

Part One: Primarily relevant at a cross-UCL level

	How do you contact the newly elected representatives?	What training is provided for representatives?	Is representation systematically effective?	What guidance is provided for representatives, and how are they supported?	Who has ownership of Student Representation?	Rewarding and recognising representatives
First Steps	Not all Departments forward reps' contact details to their Faculty. There are gaps in information and it is very difficult to fill them.	Training is provided but few reps attend, or training may take place after the first meeting that the Rep is supposed to attend.	There is a diagram showing how all the different parts of the representation system connect; however, it is difficult to be sure if this is adhered to. There is little communication between different levels of reps or those from different parts of the structure, and/or no way of knowing what issues are being raised at a local level.	There is a reps Handbook available in a paper version and/or online. The Union provides training. Contact details are provided, but it's left to the Rep to contact the Union if they have any problems or queries.	It is not clear who has ownership of the system.	reps aren't formally recognised for the work that they undertake.
Developing	Reps contact details are collected and available to the Faculty and the Union. This is not done in a timely and consistent manner and there are often gaps in the information.	Training is provided but only about 30% of reps attend. There are clear job descriptions for reps outlining what is expected of them in their role.	Generally speaking the system is followed and reps are in place, but the Union doesn't have all of their contact details and has difficulty communicating with them. Departmental representation is hard to organise.	The Union contacts reps two or three times a year. The Union hold the occasional meeting, which few reps attend. The Union email reps but receive little feedback.	The Union has ownership over the system or UCL has ownership over the system.	Reps are thanked at the end of the year by their Department or Faculty and the Union.
Developed	Most contact details are collected but there are some gaps. Reps are contacted by email prior to training events.	Training is provided jointly by the Union & UCL which is attended by most reps. Departments actively encourage reps to attend as part of their role. Training focuses on the role of reps, including how to ensure that they are representative, use available research, how to put items on meeting agendas.	The system is up and running and recognised by UCL as a useful part of the quality enhancement process. UCL engages with reps because it wants to – not because it has to.	The Union contacts reps by email, at least monthly, and offers skills training sessions during the year. The Union holds training twice a year, or runs a reps conference halfway through the year. Reps receive regular emails or newsletters from the Union.	Ownership of the system is shared between UCL & the Union although precise roles and responsibilities are unclear.	The Union & UCL ensure effective recognition of reps through a variety of mechanisms which could include reps awards, certificates, and recognition on degree transcripts.
Refining	The information is collected systematically and submitted to the Faculty and to the Union. Other useful information is gathered as necessary to ensure support and training meets their needs, e.g. previous reps experience and prior training attended. Reps are contacted as soon as they are appointed.	The Union offer skills and follow-up training sessions during the year. The training is focused on supporting the reps to make improvements to their course and learning experience and is evaluated each year to ensure its ongoing effectiveness and relevance. There is a handover from the previous rep to facilitate continuity.	The rep system has a clear mission, vision and values embedded within the Union and UCL's mission and strategic plan. The effectiveness of the rep system is regularly reviewed.	The Union, in partnership with UCL, has significant online resources for reps including handbooks, forum/chat room ability and details of HE issues, which support the training sessions. There are regular meetings with reps that are fairly well attended.	Ownership of the system is shared between UCL & the Union; however, it is only at the most senior level that staff are clear about precise roles and responsibilities. There is commitment to resourcing the system from either or both the Union & UCL.	The activity of reps is regularly featured in Departmental newsletters, student media and the Union website.
Outstanding	Information is collected systematically through a form submitted to the Union. Each year individuals from the Union speak with Departmental staff to ensure the system works effectively. A Departmental or Faculty staff member works with the Union to ensure every year group has a rep within the first three weeks of the start of the academic session.	Training is designed on the basis of a needs assessment of the role. Reps are contacted after a few months to evaluate the effectiveness of the training and improvements are made as a result. Additional training events for second year reps and advanced level training is provided throughout the year.	The Union, in partnership with UCL, regularly measures the effectiveness and impact of the reps system as well as reviewing and improving it. the Union is able to demonstrate the impact of the reps system on improving the learning experience. the Union benchmarks the system against itself and against other students' unions.	The Union is in regular communication with reps about national HE issues, UCL-wide issues, and information about the Union. the Union also has drop-in times for face-to-face support and briefing sessions to reps. the Union provides access to the reps network to staff in UCL as requested.	The rep system works as a partnership between the Union & UCL where roles and responsibilities have been clearly defined in a code of practice or similar document. Resource has been committed by both parties.	The activity of reps is recognised, shared, and celebrated by the student body as well as by the Union & UCL.

*Adapted for use at UCL from the NUS 'Representation Benchmarking Tool', Student Engagement Toolkit, 2010

Part Two: Primarily relevant at the Department/Faculty level

	How successful are representative elections?	What impact do representatives have?	How do students and staff work constructively together?	How representative are representatives?	How do representatives feed back to students?	How is the diversity of representatives ensured?
First Steps	Students are not aware of who reps are or what they do. Reps are just selected by their department.	Reps only speak when they are called upon and are only likely to raise 'complaints', e.g. lecturers not turning up on time.	Reps are invited to Student-Staff Consultative Committee (SSCC) meetings. Some reps speak up, but others do not feel comfortable enough to speak. The content of meetings is often backwards looking, negative, and tends to simply list students' issues.	Reps attend the SSCC meeting but usually just speak from their own experience.	Reps or staff in the department puts minutes of SSCC meetings on a notice board, or the Department publishes the minutes, but this does not always happen and they are not easy to find. reps are simply expected to attend the meetings. Many students don't know who their reps are.	Departments elect reps, but those elected may not fully reflect the student body.
Developing	Reps are chosen by who puts their hands up at the beginning of the first lecture of term, with little awareness of what their role is. Most students are not aware of who their rep is.	Reps occasionally speak on items on the Student-Staff Consultative Committee (SSCC) agenda and will contribute to discussions on teaching and learning.	Reps are invited to SSCC meetings and feel they can provide feedback. Meaningful discussion takes place but this is often awkward or stilted.	Reps know who they are representing but have difficulty getting feedback from all groups of students. The Union advises on how to contact students. Students know who their reps are and how to contact them.	Reps are expected to give students feedback from the meetings they attend, but have no help in arranging this. The Department publishes minutes, but these are sometimes late.	Departments think through how to ensure information on reps elections is provided and promoted to different groups of students, and rely on this to produce a representative set of reps.
Developed	There is some publicity about elections and awareness of the reps role. Elections are fair and democratic but there is often just one candidate standing and an actual election may not be required. Where there is selection rather than election, the process is fair and transparent.	Reps attend both SSCCs and other departmental meetings and regularly contribute usefully to meetings, bringing the views of students.	SSCC meetings are chaired jointly by a student and a member of staff and everyone in attendance feels able to contribute freely. Staff see their role as providing students with information which enables them to meaningfully contribute to policy enhancement and new developments in partnership.	Reps regularly take steps to contact students to get their views; this could include meetings, focus groups and emails.	The reps feedback key issues to students that expressed an interest through emails, lecture announcements or any other appropriate method.	There is some awareness of which groups of students are under-represented, and efforts are made to encourage students from these groups to stand and vote in elections.
Refining	Students are broadly aware of the role of reps and what is expected of them. There are usually contested elections. Staff and others encourage students to vote throughout the voting period and turnout is reasonable.	Reps regularly raise items on the SSCC agenda. Reps are able to identify areas where they have made changes which have improved the experiences of students.	Staff, students, and reps see the SSCC meeting as having influence over the direction of the Department or Faculty. Reps sit on some other Department or Faculty meetings, but cannot meaningfully engage with most items, and do not have mechanisms for feeding back to the student body on items discussed.	In addition to regularly contacting students, reps use a variety of other mechanisms to gather the feedback of students, including virtual forums to get feedback from harder to reach students.	Alongside feeding back to fellow students through a variety of methods, reps also relay outcomes of meetings to Faculty reps and the Union, especially if their issues cannot be resolved at the departmental level.	The composition of SSCCs is monitored locally and targets set for improvement. Efforts are taken to ensure meetings are more representative through appealing to specific student groups during the election process, and through the invitation and/or co-opting of students from groups which are under-represented.
Outstanding	Students are well aware of what reps do and what improvements to their learning experience there have been as a result of reps activity. Contested elections with high turnout are the norm, and there is a strong culture of engagement via elected representatives.	Reps are an integral part of the governance of their departments, and all students are aware of the impact that reps have on improving their teaching and learning experiences.	Student representation on Department/faculty meetings is pervasive, and reps feel they can freely contribute to meetings which are designed for the needs of both students and staff. Reps and staff bring items they are discussing in other forums back to the SSCC, which forms the hub of student-staff partnership in the Department or Faculty and has meaningful influence over its direction.	A large number of reps regularly use evidence for their contributions including NSS, other student surveys, national research results and focus groups which are representative of all the students on their programme.	Students attend meetings with their reps and hold them to account. reps are respected within their department and their opinion is valued and actively sought by staff and students. reps feed back to students regularly, including through the UCL and the Union websites and publications to showcase the impact of their work.	A systematic approach to monitoring the representativeness of reps is taken, and a variety of mechanisms for tackling this exist, including co-option, creation of roles with specific responsibilities, and quotas or protected places. Research is undertaken into barriers to engagement that different groups of students face, and changes made to practice to facilitate greater engagement from these students.

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