



UNIVERSITY OF
WINCHESTER

**STUDENT VOICE & REPRESENTATION POLICY
2024-2027**

Document Title	Student Voice & Representation Policy 2024-2027
Document Co-Authors:	Winchester Students' Union Executive Committee University of Winchester Student Experience Committee
Responsible person and Department:	(As above)
Approving Body:	Senate
Date of Approval:	June 2024
Date Effective From:	June 2024
Review Date:	June 2027 (triennially)
Indicate whether the document is for public access or internal access only Indicate whether the document applies to collaborative provision? (Strikethrough text, as appropriate)	Public Access Internal Access Only Applies to Collaborative Provision
SUMMARY/DESCRIPTION	
<p>This document, co-owned by the University of Winchester and Students' Union, sets out core principles of student voice and representation to guide the partnership between Students and the University and Students' Union. This policy's appendices include the Student-Staff Liaison Committee (SSLC) constitution, SSLC agenda template, and examples of good practice relating to Student Voice mechanisms and curriculum co-creation.</p>	

STUDENT VOICE & REPRESENTATION POLICY

Introduction to Policy

Together, the University and Students' Union are committed to maintaining high-quality and meaningful partnership and engagement with all students.

The policy sets out the core principles of student voice and representation to guide the partnership and engagement between Students, the University and the Students' Union. This approach to partnership working is outlined further in the [Student Charter](#).

Review

0.1 A review of this policy will be undertaken every three years.

1.0 Student Voice - Principles of Practice

'Student Voice' refers to the active engagement of students, through any means, in the development of their education and student experience. As set out in this Policy, Student Voice is actively encouraged and facilitated by the University and the Students' Union.

1.1 Creating opportunities for students

The University and Students' Union will create opportunities for all students to meaningfully engage with staff to feedback on and work in partnership to co-create their academic and student experience.

1.2 Embedding Student Voice

All students will have the opportunity to feedback on their university experience. The primary formal opportunity for Student Voice at a programme level is through the Staff-Student Liaison Committees. Further detail about these is set out in Section 5 of this policy. Opportunities to provide regular feedback at any level (e.g. programme, faculty, or university-wide) will be attentive to the diverse needs of students (e.g. providing digital alternatives or enabling anonymous responses; embedding feedback opportunities into timetabled sessions, etc.). Further guidance on good practice can be found in **Appendix 3**.

1.2.1 The University and Students' Union place great importance on the value of informal mechanisms for the development of positive student-staff partnerships, and the timely resolution of problems. Students are encouraged to speak directly to academic and/or support staff with any issues or concerns in the first instance. Staff are also encouraged to promote and facilitate informal mechanisms for feedback.

1.2.2 The University and Students' Union will actively seek student voice and feedback to inform student experience and engagement. Opportunities for student voice will be implemented at all stages of the student journey, including pre-enrolment and post-graduation.

1.3 Capturing Student Voice

The University and Students' Union recognise that effectively and accurately capturing student voice is crucial to ensure that policies and processes meet student needs and enhance their experience. It is recognised that there is no one-size-fits-all approach, and that a variety of mechanisms are required (e.g. online platforms, in-session discussion, polling, etc.) in order to reach and engage all students. Programme teams, departments and faculties, as experts on their cohorts, are encouraged to be creative and flexible in their approaches to capturing student voice.

1.3.1 Both the University and Students' Union recognise the risks and impacts of survey fatigue, and duly place limits on student surveys at Winchester. All new University-wide surveys must be approved by the relevant department Dean or Director.

The following surveys are to take precedent and should be considered when scheduling any other institutional survey: National Student Survey (NSS), programme and module level

feedback mechanisms.

Appendix 3 details methods of capturing student voice which may provide a suitable alternative to large-scale surveying.

1.4 Closing the Feedback Loop

Closing the feedback loop is crucial to ensure students know they are active partners, and that the University is responding to feedback. Therefore, all student voice feedback opportunity, student meeting, or survey should incorporate a built-in response element which will be communicated back to those students who participated, and the wider student cohort where relevant.

1.5 Training and Support

To ensure meaningful student feedback practices in our programmes and services are maintained, relevant staff training will be provided.

Winchester Students' Union will provide relevant training and support to student representatives.

Where appropriate, a University representative will be invited to be present at training to emphasise our partnership approach to Voice & Representation.

2.0 Student Representation at the University of Winchester - Principles of Practice

- 2.1 The University of Winchester and the Students' Union understand 'Student Representation' to refer to the efforts of the University and the Students' Union to ensure that the Student Voice is represented within its decision-making processes, such that students' experiences and views, through their representatives, are shaping their learning experience.
- 2.2 Normally any University-level Committees will include student representatives drawn from Winchester Students' Union elected Officers. The University will provide a full and complete list of all University Committees to Winchester Students' Union before the start of each academic year. Any new Committees set up in the future will follow these principles. Some University-level Committees may not require student representation. In these instances, this will be discussed with the Students' Union President.
- 2.3 The Students' Union is responsible for the administration and delivery of the Student Academic Representatives (StARs) scheme at the University of Winchester, and will work collaboratively with faculties and the University to ensure effective student representation is in place at all levels of the University's formal committee structure.
- 2.4 Student representatives may also be invited to participate in Working/Advisory/Task & Finish/Action/Strategy Groups or other informal groups set up by Committees to conduct discrete items of business (for instance, in preparation for programme revalidation events or consultation for setting up and validating new programmes).
- 2.5 Committees which concern academic experience and planning (such as Faculty Quality Committees) should seek to appoint student representatives from their relevant student cohort, including the current pool of Student Academic Representatives (StARs).
- 2.6 Student representatives on any committee should be adequately prepared to sit on these meetings and make full use of the papers shared in advance. Student representatives may request a briefing or informal pre-meeting with the Chair in advance of the first meeting, or throughout the year, to support their induction to the committee.

3.0 Student Representation - General Expectations

Please note: The information below is presented in table format which may present access difficulties for some people, e.g., users of screen readers. In anticipation of this, we have provided the information about '[Student Representation - General Expectations](#)' in an alternative format.

University Staff	Student Representatives	Students' Union
[3.1] In all committee meetings with student representation, student members are full and equal members of the committee, with voting rights identical to other members in decision making committees.		
[3.2] All committee members shall be guided by University practice in relation to committees, including expectations regarding conduct, attendance, and abiding by majority agreement.		
[3.3] Committees themselves, student representatives, and staff members present at SSLCs, and other bodies representing specific constituencies/cohorts of students are expected to provide timely feed back to the students via whichever platform(s) is (are) most appropriate. For example, via Student updates, Canvas announcements or at the beginning of lectures.		
[3.4] Where required, Chairs shall identify and place in a separate meeting, or on a restricted agenda, matters requiring confidentiality from student representatives.	[3.8] Student representatives shall engage with the committee in a meaningful way, making full use of the papers provided and making every effort to represent the opinions of their peers, even if these do not coincide with their own.	[3.12] The Students' Union shall provide training and ongoing support for student representatives, such that they understand their remit, and feel prepared to engage fully with their role.
[3.5] Committee chairs and secretaries shall actively seek and encourage input from student representatives on agenda items.	[3.9] Student representatives shall actively engage with efforts made by members of University and Union staff when arranging and finalising meetings and agendas.	[3.13] The Students' Union shall actively encourage and support student representatives to provide input on committee agenda items.
[3.6] To facilitate the democratic and equitable election of student representatives by their peers, which should involve a period of promotion and selection, and then communication of their appointment to the Students' Union.	[3.10] Student representatives may serve more than one term of office, without re-election. For continuity and quoracy, representatives will continue in the role into the following academic year until elections have been held.	[3.14] The Students' Union will facilitate the democratic election and/or appointment of student representatives (for committee membership beyond SSLCs).
[3.7] In the event of student representative withdrawal, Committee chairs will arrange for a replacement, via the outlined election process where appropriate, and inform the Students' Union.	[3.11] Students are encouraged to discuss any issues affecting their capacity to effectively engage in their role are encouraged to seek support from their Programme Leader. Student representatives wishing to withdraw from their role should contact the committee Chair.	[3.15] The Students' Union undertakes to (monitor student representative engagement, and) support the process of locating replacements in the event of withdrawal.

4.0 Student Academic Representative System

4.1 The Student Academic Representatives (StARs) scheme is a vital mechanism for facilitating the capture, representation, and actioning of students' experiences and views.

The success of academic representation is founded on a strong partnership between University staff, student representatives, and the Students' Union.

4.2 Student Academic Representatives shall be, as far as possible, democratically elected by their peers to represent their interests. While the exact process of StAR election may vary by cohort (e.g. an in-session show of hands, or a digital ballot), all election processes for representatives shall take into account the full diversity of the respective cohort, and take steps to ensure participation is equitable, especially for groups of students who engage in non-traditional ways (e.g. distance learners).

4.3 It is recognised that, occasionally, StARs may disengage following their election into the role, leading to issues with communication and quoracy. In these instances, the committee Staff Co-Chair or Programme Leader should contact the student about their engagement.

- 4.3.1 If a student representative misses two consecutive meetings, with no reason or apology given, or if other issues arise (such as interruption to studies, or not adhering to the Conduct Policy for Students), a replacement representative can be arranged (details to be sent to SU_Education@winchester.ac.uk).

4.4 Our Responsibilities

Please note: The information below is presented in table format which may present access difficulties for some people, e.g., users of screen readers. In anticipation of this, we have provided the information about '[Our Responsibilities](#)' in an alternative format.

University (Programme Teams)	Student Representatives	Students' Union
[4.3] Promoting the student representation system to all students, (with support from the Students' Union, and using Students' Union materials).		
[4.4] Abiding by the terms of the SSLC constitution, as set out in Appendix 1 . Amendments to this global constitution may only be made by agreement of the Student Experience Committee.		
[4.5] To engage in a professional and respectful manner, upholding the principles of partnership and collaboration.		
[4.6] Facilitating the election of StARs and selection of Staff representatives (including the Staff Co-Chair). Communicating the details of elected StARs to the Students' Union, and to Student Cohorts, by Week 3 of the first semester.	[4.10] Maintaining clear and open communication with Programme Teams and the Students' Union to facilitate (SSLCs), and support.	[4.13] To be responsible for the administration of the Student Academic Representatives (StARs) scheme.
[4.7] Providing a named contact for each SSLC to the Students' Union (e.g. SSLC Secretary), to enable communication around minutes, and to facilitate programme-level Union support.	[4.11] To receive training from the Students' Union, to prepare them for the roles of StAR and/or Co-Chair and Deputy Co-Chair.	[4.14] Supporting Programme teams with the election of StARs, where requested.
[4.8] Providing confirmation to the Students' Union at the start of the academic year of the grouping of individual courses into SSLCs, and identifying how many student representatives are required.	[4.12] To be a representative of the full diversity of their cohort's views when providing input as a StAR.	[4.15] Providing training and ongoing support to elected Student Representatives.
[4.9] Confirming the dates and times set for SSLCs to members, and the Students' Union, by no later than the first meeting of the year.		[4.16] Keeping an accurate record of StARs, and their engagement; to recognise and reward StAR contributions to the University community.

5.0 Student-Staff Liaison Committees (SSLCs)

5.1 Student Voice & Representation at SSLCs

Student-Staff Liaison Committees (SSLCs), a student-staff partnership at programme-level, play an integral role in the University's approach to Student Voice & Representation. The SSLC constitution has been developed jointly by the Union, University, and Student Representatives, to ensure productive, accessible, and inclusive meetings between students and staff take place, which promote effective dialogue and collaboration within programme communities.

5.2 SSLC Constitution

The SSLC constitution forms part of this Student Voice & Representation Policy and covers all matters pertaining to SSLC convention for all programmes, including requirements for membership and

frequency, the purpose and scope of such meetings, and expectations around outcomes (i.e. reporting back to the student community, and Students' Union).

5.2.1. Unlike other committee constitutions which may be amended annually by the committee itself, as the SSLC is a global constitution across all programmes, amendments to the SSLC constitution will only be made with approval by the Student Experience Committee and Winchester Students' Union Executive Committee.

5.2.2. The SSLC constitution will therefore be reviewed every three years as part of this policy.

5.2.3. In the interest of consistency across the institution, SSLC Co-Chairs will make use of a global SSLC agenda template (**Appendix 2**), co-authored by the Students' Union and the University. This template will be reviewed on an annual basis by the co-authors, and (re)distributed to Programme Leaders at the beginning of the academic year.

6.0 Student Participation in Quality Assurance and Enhancement

6.1 To enable students to benefit from the quality system, the University puts them at the heart of the process.

6.2 Mechanisms for the student voice to inform and enhance aspects of course design, delivery and review have been developed. A pool of trained student representatives has been developed which can be drawn upon to provide student participation in different aspects of the quality system.

6.3 Students' interests are represented on University committees such as Education Committee, Student Experience Committee, Academic Regulation, Policy & Procedure Committee and ultimately Senate by their Students' Union President and Vice-Presidents.

6.4 Students will also be consulted on any significant changes to their course as part of the programme amendment process via the SSLC.

The participation of students in internal and external quality review processes such as programme feedback and Professional, Statutory and Regulatory Body (PSRB) accreditation visits shall be effectively facilitated.

7.0 Curriculum Co-Creation

Students will have opportunities for co-creation of the curriculum. Curriculum co-creation involves students and staff collaborating to build or revise the curriculum; the curriculum can be understood as the students' experiences during their programme which build their curiosity, confidence, and capabilities to engage in their learning. Curriculum co-creation will be achieved through constructive dialogue between students and staff across both formal and informal opportunities (e.g. **partnership work** for revalidation or programme amendments, feedback on learning materials/activities). Further guidance can be found in **Appendix 3**.

7.1 The focus, scale, and motivation for co-creation may result in input from a whole cohort, or from representatives. Care should be taken to involve a wide range of perspectives and students with different characteristics.

APPENDIX 1: STUDENT-STAFF LIAISON COMMITTEE CONSTITUTION

Student-Staff Liaison Committees (SSLCs) are programme-level committees that act as the foundation of our student voice activities at the University of Winchester. The Student Voice & Representation Policy shall be read in conjunction with this constitution, and all SSLC meetings must adhere to the following requirements to ensure a productive, accessible and inclusive meeting between students and staff to promote dialogue and collaboration in our programme communities.

This SSLC constitution forms part of the Student Voice & Representation Policy and covers all matters pertaining to SSLC convention for all programmes. Unlike other committee constitutions which may be amended annually by the committee itself, as the SSLC is a global constitution across all programmes, amendments to the SSLC constitution will be approved by the Student Experience Committee and Winchester Students' Union Executive Committee.

. The SSLC constitution will therefore be reviewed triennially as part of this policy.

1.0 TITLE

The Committee shall be called the Student-Staff Liaison Committee for [Subject Area].

2.0 MEMBERSHIP

2.1 The SSLC membership shall comprise:

- Elected Student Academic Representatives (StARs) of the programme(s) for which the committee is responsible. At least 2 StARs per level is required, with a minimum of 1 additional StAR per 50 students for programmes larger than 100 students.
- Programme Staff (Equal to the total student representatives)
- Student and Staff Co-Chairs – the former elected from among the SSLC's StARs, and the latter chosen by programme staff.
- Programme Leader (if not also the Staff Co-Chair)
- Programme Administrator (Secretary)

2.2 Co-Chairs may also invite representatives of academic staff, professional services, or the Students' Union, to attend specific meetings in response to specific matters raised in advance. The Head of Department or Dean may attend an SSLC, in particular to assist with the feedback process and answer student queries relating to matters outside the Programme Leaders remit.

3.0 TERMS OF REFERENCE

The SSLC operates at a programme level and provides a forum for students and staff to discuss matters relating to the course and wider student experience. The SSLC shall consider:

- Matters raised by StARs in relation to the review, extension or development of effective practices on their programme of study and/or to their university experience;
- Matters raised by the Programme Leader or Programme Team;
- Programme amendments proposed by the Programme Team;
- Matters raised by the Programme Team in relation to quality assurance processes (External Examiner reports, NSS, Second Year Survey, module evaluations, APes and APE actions), and the monitoring of actions taken in response to those issues;

The SSLC shall report, through its minutes, to the Students' Union, Findings from these meetings shall be presented and discussed at Faculty Academic Development Committee, Programme Team Meetings and Department Meetings;

The SSLC shall report to student cohorts the issues raised and actions taken.

4.0 MEETINGS

4.1 SSLCs shall meet at least three times per academic year, including one early meeting to establish the committee's roles and responsibilities. Dates and times of SSLCs for the academic year should be agreed no later than the end of the first meeting of the year, and publicised to all members, in the same platform and location where papers for that committee are normally made available (e.g.

Canvas)

- 4.2 Informal meetings organised to take place between SSLC meetings are strongly encouraged, as they help facilitate open communication between members, and allow smaller scale issues to be resolved quickly. We recommend holding an informal meeting at least once per semester, between SSLC meetings.
- 4.3 The SSLC can function on behalf of one or more programmes within a cognate subject area, at the relevant Dean or Head of Department's discretion. Where one SSLC covers multiple programmes, the Programme Leader is required to ensure the membership of StARs and members of staff is representative of all programmes covered by the SSLC. Where this is the case, the Students' Union will be informed to update their records.

5.0 CHAIRING

- 5.1 The SSLC will be chaired by Student and Staff Co-Chairs, who are jointly responsible for chairing SSLC meetings, and setting the agenda. A deputy Student Co-Chair shall also be elected, who will be responsible for co-chairing meetings in the absence of the Student Co-Chair.
- 5.2 The first or last meeting of the academic year will include the election of the Chair and Deputy Chair. The processes of these elections should be raised and chaired by the Programme Leader. Where this is not possible (e.g. 1-year programmes), Student and Deputy Co-Chairs can be elected during the first SSLC of the year. Typically, the Deputy Co-Chair would not be a final year student, to allow a route of succession.

6.0 QUORACY

- 6.1 At least 1 StAR per level and the Programme Leader should be present for the meeting to be quorate. StARs who are unable to attend an SSLC meeting should give as much advance notice as possible and send a written report in their absence.
- 6.2 In exceptional circumstances (such as those programmes with low student numbers) the Union's Vice President, Education & Welfare has authority to grant written exemption from quoracy. All attempts must first be made by programmes to recruit and elect the required number of StARs prior to exemption being granted. It is also recommended that programme areas in this situation should look to merge with another cognate programme area as outlined at 4.3.

7.0 AGENDA

- 7.1 The SSLC Agenda will be developed by the Student and Staff Co-Chairs, Programme Administrator (Secretary), using the SSLC Agenda template found in **Appendix 2** of the Student Voice & Representation Policy. The Programme Administrator shall be responsible for the organisation of the meeting (including invitation to members, scheduling, room booking, and the dissemination of the agenda) in consultation with the Co-Chairs.
- 7.2 Student Co-Chairs shall actively encourage student representatives to put forward items for meeting agendas.

8.0 MINUTES

- 8.1 Minutes shall capture a summary of discussions and agreed actions, and will not include details of individuals or personal situations. These will normally be taken by the Programme Administrator (Secretary), unless otherwise agreed, and confirmed by the Student Co-Chair and Programme Leader and shared with the Dean in advance of the next SSLC meeting. The minutes will then be approved by the SSLC at its next meeting.
 - a. The Students' Union undertakes to review minutes from SSLCs biannually to identify key themes in student experience. Findings from this analysis shall be presented at the Education Committee and Student Experience Committee for discussion and further action. To facilitate this process, Programme Administrators are required to forward the minutes to the Union (SU_Education@winchester.ac.uk) as soon as possible following the meeting.
- 8.2 Confirmed, minutes shall be sent to FADC, and made freely available to the wider student cohort via Canvas. Confirmed minutes shall also be received and discussed by staff at Programme Team Meetings and Department Meetings, whose responses are then reported back to the SSLC.

8.3 Programme Leaders and StARs shall feed back to the wider student cohort following the SSLCs, including via Canvas, email, or in class, as appropriate. Any matters which are taken away from the meeting for clarification by non-members (e.g. Knowledge and Digital Services) do not need to wait until the next SSLC to be reported on to StARs and/or the wider cohort.

APPENDIX 2: STUDENT-STAFF LIAISON COMMITTEE (SSLC) AGENDA TEMPLATE

Note: The Student Chair/Deputy Student Chair of the Student-Staff Liaison Committee for the following year should be elected at the last Student-Staff Liaison Committee of the academic year.

Agenda for *insert name of programme* Student-Staff Liaison Committee (SSLC)

Date: *insert date of meeting*

Time: *insert start time of meeting*

Programme/Award Titles Covered by meeting: *insert names of all programmes and award titles covered during meeting*

Agenda:

1.	Attendance and apologies from members not present
2.	<i>If needed</i> Welcome to new members and introductions
3.	For approval: minutes from the last Student-Staff Liaison Committee
4.	Matters Arising (not covered elsewhere on the agenda) including report of actions taken in response to matters raised
5.	<i>If it's the first SSLC of the year</i> Outline purpose of Student-Staff Liaison Committee for the academic year
6.	Reports, discussion, suggestions and feedback from representatives of each year of study: <ul style="list-style-type: none"> • Year 1 • Year 2 • Year 3
7.	Updates from Programme Leader (including any matters relating to general student engagement with the course)
8.	<i>[Example item]</i> Organisation and management: <i>Does the course feel well organised? Have changes in the course or teaching been communicated effectively? What is working? What needs work?</i>
9.	<i>[Example item]</i> Programme and University communication: <i>How is the communication from your Programme Team, what is working, what needs work? Likewise for University-wide communication?</i>
10.	<i>[Example item]</i> Community / Belonging: <i>Can we be doing anything to enhance the sense of community and belonging on the course?</i>
11.	<i>[Example item]</i> Assessment and Feedback: <i>Is it clear what the assessment requirements are? Is the feedback on assessments timely and clear? What is working? What needs work?</i>
12.	<i>[Example item]</i> Feedback loop: <i>Programme team to update how feedback has been taken forward by the Programme Team / University and update on what changes have been made based on feedback</i>
13.	<i>If it's the last or first SSLC of the year</i> Election of Student Chair and Deputy Student Chair of Student-Staff Liaison Committee <ul style="list-style-type: none"> • <i>Open nominations from student members of the committee</i> • <i>Election of the Student Chair and Deputy Student Chair. If contested, voting is done via anonymous 'hands up' vote. If uncontested, the committee can vote to agree that they are happy for the sole candidate to become the Student Chair/Deputy Student Chair.</i> • <i>Student Chair and Deputy Student Chair name, email and student number to be passed to the SU_Education@winchester.ac.uk for Student Chair training</i>
14.	Any other business (AOB)
15.	Dates of the next meeting: <ul style="list-style-type: none"> • <i>insert date of meeting 2</i> • <i>insert date of meeting 3</i>

Please ensure SSLC minutes are sent to SU_Education@winchester.ac.uk as soon as possible following the meeting. (These should be Chair approved unconfirmed minutes, as the minutes from all programmes are synthesised and analysed for recurring themes by the Students' Union)

Appendix 3: Examples of Good Practice

This appendix aims to provide examples of student voice mechanisms, outlining purposes in which they may be used to capture feedback and shape student experience. The following student voice mechanisms should also be considered as an alternative to surveying, in the interest of minimising survey fatigue.

It is essential that no student voice, feedback opportunity, student meeting, or survey is run unless there is a built-in response element which will be communicated back to those students who participated, and the wider student cohort where relevant.

Student voice mechanism	Definition and characteristics	When might this mechanism be appropriate?
Survey	Explains trends of large groups by gathering information from a sample of participants.	<ul style="list-style-type: none"> • Large scale data collection • To evaluate success of a service and/or proposed changes • Monitoring changes longitudinally • Identifying student requirement or preferences • National, sector-wide surveys such as the National Student Survey (NSS)
Focus Group	<p>Qualitative research method used to gather in-depth insights and opinions from a group of individuals (usually in small groups)</p> <p>The discussion is moderated by a facilitator who asks open-ended questions and encourages participants to share thoughts and opinions.</p>	<ul style="list-style-type: none"> • In instances where a relatively small number of responses will answer a question • Thematic analysis • To explore requirements, thoughts and feelings in depth • To gather responses to open questions. • To gather qualitative evidence to support quantitative evidence e.g., following a survey.
Informal feedback	Collecting verbal or written comments to gain feedback, on an informal basis	<ul style="list-style-type: none"> • In class discussion • e.g. On-going module feedback collected asynchronously via TEL resources such as MS forms or Padlet
Forums	Students are invited to specific meetings or events to share their views and feedback.	<ul style="list-style-type: none"> • With individual groups of students, or open to the student body as a whole • Discussion and partnership working between students and staff e.g., Student Experience Collaborators.
Student consultation	Students are consulted for their feedback on a proposed change that will impact student experience.	<ul style="list-style-type: none"> • Conducted at an early stage in the process • With individual groups of students, or the student body as a whole • E.g., Revising curriculum design or documents which impact students, such as the Student Charter
Student Academic Representation	Student-led programme level committees whose primary function is to represent the student voice	Example: Student Academic Representatives (StARs)

Co-creation: further guidance and examples of good practice

Co-creation involves students and staff collaborating to build the curriculum. This is achieved through constructive dialogue between students and staff, and may occur in the following circumstances:

- Co-planning a module or programme before it is taught
- Co-creating or revising the module while it is taught (for example, through suggestions made in regular module feedback)
- Engaging in module/ programme re-design
- Uncovering and challenging hidden curricula

Co-creation may involve addressing the following aspects:

- Structure of modules or the programme
- Module or programme content
- Teaching approaches, methods and activities
- Approaches to learning, and the development of appropriate literacies to succeed (such as academic literacies, assessment literacies, information literacies, digital literacies)
- Assessments, marking and assessment feedback
- Inclusive learning and teaching, and decoloniality

Co-creation might, therefore, range from formal or informal opportunities as part of programme approvals, restructuring or revalidation; designing or redesigning learning materials or activities; designing or redesigning assessment (type, questions or criteria); negotiation or creation of content; providing formal or informal feedback which leads to redesign.