagement of all students are continually being explored, adopting VLE platforms, Microsoft Teams and other IT resources as appropriate. Schools are expected to support the representation structure and the recruitment of student representatives across the school.

UWS, the Students' Union and students have worked together to develop the ‘Student Representation Roadmap’, which provides practical guidance and agreement defining the roles of all partners in Student Representation at UWS. The Roadmap can be found here: https://www.uwsunion.org.uk/pageassets/representation/studentrepresources/Representation-Roadmap-UWS(1).docx

Working closely with the Students' Union, the University's Student Partnership Forum will oversee the continued development and enhancement of student representation processes.

2.2 Student Representation on University Committees

There are a number of University Committees that deal with student issues and the University is committed to ensuring appropriate student representation on these Committees. In some instances, student representation is provided by elected Students' Union sabbatical officers, while other committees require student representatives to be elected. Further information about specific committee representation can be found in Appendix 1.

2.2.1 School Committees

Student representation is crucial to ensuring the continued enhancement of the student learning experience and key to this is representation on school committees. School representation occurs at three levels: programme - through Student Staff Liaison Groups, divisional – through Divisional Programmes Board and school – through the School Board. Details of the remit and membership of these committees
can be found in the Senate Committees Handbook [https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/regulatory-framework/.

Course Representative - Student Staff Liaison Group (SSLG)
The SSLG is a forum for students and staff to discuss student-led agendas on learning and teaching issues and to consult with students on its future plans for curriculum development. It is an opportunity for constructive discussion to identify enhancement opportunities in programmes or subject areas. Schools will determine the structure of SSLGs to ensure all programmes are represented and will advise QuEST and the Students’ Union of the structure annually. SSLGs will normally be chaired by a student. At a minimum there should be at least one SSLG per School or Subject area per trimester. Consideration should be given to how the meetings will be facilitated to support student participation across campuses and modes of study, using technology where appropriate.

The dates of the SSLG meetings should be published on an appropriate platform along with the reports of meetings to ensure transparency and dissemination of information to all students. All staff should encourage student reps to participate in SSLGs. A member of school staff shall support each SSLG; this person shall be responsible for ensuring that, agendas are proactively developed with the student chair, reports from the meetings are published and feedback is provided to the student body. Divisional Programme Boards will receive reports from relevant SSLGs. Reports will also be used as evidence at Institution-Led Reviews.

Generally Course representatives are elected per programme, campus, and year of study but small programmes, dual honours, or programmes with multiple intakes may be organised differently.

The Rep’s role is to:

- Represent the views of students in their year of study on all matters relating to the programme
- Continuously improve the student learning experience in partnership with UWS and the Students’ Union by helping create solutions to problems
- Provide both positive and negative feedback to staff, students and the Students’ Union
- Act as a communication channel between staff, students and the Students’ Union

Divisional Representative – Divisional Programmes Board
Divisional Programmes Boards oversee and monitor the delivery of programmes within the division. Within the Board’s remit is the oversight of quality enhancement arrangements, monitoring the student experience and student engagement.

Student representatives are elected from the division to sit on the Divisional Programmes Boards. Their role is to bridge the gap between the course level representatives and the School Officers. They work with the Students’ Union to improve the life of students within their division.

School Officer – School Board
The School Board is the key authority in the School for academic discussion. It oversees the development, performance and delivery of all academic provision in line with University policies and regulations.

School Officers are elected from the school-wide constituency, including one postgraduate research student. Their role is to bridge the gap between the divisional
level representatives and the Students’ Union sabbatical officers. They work with the Students’ Union to improve the student experience at UWS.

For more information on becoming a University Committee representative, students should contact the Students’ Union’s Student Representation and Policy Coordinator, ash.watkins@uws.ac.uk.

2.3 Student Representation in Quality Processes

Academic Student Representation: There are several key quality processes across the University which students play an integral role in:

- Internal Review / Institution-Led Review (ILR)
- Approval of New / Amended Programmes
- Enhancement and Annual Monitoring Activities
- Student Feedback Activities

Details can be found within the corresponding sections of the Quality Handbook, available on the QuEST website https://www.uws.ac.uk/about-uws/academic-life/quality-enhancement-support-team-quest/

2.3.1 Internal Review / Institution-Led Review

As expected by the Scottish Funding Council (SFC), the University reviews all its subjects on a six-year cycle. At UWS, our internal review process is called Institution-Led Review (ILR). This involves a panel of academic and professional experts from within and out with UWS reviewing the total taught and research provision in that subject.

The views of students are particularly important to the reviewers. The Students’ Union is advised of the internal review schedule to allow it to engage with student issues.

At the start of the session in which the ILR is to take place, the School should advise all students of the ILR process. This is facilitated by a leaflet for students, ‘Students Matter – Informing and Involving Students’, available from the Quality Enhancement Support Team (QuEST). The ILR should be on the agenda of SSLGs to ensure students are aware of the process, how to engage with it and the importance of their involvement. The SSLG also provides a forum for student input into a reflective document produced by the subject team called the Self Evaluation Document (SED). Responsibility for involving students in the ILR process lies with the subject team.

The following ILRs will take place during session 2022/23:

- Physical Sciences
- Languages
- Education Programmes within Physical Sciences

For more information on student involvement in the ILR process please contact Donna Taylor in QuEST donna.taylor@uws.ac.uk.

2.3.2 Approval of New/Amended Programmes

As part of the University system for the approval of new programmes, students will be consulted to ascertain views on proposed new programmes and their structure. Schools should make arrangements to include a student member on the drafting team to ensure student involvement in the programme planning and design process.
Gathering of student views may also involve discussions via focus groups or via the SSLG or online forums.

Student input also applies to significant amendments/additions to an existing programme (e.g. addition of an Honours level) where students are invited to become involved and provide opinion on proposed developments and the implications for the student experience.

2.3.3 Enhancement and Annual Monitoring (EAM)

Annual monitoring is a fundamental quality function of the University. The University’s approach is programme-based and focuses on the quality of the student experience through reflection at both module and programme level. Some minor revisions to the Annual Monitoring process introduced in response to the Covid-19 pandemic will continue. The key principles remain but the process offers enhanced flexibility for schools to best manage the workload. School Boards will continue to have increased ownership as to how their school manages its annual monitoring, mainly with school events continuing to be optional. Some new elements relating to triangulation with NSS and survey data will feature for this cycle, with a significant review of EAM to follow during session 2022/23. Further information can be found in Chapter 7 of the Quality Handbook.

By completion of module and programmatic surveys, students automatically contribute to the EAM process; participants of SSLGs will also contribute. There are often opportunities for students to participate in school-based annual monitoring events. Furthermore, an institutional enhancement and annual monitoring event takes place annually, normally in January, and participation and representation from students is encouraged at this event.

2.3.4 Student Feedback Activities

Meeting students’ expectations is the University’s highest priority and student feedback is key to this. A variety of student feedback activities exist, which include module feedback mechanisms, completion of internal and external student experience surveys, including the National Student Survey, and providing feedback via the SSLGs or other informal feedback routes. The University/School/SSLG strives to find effective ways to ‘close the feedback loop’ as required by the Quality Code Student Engagement – Guiding Principle 7. This ensures that students are aware of what action has been taken in response to feedback, or where change is not possible, the reasons why. Student representatives also have a role to play in ensuring their fellow students are informed of feedback actions, section 3 details the support available to Reps in helping them fulfil this role.

All surveys lead to enhancement of the UWS student experience so it is important to take every opportunity to ensure that students make their experiences known.

Whilst the formal and recommended route for receiving student feedback is usually via SSLGs; some areas utilise other informal feedback mechanisms. These mechanisms often include communication with personal tutors, lecturers in discussion with class (more applicable to small groups or laboratories), feedback to year leaders or programme leaders. Reflective blogs on VLE platforms are also utilised. In instances where informal feedback exists, it is important to highlight the need to evidence such feedback to ensure that all effective feedback mechanisms are illustrated to internal and external review panel members during internal review or external Enhancement Led Institutional Review. How the feedback loop is closed when these informal mechanisms are used should also be evident.
Students may also be given the opportunity to engage with external examiners, in order to provide feedback on their experiences on a programme or modules. While discussion might relate to assessment experiences, the meeting will not be used to discuss individual assessment outcomes. Such meetings are normally arranged by the school at the request of the external examiner. Students should not contact an external examiner directly, instead queries or concerns should be sent to the Head of QuEST quest@uws.ac.uk. Further information on external examining can be found in Chapter 6 of the Quality Handbook and annual external examiner reports are published for students under the Student Services section of the UWS Student App.

### 2.4 Involvement with the Students’ Union

There are various opportunities to become involved in the Students’ Union the specific detail of which is detailed within the Union’s Constitution [https://www.uwsunion.org.uk/union/constitution/](https://www.uwsunion.org.uk/union/constitution/)

The **Executive Committee** is the political leadership of the Union and membership consists of:

- Four Elected Sabbatical Officers - President, Vice President Education, Vice President Student Development and Vice President Welfare and Wellbeing;

There is also the opportunity for students to be appointed as Student Trustees on the Union’s **Board of Trustees**, which is responsible for the management and administration of the Union [https://www.uwsunion.org.uk/union/bot/](https://www.uwsunion.org.uk/union/bot/)

Membership of the Board consists of:

- Four elected Sabbatical officers;
- Four Student Trustees who are appointed;
- Four Lay (external) Trustees who are appointed

The Executive Committee and the Board of Trustees are the main decision-making bodies of the Students’ Union.

**Social Representation:** There are several other opportunities for social representation by students via involvement in Students’ Union activities.

These include involvement in the following groups and/or activities:

- Liberation Groups:
  - Black & Minority Ethnic (BME)
  - Care Experienced Students
  - Disabled Students
  - Women’s
  - Lesbian, Gay, Bi-sexual, Trans (LGBT) +

For more information on becoming involved in the Students’ Union, students should contact the Student Representation and Policy Coordinator, [ash.watkins@uws.ac.uk](mailto:ash.watkins@uws.ac.uk).
3 COMMUNICATION, TRAINING AND SUPPORT

3.1 Student Representation Communication Mechanisms

Student reps will be able to communicate with each other and the Students' Union via the Students Rep Teams Group. The Students’ Union also provides communication channels that enable student reps to communicate with their cohorts in order to gather and provide feedback.

Student reps are expected to use their Banner ID email accounts at all times, specifically, they will use this email account when contacting any member of the University community if they choose not to do this through channels described above.

Student reps should be familiar with the requirements of the University’s Data Protection Code of Practice https://www.uws.ac.uk/about-uws/compliance/information-records-management/data-protection/

3.2 Training for Student Reps

It is necessary for all student representatives to acquire the necessary knowledge and skills to undertake this important role and to understand the purpose and benefits to be derived from fulfilling this role.

Rep training is conducted online in two parts - one online self-directed study module and one virtual session with a trainer. Reps will be automatically enrolled onto the online Rep Training module on MyUWS. The live sessions with the trainer will be available to sign up for, with the first round being held between the 3rd and 21st of October. For further information please contact claire.lumsden@uws.ac.uk.

There will be an opportunity for some UWS students to become involved in training activities alongside the Student Representation and Training Co-ordinator for the institution.

The SFC encourages institutions to continue to work on student participation, with support from sparqs, as it develops its focus to assist institutions and student associations to fully engage students as equal partners in creating a learner-centred experience.

Additional student representative training can be provided on request; for further information about the training events or online training packages please contact the Student Union’s Student Representation and Training Coordinator, claire.lumsden@uws.ac.uk.

3.3 Student Rep Conference and Networking Sessions

Student Rep Training and Networking Sessions are solely for participation by student reps.

For session 2022/23, the initial online dates for training and networking are communicated to reps via Moodle and updates can be found at https://www.uwsunion.org.uk/representation/studentreps/resources/.

For further information about the Student Rep Training and Networking Sessions, please contact claire.lumsden@uws.ac.uk, the Student Representation and Training Coordinator.

3.4 Guidance for Staff
Further information for staff on the system of student representation can be found here https://www.uwsunion.org.uk/pageassets/representation/studentrepresources/Student-Reps-at-UWS-Staff-Guide-2022-2023.docx

4 CALENDAR OF DATES

Please refer to The UWS website for Term dates for academic session 2022/23 https://www.uws.ac.uk/current-students/supporting-your-studies/term-dates/  

Please refer to https://www.uwsunion.org.uk/whatson/ for the Students’ Union’s Calendar of Dates for session 2022/23.

5 USEFUL CONTACTS

<table>
<thead>
<tr>
<th>UWS Students’ Union</th>
<th>UWS</th>
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<tbody>
<tr>
<td>Ash Watkins, Student Representation and Policy Coordinator <a href="mailto:ash.watkins@uws.ac.uk">ash.watkins@uws.ac.uk</a></td>
<td>Helen McLean, Interim Head of QuEST Email: <a href="mailto:nina.anderson-knox@uws.ac.uk">nina.anderson-knox@uws.ac.uk</a></td>
</tr>
<tr>
<td>Claire Lumsden, Student Representation and Training Coordinator <a href="mailto:Claire.lumsden@uws.ac.uk">Claire.lumsden@uws.ac.uk</a></td>
<td>Donna Taylor, QuEST, Senior Quality Enhancement Officer, Email: <a href="mailto:donna.taylor@uws.ac.uk">donna.taylor@uws.ac.uk</a></td>
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</tbody>
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Student Partnership in Quality Scotland (sparqs)

sparqs
12a Union Street
EDINBURGH
EH1 3LU
Telephone No: 0131 622 6599
www.sparqs.ac.uk
info@sparqs.ac.uk
## STUDENT REPRESENTATION ON SENATE COMMITTEES

The University is committed to student engagement in appropriate committees of the University (see the Student Partnership Agreement).

University and School Committees with Student representatives are listed below. A number of the student representative slots are filled by the elected sabbatical officers, but some Committees and Boards require representatives to be elected.

This guide has been produced by the Court and Senate Office and the Union to support the nomination and election of student representatives.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Student representation</th>
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<tbody>
<tr>
<td>Senate</td>
<td>Members appointed by being elected by the students of the University</td>
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<td></td>
<td>Up to five members nominated by the Students’ Association, with one place reserved for a registered PGR student.</td>
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<tr>
<td>EAC</td>
<td>Union Vice President Education (ex-officio)</td>
</tr>
<tr>
<td></td>
<td>One sabbatical Officer nominated by The Union</td>
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<tr>
<td>REAC</td>
<td>Two members elected from amongst the PGR student population</td>
</tr>
<tr>
<td>School Board</td>
<td>Student representatives (up to two elected from a School-wide constituency of taught programmes);</td>
</tr>
<tr>
<td></td>
<td>One PGR student elected from amongst the PGR students in the School;</td>
</tr>
<tr>
<td>Divisional Programmes Board</td>
<td>Student representatives (up to two elected from a Division-wide constituency of taught programmes);</td>
</tr>
<tr>
<td>Student Staff Liaison Group</td>
<td>Student representation from the programme</td>
</tr>
<tr>
<td>University Academic Integrity and Ethics Committee</td>
<td>One sabbatical officer nominated by the Union</td>
</tr>
<tr>
<td>Doctoral College Board</td>
<td>Two students elected from amongst the PGR population</td>
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<tr>
<td>Student Partnership Forum</td>
<td>Union President – Co Chair</td>
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<td></td>
<td>Union Vice President Education</td>
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<td></td>
<td>Union Vice President Student Development</td>
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<td>Union Vice President Welfare &amp; Wellbeing</td>
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<tr>
<td></td>
<td>One PGR student representative (elected from amongst the PGR enrolled student population)</td>
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<tr>
<td>Committee</td>
<td>Members</td>
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<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Academic Quality Committee</td>
<td>Union Vice President Education (ex-officio)</td>
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<tr>
<td></td>
<td>School Officers (co-opted), one Officer from each School to be nominated to attend each meeting</td>
</tr>
<tr>
<td>Equality Diversity &amp; Inclusion Committee</td>
<td>Two sabbatical officers nominated by Student President</td>
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<tr>
<td>Senate Disciplinary Committee</td>
<td>Two sabbatical officers nominated by the Union</td>
</tr>
<tr>
<td>Senate Appeals Committee</td>
<td>Two sabbatical officers nominated by The Union</td>
</tr>
<tr>
<td>Senate Regulations Committee</td>
<td>Union Vice President Education (ex-officio) Two representatives from the Union</td>
</tr>
<tr>
<td>Honorary Awards Committee</td>
<td>Union President</td>
</tr>
</tbody>
</table>

**Nomination and election of School Board representatives**

All enrolled students in the School (PG and UG) are eligible nominate themselves for election as School Board representatives. PGR students in the School are excluded as they have a separate opportunity for representation.

The election will be conducted in partnership with the Union.

**Nomination and election of Divisional Programme Board representatives**

All enrolled students in the School (PG, UG and PGR) are eligible nominate themselves for election as Divisional Board representatives.

The election will be conducted in partnership with the Union.

**Nomination and election to REAC and Doctoral College Board.**

The Doctoral College and the Union will liaise to conduct the elections from amongst the PGR student population.

**Period of appointment for student representatives**

Unless otherwise stated in Committee’ terms of reference, the period of appointment is normally two years with eligibility for re appointment for a second term.