



University of
St Andrews

Student Voice & Representation

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Purpose	The purpose of the Student Voice & Representation policy is to provide an institutional outline and overview of the role and responsibility of both the University and the Students' Association in articulating how the entities work in partnership with each other to ensure the effectiveness and quality of formal and informal student feedback channels.

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- This document and forms associated with this document are available in an alternative format upon request.

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1. Statement

The University of St Andrews and the Students' Association share a commitment to enhancing the learning and teaching experience for both staff and students, as well as enhancing the wider student experience for all students by assuming shared governance between the University and the Students' Association. The policy clarifies the responsibilities, requirements, and duties that sit within the remit of the Students' Association and the University regarding the student voice and representation. It demarcates where appropriate intervention, consultation and/or partnership working is required or encouraged.

2. Purpose

The purpose of the Student Voice & Representation policy is to provide an institutional outline and overview of the role and responsibility of both the University and the Students' Association in articulating how the entities work in partnership with each other to ensure the effectiveness and quality of formal and informal student feedback channels. This is informed by the local [Student Partnership Agreement](#) and partnership benchmarks from [Student Partnerships in Quality Scotland \(sparqs\)](#) but not limited to these.

The policy – in contrast to its predecessor – introduces non-academic structures and forms of student representation. Additionally, the policy has been changed to include a high-level overview of the roles and responsibilities of student representative stakeholders as opposed to specific role descriptions. For specific role descriptions, please consult the [relevant web pages of the Students' Association](#).

3. Scope/jurisdiction

We recognise that it is essential to provide all students with diverse opportunities to formally or informally represent their interests to the University. The policy therefore outlines baseline formal and informal mechanisms of student representation, participation, and engagement across a range of different groups and fora. The policy also outlines the Students' Association non-academic structures of representation because representational work within the university is not limited to students' academic experience. This does not exclude the introduction of alternative forms of capturing the student voice, as and when they become beneficial.

In the policy, the term '*student representative*' refers to all contexts in which students act in a representative capacity – elected, appointed or on an *ad hoc* basis – outside of their role as individual students.

Finally, the principles, expectations and ways of working in partnership with students – across all modes of study – are to reflect the sector-developed principles and attributes in [Scotland's Ambition for Student Partnership](#).

4. Principles of Student Representation

The University will work in partnership with the Students' Association on all student representative work. The principles of this partnership will be outlined and reviewed on a 3-year cycle in the [Student Partnership Agreement](#), a document that is jointly owned by the Students' Association and the University.

The University recognises that all student representatives are elected or appointed by the Students' Association (excluding those in the Athletic Union). The procedures and policies for doing so are governed by the [Students' Association Constitution, Laws, and other governing documents](#).

Student representatives are responsible for abiding by University policies, procedures, and guidance. Student representatives acting in their official capacity should have no corresponding effect (positively or negatively) on those students' academic records.

Furthermore, it is the expectation of both the Students' Association and the University that student representatives (excluding full-time Executive Officers) should prioritise their academic commitments. The Students' Association will ensure that student representatives are trained appropriately and have adequate channels through which to raise concerns about their wellbeing or academic performance concerning their representation work. The Students' Association and the University will work together to safeguard students to balance their academic and representative responsibilities.

5. Representational Structures

All student representation structures and democratic processes are internally managed and owned by the Students' Association, governed by its laws. The following sections set out these structures for information; however, it should be noted that changes to these are governed by the Students' Association.

5.1 Student Representative Council

In accordance with the 1994 Education Act, the Student Representative Council is the legally recognised voice for students at the University of St Andrews. It governs the official stance of students on any issues or topics that have implications for students. The University recognises and, where appropriate, will respond to formal student opinion and policy passed through the Student Representative Council and its delegated Networks.

5.2 Elected Executive Officers

The Association Executives are full-time and part-time, paid Executive officers elected to represent the student voice within their respective remits.

5.2.1 President of Education

The President of Education represents all students when campaigning for improvements to learning, teaching and research.

5.2.2 President of Student Opportunities

The President of Student Opportunities has responsibility for matters relating to student societies, volunteering, and employability.

5.2.3 President of Union Affairs

The President of Union Affairs leads the student voice in the strategic development of the Association's democratic and commercial undertakings.

5.2.4 President of Wellbeing and Community

The President of Wellbeing and Community leads the representation of students on wellbeing, student health, and liberation activities and issues.

5.2.5 Postgraduate Research President

The Postgraduate Research President leads the PGR representation system. They represent PGR students on matters relating to their academic experience. This is a part-time Executive Officer role.

5.2.6 Postgraduate Taught President

The Postgraduate Taught President leads the PGT representation system. They represent PGT students on matters relating to their academic experience. This is a part-time Executive Officer role.

5.2.7 Athletic Union President

The Athletic Union President is responsible for representing students, supporting club committees, and more broadly progressing student sport at the University. The Athletic Union President is an Executive Officer of Saints Sport, not the Students' Association.

5.3 Academic Representation Structures

The Academic Representation structure sits within the Students' Association and is governed by its laws. Student representatives within the structure are elected or appointed on an annual basis and are expected to work in partnership with the University to improve the academic experiences of students. The University recognises this structure as the elected voice of students on all academic matters and should respond to formal student opinion and policy passed through its structures.

5.3.1 President of Education

The President of Education represents students when campaigning for improvements to learning, teaching and research. They lead, oversee, and support the work of all undergraduate and postgraduate academic representatives.

5.3.2 Postgraduate Presidents

Two Postgraduates Presidents, as outlined in 3.2.5 and 3.2.6, are elected annually by their respective cohorts. They oversee the work of Postgraduate Representatives. They chair the PGT Forum and PGR Forum comprising of all PGT representatives and all PGR representatives, respectively. Their work is supported by the President of Education.

5.3.3 Faculty Presidents

Two Faculty Presidents are elected annually by students undertaking modules within each faculty. Faculty Presidents co-chair and oversee the Education Executive, which is comprised of all School Presidents and Language Convenors. Their work is supported by the President of Education.

5.3.4 School Presidents and Language Convenors

School Presidents and Language Convenors are elected annually by students undertaking modules in their respective Schools. Their work is supported by the Faculty Presidents and President of Education.

5.3.5 Class Representatives

Class representatives are elected annually by students within their cohorts unless otherwise agreed between the relevant faculty, School, and the Students' Association. Their work is supported by the relevant School Presidents and Language Convenors. They are further overseen by the President of Education and relevant Faculty President. These may consist of:

- Year representatives (e.g., first-year, second-year, third-year, etc.)
- Programme-specific representatives (e.g., joint honours, study abroad, etc.)
- School-wide area of remit role-holders (e.g., sustainability, access, employability, etc.)

The make-up of available class representative positions is decided by the outgoing and incoming School Presidents and Language Convenors of each respective School before the start of each academic year. Any changes to academic programmes within the University which would require a re-evaluation of a department's representative structures should be flagged to the Students' Association so that it may implement changes to its structure to better reflect the needs of students. The responsibility to communicate this lies with the Education and Student Experience unit within the University.

All Faculties and Schools are expected to undertake reasonable steps to support the representative work of all representatives.

Due to the academic calendar and timing of the Students' Association elections, School Presidents and Language Convenor roles are only occupied by undergraduate students. Therefore, extra support should be provided where necessary to limit barriers across projects and communications within all faculties and Schools for the work of postgraduate representatives in the absence of a School President or Language Convenor.

5.3.6 Postgraduate Representatives

Postgraduate Representatives are elected annually by students within their cohorts. These representatives are not overseen by School Presidents, though the Students' Association encourages collaboration between postgraduate and undergraduate representatives. Their work is supported and overseen by the relevant PGR or PGT President and in the absence of the PGR or PGT President, their work is supported and overseen by the President of Education.

The make-up of available positions is determined by the President of Education, Postgraduate Presidents, and Academic Representation Coordinator of the Students' Association. This is done in partnership with Directors of Postgraduate Teaching who provide the Students' Association with a list of programs on offer for the academic year.

5.3.7 Education Executive

The Education Executive comprises all School Presidents, Language Convenors, Faculty Presidents, the President of Education, and any other elected officers invited by the Chairs. Education Executive is used to discuss academic topics, issues, and projects that transcend School-level structures. The agenda for the Education Executive is written by the two Faculty Presidents who choose and invite, where needed, relevant University learning, teaching and leadership colleagues for agenda item-related discussions. Both student representatives and University faculty may request agenda items by liaising with the Co-Chairs. Where reasonable, faculty are expected to engage and consult with this Network as the spokespersons for the student voice on academic matters.

5.4 Student Staff Consultative Committees

Student Staff Consultative Committees (SSCCs) are committees led by student representatives in each School. All SSCCs (both UG and PG) must be convened at least once per academic semester with written minutes or records. They are the primary mechanism for partnership between elected representatives and staff at a School level. The principal underpinning systems of SSCCs are that every elected representative is offered a formal, minuted forum to escalate their concerns to members of staff within their School. Minutes or records must then be passed on to the Education Executive for further analysis and practice-sharing.

In the School of Modern Languages, where there are multiple SSCCs for different languages, the Language Convenors will chair and organise the running of these committees. If the Convenor is unavailable to chair, the School President of Modern Languages will chair in their place. In the School of Philosophical, Anthropological and Film Studies, each individual Department should hold a separate SSCC meeting, chaired by the relevant School President. In the Business School, at the UG level each individual department should hold a separate SSCC meeting, chaired by the relevant School President. At the PG level in the Business School, PGT and PGR Representatives may not choose to separate into departments, though this will be decided in consultation with faculty members.

5.4.1 Role and remit of SSCCs

SSCCs are used to escalate academic issues gathered by student representatives to School-level teaching staff and management. Feedback – both quantitative and qualitative – may be gathered by various means such as pulse surveys, consultations, and focus groups. SSCCs are chaired by elected student representatives in each School, who may choose to delegate this responsibility to other members of the committee. There is a reasonable expectation on both staff and student representatives to jointly close the feedback loop and inform the wider staff and student cohorts of SSCC outcomes. School Presidents are encouraged to work with staff to facilitate clear action points and communicate these to students.

5.4.2 Undergraduate SSCCs

Student attendees of undergraduate SSCCs are the School President, the Language Convenors (where applicable), the elected Class Representatives, the School role-holders, and any other student representatives invited by the Chair. Staff attendees include the Director of Teaching, relevant module coordinators, School Officers (such as EDI, Wellbeing, or Employability Officers), and any other members of staff invited by the Chair. Generally, sub-honours and honours SSCCs are conducted jointly or in immediate succession of each other. It is expected that the Director of Teaching and School President are present for both.

5.4.3 Postgraduate SSCCs

A lack of a Postgraduate School President means that issues gathered by PG representatives may go underrepresented at SSCCs. It is therefore recommended that PG SSCCs be convened separately. Exceptions might be made by certain Schools where the programmatic structure would justify some overlap (such as Schools with integrated master's programmes or joint UG and PGT modules). These PG SSCCs, however small a membership, must still be minuted or recorded in writing, and then passed on to the Education Executive. PGR Representatives should host SSCCs with their DoPGRs and other relevant parties. Committee meetings (e. g., School Council) where minutes are taken and an agenda item for PGR student feedback is covered are an acceptable alternative approach.

PGT SSCCs should be convened by the Director of Postgraduate Taught Studies in each School. Student representatives should be offered the first right to refusal to chair the meeting. A staff member such as the Director of Postgraduate Taught (DoPGT) may assume chairing responsibilities as agreed upon in partnership with the student representatives. They should be attended by all PGT class representatives and other elected student representatives invited by the Chair. They should also be attended by relevant module coordinators, School Officers, and any other relevant staff members invited by the Chair.

PGR SSCCs should be convened by the Director of Postgraduate Research (DoPGR) in each School. Student representatives should be offered first right to refusal to chair the meeting. A staff member such as the DoPGR may assume chairing responsibilities as agreed upon in partnership with the student representatives. They should be attended by all PGR class representatives and other elected student representatives invited by the chair. They should also be attended by relevant module coordinators, School Officers, and any other relevant staff members invited by the Chair.

5.4.4 Agenda and Minutes

At the start of each academic year, elected representatives should agree with the School on the arrangements for minute-taking and subsequent approval, sharing and publication. For consistency, it is advised that School secretaries or administrators be present to take minutes where staffing, resourcing, and availability allow.

Agendas are written by respective School Presidents or SSCC Chairs, but all members of the committee are expected to contribute to agenda items and subsequent discussions. The agenda should include standing agenda items on MFQ summary and relevant actions, external examiner reports summary, any arising documentation concerning Academic Monitoring procedures, such as the Annual Academic Monitoring report, and reports and action plans from university-led reviews of learning and teaching.

Agenda and minutes for all SSCCs must be shared with the Education Executive and forwarded to the relevant Teaching Committee for record-keeping. Anonymised versions of approved minutes of each SSCC meeting should be made widely available to students through the School website, School President email, and through further appropriate channels.

5.5 School-level meetings

5.5.1 Learning and Teaching Committee

School Presidents are invited as members to all School Learning and Teaching Committees. In line with the principles of the student representation (section 2), they should be provided with sufficient contextual information (such as access to past minutes and agenda records) and an induction or introduction to understand the role and remit of the committee. If the School Representative is unable to attend regularly,

they may work in partnership with their Director of Teaching to identify an appropriate student representative to deputise on their behalf.

5.5.2 EDI Committees

School Presidents, School EDI Representatives, and School Disability & Academic Support Representatives should be invited to all School EDI committee meetings. In line with the principles of the student representation (section 2), they should be provided with sufficient contextual information (such as access to past minutes and agenda records) and an induction or introduction process to understand the role and remit of the committee.

5.5.3 Other Committees and Projects

School Presidents should generally be offered first rights of refusal to attend any School-level committees, adjacent meetings, or projects where the student voice is beneficial as outlined by sections 1, 2, and supplementary partnership documents. In conversation with relevant members of staff, School Presidents may nominate other elected student representatives to undertake these duties.

For postgraduate School-level committees, staff should reach out to the relevant PG President and School-level PG Representative to identify the representative voice best-placed for the needs of said committee or project.

In the absence of a permanent student voice on any given committee, student representatives should be given reasonable opportunity to offer input on significant School-level changes materially affecting the student experience.

5.6 Academic Fora

5.6.1 Undergraduate Academic Forum (UAF)

UAF is a forum chaired by the President of Education used to escalate cross-School or university-wide issues by undergraduate student representatives. It must convene at least once per academic semester.

It is attended by the Education Executive, the VP Education (Proctor), Dean of Learning and Teaching, Director of Student Experience, members of the University Decanal team, and members of the Education and Student Experience team, as and when needed. All elected UG class representatives are entitled to attend as non-voting observers. Guests, including service directors, are also invited subject to relevant agenda items at the discretion of the Chair.

5.6.2 Postgraduate Academic Forum (PGAF)

PGAF is a forum chaired by the President of Education used to escalate cross-School or university-wide issues by postgraduate student representatives. It must convene at least once per academic semester.

It is attended by the PGT President, PGR President, the Proctor's Office, and the Provost's Office. All elected PG representatives are entitled to attend as non-voting observers. Guests, including service directors, are also invited subject to relevant agenda items at the discretion of the chair.

5.7 Student Engagement on University Committees

Spaces will be reserved for Students' Association officers and representatives on certain University committees, boards, working groups, task forces, and other decision-making groups (hereafter, "committees"), where appropriate. Student representatives appointed to such seats will be treated and recognised as equal members and will be given the same rights and privileges as other committee members (such as the ability to vote or submit papers). The University reserves the right to invite student representatives and officers to committee meetings on an *ad hoc* basis when the discussion is about the students' remit of representation. In these instances, the Students' Association and the University work together to ensure that students have the required and relevant information and are given adequate preparation time to attend these meetings.

In the establishment of a new committee or a review of an existing one, an assessment must be made of the benefit of the student voice, in the first instance by liaising with the Students' Association Head of Student Engagement. If not, this stance must be justifiable. If yes, the student representatives with the most relevant portfolio must be identified based on the roles and remits available on the Students' Association [web pages](#). Executive Officers must be contacted in the first instance. If a working group or project is established in response to a time-sensitive issue, the University shall take a proportionate approach to engaging the student voice by working with staff in the Students' Association.

The Students' Association, in partnership with the University, will conduct an annual carve-up process. This will systematically evaluate the committee membership of all executive officers and student representatives and will redistribute them based on the interests and capacities of each newly elected cohort of officers.

5.8 Establishing New Representation Structures

The Students' Association should be consulted and will work in partnership with the University to ensure all students are adequately represented. For academic representation, colleagues should consult with the President of Education and the Education and Student Experience team; for non-academic representation colleagues should consult with the relevant Executive Officer in the Students' Association and relevant colleagues at the University.

5.9 Non-Academic Student Representation

All non-academic student representatives sit within the Students' Association structures and are elected or appointed on an annual basis. They are overseen and supported by the Executive Officers. They are expected to work in partnership with the

University to improve the experiences of the students they represent. The University recognises these Officers and Networks as the elected voices of students pertaining to their remits.

5.9.1 Accommodation Officer & Network

The Accommodation Officer is elected to represent student interests on accommodation matters, and informs students of deadlines, changes and campaigns. The Accommodation Network exists to help all students in private flats or halls of residence with any problems they might encounter during their time in St Andrews.

5.9.2 Alumni Officer & Network

The Alumni Officer fosters better relations between the Students' Association and its alumni. They connect students with alumni to enhance professional development.

5.9.3 BAME Officer & BAME Network

The BAME Officer represents black, Asian, and minority ethnic students, and works as a bridge between University administration and student body. The BAME Officer works to ensure that all students have an enjoyable, enriching and safe experience whilst at the University. The BAME Network exists to provide a strong community, adequate resources, and effective support to the BAME students at the University.

5.9.4 Carers, Commuters, Mature, and Flexible Learners (CCMFL) Officer & CCMFL Network

The CCMFL Officer represents Carers, Commuters, Mature, and Flexible learner students, and helps integrate them into all aspects of university life. The CCMFL Network exists to represent and provide a community for student carers, commuters, mature students, and flexible learners.

5.9.5 Charities Officer & Charities Network ("Charities Campaign")

The Charities Officer coordinates and oversees the running of the Charities Campaign within the Students' Association. The Charities Network exists with the primary aim of raising as much money as possible for the three student-nominated charities.

5.9.6 Community Relations Officer & Network

The Community Relations Officer fosters better relations between the Students' Association and the wider community. The Community Relations Network exists as the primary point of contact at the Students' Association for local residents.

5.9.7 Disability Officer & Disabled Students Network

The Disability Officer represents disabled students to the Students' Association and University and ensured that disabled students have equal opportunities to non-disabled students. The Disabled Students' Network is dedicated to representing

disabled students and promote an understanding of disability and building a supportive community for disabled students.

5.9.8 Employability Officers & Network

The Employability Officer represents students on employability and careers issues. They inform the employability strategy of the Students' Association and support the Careers Centre in reaching the student body and influences the careers services offered by the University.

5.9.9 Environment Officer & Network

The Environment Officer encourages students to live more sustainably, lobbies the University for environmentally friendly initiatives, and raises awareness of environmental justice initiatives. The Environment Network exists to help students live more sustainably, engage with environmental projects, and to represent all students' views on sustainability issues within the University.

5.9.10 Estranged and Care Experienced Students Officer & Network

The estranged and Care Experienced Students Officer and Network work to represent and form a community for students who have been estranged from their families or have experience in the care system.

5.9.11 Gender Equality Officer & Network

The Gender Equality Officer ensures that all students have an open, safe and accessible experience whilst at university, regardless of gender, by advocating for change and raising awareness within the student body.

5.9.12 International Students' Officer & Network

The International Students' Officer represents international students to the Students' Association and the University to ensure that they have an enjoyable, enriching, and safe experience whilst at university. The International Students' Network represents and supports international students.

5.9.13 LGBTQ+ Officer & Saints LGBTQ+ Network

The LGBTQ Officer represents LGBTQ+ students and promotes the welfare and social aspects of this community. Saints LGBTQ+ Network is dedicated to providing an open and safe environment for members of the LGBTQ+ community at the University of St Andrews.

5.9.14 Music Arts Officer, Theatrical Arts Officer & Performing Arts Network

The Music Arts Officer has responsibility for issues concerning non-academic matters within the music community, and the Theatrical Arts Officer represents the student body on matters concerning the performing arts. The new Performing Arts Network is

dedicated to developing and fostering collaboration between the performing arts societies in St Andrews, whether it be through coordinating operations performances or events, providing funding for aspiring musicians, or empowering skill-sharing.

5.9.15 Societies Officer

The Societies Officer ensures that societies business runs smoothly. They support the many and diverse societies of the Students' Association, managing the administration for over 100 societies throughout the academic year

5.9.16 Student Health Officer & Wellbeing Network

The Student Health Officer works on projects and campaigns in areas of sexual health, mental wellbeing, physical fitness, and personal safety. The Wellbeing Network focuses its efforts around mental health, sexual health, personal safety, and alcohol consumption, as well as Raisin Weekend, May Dip, and other University traditions.

5.9.17 Widening Access and Participation Officer & Network

The Widening Access and Participation Officer promote incentives and ensures that students coming from a widening access and participation background are well represented.

6. Student-Staff Processes

6.1 Quality Processes

The University's approach to quality and enhancement activities is built on the robust foundations of prior and existing partnership principles. There are a number of quality processes led by the Education and Student Experience team (such as Annual Academic Monitoring, University-led reviews of learning and teaching, and External Institutional Reviews) which provide opportunities for staff and student voices to work in partnership to enhance the educational offer and student experience. Throughout the design of these processes, we aim for a "strategic role for students within internal and external quality processes, including as partners within self-evaluation and enhancement planning."¹ Student leaders report feeling ownership of self-evaluative activity and report having confidence that publications reflect the experiences of the students they represent.

The development and enhancement of quality processes fall into the remit of the Academic Monitoring Group (AMG). Through regular monitoring and evaluation of our

¹ sparqs, 'Scotland's Ambition for Student Partnership', https://www.sparqs.ac.uk/upfiles/Partnership_Ambition_resource.pdf, p. 8.

processes, we aim to have a continuous improvement approach to student partnership systems.

6.1.1 Annual Academic Monitoring (incl. review of new PGT programmes)

[Annual Academic Monitoring](#) (AAM) is an important University procedure for the quality assurance and enhancement of learning and teaching at St Andrews. The AAM process requires all Schools/Departments in the University to submit an annual report to the [Academic Monitoring Group](#) reflecting on their previous year's teaching. The School is required to discuss this report with relevant students in the School, and we encourage a co-creative approach to preparing the documentation. Similarly, if the School launches a new postgraduate taught programme, irrespective of mode of delivery, the School will be required to submit additional documentation which should be discussed and co-created with students.

AAM dialogues are usually held annually. Those scheduled for a dialogue will be contacted once dates have been confirmed. We encourage both staff and students to attend this as the dialogues are a space where recognition and rewards can be expressed, genuine dialogue had, and collaborative formulation and communication of actions can take place.

6.1.2 University-led reviews of learning and teaching

The University-led review of learning and teaching (URLT) is a thorough academic review which takes place every six years. The URLT is in addition to the annual report each School and Department must submit to the [Academic Monitoring group](#). A [review schedule 2020-32](#) (PDF) has been agreed by the Academic Monitoring Group, and the current cycle is planned to 2032.

As part of the documentation submitted to the review panel, each School/Unit is expected to submit a 'Student Voice Document' reflecting the assessment of student representatives within the School/Unit. This report is generally produced by the incumbent School President and may be facilitated by the Students' Association to provide support and historical context. For reviews of professional services units, arrangements for compiling and submitting the Student Voice should be agreed in advance. Units should liaise with the President of Education to confirm who will coordinate and submit the Student Voice. This will normally involve the appropriate Executive Officer(s) of the Students' Association and/or one or more Faculty Presidents. Schools/Units are expected to place reasonable expectations on the time of student representatives in their involvement with URLTs.

Student representatives on the review panel on URLTs are expected to be treated and held to the same standard as any other panellist; and be provided with training to aid effective involvement. They comprise a student representative and a PGR representative. The President of Education is granted first right of refusal as the former. The President may choose to delegate this responsibility to another elected student representative via a systematic recruitment process. In such case, the representative will be adequately reimbursed for their time as a reviewer.

6.1.3 Institutional Reviews

There is a reasonable expectation for an elected Executive Officer and/or another elected student representative from the student body to assume a key role in the University's obligation to participate in institutional reviews on the management of quality assurance and enhancement standards. Where an elected Executive Officer and/or another elected student representative from the student body is unavailable, the Students' Association should work in partnership with the University to appoint another student from the broader student body to undertake such responsibilities. In the instance that an elected Executive Officer, student representative or an appointed student from the broader student body is unable to continue participation in the review, the Students' Association and University should work in partnership to source and support another candidate and supply adequate handover materials to ensure effective and fair participation. To ensure effective engagement in external review, the Students' Association and the University will work in partnership to provide material support to the student voice where necessary throughout the review process, while maintaining its independence.

6.1.4 Feedback Mechanism

The University and the Students' Association will work in partnership to ensure the effective use of formalised feedback mechanisms. The Module Feedback Questionnaires (MFQs) issued in two parts are the primary means of gathering formalised feedback on the academic student experience. Generally, student representatives should have sufficient input in timelines and administrative practices of this process.

The pulse surveys released during the academic semester should be worked on jointly. Centrally administered questions should have input from the President of Education and School-level questions should be agreed upon by School Presidents and academic Schools. Subsequently, in line with data-protection policies, all parties involved should have access to reasonable amounts of qualitative and quantitative outcomes of the exercise, which will inform SSCC agendas. The end-of-semester part of MFQs is administered by the University. Notable findings and summaries will be highlighted and discussed with relevant representatives to ensure a partnership approach to addressing student concerns.

Any other formal feedback exercises undertaken by the university that generate outputs relevant to the remit of a particular student representative should be shared with the relevant representative to enable effective engagement with their role.

7. Communications

The University and the Students' Association will work together to ensure that channels of communication are used in the most appropriate way to inform, engage with, and feedback to staff and students. This applies to the communication of information, activities and decisions made within University governance structures, as

they pertain to the educational and student experience, and within the Students' Association, if these might have a bearing or relevance on University operations.

Changes to policies or practices that have an impact on the student body should be communicated in a partnership approach, ensuring that the most effective communication channels are identified and used.

School Presidents, and relevant School administrators should work together to determine what should be communicated by students in the weekly School President email and what information should go out in a manageable number of emails from School administrators.

8. Data-Sharing

In the first instance, any sharing of personal data should be undertaken in accordance with the Data Sharing Agreement between the University and the Students' Association. Any further information requests would need to be agreed upon and assessed with the relevant bodies within the University to ensure compliance with both GDPR legislation and internal policies.

The sharing of key documentation for student input (such as draft policies, or anonymised survey data and/or subsequent analysis) should be assessed on an ongoing basis to ensure representatives have access to core information that can support their role, though this should be undertaken in accordance with the relevant policy.

9. Contacts

Queries or concerns about any aspects of this policy should be directed to the President of Education (PresEd@st-andrews.ac.uk) and the Education and Student Experience team (academicmonitoring@st-andrews.ac.uk).

10. Version control

Version number	Purpose or changes	Document status	Author of changes, role and School or unit	Date
1.0	New policy	Sent for approval	President of Education (SA) and Academic Policy Officer (Quality)	24/10/2025