Purpose of Guidance

This guidance sets out the principles and operational notes for Student-Staff Liaison Committees (SSLCs). The guidance was developed in partnership with Edinburgh University Students’ Association as one of the ways to support and promote the engagement of our students in their learning and to strengthen the value of SSLCs.

Additional guidance is included to support Schools running SSLCs digitally during the period of hybrid teaching. Approaches to be taken and items for consideration are noted against each principle. A resource list is available at the end of the document.

The guidance supports the Student Voice Policy.

Scope: Guidance is not Mandatory

The guidance applies to all students and staff involved in SSLCs.

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Document control

Dates

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Approving authority

Senate Quality Assurance Committee (QAC)

Consultation undertaken

The Students’ Association, current School Directors of Quality, a group of Academic and Administrative staff supporting SSLCs,

Section responsible for guidance maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

http://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting
https://www.ed.ac.uk/records-management/guidance/enquiry
https://www.eusa.ed.ac.uk/representation/yourerepresentatives/programmereps/
https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf

UK Quality Code

UK Quality Code, Advice and Guidance : Student Engagement

Guidance superseded by this guidance

Principles and operational notes for Student-Staff Liaison Committees

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.

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SSLC, Student-Staff Liaison Committee, Student Representation, Edinburgh University Students’ Association, External Examiners.
Student-Staff Liaison Committee (SSLC) Operational Guidance

Student-Staff Liaison Committees (SSLCs) are held in every School and are the main forum for Staff and student representatives to discuss matters relating to degree programmes and the student experience. Staff and student representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

The following principles outline how SSLCs operate:

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1. Role</strong></td>
<td>SSLCs provide a formal mechanism for communication and discussion between academic and administrative staff and representatives of the student body, relating to all matters connected with improving the degree programmes (at all levels of study including Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR)) and the student experience. In addition it provides a mechanism to escalate issues that are out with the remit of the SSLC to resolve, to School, College, University or Support Service for further action. <strong>No modification under hybrid teaching model</strong></td>
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<tr>
<td><strong>2. Remit</strong></td>
<td>SSLCs should have a formal written remit which sets out the operation and governance of the SSLC, including where the SSLC sits in relation to other Committees in the School. The remit should also detail the mechanism for escalating issues out with the remit of the programme or School and how actions are reported back to the SSLC. Staff and student representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting. The remit should set out the mechanism by which students will be notified on actions taken and expected response timelines. Schools are strongly encouraged to respond to issues in a timely manner, ideally within the same semester as the SSLC. The remit should be published on the School/Subject area/Research Centre/Institute website or equivalent and staff and students notified of its location. <strong>No modification under hybrid teaching model</strong></td>
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<tr>
<td><strong>3 Membership</strong></td>
<td>Meetings should be attended by programme representatives for the programmes being discussed, and staff responsible for the leadership and organisation of the programme, including professional services staff as appropriate and relevant to school structure. <strong>Please note item for consideration under hybrid teaching model</strong></td>
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<tr>
<td><strong>4 Frequency of meetings</strong></td>
<td>At least one formal meeting should be held in each semester, which should be agreed upon in consultation with School staff and student representatives. Schools must publish the date, time, and location of the meeting, inviting any additional items to be added to the agenda. It is suggested that this happens at least two weeks in advance of the meeting. <strong>Please note item for consideration under hybrid teaching model</strong></td>
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<td><strong>5 Agenda items</strong></td>
<td>The agenda must be made available in advance of the meeting. Suggested agenda items are listed in section 5.2 <strong>No modification under hybrid teaching model</strong></td>
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<tr>
<td><strong>6 Meeting format</strong></td>
<td>Students are encouraged to chair meetings or co-chair with staff. Schools are further encouraged to select a member of staff to support the student chair. All student representatives and students should have the opportunity to participate digitally during the meeting or input via other electronic means beforehand.</td>
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### Student-Staff Liaison Committee (SSLC) Operational Guidance

<table>
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<tr>
<th>Exact format will vary between Schools however, an example of a basic format is described in section 6. Please note approaches to be taken</th>
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<td>7 Minutes</td>
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</table>

**1. Role**

Student-Staff Liaison Committees (SSLCs) are meetings at which student representatives and staff supporting teaching and learning discuss the student experience which may include issues and activities in courses, programmes, and Schools.

As structures and systems vary between Schools, Institutes or Research Centres, the format of SSLCs may also be different to reflect this. Nonetheless, the principles should remain the same in that the committee provides a formal mechanism for communication and discussion between staff and representatives of the student body relating to all matters connected with the degree programme, and the student experience.

**2. Remit**

**Principle**

SSLCs should have a formal written remit which sets out the operation and governance of the SSLC, including where the SSLC sits in relation to other Committees in the School.

The remit should also detail the mechanism for escalating issues out with the remit of the programme or School and how actions are reported back to the SSLC.

Staff and student representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

The remit should set out the mechanism by which students will be notified on actions taken and expected response timelines.

Schools are strongly encouraged to respond to issues in a timely manner, ideally within the same semester as the SSLC.

The remit should be published on the School/Subject area/Research Centre/Institute website or equivalent and staff and students notified of its location.

**2.1 Formal Remit**

Staff and student representatives are encouraged to review the remit annually to ensure that it reflects current learning, teaching and research matters in the School/Subject area. This could take place at an appropriate forum such as an SSLC meeting.

**2.2 Expectations**

SSLCs are one way in which students and staff should engage in discussions to improve the student experience at the University of Edinburgh, including the digital learning environment for students not studying on campus.
Following the launch of the UK Quality Code Advice and Guidance: Student Engagement (November 2018), the code states that 'the provider actively engages students, individually and collectively, in the quality of their educational experience'.

Furthermore, the Code states: 'Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes'.

Student representatives are expected to gather representative student views to identify good practice and areas for development to enhance the degree programme and student experience.

Students are encouraged to share suggestions with staff so they can work in partnership to enhance the student experience and create a strong academic community within their area.

Staff and student representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

Schools are strongly encouraged to respond to issues in a timely manner, ideally within the same semester as the SSLC. This could happen at another meeting or via another route. Schools should state what can or will be done as there may be situations where issues cannot be easily or quickly resolved. (See Section 6.3 Communication following the SSLC)

Schools are expected to facilitate communication between student representatives and the students they represent. Schools should either share with student representatives the University student email address of the students they represent or facilitate alternative ways for representatives to contact all classmates e.g. via m-list. Guidance is available for Schools which outlines the mechanisms by which Schools should share University student email addresses or facilitate alternative ways for student representatives to contact students in compliance with data protection guidelines.

Please refer to Guidance for Schools regarding communication between Student Representatives and students and the Policy on Disclosure of Student Information

**Hybrid teaching model approach : Communication between student representatives and students**

**Approaches to be taken:**
During this period of hybrid teaching, it is more important than ever that student representatives are provided with mechanisms to communicate with the student body when in-person communication will be limited.

As per the guidance above, Schools should either share with student representatives the University student email address of the students they represent or facilitate alternative ways for representatives to contact all classmates e.g. via m-list.

Schools should confirm with student representatives which mechanism will be used.

Representatives should be encouraged to confirm with the student body which mechanism will be used for their programme.

**Items for consideration:**
Consideration should be given to new students attending SSLC meetings bearing in mind that returning students have already established a sense of community which can make gathering
feedback from peers easier. New students may not have the same opportunities for in-person time to create a trusted community of practice.

Consideration should be given to ensure there is a space for development of a community of practice so that representatives are able to gather information from peers. This could be an area for the School and the Students’ Association to consider over the semester.

3. Membership

**Principle**

Meetings should be attended by:
- Programme representatives for the programmes being discussed
- Staff responsible for the leadership and organisation of the programme
- Professional services staff as appropriate and relevant to school structure.

**Hybrid teaching model approach**

**Items for consideration:**
The flexibility of digital forums may enable a larger number of student representatives to participate.

The relevant elected Undergraduate/Postgraduate school representative may attend SSLC meetings in their School as they see fit, and at a minimum be informed of the business conducted. Their contact details can be obtained at https://edin.ac/3gODPZP or by emailing reps@eusa.ed.ac.uk

Where appropriate, presidents of relevant academic societies within the School or subject area may attend SSLC meetings; their details are available via eusa.ed.ac.uk/societies

4. Frequency of meetings

**Principle**

At least one formal meeting should be held in each semester, which should be agreed upon in consultation with School staff and student representatives.

Schools must publish the date, time, and location of the meeting, inviting any additional items to be added to the agenda. It is suggested that this happens at least two weeks in advance of the meeting.

The frequency of SSLC meetings may vary between Schools depending on their size and structure as well as in terms of undergraduate and postgraduate provision. For example some SSLCs may operate at School, subject area or programme level depending on their structure.
At undergraduate level it may be more appropriate to meet once per semester whereas for postgraduate taught level it may be more appropriate to have additional meetings spread over the year.

Some subject areas and Schools may meet formally once a semester but may operate a more informal system throughout the year in terms of students having access to other meetings such as Director of Teaching meetings, School Undergraduate Learning and Teaching Committee meetings and meetings taking place at different levels (e.g. programme; subject area; school).

Therefore, Schools are expected to operate whichever system is most appropriate to their structure.

**Good Practice**

Some Schools list the dates of the meeting on the representative student timetable. Students receive a note in their student timetable encouraging them to communicate with their representative.

Some Schools schedule two meetings per semester; during week 3/4 to discuss immediate issues at the start of semester, and towards the end of semester to feedback on actions.

**Hybrid teaching model approach**

**Items for consideration:**
Some Schools are considering holding a formal SSLC more than once a semester.

5. Agenda items

**Principle**

The agenda must be made available in advance of the meeting. Suggested agenda items are listed in section 5.2

5.1 Sharing information

Staff are expected to share information with students. This could include information such as themes arising from student surveys, themes from External Examiners reports, Part 3 External Examiner reports (Postgraduate Research), course and programme evaluation and review documentation, School Annual Quality Reports, and Internal Periodic Review reports. Student representatives and staff should collaborate to identify trends, areas for improvement and suggestions to enhance the student experience. Students’ views should be sought on new programmes and courses as well as on changes to existing ones and the SSLC could provide a forum for this type of discussion. (see Programme and Course Approval and Management policy)

5.2 Suggested agenda items

Agenda items can be suggested by students and staff. Although the exact format of meetings will vary between schools, this is an example of the basic format which many follow, in the order that they occur.

- Minutes of last meeting including update on actions
- Agenda items suggested by students
Student-Staff Liaison Committee
(SSLC) Operational Guidance

- Standing items: School, College or University wide issues and any updates from School Representatives
- School Annual Quality report
- Themes arising from Student Surveys, course enhancement questionnaires
- Themes from for mid-course feedback
- Internal Periodic Review preparation, where appropriate
- Internal Periodic Review reports and responses, where appropriate
- Themes from External Examiner summary reports
- Professional, Statutory & Regulatory Body (PSRB) accreditation outcome reports, where appropriate
- Enhancement Led Institutional Review (ELIR), where appropriate
- Staff communications
- Student Partnership Agreement: priorities and any local activities which may be of relevance
- Any other business (AOB)
- Date of Next Meeting

5.3 External Examiner summary reports at SSLCs

Schools must provide an opportunity for student representatives to view themes extracted from External Examiner reports and the School’s summarised response to these themes (section 68 External Examiners for Taught Programmes Policy).

In order to streamline material being presented to SSLCs, Schools are encouraged to summarise points from External Examiner reports and group them into themes, together with the response from the School/Subject area/Programme and highlight areas of good practice.

In some Schools, the School-level SSLC may not be the most appropriate forum for discussion of themes and responses as this will take place at department or programme level rather than as part of the School as a whole.

There may be instances where one External Examiner’s report may be relevant to more than one SSLC particularly for joint degrees. Therefore, each School is expected to decide which SSLC is most appropriate to their structure for the consideration of the summary reports.

Undergraduate External Examiner reports are received after the summer exam diet. For undergraduate students, the summary reports should be submitted to the first SSLC meeting of the academic year. Postgraduate Taught External Examiner reports are received at the end of November and the summary reports will be submitted for consideration at SSLCs in the second semester.

It is expected that the summary reports and responses are emailed to SSLC members ahead of the meeting and in good time to allow members to prepare responses for discussion.

The consideration of summary reports is an opportunity to be involved in discussion of potential improvements to courses and programmes recommended by the External Examiners. During the SSLC meeting, students are expected to consider the themes and responses in the summary report and be encouraged to provide comments and suggestions.

However, there may be occasions when an External Examiner makes a suggestion or recommendation that is not possible/practicable for the University to implement. The response from the School to the External Examiner should demonstrate that the University has given full and serious consideration to the comments made and indicates the reason that action cannot be taken forward.
Student-Staff Liaison Committee (SSLC) Operational Guidance

Following consideration of the themes at the SSLC, it is expected that comments and suggestions are recorded in the SSLC meeting minutes. Depending on recommendations, ongoing actions would be reported to SSLC meetings later in the academic year and ultimately through subsequent External Examiner reports. (Section 68.1- 68.4 External Examiners for Taught Programmes Policy)

Individual students and members of staff will not be named in the reports.

Good Practice

Some Schools ask the student representatives to suggest items under the headings of Start, Stop and Continue or by theme.

6. Meeting format

Principle

Students are encouraged to chair meetings or co-chair with staff.

Schools are further encouraged to select a member of staff to support the student chair.

All student representatives and students should have the opportunity to participate digitally during the meeting or input via other electronic means beforehand.

Exact format will vary between Schools however, an example of a basic format is described below.

Hybrid teaching model approach

Approaches to be taken:
During semester one 2020/21, SSLC meetings should be held digitally.

University Supported Tools/ Virtual Learning Environments (VLEs): for digital meetings

IMPORTANT:
- Only tools/VLEs for digital events supported by the University’s Information Services should be used for digital SSLC meetings. These are listed at: https://edin.ac/3fKUA6U
- All other documentation and correspondence related to the SSLC should be managed using University email accounts.
- All information relating to the SSLC should be managed in accordance with data protection, freedom of information and records management legislation.

General:
- Schools/Deaneries are encouraged to use the tool that students and staff are most familiar with.
- The functionality of the various tools should be considered, e.g. breakout rooms, sharing screens, capacity.
- Information Services Online & Digital Events Service provides information on which tool is most suitable for your digital meeting.
Guidance for those organising meetings:

For School/Subject area

- The meeting organiser will be encouraged to appoint a deputy chair to take over should the chair be unable to participate in a meeting.
- Consideration should be given to attendees’ working environments (including any caring responsibilities and/or time zone issues) and how they can be supported to participate.
- The overall length of the meeting will be discussed and agreed with the School/Subject Area and student representatives. Ideally, meetings are limited to 50 minutes. If meetings last over an hour, a break of 10 minutes is scheduled, with the planned break communicated to participants in advance.
- Slides outlining solutions to common IT issues e.g. audio/video settings could be shown at the start of meetings to help participants.
- Participants are encouraged to arrive five minutes before the official start to ensure any issues can be addressed and the meeting can start promptly. It is helpful if the meeting secretary is available five minutes before the start also.
- It is helpful to agree how meetings with staff and students will be managed in terms of the options with the tools (see also technology considerations and meeting etiquette). This may differ for different participants and also the number of participants in a meeting.
- In meetings with a higher number of participants, it may be helpful to identify another member of staff to support the meeting secretary to facilitate the meeting (e.g. admitting participants if required and keeping an eye on participants indicating that they wish to speak).
- Digital meetings should not be recorded.
- Depending on the tool used, participants may need to be admitted to the meeting.
- Try to stick to the scheduled time for meetings, allowing time for introductions and any technical issues at the beginning of each meeting.
- If a meeting looks likely to run over the time allocated, it is important to check with participants if they can continue for a period of extra time. Make this period of extra time clear and have a cut-off point.

Technology considerations

- The meeting chair and secretary should test the tool being used for digital meetings in advance and become familiar with the main functions. Allow time for this.
- Consider how technology issues during the digital meeting will be dealt with.

Guidance for those participating in SSLC digital meetings

- Please access the meeting on time, ideally about 5 minutes before the official start time, to ensure any issues can be dealt with and the meeting can start promptly.
- The meeting will begin with an explanation on how it will be managed e.g. if participants should mute their microphones when not speaking, when the hand-raising feature should be used, and how the meeting will be chaired.
- As with in-person meetings, it is important that meetings keep to time and everyone has a chance to have their say.

Items for consideration:
One School has reported success in using a combination of digital tools and platforms to facilitate student feedback and Questions & Answer sessions.
Some Schools are noting a preference for using Collaborate due to its functionality e.g. moderator function, easier sharing of the screen and breakout rooms which is useful.

Attempting to organise a meeting which happens synchronously in a room on campus and brings in others who are participating digitally may be complicated to set up. Opting for a digital meeting approach will be easier and less resource intensive for those responsible for organising.

Some Schools found that Drop-in and Town Hall style meetings worked well after the pivot to digital teaching as a mechanism of gathering feedback and for general communications.

Some Schools may wish to consider running an SSLC as an asynchronous event rather than a time bound live meeting. This may make the meeting more accessible for all if it could run over a slightly longer time period and students and staff could use chat functionality and collaborative document editing.

6.1 Chairing of meetings

Students are encouraged to chair meetings. This could be an elected school representative or another trained programme representative. Schools may wish for the chair person to be neutral (e.g. not a student on-programme, Programme Director or Course Organiser teaching on the programme which is being discussed). Schools are encouraged to assign a member of staff to support the student chair and facilitate the student’s leadership role within the SSLC.

Further information for students on preparing for and chairing meetings, is available on the Students’ Association programme representative resource area (a closed area for programme representatives), and on the Students’ Association website at: www.eusa.ed.ac.uk/programmereps

Good Practice

Some Schools may choose to ask the school representative to chair the SSLC meeting(s).

Some Schools organise a welcome event at the start of semester so representatives have a clear understanding of the role and expectations and to make them aware of the staff who can offer support.

Hybrid teaching model approach

Approaches to be taken:
Meeting etiquette – tips for the meeting Chair

In advance

Agree how meetings will be managed in terms of the options with the tools (see also technology considerations). This may differ for different participants and also the number of participants in a meeting. Things to consider:

- Generally, it is good practice to ask participants to mute microphones when not speaking and to ask them to use the hand raising function when they wish to speak. This approach may not be necessary for smaller SSLC digital meetings.
Student-Staff Liaison Committee
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- If Wi-Fi or broadband speed is an issue, participants can be asked to turn off videos to improve connections.
- What action will be taken if a participant’s connection, video or audio is lost? Ideally, the meeting should continue and, should the participant be able to re-join, they should be provided with a short recap of the discussion missed. If a number of participants have connection issues, the Chair can consider how to follow-up with those affected.

During the meeting
- Once everyone is present, begin the meeting with a welcome, introductions and confirmation of how the meeting will be managed.
- Pause periodically to ask if participants wish to comment or ask questions.
- Participants may need to come and go during the meeting due to other commitments. Allow time for these transitions and consider using tool functions such as lobbies to support this.
- Ensure regular breaks are taken and stick to timings wherever possible.
- Meetings may be interrupted and/or postponed – be flexible and agree on follow-up actions.
- Agree how any follow-up will be managed e.g. how action points will be taken forward and responded to.
- Thank participants as they leave and at the end of the meeting.

6.2 Student participation

All students engaging with courses at the University either digitally or in person should have the opportunity to participate during the meeting or input via other electronic means beforehand.

All student representatives are expected to be able to input into the agenda; receive papers before meetings and minutes afterwards.

Meeting organisers are expected to consider the following when arranging the timing of meetings:
- the availability of students who have work commitments,
- time zone considerations,
- allow students plenty of notice of the meeting,
- ensure in advance that students can access whichever system is being used.

Schools/Deaneries are encouraged to use the tool that students and staff are most familiar with. The functionality of the various tools should be considered, e.g. breakout rooms, sharing screens, capacity.

Information Services Online & Digital Events Service provides information on which tool is most suitable for your digital meeting.

6.3 Communication following the SSLC

Students and staff are not expected to give an immediate response at meetings to all issues or where they would want to consult further. Students may feel it necessary to consult with students in the cohort or with students in other parts of the School. Most important of all, if any action is called for and agreed upon it should be promptly reported back to students via student representatives.
Student-Staff Liaison Committee (SSLC) Operational Guidance

Staff and student representatives are responsible for reporting back information to those they represent and taking ownership of any action points agreed at the meeting.

Schools are expected to appoint named academic and professional services staff contacts in each School for student representatives to discuss any additional issues as they arise or request additional meetings if required. Student representatives and the Students’ Association (reps@eusa.ed.ac.uk) are expected to be kept informed of the contact details of these staff.

**Good Practice**

Some Schools prepare a ‘You Said, We Did’ response, post it on Learn and inform students via announcements and email.

The School of Physics & Astronomy lists the suggestions/ issues raised by students and the responses/actions on a wiki page which is updated regularly:

[https://www.wiki.ed.ac.uk/display/PALiaisonCommittee/SSLC+Actions](https://www.wiki.ed.ac.uk/display/PALiaisonCommittee/SSLC+Actions)

**Hybrid teaching model approach**

**Approaches to be taken:**

As in-person communication will be limited under the hybrid teaching model, Schools/Deaneries should inform students of how the closing the feedback loop mechanism will operate in the digital environment.

**Items for consideration:**

One School reported that student representatives were invited to submit comments in writing about any issues/concerns they would have raised or addressed at the meeting. Comments were forwarded to key committee members (convenor, Director of Undergraduate Studies, Undergraduate Manager etc.) who formulated responses. Comments and responses were collated, along with any updates to previous action items, and distributed to all members. This document was then finalised as the committee minutes.

One School is intending to host the SSLC on Learn and widen the membership from the student reps to include all on programme.

The School will use this platform to host information for students including the SSLC remit, what feedback can be actioned through this forum, themes for development and setting expectations. When students raise an issue, they school will ask reps to take a quick poll on how wide spread the issue is, to avoid a smaller number of student voices determining the work of the SSLC.

In addition, the School will compliment digital meetings on Collaborate for student reps, with questions and requests for student feedback happening from the beginning of the academic year and throughout.

Students will now be able to feedback through different channels including discussion boards on Learn and emailing reps directly.

One School is considering an approach whereby queries and concerns are collated beforehand (and potentially responded to) and then a virtual debrief via Collaborate will be held to discuss the matters raised further and to allow for any additional feedback. The School would look to open up the meeting to a greater number of students.
7. Minutes

**Principle**

Schools must publish minutes and inform students and staff where these are located.

It is expected that the minutes follow the same structure as the agenda outline.

The person nominated to write the minute is expected to identify agreed action points and assign them to specific individuals, with a target completion date.

It is normally the responsibility of a member of staff to write the minute, and students would not be expected to carry out this task. However, where a student member volunteers or is nominated to write minutes, it is expected that they would be supported by a member of staff to ensure that actions are directed appropriately.

Schools must publish the minutes on the School/Subject area webpages or equivalent.

It is expected that minutes are made available as soon as possible after the meeting.

Minutes can be made available to Internal Periodic Review teams if there is a particular theme from the reflective report to be followed up.

Minutes may be reviewed by Senate Quality Assurance Committee and/or College Quality Committee in relation to themes emerging from the escalation of issues.

**Good Practice**

The Royal (Dick) School of Veterinary Studies provides a student representative starter pack detailing an example of clear and helpful style of minutes and flowchart detailing the pathway of the minutes.

**Examples from Schools who publish minutes on website:**

- History, Classics and Archaeology: [https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/your-degree-programme/student-liaison/committee-structure](https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/your-degree-programme/student-liaison/committee-structure)
- Philosophy: [https://www.ed.ac.uk/ppls/philosophy/current/undergraduate/student-representation](https://www.ed.ac.uk/ppls/philosophy/current/undergraduate/student-representation)
- Geosciences: [https://www.ed.ac.uk/geosciences/teaching-organisation/ug-students/student-representation/sslc](https://www.ed.ac.uk/geosciences/teaching-organisation/ug-students/student-representation/sslc)
- Engineering: [https://www.wiki.ed.ac.uk/display/etohub/Peer+Support+and+Student+Representatives](https://www.wiki.ed.ac.uk/display/etohub/Peer+Support+and+Student+Representatives)
- Centre for Open Learning: [https://www.ed.ac.uk/lifelong-learning/students/student-representation/programme-representatives/student-staff-liaison-committee](https://www.ed.ac.uk/lifelong-learning/students/student-representation/programme-representatives/student-staff-liaison-committee)

8. Equality

Schools should determine appropriate mechanisms for ensuring that all student representatives have an opportunity to participate. It is suggested that Schools consider the use of digital forums/meetings where appropriate.
Resources

- Online and digital events service: https://www.ed.ac.uk/information-services/computing/desktop-personal/off-site-working/online-meetings
- Advice and guidance on online and hybrid events: https://www.ed.ac.uk/information-services/computing/comms-and-collab/online-meetings-and-events/advice-and-guidance
- Examples of online events and good practice: https://www.ed.ac.uk/information-services/computing/comms-and-collab/online-meetings-and-events/user-stories
- University supported Virtual Learning Environments (VLEs): https://www.ed.ac.uk/information-services/learning-technology/virtual-environments
- sparqs COVID-19 hub - sector resources: https://www.sparqs.ac.uk/page.php?page=888
- Strathclyde University Students’ Union How to be an Effective Rep Online: https://www.strathunion.com/pageassets/voice/studentreps/represources/How-to-be-an-Effective-Rep-Online.pdf

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