

GUIDANCE ON STAFF-STUDENT LIAISON COMMITTEES

STRATH UNION EST.1964

University of Strathclyde Glasgow

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General principles

Staff-Student Liaison Committees (SSLCs) exist in order to offer to formalise discussion and communication between students (through Strath Reps) and staff, with the overarching aim to maintain and improve the student learning experience and teaching quality. They are a key element of the University's quality assurance and enhancement process.

SSLCs should be:

- Constructive, focused on positive outcomes and solutions
- Open and honest, able to discuss matters without bias
- Inclusive, treating everyone with respect and kindness
- Student-centred, in aspects ranging from agenda to meeting time and language
- Transparent for SSLC members, other academic staff, and the student body
- Accountable to its members, students, and staff through providing timely updates on matters of discussion and resulting actions as well as ongoing issues
- Complementing rather than replacing other methods of capturing student voice such as module evaluation surveys

Recommended SSLC Membership

SSLC members should include:

- Strath Reps for all modules/programmes within the SSLC's remit
- programme/year directors for all courses within the SSLC's remit
- At least one member of the Department with responsibility for the programme a suitable remit, e.g. Director of Teaching
- One member of staff to take minutes, e.g. administrator or department manager
- Departmental Disability Contact

Other members of department staff with a relevant remit can also be invited where appropriate.

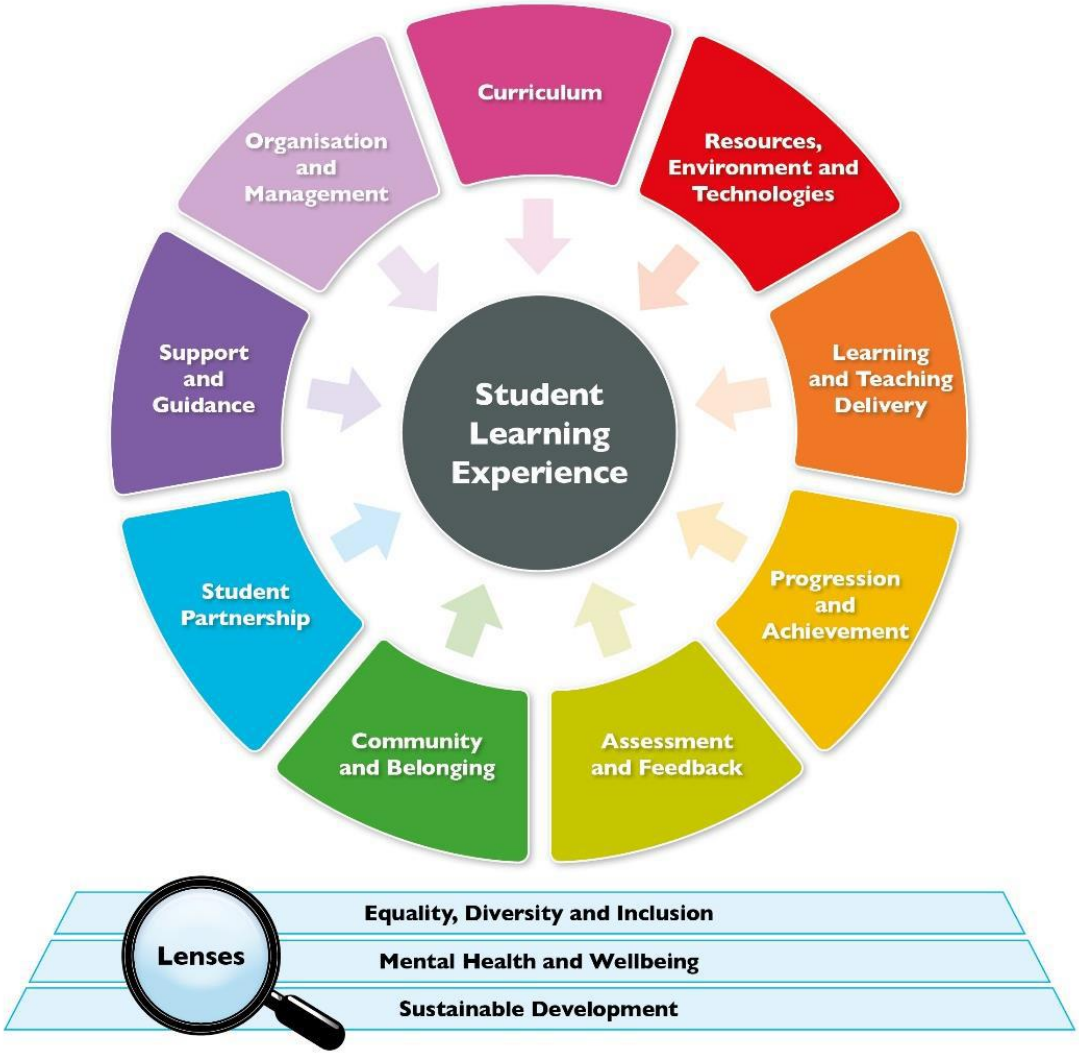
SSLCs may also choose to have a student rep chair or co-chair the meetings, with support from staff. Please note that reps are not trained to chair meetings in their regular rep training, though Strath Union can be contacted for training where required.

All members should attend each meeting. In cases where a member cannot attend a meeting, they should pass on comments to other members to raise on their behalf (where applicable) or contact the SSLC organiser with their comments.

Remit and scope

Departments should agree on the SSLC's membership and remit, particularly in terms of which modules/programmes are covered and ensuring that all taught modules/programmes are covered by an SSLC.

There should be an understanding of what topics are within and outwith the remit of the SSLC – SSLC chairs are encouraged to use the sparqs Student Learning Experience (as shown below) as a guide to make this determination. All reps are also trained on this model.



For issues that impact the student learning experience but fall out of the department's remit (such as availability of course material in the library, or Myplace outages), effort should be made to forward the issue to the responsible body and give an update to the committee at the next meeting or sooner, if agreed.

All meetings should also include an update on action points agreed at the previous meeting, with the first meeting of the year providing a summary of the previous year's resolved and ongoing action points.

Other standing items may include:

- Student Learning Experience Lenses, particularly around
    - Equality, Diversity and Inclusion
    - Mental Health and Wellbeing
    - Education for Sustainability
- Examples of best practice to be highlighted
- Discussion points arising from student surveys and module evaluations
- Matters which have arisen in other committees that may benefit from further consultation with student reps
- Consultation on proposed changes to courses or programmes
- Themes arising from internal or external quality evaluations (such as quinquennial reviews, TQER)

Operation and management of SSLCs

Where feasible, two SSLC meetings per semester are recommended, with a minimum of one being required. These typically take place in Week 6 where there is one meeting per semester, or Week 4 & 8 where there are two.

Meetings should be scheduled with sufficient notice in advance while taking attendee availability into consideration, particularly where student reps also have other commitments during regular working hours. Ideally, meeting dates are set at the start of the academic year or, where not practicable, are set with at least 2 weeks' notice.

All members should be aware of the process and have the opportunity to request items to be added to the meeting agenda ahead of the meeting. The agenda and any relevant papers should then be made available to all members in the week prior to the SSLC meeting.
A suggested agenda template is attached in the appendix.

Minutes of the meeting should be taken and then approved at the following SSLC meeting at the latest. Once minutes are approved, they should also be shared with relevant department/faculty contacts and Strath Union (at strathunion.rep@strath.ac.uk).

Feeding back to students and staff ("Closing the feedback loop")

Giving students confidence that their feedback has been considered and has been acted on is crucial to the effectiveness of student voice and to student satisfaction overall. It's important to have a clear strategy for how students are made aware of the effects of their feedback.

After each SSLC meeting, relevant students and staff should be informed of the meeting highlights and outcomes. This should include students and staff being able to access the minutes at minimum (e.g. by sharing via Myplace/Sharepoint) but thought should also be given as to how this information can be most accessible and relevant to students. Additionally, if minutes are only approved at the next SSLC meeting, key topics and outcomes should be communicated beforehand in order to assure students that their feedback is being addressed in a timely manner.

The focus should be on specific and measurable changes that were made due to student feedback, as well as clear explanations on where feedback could not be taken forward.

While student reps should take an active role in closing the feedback loop, the responsibility should lie equally with staff, and the volunteer position of student reps should be taken into consideration.