

# **ACADEMIC REP HANDBOOK**

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**A GUIDE FOR STAFF**

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# Welcome to the world of academic representation.

If you're reading this, you've likely been tasked with responsibility for supporting academic representation in your department, which may include a big part in the effective running of Staff-Student Committees (SSCs). Don't panic, that's where this handbook, and the staff team from the Students' Union who created it, come in.

We're going to take you through what academic representation is and how we got to where we are, what your reps are supposed to do, what you're supposed to do, and the responsibilities of SU staff and how we fit into the picture.

Whether you're new to this role or not, you'll need to read this – a lot has changed in a year.

# HELLO FROM SHREY

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## Help us represent your students' best interests!



**Greetings beloved members of staff, I'm Shrey, the VP Education at Royal Holloway Students' Union.**

The transition back to in-person university experience has fabricated the most rapidly changing year at Royal Holloway – which would have been impossible without the enthusiasm from staff members like you who've helped make real differences to our academic life through promoting the student voice.

Mindfully, our biggest challenges are yet to come. Since we are in a rapid reactive environment with student needs changing every day, we need our representation system to stand stronger than ever. A lot of changes observed this year will determine the future of Royal Holloway for the next decade, as per my observations in the College committees.

We are aiming for the greatest year of Academic Representation yet, for which I ask your support to bridge student voices. We are piloting a new representation system for an efficient student voice delivery with lots of exciting opportunities for our reps, from interactive online training to development workshops and a revamped recognition system.

Our academic reps will constantly be given opportunities to lead University-wide campaigns with me – as well as immersing themselves in national debates around higher education. We facilitate the personal development of the students alongside supporting their work as academic reps, so if you are interested in anything we do to provide new opportunities or have any ideas of anything you would like to see or be involved in, please [drop me an email](#). We also host termly networking sessions for our key contacts in Academic Representation which are a great opportunity to catch up and share best practice with colleagues.

Staff members are truly the champions of the rep system, alongside the personal development of the academic reps, they contribute to the constructive discussions around academic life here at Royal Holloway.

Thank you again for your enthusiasm and commitment to being involved with academic representation on campus, I'm looking forward to working alongside you during the year. If you have any questions, ideas or would simply like a chat, please do get in touch.

**Shrijeet Shrey**  
**VP EDUCATION**

# SUPPORT FOR STAFF

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**Supporting you to undertake this role is paramount for us and there are several ways we will be doing this.**

Our Academic Communities Coordinator will be facilitating a forum for key contacts to share best practice, be kept in the loop with upcoming developments, and to allow you the opportunity to shape academic representation as we move forward.

The Student Voice Manager will be producing briefings throughout the year, covering both local and national policy developments (and their implications for the Students' Union).

All of this, alongside a host of other information and key resources, is available through the Staff Hub located on the SU website. And, of course, any of the team below are available by email whenever you need us.

## >> KEY CONTACTS

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# ACADEMIC REPRESENTATION AT ROYAL HOLLOWAY

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## **It's going to be another big year, and we can't wait to get started!**

Last year saw a stellar year for the academic representation system, and thanks to your hard work and that of your colleagues, it started off really well.

We elected academic reps online, taking a ton of work off the shoulders of reps and staff at one of the busiest times of the year. We also carried out a new year-round training scheme for reps to develop both their understanding of the students they represent, as well as develop their own professional skills.

And, for staff, we started holding semi-regular networking sessions, allowing our key contacts to meet up, share best practice and get key updates from us in the Students' Union.

This year, we're focusing on making everything bigger and better, we're switching it up and allowing course reps to sign up instead of being elected. We're championing Collectives - autonomous bodies for underrepresented groups - and we're developing our recognition schemes for both staff and reps.

### **Our Partnership Agreement**

Academic representation is governed by a Partnership Agreement, signed by both the Students' Union and College, which sits within the Memorandum of Cooperation (that basically allows the SU to do the stuff it does).

The Partnership Agreement, which can be found on the staff hub on our website, aims to ensure a strong understanding between the Students' Union and the University regarding the expected roles of both parties within academic representation. The agreement also includes proposed roles and responsibilities for all levels of academic representatives.

It is highly recommended that you read through the agreement before you engage in the system at the start of the term, and it will be included in the first Staff-Student Committee (SSC) of the year.

# WHAT IS ACADEMIC REPRESENTATION?

## It's pretty simple really.

The definition we've agreed with the College, which nicely aligns with the new UK Code for Quality Assurance, is as follows:

**“The purpose of academic representation is to achieve positive change that improves the educational experience of students at Royal Holloway University and engages students as partners in the development, assurance and enhancement of their learning.”**

And we've got a set of principles that sit underneath our purpose to ensure that academic representation can add value above and beyond the other forms of student feedback seen at Royal Holloway.

**Representatives are** engaged as partners in the co-creation of developments and solutions to problems. The relationship should be transformational rather than transactional, which will lead to greater buy-in from the student body.

**Representatives are** involved in an ongoing dialogue about opportunities (and challenges) that provide the chance to educate and build understanding about competing interests, multiple demands on resources and/or the complexity of particular issues.

**Representatives are** utilised to foster and build that understanding among the wider student body.

**Representatives are** willing and able to build pressure and enhance accountability where problems aren't resolved effectively – using all of their influence and access to power structures to create change that will benefit their peers.

**Representatives are** able to provide context surrounding issues and problems, helping to establish the depth of feelings about certain issues. Sometimes it's right to prioritise the issue that affects a small number of peers deeply rather than one that affects the majority to a lesser extent.

**Representative roles** provide outstanding leadership and development opportunities. For some students, this will be their first opportunity to engage in formal meetings, read agendas and minutes, and to seek to influence policy decisions. These positions can help to develop leadership and communication skills as well as encourage active citizenship.

You'll see later on how everyone has a part to play to ensure that these principles are met.

# WHAT DOES ACADEMIC REPRESENTATION LOOK LIKE?

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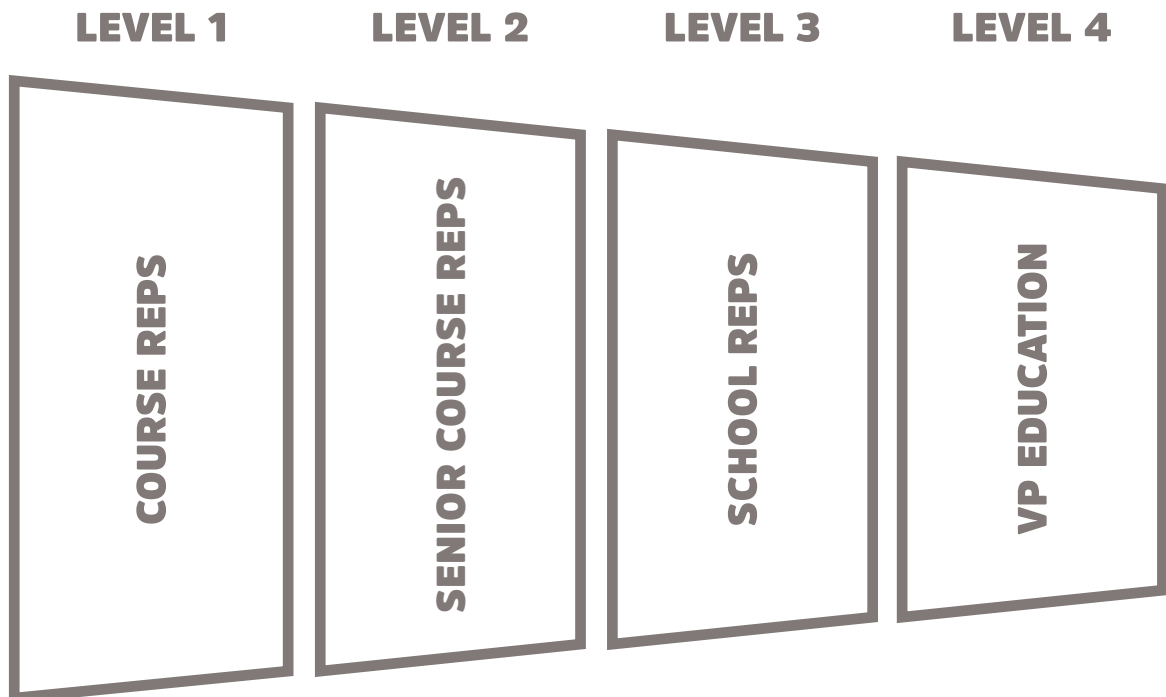
## Academic representation at Royal Holloway takes various forms.

A number of platforms exist on campus to ensure effective academic representation such as course reps, department reps and school reps, but you might also come into contact with academic societies, the Vice President Education, a College Council rep and/or our Education Executive.

### >> ACADEMIC REPRESENTATIVES

Academic representatives are the most prominent example of academic representation. Their main role is to gather feedback on the academic experience from their cohort, act upon any experiences that can be changed, and ensure that positive commendations are passed on to the relevant staff members and put into practice throughout the department.

Academic representation takes place over four levels:





## >> COURSE REPS

Course reps are crucial to the success of academic representation. They form the bulk of the representative body and are your people on the ground. They are expected to provide you with **positive experiences and commendations** for staff members, alongside areas for improvement. They should also be communicating any updates to students, particularly after an SSC, and they may need your help with this. There should be course reps at **every level of study**. You can see their role description towards the end of this handbook (appendix A).

We recommend that there is normally one course rep for every 50 students (not including the department rep). This is just a basic guideline.

You should have a conversation with the SU's Student Voice team before the start of the academic year to talk through how we have calculated these numbers, and whether there are any specific rep roles you require within your department (e.g. Joint Honours Rep).

## >> SENIOR COURSE REPS

Overseeing the course reps within a department, senior course reps regularly meet with and gather feedback from course reps. They exercise influence at a department level, contributing to Periodic Departmental Reviews and the Annual Reviews. They are also the Chair of the SSC (at their level of study i.e. undergraduate or postgraduate), working with key contacts to develop agendas and papers, and ensuring that meetings are constructive and effective.

## >> SCHOOL REPS

School reps are the highest level of voluntary posts within the academic representation structure. There is **one post per school**, and they are tasked with ensuring the views of the students are represented at school level meetings. They work closely with department reps within their school and report up to the VP Education.

## >> VP EDUCATION

The **VP Education** represents the highest level of academic representation. As a full-time, paid Sabbatical Officer, this position is occupied by a current student or a graduating student. They are elected via an all-student vote and are in post for one year. They can hold the position for a maximum of two years and must be re-elected to continue. VP Education runs campaigns and initiatives across campus, and uses the information gathered from academic reps, to inform decision making at top level College committees.

### Academic reps & peer guides: what's the difference?

Within your department, you'll likely have some peer guides helping in the first six weeks of the Autumn Term, but it's really important that this role is not confused with academic reps. Peer guides perform a purely pastoral/mentoring role, helping new students (who opt in to the scheme) to settle into university life, getting them from A to B, checking in on them when homesickness kicks in, or signposting them to the relevant support services on campus.

Academic reps, as you've read above, are for all students to contact throughout the year, in a purely representational role. Elected by their peers, these reps represent the views of their peers within an educational setting, coming to the department with feedback on the modules, courses and programmes being undertaken. They are trained to signpost students to the relevant professional services, should a student need to access them, but are not expected to deal with the pastoral side of university under their role as an academic rep.

# THIS ALL SOUNDS GREAT – WHERE DO I COME IN?

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**There should be at least two different staff members involved in academic representation – academic staff and school managers or other admin staff – which means there are two different roles to understand.**

## >> ACADEMIC STAFF

Academic staff are responsible for actioning and developing the delivery of the academic representation system within their department. Working closely with school managers and the Students' Union you should:

**Ensure that every student** on every programme within the department has access to a named course rep, in conjunction with the department manager.

**Encourage students to participate** in rep elections, and provide the time/space to do so (where possible).

**Actively facilitate opportunities** and tools for course and department reps to communicate with the students that they represent.

**Use the Students' Union system** to log examples of positive changes that have resulted from students' feedback and/or the work of academic reps (guidance will be published on our website).

**Support and develop** academic representation within the department and foster an environment whereby reps are valued, supported and encouraged to submit feedback.

**Help raise the profile** of the academic representation system overall, and course and department reps within the department.

**Proactively communicate** with their course and department reps about relevant information from the department, such as any issues, developments, meeting dates etc.

**Maintain effective communication** with the Students' Union, ensuring key messages are cascaded within departments and the SU as appropriate.

## >> SCHOOL MANAGERS

School Managers are responsible for the operational and administrative delivery of the academic representation system within the department. Working with department administrators, school managers should:

**Ensure that SSC meetings** are organised in a timely manner and that the meetings are conducted effectively, with minutes circulated and outcomes communicated as soon as possible.

**Ensure that every student** on every programme within the department has access to a named course rep, in conjunction with the academic lead.

**Maintain a record of course reps** within the department and liaise with the Students' Union if they become aware of any changes or inaccuracies.

**Support and develop** academic representation within the department and foster an environment whereby reps are valued, supported and encouraged to submit feedback.

**Help raise the profile** of the academic representation system overall, and course and department reps within the department.

**Maintain effective communication** with the Students' Union ensuring key messages are cascaded within the department and the SU as appropriate.

It is appreciated that, in most cases, administrators will be secretaries to SSC meetings but school managers will generally be responsible for delegating work to the administrators. Administrators should follow the approved College procedures and templates for minuting of SSC meetings which can be found on the webpage of the Academic Quality and Policy Office.

These role outlines are just the basic level – if you want to do more, please get in contact and we can organise some other great stuff!

## >> HEADS OF DEPARTMENT

Heads of department and heads of school also play a part in the process. They are ultimately accountable for the delivery of the academic representation system and should play a large role in the promotion and cultural investment within the system. As a part of this, they should also cascade information to both academic and administrative staff.

## >> HOW CAN YOU SUPPORT REPS?

If you believe a rep is struggling within their role, you can let us know and we'll invite them in for a catch-up. From there we'll either offer them extra support or they will be able to resign from their position. Students will also be able to undertake this, but to qualify there will need to be at least 10% of the cohort signing their name against a concern(s).

# WE'VE GOT YOUR BACK

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**Alongside the College, the Students' Union has oversight of the entire system which means we are able to help you at any point with any aspect of academic representation (and wider educational issues).**

With full-time members of staff solely dedicated to academic representation working alongside the VP Education, there are others within the Students' Union who support the system at various levels.

### **Academic Communities Coordinator**

Our Academic Communities Coordinator should be the key contact for queries surrounding the academic representation system within your department. They will be responsible for the delivery of elections and training reps.

### **Student Voice Manager**

The Student Voice Manager has overall responsibility for the delivery of academic representation and elections across the Union, including academic rep elections in October. This role will focus more on the creation and development of policy, and will be supporting the school reps with their campaigns. This role has oversight of all democratic practices and campaigns.

### **Head of Membership Engagement**

The Head of Membership Engagement has oversight of all the student-facing activities run by the Students' Union. This includes academic representation, clubs and societies, and the Advice Centre. Working closely with the VP Education, this role engages at a College level, meeting regularly with Prof. James Knowles.

## >> REP TRAINING

Each year, we train your course and department reps before they step into an SSC to give them a good grounding in what they should be up to, and what to expect in the meeting. The training will cover the basics of feedback, recognition, representation, expectations and more!

We'll also be running a few extra training sessions covering a variety of topics through the year to constantly offer development opportunities for all of our reps. You can head to the Rep Hub to see the training sessions we're running this year.

## >> HOW WE SUPPORT YOU

Our team supports both academic reps and staff in different ways. Below we've broken this out into an easier to digest format.

### Supporting reps

**We will:**

Ensure they are fairly elected through online elections and promote course rep sign-ups with targeted communications to ensure maximum take-up.

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Effectively prepare them for their duties and empower them to work with their department to make positive change within their department.

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Provide them with a year-round programme of training and development, which includes one-to-one support and career development opportunities to increase their chances of getting that dream job once they graduate.

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Give them the tools they need to create real change around campus.

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Record all achievements, successes and changes, and shout about them as loud as possible.

### Supporting staff

**We will:**

Run the online elections for all academic representatives across all levels. We will do this through our website using a single transferable vote (STV) system – more on that later.

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Keep a record of all academic representatives and will share the details with departments.

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Host termly catch-ups with all department key contacts to make improvements to the system, share best practice and create a space for honest talk.

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Endeavour to be available to you and your department when you need us, whether that be to attend meetings, to solve any SU issues or to talk through any ideas you have.

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Track and analyse the diversity of the representatives within each department, and across campus, to ensure every student is effectively represented and, where things are not representative, we will work with you to put a plan into place.

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Keep you in the loop with all developments, from all corners of campus, to create a culture of representation.

# WE LOVE DEMOCRACY

## Elections are our thing. We love a little bit of democracy.

We're going to be electing department reps in term one. Any reps not elected through our online system will not be counted. Course reps will sign up through an online form this year and be counted as reps once they have attended online training.



## >> DEMOCRACY TIMELINE

The Course Rep recruitment period will take place from September, but there's a lot of work that goes on behind the scenes. Here's how it will happen this year:

ACTIVITY	ACTION	DATE	RESPONSIBLE
<b>Promotion</b>	SU to provide collateral to departments. SU to attend lectures to brief students.	Begin from September	Sabbatical Officers Lauryn Fleming Phill Dowler
<b>Recruitment Opens</b>	SU to provide guidance on the process to departments. Sign ups open to students.	W/C 12 September - 16 October	Lauryn Fleming Phill Dowler
<b>Recruitment Closes</b>	SU to provide recruitment updates to staff	Week 4	Lauryn Fleming
<b>Induction</b>	SU to train all reps. SU to provide content of training to departments. SU to create directory page on the website so all students can see reps.	17 October - 30 October	Lauryn Fleming
<b>SC meetings commence</b>	Departments to conduct SSC meetings and send minutes through to SU. SU to inform staff and Senior Course Reps of confirmed Course Reps.	Week 6 onwards	Department key contacts

## >> SINGLE TRANSFERABLE VOTE (STV)

SU elections work a little differently to standard general elections. Rather than using the first past the post (FPTP) system, we use single transferable vote (STV). With STV, students will be asked to rank candidates in order of preference.

When we count the votes, there will be a number of “rounds” - after the first count we'll be able to see which candidate is the least popular. But the people who voted for that candidate haven't wasted their vote, because their votes will now be given to their second choice. This process continues until either there is one candidate remaining, or a candidate reaches a majority.

### LET'S CHECK OUT AN EXAMPLE.

Only relevant for the School Rep elections which take place in Term 2.

There are four candidates running for President - Colossus, Queen Victoria, Jane Holloway, and Thomas Holloway, the living statue.

After the votes are counted, the breakdown is as follows:

**Colossus - 20**  
**Queen Victoria - 5**  
**Jane Holloway - 15**  
**Thomas Holloway - 10**

Whilst Colossus has the most votes, they only have 40% of the overall vote, which means that 60% of voters are unhappy. But with STV, the least popular candidate is eliminated, which in this case is Queen Victoria. Queen Victoria voters listed Jane Holloway as their second choice, and so their votes now go to her.

This is what the second round of counting looks like:

**Colossus - 20**  
**Jane Holloway - 20**  
**Thomas Holloway - 10**

This leaves Thomas Holloway as the least popular candidate, and his votes, in accordance to their second choice, also go to Jane Holloway.

The next round of voting looks like this:

**Colossus - 20**  
**Jane Holloway - 30**

Now that we have a candidate with a clear majority, we can declare a winner!

#### **Winner: Jane Holloway**

Whilst Jane didn't receive the most first choice votes at the start of the election, STV has been able to calculate that she would be the most representative candidate. Now naturally STV is slightly more complicated than this, as not every voter for one candidate will have the same second choice, but that's the general idea!

# WE RECOGNISE YOU

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**In order to recognise the amazing work being done by staff and course reps across campus, we've developed two brand new recognition schemes that will allow for good work to be recorded all year round!**

## >> FOR STAFF

We know that being in an SSC can be really frustrating. You give your all, guide discussions and try to get reps to be positive, and sometimes it goes completely unnoticed and you leave feeling like you can't do anything right. We want to create a culture of recognising what's great and making sure that everyone knows about it, so then they can do it too! Some things might not be relevant for everyone, but imagine if a colleague from Science came up with a brilliant idea for their personal tutor meetings that boosted engagement; you'd want to know what they did to make students turn up, right?!

The best thing about our system is that we aren't limiting it to academic staff. You can nominate anyone, they just have to have an employment contract with the University. We're talking bus drivers, catering staff, Student Services, administrators, management, Estates - you name it, they can get it.

**There is one criterion, and it's pretty simple:**

**All nominations must clearly demonstrate that the actions of the nominee have made a positive impact on student life at Royal Holloway, University of London, and in doing so, they have embodied the values of RHSU.**

All nominations will be monitored by student representatives, and then the nominee will get a mug and certificate for being great - and we'll sing your praises for a bit too! You'll also be put up on our website for people to see all year round!

## >> FOR REPS

We want to drive reps to want to do good work. This year, we'll be re-launching a refreshed development programme. We'll also be awarding a prize for Rep of the Month, with winners chosen by the Sabbatical Officers through the Your Impact submissions reps send in. You can find more information about this on the Staff Hub on our website.



# CHANGES TO THE STAFF-STUDENT COMMITTEE

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**Staff-Student Committees (SSC) are just one platform aimed at achieving positive change which improves the educational experience of students, and engages students as partners in the development, assurance and enhancement of their learning.**

To ensure consistency and effectiveness across departments, a Terms of Reference for the committee have been approved by Academic Board:

- 1.0** To close the feedback loop within Departments.

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- 1.1** To review actions from previous meetings and escalating any outstanding actions as necessary.

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- 1.2** To track the development of actions in the Department's Annual Review.

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- 2.0** To facilitate effective communications.

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- 2.1** To receive a verbal update from the Department which reflects on previous weeks as well as looking ahead to forthcoming weeks. It may include updates on resources, assessment and feedback, learning and teaching methods, activity updates, opportunities, and any wider College information.

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- 2.2** To receive a verbal update collated by the Academic Reps. It may include positive feedback on what is working well, resource issues, assessment and feedback, learning and teaching methods.

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- 3.0** To secure positive change.

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- 3.1** To provide an explicit opportunity for staff and students to make suggestions for improvement to Departmental life.

The committee minutes should be sent to the Departmental Teaching and Learning Committee. The SSC Secretary should follow the approved College procedures and templates for minuting of SSC meetings which can be found on the webpage of the Academic Quality and Policy Office.

There should be three SSCs a year, with one taking place in term one, and the remaining two taking place throughout term two and three. If meetings in term three do not produce good attendance, many departments have started running two in term two instead. This is a good idea, but please ensure that there are clear reporting pathways in place if issues arise in term three.

SSCs will be chaired by the department rep, at their level of study. As a staff member, you should be ensuring sufficient communication takes place between the department rep, other key contact(s) and the rest of your department (where necessary). This includes allowing access to department level committees (as appropriate) and their involvement in any changes in provision that may happen throughout the year.

And for those of you wondering why we're using the term Staff-Student Committee, instead of Student-Staff Committee, it's to avoid confusion internally with our student staff!

# APPENDIX A: ROLE DESCRIPTIONS

## COURSE REP

<b>Title</b>	Course Rep
<b>Selection</b>	Self sign-up.
<b>Purpose</b>	To effectively represent students' academic interests at programme level. To create change at programme level that improves the academic experience of students. To escalate any issues that exist beyond your programme.

### Accountabilities

The Course Rep position plays a key role in improving students' academic experience. You'll be accountable for:

- a) Proactively and effectively gathering feedback from students that you represent – building up an understanding of what is working well and what could be improved.
- b) Exercising influence through a range of relationships, networks and meetings to achieve positive change on behalf of the students you represent.
- c) Communicating progress and the outcomes of feedback to students – to ensure they understand what has, and will, happen as a result of their feedback.
- d) Escalating issues that affect students beyond your programme.
- e) Acting as a positive ambassador for the Students' Union and academic reps.

### Responsibilities and Duties:

In order to fulfil these accountabilities, you will be expected to:

- a) Ensure that you connect with all students that you represent and present a balanced view.
- b) Engage with underrepresented and hard to reach students, actively seeking out minority voices and representing them.
- c) Attend Staff-Student Committee (SSC) meetings and prepare effectively for those meetings by reading agendas, minutes and papers, and putting important items on the agenda.
- d) Maintain strong ongoing relationships with your programme leader/manager/head, and provide regular input about what is working well and what could be improved.
- e) Work in partnership with staff within your programme and department to co-create solutions and positive developments that will benefit students.

f) Where applicable, work with the senior course reps to actively engage with, and participate in, Periodic Departmental Reviews.

g) Work together with students, university staff and the Students' Union to ensure the success of the Academic Representative system.

Skills, Experience and Qualities	Essential	Desirable
Excellent communication skills – ability to listen and represent views effectively.	✓	
Willingness to learn and build a good understanding of education policy issues.	✓	
Commitment to diversity, equality and inclusion along with a willingness to proactively seek out voices that are underrepresented.	✓	
Ability to use technology and social media to network effectively with other students.		✓
Willingness to get involved and represent students' academic interests.	✓	

# APPENDIX B: ROLE DESCRIPTIONS

## SENIOR COURSE REP

<b>Title</b>	Senior Course Rep
<b>Selection</b>	Self sign-up.
<b>Purpose</b>	<p>To effectively represent students' academic interests at department level.</p> <p>To create change at department level that improves the academic experience of students.</p> <p>To engage course reps within your department, support them and identify where issues are department-wide.</p> <p>To escalate any issues that exist beyond your department.</p>

### Accountabilities

The Senior Course Rep position plays a key role in improving students' academic experience. You will be accountable for:

- a) Proactively and effectively gathering feedback from course reps – building up an understanding of what is working well and what could be improved across your department.
- b) Exercising influence at department level through a range of relationships, networks and meetings to achieve positive change on behalf of the students you represent.
- c) Communicating progress and the outcomes of feedback to course reps and students in your department – to ensure they understand what has, and will, happen as a result of their feedback.
- d) Escalating issues that affect students beyond your department.
- e) Acting as a positive ambassador for the Students' Union and academic reps.

### Responsibilities and Duties:

In order to fulfil these accountabilities, you will be expected to:

- a) Ensure that you connect with, and regularly meet, course reps within your department and present a balanced view based on their feedback.
- b) Engage with underrepresented and hard to reach students, actively seeking out minority voices and representing them.
- c) Chair Staff-Student Committee (SSC) meetings and prepare effectively for those meetings by working with key University contacts to develop agendas and papers, and ensure that agendas reflect key issues.
- d) Contribute to Periodic Departmental Reviews, where applicable, ensuring engagement and attendance of course reps in order for them to present a comprehensive and balanced view.

- e) Undertake the role of Curriculum Consultant, working with departments and the College to provide feedback on, and validate, new courses.

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- f) Work in partnership with staff within your department to ensure the outcomes of annual reviews are implemented and ensure its inclusion in the SSC agenda.

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- g) Attend other department level meetings as appropriate.

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- h) Maintain strong ongoing relationships with your head of department, department manager and other key university contacts, and provide regular input about what is working well and what could be improved.

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- i) Work in partnership with staff within your department to co-create solutions and positive developments that will benefit students.

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- j) Provide feedback and share best practice with other senior course reps, course reps and school reps.

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- k) Work together with students, University staff and the Students' Union to ensure the success of the Academic Representative system.

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<b>Skills, Experience and Qualities</b>	<b>Essential</b>	<b>Desirable</b>
Excellent communication skills – ability to listen and represent views effectively.	✓	
Basic understanding of education policy issues and willingness to learn more.	✓	
Commitment to diversity, equality and inclusion along with a willingness to proactively seek out voices that are underrepresented.	✓	
Ability to use technology and social media to network effectively with other students.		✓
Experience of leading others, either at Royal Holloway or elsewhere.		✓
Ability to motivate and inspire other reps and support them to thrive.		✓
Willingness to get involved and represent students' academic interests.	✓	

# APPENDIX C: ROLE DESCRIPTIONS

## SCHOOL REP

<b>Title</b>	School Rep
<b>Selection</b>	Elected by students within your school.
<b>Purpose</b>	<p>To effectively represent students' academic interests at school level.</p> <p>To create change at school level that improves the academic experience of students.</p> <p>To engage senior course reps within your school, support them and identify where issues are school-wide.</p> <p>To escalate any issues that exist beyond your school.</p>

### Accountabilities

The School Rep post plays a key role in improving students' academic experience. You'll be accountable for:

- a) Proactively and effectively gathering feedback from senior course reps – building up an understanding of what is working well and what could be improved across your school.
- b) Exercising influence at school level through a range of relationships, networks and meetings to achieve positive change on behalf of the students you represent.
- c) Communicating progress and the outcomes of feedback to senior course reps, course reps and students in your school – to ensure they understand what has, and will, happen as a result of their feedback.
- d) Escalating issues that affect students beyond your school.
- e) Acting as a positive ambassador for the Students' Union and academic reps.

### Responsibilities and Duties:

In order to fulfil these accountabilities, you will be expected to:

- a) Ensure that you connect with, and regularly meet, senior course reps within your school and present a balanced view based on their feedback.
- b) Ensure that you support senior course reps in engaging with, and contributing to, departmental level initiatives, such as Annual Reviews.
- c) Engage with underrepresented and hard-to-reach students, actively seeking out minority voices and representing them.
- d) Attend school level meetings, such as School Education Committee and School Board.
- e) Maintain strong ongoing relationships with your head of school and other key University contacts, and provide regular input about what is working well and what could be improved.

- f) Work in partnership with staff within your school to co-create solutions and positive developments that will benefit students.

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- g) Attend and provide feedback at Education Executive to share best practice with other school reps.

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- h) Ensure that positive changes are logged, recognised and celebrated.

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- i) Work together with students, university staff and the Students' Union to ensure the success of the Academic Representative system.

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Skills, Experience and Qualities	Essential	Desirable
Excellent communication skills – ability to listen and represent views effectively.	✓	
Good understanding of education policy issues and willingness to learn more.	✓	
Strong ability to influence others and create change on behalf of others.	✓	
Commitment to diversity, equality and inclusion along with a willingness to proactively seek out voices that are underrepresented.	✓	
Ability to use technology and social media to network effectively with students.		✓
Experience of the Academic Representation system at Royal Holloway or elsewhere.	✓	
Ability to motivate and inspire other reps and support them to thrive.	✓	
Willingness to get involved and represent students' academic interests.	✓	



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