



PROGRAMME REP HANDBOOK





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I want to begin by thanking you for putting yourself forward to become a Programme Representative and congratulate you on being elected by your fellow classmates. You are now a part of a community of student leaders and change makers who amplify the student voice and create change within your programmes, departments and schools.

The work you carry out is invaluable in ensuring that students have their voices heard and get the best possible experience out of their time at City. From extending assessment deadlines, to addressing clinical placement concerns and improving timetabling, you really can and do make a difference!

You are an amazing example of the working relationship that exists between students, the Students' Union and the University. This role will give you the opportunity to call upon a wide ranging skill-set, from leader and negotiation to effective communication, and we are sure that the training you receive from City SU will prepare you well to elevate the student voice and bring about positive change for your cohort.

As the one of the SU Deputy Presidents, I am here to help you to achieve the changes you want to make as a Programme Rep, and work collaboratively alongside you to address and find solutions to issues that affect students across the university.

I hope you find your year as a Rep enjoyable and rewarding, and that you use this position to make impactful, student-led change at City.



Fortune Sampson

Fortune Sampson
City Students' Union Deputy President

Congratulations on becoming a Programme Representative! In this role, you will play a really important part in improving the student experience at City and representing the student voice.

Our University strategy places students at the heart of everything we do and as a Programme Representative, your voice is vital for shaping what this means. I'm really excited that this year we have introduced a new student feedback system, GetHeard@City, which you will be working with and I'm looking forward to learning more from you and our students about their experiences.

My strategic priorities for improving our student experience are building our university community, fixing the basics with our processes, understanding and engaging with our students.

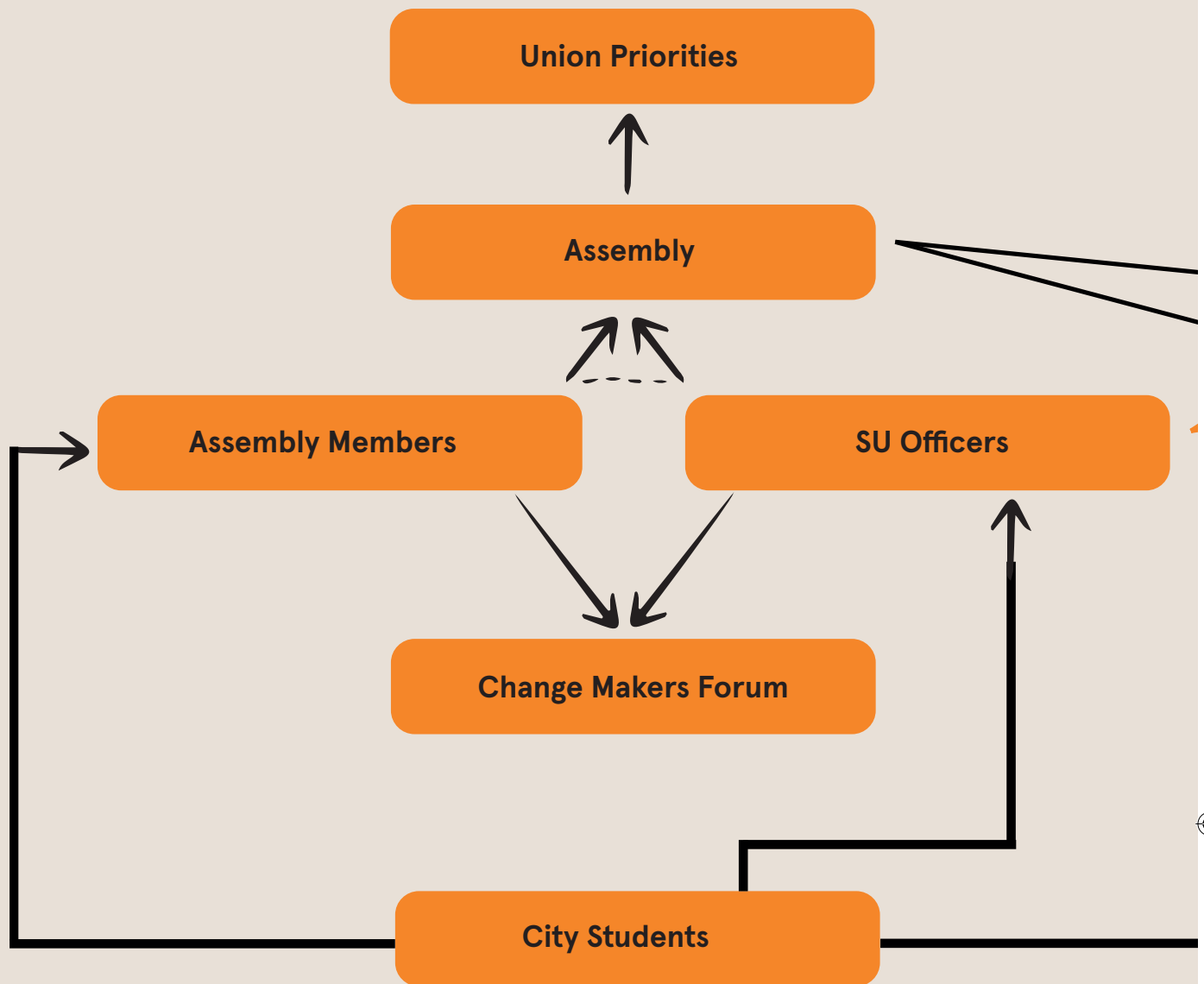
Your experiences as a student and the experiences of others on your programme will ensure that your voice is heard and that we have the opportunity to listen and learn from you.

I hope you enjoy your time as a Programme Representative and I look forward to working with you to enact positive change for all our students.



Susannah Quinsee

Susannah Quinsee
Vice President Digital and Student Experience



YOUR ELECTED OFFICERS



Akanksha Kumar
President



Jackson He
Deputy President



Yavuz Emin Kafadar
Deputy President



Fortune Sampson
Deputy President

Our Assembly is the representative voice of students, and the largest, most powerful student decision-making body at City. The Assembly sets the Union's priorities for the academic year. The Assembly is made up of 50 members: 4 Students' Union Officers, 33 elected Assembly Members and 13 appointed First-Year and Postgraduate Members

PROGRAMME REPRESENTATIVE ROLE

A Programme Rep is a student who has been elected to represent the students on their course. They represent the academic and non-academic interests of their cohort and are empowered to make positive, student-led change at City.

Programme Reps play a key role in ensuring that all students have a voice and an opportunity to share feedback about their learning experience. They help students make as many positive changes as possible and ultimately, help improve the quality of education at City.

What does a Rep do?

They gather the views and opinions of students on their course and communicate that feedback to academic and professional services staff. Programme Reps are an important part of the representative and changemaking structures at City.

Your responsibilities are to:

- Be the key link between students on your course and programme staff.
- Represent the academic and non-academic interests of students.
- Attend and actively contribute to committees and meetings.
- Proactively engage with students and collate any feedback relating to their experience.
- Present student feedback at relevant meetings.
- Communicate key information and outcomes back to the students.
- Work closely with School Assembly Members and SU Deputy President.
- Attend training sessions run by City SU.
- Be a point of signposting information for students on your programme.
- Communicate regularly with the SU Representation Team.
- Promote module evaluations, NSS/PTES/PRES and other feedback systems to your cohort.
- Regularly engage with the GetHeard@City platform, responding to students, moderating and escalating posts.

The role of a Rep can be broken into 3 key areas: Research, Represent, and Report.

RESEARCHING STUDENT OPINIONS

To represent your cohort effectively, you need to do research and find out what students are thinking. The students you represent need to know who you are and how to get in contact with you and raise their concerns. You can work alongside your course/programme leaders and fellow Reps to promote yourself and let students know you're here to listen to their opinions.

Talking to students in person is one way of gathering feedback, but it's not always the most practical. The GetHeard@City platform, which is powered by Unitu will be a key tool in gathering the views and opinions of your peers.

HOW TO GATHER FEEDBACK

Be creative in how you gather feedback and think about which ways work best for you and the students you represent.

Think about...



TIME



PLACE



RESEARCH



METHOD

Knowing who you represent will help you find the best way to approach them for feedback. Think about whether they are part-time, commuter students or on placements. To get the most complete picture of students' experiences, you will need to use a variety of different methods.



POLL



WHATSAPP



**GETHEARD@
CITY**



**SUGGESTION
BOX**



EMAIL



SURVEY

GETHEARD@CITY

(POWERED BY UNITU)



We launched a new student voice app with the University called GetHeard@City. All students can use it to talk to other students, ask questions, and raise any issues about their time at City. You are automatically placed onto a Board based on your programme, and each board has two sections: a private feedback area, and a public feedback area.

Private Feedback: When a student makes a post, it goes directly into the private area which can only be accessed by the students on the Board. It cannot be accessed by university staff. Students trust you as their representative to have more knowledge about City, so as a Rep you will be there to answer questions and respond to students.

If a post gets lots of engagement from other students, or you, as a Rep, decide it needs to be raised with staff members, it's your responsibility to move posts to the public feedback board.

Public Feedback: This is where staff on your course, and wider university staff, will be able to see and interact with posts. They'll use this space to provide with regular updates and liaise with you to resolve issues. Once a post is in the public area, you can take it to Student and Staff Liaison Committee and Student Experience Committee meetings.

YOUR ROLE ON GETHEARD@CITY

Complete training: You should complete training provided by City Students' Union and the e-learning module hosted by Unitu. This can be accessed by visiting www.unitu.co.uk/courses and enrolling in the "Unitu Student Rep Training" course.

Log in regularly: Please activate your account as soon as possible. You can access GetHeard@City by logging in to the Unitu website or the app. Click "sign in with university details" and follow the account activation process. Once you're trained and logged in, you can get posting and moderating your private spaces as soon as possible.

Respond to students: You should respond to students and provide updates on posts. As a Rep you can comment "as an update", which boosts your comment and notifies the students who engaged with the post. You can use this to answer students' questions with the correct information, to signpost students to the most relevant place to get support, and to update students on the next steps for their feedback. You should respond within 3 days.

Update & escalate: In the private section a post will get likes, dislikes, and comments from students and other Reps. If you (or another Rep) can answer it, share an update and close the post. If it needs staff interaction or needs to go to a committee meeting for further discussion, it should be moved over to the public board. This is where staff can assign posts to the relevant person, add posts to committee meeting agendas, respond to questions and close posts, and move things into the "in progress" section if a post needs more thought. You should escalate posts from the private to the public board. As a Rep you decide which posts need staff involvement. You should escalate posts within 3 days. Staff should respond within 3 days of the post being escalated to the public board.

Moderate the Boards: All Reps are moderators in the Boards and you oversee the collaborative academic community between students and staff. You should moderate inappropriate content, including offensive, disruptive, and abusive posts and comments. As a Rep you can respond to the student and ask them to edit their comment, and you can report and remove content with or without giving a strike to the author. We would recommend using the three strike-policy to make sure discussions are kept respectful. You should ask the student to edit or remove posts and comments that are abusive, harmful, or offensive – use your judgement based on the context. You should always let us know about any incidences of bullying, harassment, or data breaches.

TOP TIPS FOR GETTING THE MOST OUT OF GETHEARD@CITY

Download the app: GetHeard@City is available online or via app. As you'll be regularly checking the platform, you may find it easier to download the app onto your phone (if you are able to). This might make it easier to check in on your Boards, respond to students, and you can receive push notifications.

Customise your notifications: The default setting sends you notifications about posts regarding your programme and your year. You can customise these notifications to receive more or fewer notifications via email or push notifications.

Introduce yourself: You have a "Rep" badge attached to your account –this makes it easy for students to recognise you. However, we would recommend creating a post at the start of your role to introduce yourself and let students know who you are, what you do, and how you can be contacted.

Regularly check up on your Boards: Students should trust you to have correct and up to date knowledge about your programme and navigating City and trust you to address their issues and feedback with staff. Please make sure you are taking some time to regularly check in with the platform and read all of the posts in your Board, including the comments, and respond to questions and concerns where necessary.

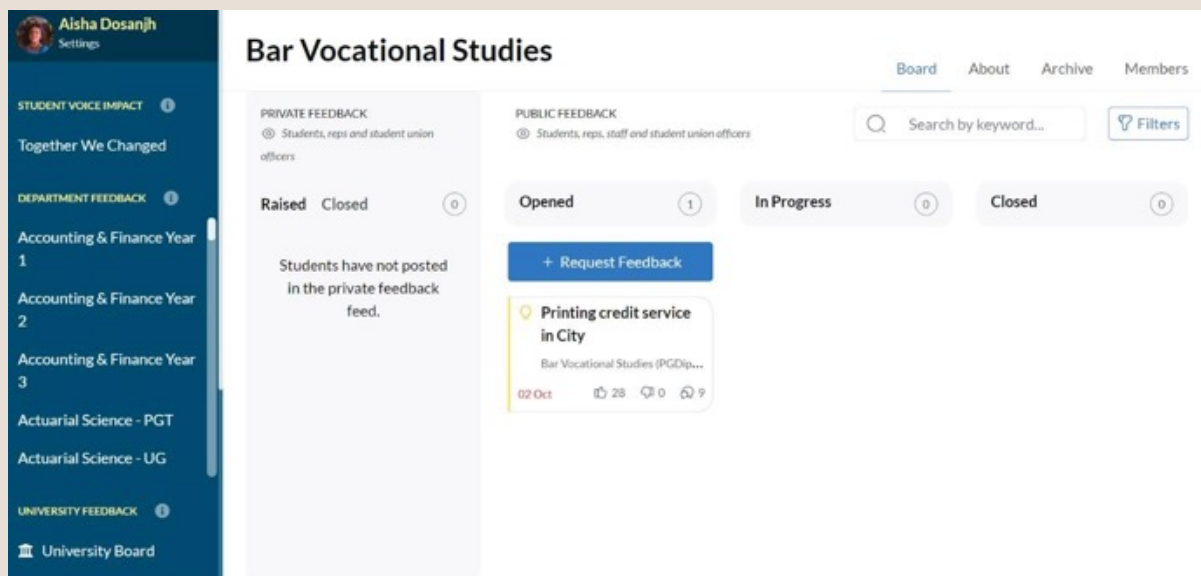
Maximise engagement: Posts with lots of likes and comments are more likely to have reached a wider audience – this means you will get a wider range of opinions and figure out the majority view. Posts which have more engagement will get attention from staff and will likely be prioritised. You can get engagement by leaving the post in the private section of the Board for a few days, provided you update students on why you are keeping it there. You can also use the "boost" function to notify students about the post and encourage them to leave likes and comments.

Escalate posts to aid you in meetings: You should be escalating posts into the public section as part of your role to make sure that staff are made aware of student feedback and issues. They cannot see posts while they're in the private area so they can only address issues once the post is moved over to the public section. We would also recommend escalating posts to make staff aware of topics you want to bring up at Student Staff Liaison Committees and Student Experience Committees, as staff can put the items on the agenda and prepare in advance.

Summarise feedback and update students when you escalate posts: When you are ready to escalate a post to the public section for staff to interact, make sure to "post as update" so students know what is happening to their post. When you escalate posts, you can support staff by summarising the post and letting them know the main themes in the discussion.

Create your own posts: Everyone in your cohort has access to the posts on your programme board. This means you have an easy and convenient way of reaching every single student on your programme in one go, making your role as an opinion researcher much easier.

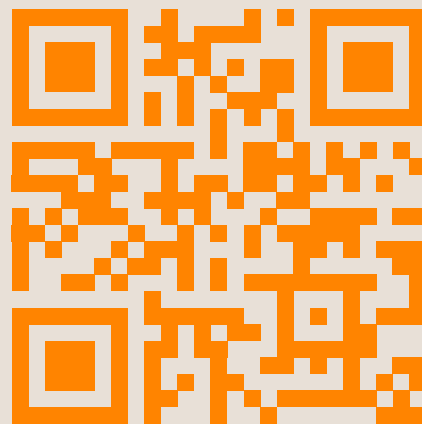
Promote GetHeard@City: There are lots of ways that students can ask questions, raise issues, and give feedback, and we would recommend using mixed methods to collect feedback from the students in your programme. The posts on GetHeard@City are likely to cover a broad range of topics, so be clear to students about what the platform is for. We would recommend encouraging students to use GetHeard@City and posting feedback on there that you've collected from elsewhere.





Got feedback about your learning and teaching experience?

feedback here



citystudents.co.uk/getheard

MAKE EVERY DAY BETTER 

REPRESENTING STUDENTS

Once you know what students are saying, you need to present this to staff. It's important that you do this in the most practical, constructive, and professional way. Always remember to represent your whole cohort, and not just your own opinions.

There are different ways to communicate feedback to staff. Always assess the urgency of any issues before deciding how best to communicate feedback to staff. You have a direct responsibility of monitoring and escalating feedback posted on GetHeard@City so make sure you're checking boards regularly, moving posts to the public board and assigning them to staff.

You'll also be required to attend meetings with your programme and school staff to present student feedback.

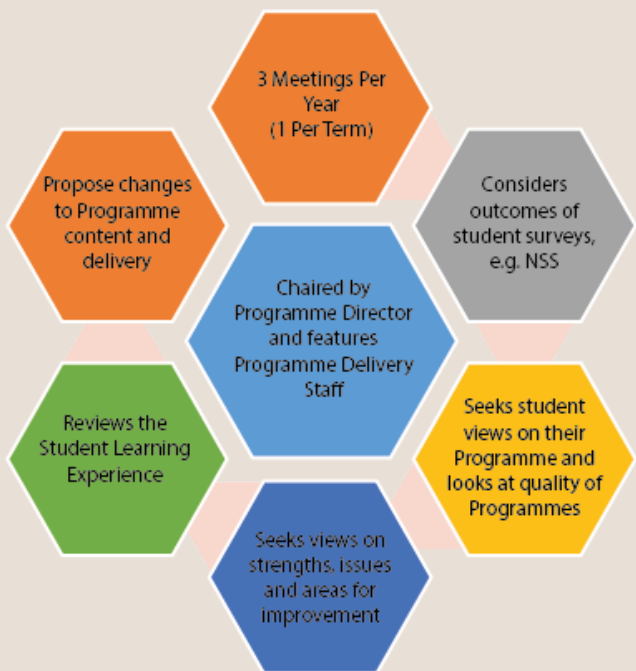
Mandatory Meetings:

STUDENT-STAFF LIAISON COMMITTEES (SSLCS)

- Chaired by Programme Directors.
- Looks at quality of programme.
- Seeks views on strengths, issues, and areas for improvement in the student learning experience.
- Propose changes to Programme content and delivery.

STUDENT-STAFF LIAISON COMMITTEES (SSLCS)

- Chaired by School Associate Dean.
- Attended by Staff from across professional services departments.
- Raise your concerns about wider student issues.
- Receive updates and reports on new City initiatives



Preparing for Meetings

IT IS IMPORTANT THAT YOU COME PREPARED TO MEETINGS. THIS WILL ENSURE YOU GET THE MOST OUT OF IT AND FEEDBACK IS TAKEN ON BOARD.

Prior to the meeting:

- Make sure that you have read all relevant documents (such as agendas or minutes).
- Review posts on GetHeard@City.
- Research how students feel about the important issues.
- Prepare any suggestions you want to put forward and provide evidence to back them up, and know which issues to take to which meetings.
- Check the date, time and location of the meeting, and if you're unable to attend, you must send your apologies to the organiser.

During the meeting:

- Stay focused, alert and engaged.
- Be assertive, but not aggressive, in making your points.
- Take notes – use these to keep track of talking points and any deadlines or actions.
- Don't be afraid to ask questions about things you don't know.

After the meeting:

- Close the feedback loop and report back to students on any decisions that may affect them.
- Be reliable in completing any actions or tasks assigned to you.
- Follow up on any actions.
- Submit a Rep Journal entry.

Providing Effective Feedback

The **ABCD** rule is an approach that will help you provide feedback to avoid conflict and help create good working relationships.

Accurate – the feedback should be based on evidence.

Balanced – the feedback should have a balance of positive and negative aspects.

Constructive – this is where you can provide solutions or ways to improve the current situation.

Depersonalised – keep the feedback about the issue and not the individual.



REPORTING BACK TO STUDENTS

Closing the feedback loop is an important part of your role. Students will see the value of sharing feedback and concerns when they know that it's being taken forward and acted upon.

It is important that you provide regular updates to your cohort, so that they understand the feedback they have given is being used and progress is being made.

Whenever you discuss student feedback with staff, be sure to report back to your cohort and keep them updated. You can use GetHeard@City to share these updates, as well as other methods.

SHARE YOUR WINS

Programme Reps work hard every year to make changes happen for students. We're keen to demonstrate the impact that you have as Reps so we ask you to share your wins with us.

You'll have access to our Rep Wins form for you to submit your achievements, which will be shared on our website and in your regular Rep Newsletter.

I was able to agree with our school to have a generous marking on our Finance exam and Economics coursework as they were both far away from what we thought in lectures.

- BSc Mathematics with Finance and Economics Year 2

Timetable was not convenient, online and in-person sessions were too close for students to commute to uni. I contacted the course office, directors and relevant professors and rescheduled the timetables to try to fit in the lectures while giving students enough time to commute to uni for the in-person sessions.

- BSc Actuarial Science Year 2

I established the class's official group chat, ensuring its success by achieving 100% membership among the course participants. Additionally, I created a Discord chat, a professional pathways group chat, a girls-only group chat, a program representatives group chat, and an announcement channel.

- MSci Computer Science Year 1

I helped the international students all year with extensions. I also helped with course work for the international's by giving them a plan of action to stay on top of their deadlines.

- MSc Criminology and Criminal Justice

I organized the SST PG Christmas Party, got the teaching assistants to give additional mathematics and programming exercises, organized a Data Science Summer party after the exam period and got the teaching assistants to give more help in the labs.

- MSc Data Science

REP JOURNAL

We encourage you to submit a Rep Journal regularly as a way for you to record all the work that you do as a Rep throughout the academic year, from SSLCs, to general feedback issues or achievements in your role.

Regularly making entries into the Rep Journal benefits both you and the students you represent. You can:

- Receive points towards your certificate of recognition award.

- Request a summary of your journal entries at the end of the academic year, so that you can reflect on the skills you have learnt and write about them in a CV or job application.

- Receive SU support to help you to escalate issues, enact positive change, and improve students' experience by keeping us updated about the student voice on your course.

The SU Representation Team will regularly review the Rep Journal and contact you about any issues with which may require support.



CITY CHANGE MAKERS



Getting the most from your time at City

City Change Makers

As an elected Rep, you are part of our community of City Change Makers. We encourage you to work with other Reps, Assembly Members, SU Officers and Academic Societies on campaigns and making change at City.

In the past year we have achieved:

- Divestment from fossil fuel companies.
- Access to TurnItIn plug-in.
- Student-friendly extenuating circumstances applications.
- Supporting you through strikes.
- The launch of GetHeard@City.

Change Makers Forum

We've created a space for all our Change Makers to come together and collaborate on campaigns.

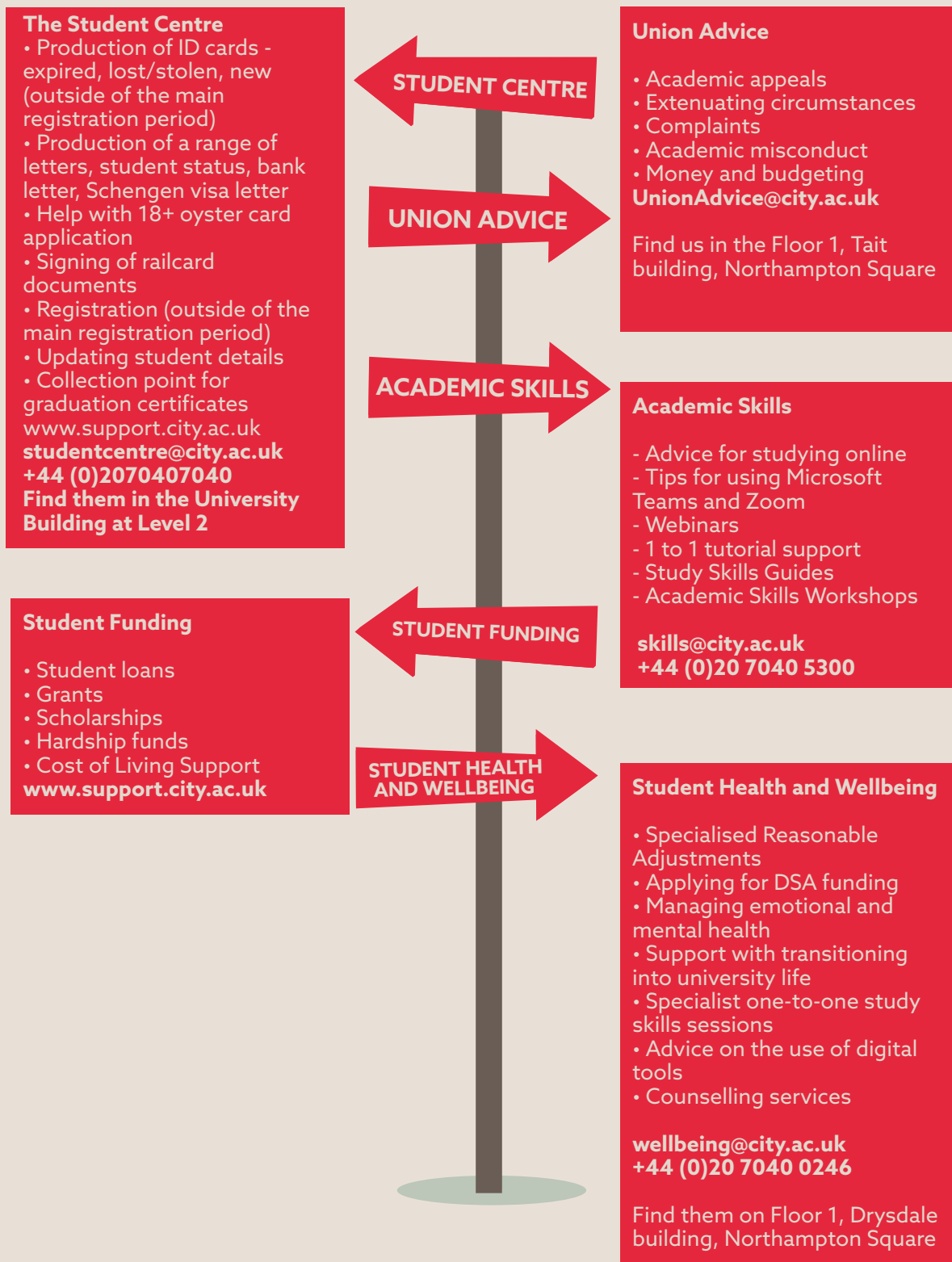
These Forum meetings will take place once a Term and will give you the opportunity to share what you're working on as well as hear from others about their projects.

The meetings will be open to Reps, Assembly Members, SU Officers, Academic Societies and Student Trustees.

SIGNPOSTING

As a Programme Rep, you will be contacted about experiences that you're not equipped to solve and will need to signpost students to support services. For example, if a student has an issue with an academic appeal, you have to know where to direct them.

Here is a list of the main services found on campus:







REWARD AND RECOGNITION

As a Programme Rep, you contribute positively to the experience of your fellow peers, but you also receive a number of additional perks.

Rewards

Apart from giving a boost to your CV and developing key transferable skills, you also get access to:

- Personalised hoodies and business cards for purchase.
- Programme Reps of the Term prizes.
- Paid research opportunities.
- Programme Rep branded lanyards and notepads.
- Certificate of Recognition

At the end of the year, you'll be awarded a certificate of recognition by the SU President and City's VP Education.

Different activities will award you points which will go towards the level of your award.

Activity	Points awarded
Attend training	25
Attend 1 SSLC/SEC per term	25
Bronze awarded at 50	
Attend a Change Makers Forum	20 per meeting
Attend an Assembly Meeting	30
Rep of the Month Winner	20
Programme Rep of the Year (shortlist)	25
Programme Rep of the Year (winner)	40
Submit a Rep Journal entry	10 per entry
Submit a Rep Win	20
Evidence of engaging with GetHeard@City	30
Collaborating with Academic Societies	20
Organise an event	20
Silver awarded at 120	
Gold awarded at 180	
Platinum awarded at 200	



JARGON BUSTER

Getting to grips with communications can be difficult when you are also trying to navigate University. You might encounter words, terms and phrases that are hard to understand.

Our jargon buster explains what many of these terms you may encounter in your role.

Accessibility – the practice of making information, activities, and/or environments sensible, meaningful, and usable for as many people as possible.

AdvanceHE – a member-led charity of and for the sector that works to improve higher education for staff, students and society.

Agenda – the list of items of business to be taken up/discussed during a meeting. This should be sent to you in advance.

AGM – Annual General Meeting

Alumni – former students of the University. Famous City Alumni include Clement Attlee!

AOB – Any Other Business. This is typically found at the end of an agenda to indicate that new topics may be introduced.

Asynchronous Learning Students – studying a course at different times of the day.

BAME/BME – Black Asian and minority ethnic/Black and minority ethnic.

Blended Learning – a combination of online teaching and face to face teaching as part of the course.

Board of Trustees – the board that supervises the governance of the Students' Union.

BOS – Board of Studies.

Chair – the person who leads the meeting. They prepare the meeting agenda, open the meeting, facilitate discussion, and keep the conversation focused and balanced.

Chancellor – The Chancellor presides at ceremonial occasions and acts as an ambassador for the university.

CMA – Competition and Markets' Authority

Cohort – a group of people banded together. For example, the group of students in your tutorial class.

CSU – City Students' Union. If you ever need any support, please do not hesitate to ask!

DARO – Development and Alumni Relations Office

DfE – Department for Education (UK Government)

DLHE – Destination of Leavers in Higher Education

DRO – Deputy Returning Officer, the person in the SU responsible for overseeing elections.

ECs – Extenuating Circumstances. They are temporary or short-term difficulties/problems affecting you.

EDI – Equality, Diversity and Inclusion. Ensuring that the University is free from discrimination and is a diverse and tolerant place to study.

FE – Further Education. It takes place after you finish secondary school, but not usually at universities, e.g., courses at colleges, apprenticeship schemes.

Governance – establishment of policies, and continuous monitoring of their proper implementation.

HE – Higher Education. An academic study route typically achieved at university e.g., a bachelor's degree.

HEFCE – Higher Education Funding Council for England

HR – Human Resources

LEaD – Learning Enhancement and Development

LEC – Learning Environment Committee

LGBT – Lesbian Gay Bisexual or Transgender

Membership – the group of people who attend a certain committee.

Minutes – a record of what has happened in a committee.

MSL – Membership Solutions Limited. The SU Website provider.

NSS – National Student Survey. A survey open to all final year students to give their feedback on their experience.

NUS – National Union of Students. NUS is a confederation of student unions in the United Kingdom to which City SU is affiliated.

OFFA – The Office for Fair Access, the independent regulator of fair access to higher education in England.

OFS – Office For Students, the independent regulator of higher education in England

PAF – Property and Facilities. The department at City responsible for maintaining and developing all aspects of the estate.

Papers – the documents which are needed to conduct a meeting. They typically correspond to an agenda item and can include policies, reports or proposals. Papers should be sent out in advance with the agenda.

PG – Postgraduate. Level of study after already completing a first degree.

PGR – Postgraduate Research. Courses in which the qualification aim is a research-based higher degree e.g., doctoral or research master's course.

PGT – Postgraduate Taught. Courses that do not meet the requirements to be a research course e.g., a Masters, Postgraduate Certificate or Diploma course.

PRES – Postgraduate Research Experience Survey. Run by AdvanceHE to gather information about the experience of any research student.

President – the President is the Chief Executive of the University. Our president is Professor Sir Anthony Finkelstein.

Prevent – Prevent is one of four strands of the government's counter-terrorism strategy.

PSRB – Professional Statutory and Regulatory Bodies (for example the NMC for Nursing/Midwifery).

PTES – Postgraduate Taught Experience Survey, Run by AdvanceHE to gather important information about the experience of any taught postgraduate student.

QAA – Quality Assurance Agency. The UK higher education sector's independent expert quality body.

RAG – Raising and Giving.

REF – Research Excellence Framework. The UK's system for assessing the quality of research in UK higher education institutions.

RO – Returning Officer, the person with overall responsibility for overseeing elections.

SU Officers – Students elected to lead the SU. There are four: the President, and three Deputy Presidents.

Safe Space – a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

Synchronous Learning – students learning at the same time, whether in one room or during the same online session.

TEF – Teaching Excellence Framework. A national scheme run by the OfS that aims to encourage higher education providers to improve teaching, learning, and achieving positive outcomes from their studies.

The Carrot – King Carrot, the Students' Union's mascot

UCAS – Universities and Colleges Admissions Service.

UG – Undergraduate. A student at a college or university who has not yet received a bachelor's degree.

UoL – University of London. A federal University, consisting of 17 independent Federation members.

UUK – Universities UK. An advocacy organisation for universities in the United Kingdom.

Webinar – an online seminar, sometimes these may be done 'Live' or recorded.

WP – Widening Participation. Aims to address discrepancies in the take-up of higher education opportunities between different under-represented groups of students.

YV1/YV2 – Your Voice 1/Your Voice 2. The annual Student Surveys for first and second year students.

YOUR KEY CONTACT

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School of Policy & Global Affairs
School of Communication & Creativity

School of Health & Psychological Sciences
School of Science & Technology

Bayes Business School
The City Law School