Student Academic Representation

Report 2023-2024

Cardiff Students' Union | Undeb Myfyrwyr Caerdydd

The heart of Cardiff student life
Calon bywyd myfyrwyr Caerdydd

Table of Contents

Executive Summary 3

Introduction 4

Student Academic Rep Scheme Enhancements 5

Student Activity and Engagement 6

Training and Support 6

College Forums 7

Recognition and Rewards 8

Events and Additional Activities 9

School Engagement 13

Staff Resources and Training 16

The Student Voice and Experience Network 16

Staff Training and Support 16

Student Academic Representative Feedback 17

Looking Forward 18

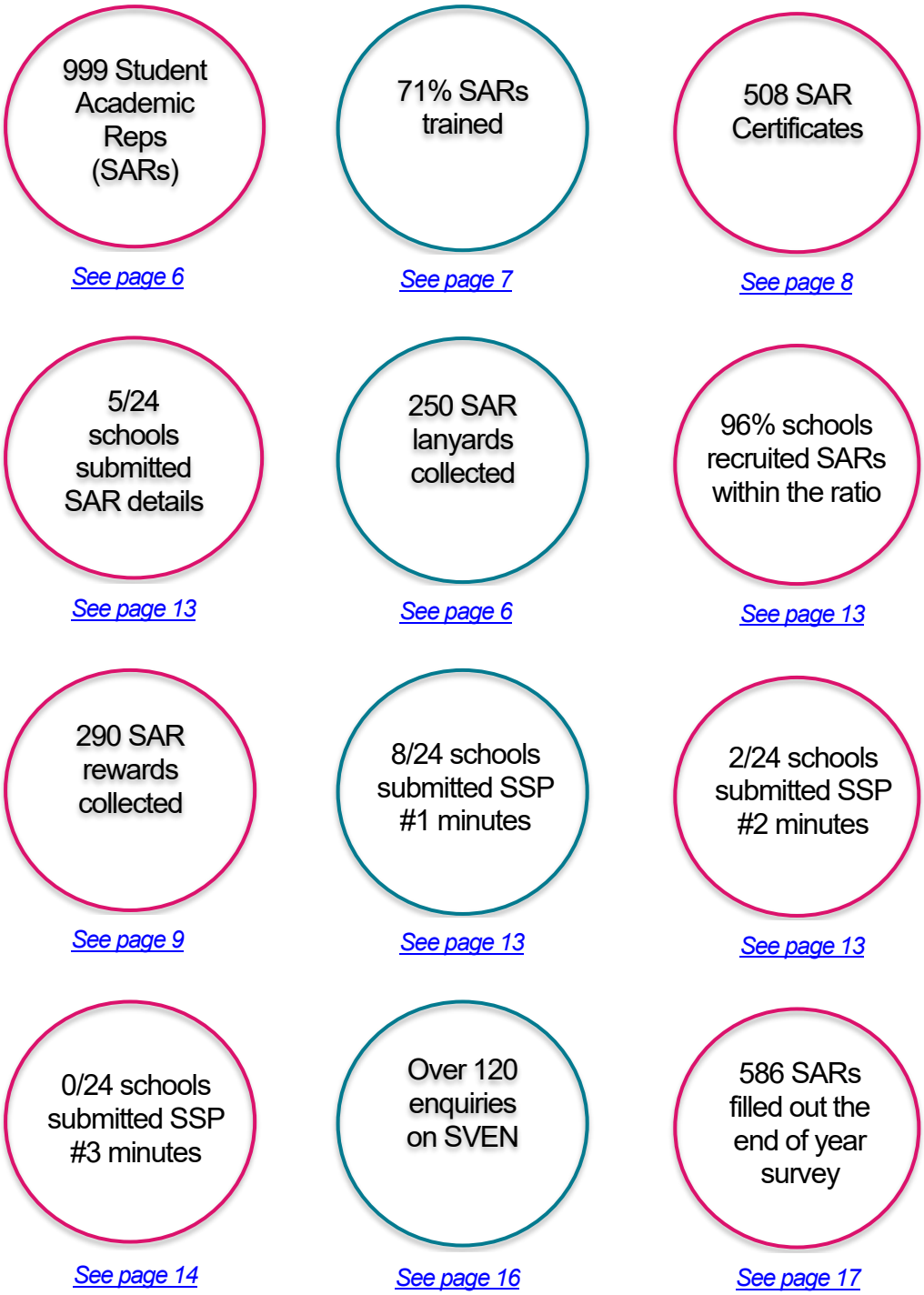
Appendices 19

Appendix A 19

Appendix B 22

Executive Summary

The Student Academic Representation scheme has shown significant improvements in student engagement and implementation in the 2023-2024 academic year. Below are some of the key highlights of the scheme in 2023-2024, based on data available throughout this report.



Introduction

The Student Academic Representation scheme is run in partnership each year between Cardiff Students' Union and Cardiff University. Student Academic Representatives (SARs) serve as a vital link between students and the school, university and Students' Union. Each programme across the university has SARs, who are elected to represent their cohort on educational matters. The Student Voice team in the Students' Union work closely with the university to ensure the Student Academic Representation system works, students have regular opportunities to provide feedback, and Reps are supported effectively.

The main role of an SAR is to listen to feedback from their peers, and take this forward for discussion with staff members at regular Student Staff Panels - meetings designed to facilitate constructive conversation between SARs and school staff. SARs also work closely with university staff to find solutions to ongoing issues, and to help feed this back to the cohort. SARs are not expected to deal with any issues that are not academic, or related directly to their programme of study. However, they do often receive feedback relating to issues in relation to student services and estates

This report provides an overview on the Student Academic Representation scheme in relation to a number of key areas of engagement throughout the academic year 2023-24. The report is separated into subheadings that will cover different aspects of activity, areas of engagement, and feedback. Finally, the report will look at key areas of consideration within the scheme when looking forward to the next academic year.

Student Academic Rep Scheme Enhancements

Ahead of the 2023-2024 academic year, a number of enhancements were made to the way the scheme is run, based on feedback received from staff and students the previous year. These enhancements do not form part of this report however, they are important to note due to the impact they have had on the operation of the scheme.

The enhancements introduced to the SAR scheme in 2023-2024 were:

- The creation of an updated Staff Handbook, which includes best practice on pre-meetings, closing the feedback loop, role descriptions, guidance on how respond to student feedback, and a calendar of Students' Union and University student voice activity.
- The implementation of an option for students to continue in the SAR role and receive training over the summer period so that they are in post for the beginning of the academic year.
- A review of the promotional materials for SAR Recruitment.
- Updated guidance documents on Student Staff Panel minutes/Actions and Key Decisions resources for staff.
- The development of a process for the removal and replacement of inactive SARs.

Student Activity and Engagement

At the end of the 2023-24 academic year, there were 999 Student Academic Reps (SARs) in post. The true number of SARs in total is higher, with a number of SARs stepping down during the year, whether because of their course coming to an end, or for personal reasons.

SARs engage with a variety of Student Voice activities within their role. These activities can be broken down into the following themes:

- Training and support
- College Forums
- Recognition and Rewards
- Events
- Additional Activities.

Training and Support

Schools were required to recruit, and inform the Students' Union, all SARs by the end of week 3 of the academic year. Following recruitment, all SARs were required to attend compulsory training with the Students' Union to gain key information and support for the role. SARs attended live training sessions both in-person and online, held in weeks 5,6 and 7 of teaching. To promote accessibility of training resources, a digital training module was also made available for any SARs who were unable to attend the live sessions or who were added as SAR at a later date. Following training each SAR who attended was offered a complimentary SAR lanyard to promote the visibility of the SAR role. Over 250 SARs collected a lanyard this academic year.

One of the enhancements to the SAR scheme for the 2023-24 academic year was the introduction of continuing SARs. This enabled SARs to continue with the role into the next academic year without the need to get re-elected, meaning they could be in post at the beginning of the new term. To support this enhancement, a digital refresher module was introduced by the Students' Union to enable continuing SARs to complete training over the summer period in their own time and remain up to date with any changes to the scheme. Continuing SARs also had the option to attend a live training session if they preferred to do so.

Training was well attended with over 71% of SARs completing training in 2023-24. This was an increase from 69% in 2022-23 and 46% in 2021-22. A total of 355 SARs completed the digital training module, while 357 SARs attended live training sessions hosted by the Student Voice Team.

SARs also had additional optional training opportunities. A Chair and Vice-Chair training session was made available to any students interested, again available as a live session and as a digital module. A total of 11 SARs completed this additional training session, marking a large reduction in comparison to the 54 students who attended in the previous academic year. No specific feedback was received from students as to why there was less interest in attending the training. However, the Student Voice team are reviewing the session for the next academic year with hopes to open this up to a larger group of student leaders with the session focusing on general meeting skills. Furthermore, the Student Voice Team supported each College to recruit SARs for the College Education and Student Experience Committees (CESEC). 16 SARs were recruited to sit on a CESEC, with an additional training session being offered to each SAR who volunteered.

College Forums

The Students' Union organises College Forums for all Student Staff Panel Chairs and Vice-Chairs. For 2023-24, the forums were divided by College and mode of study, allowing an opportunity for each Chair

and Vice-Chair to discuss feedback with their College Dean and other professional service staff, whilst also receiving support from their elected Students' Union Sabbatical Officers. The College Forums were once per semester in 2023-2024 and were divided as follows:

- The College of Arts, Humanities and Social Sciences Undergraduate College Forum
- The College of Physical Sciences and Engineering Undergraduate College Forum
- The College of Biomedical and Life Sciences Undergraduate College Forum
- The Postgraduate Taught Cross-College Forum
- The Postgraduate Research Cross-College Forum

A total of 44 SARs attended College Forums in 2023-2024, while 74 SARs attended College Forums in the previous academic year.

Recognition and Rewards

To recognise the significant contribution SARs make to the student experience through their voluntary role, the Students' Union provides all SARs with a certificate at the end of the year as evidence of their time in the role. 508 SAR certificates were distributed in the 2023-2024 academic year. SARs were also allocated points for attending training and activities throughout the year, and these points equate to which category of SAR certificate (bronze, silver or gold) they received. To receive a certificate, each SAR must have completed training, as well as the end-of-year SAR survey distributed by the Student Voice Team. This survey allows SARs to provide invaluable feedback on their experience in the role across each academic year, and also provides a space for students to record all of the engagements they participated in to support their SAR rewards, as below.

The SAR role can be extremely rewarding in itself for students, as it gives them opportunities for upskilling, networking and improving the overall student experience. This year to highlight the contributions of SARs, the Student Voice Team introduced a new rewards-based system in which SARs could swap points they had collected for attending student-voice related activities for rewards. Each SAR received the end-of-year SAR survey alongside information regarding the available rewards. A total of 334 SARs requested rewards based on the points they had collected, with 194 SARs collecting the rewards they requested. A range of rewards were available to students, from SAR branded water bottles and SAR school branded hoodies to Cardiff University branded pens, mugs, tote bags and more. SARs collected around 290 individual rewards. The rewards scheme aims to support the visibility and recognition of the SAR role across the university.

Events and Additional Activities

Each year there are a number of additional opportunities and activities for SARs to get involved in to enhance their skills and experience within the role and to provide a space for them to network with other Student Leaders. Examples of Student Leaders include Sabbatical Officers, Campaign Officers, and Student Senators, as well as SARs. To keep SARs informed of the various opportunities and events, the Student Voice Team sent a monthly newsletter to SARs with a range of updates and information detailing how to get involved.

In 2023-24, the Student Voice Team hosted a Student Leaders' Conference which was attended by a range of Student Leaders. The conference aimed to enhance students' skills whilst also allowing them to get involved with some of the work done by the Students' Union, all while providing an opportunity to network with like-minded individuals. 27 SARs attended the conference alongside a range of other Student Leaders, engaging with sessions such as 'Introduction to Mental Health First Aid', 'Introduction to Cymraeg', and 'Communicating with those who are deaf and hard of hearing'.

The Student Voice Team and Elected Sabbatical Officers host an annual thank you event at the end of the academic year to celebrate all of the work done by SARs. In 2023-2024, the Students' Union collaborated with the Student Engagement Team within the Learning and Teaching Academy to make the event bigger and better, and to allow for the inclusion of a wider range of Student Leaders and partners within the university. This event was attended by 122 Student Leaders, including SARs, and had a Fun Fair theme which included mini-golf, Fun Fair stands and pizza and was a day of celebration for all student partners within the university.

Other events and activities that SARs were invited to get involved with across the academic year included the Students' Union's Annual General Meeting, the Enriching Student Life Awards, and the Students' Union Spring Elections, as well as a range of campaigns and additional School and College-level university committees.

The below table (*table 1.1*) provides an overview of SAR engagement across a number of key activities. It is important to note that as we did not receive a full complement of Student Staff Panel minutes, attendance of these meetings was unable to be monitored for the purposes of the tracker.

Table 1.1. Student Academic Rep Engagements 2023-24

2023/2024	School	Number of SARs	SARs Trained	Digital Training	In Person Training	Online Training	Chair or Vice Chair of an SSP	Chair/Vice-Chair Training	Autumn College Forum	Spring College Forum
AHSS	CARBS	107	71	23	16	32	24	1	1	4
	ENCAP	32	25	9	4	12	7	0	1	1
	GEOPL	29	22	15	2	5	3	0	0	0
	JOMEC	35	16	16	0	0	0	0	0	0
	LAWPL	94	67	32	11	24	25	2	2	0
	MLANG	47	29	14	5	10	11	1	0	0
	MUSIC	6	4	2	2	0	0	0	0	0
	SHARE	28	23	11	4	8	7	2	3	1
	SOCSI	32	21	13	1	7	0	0	0	0
	WELSH	9	2	2	0	0	3	0	0	0
	TOTAL	419	280	137	45	98	80	6	7	6
BLS	BIOSI	67	50	26	11	13	8	1	0	3
	DENTL	28	17	11	4	2	3	0	1	0
	HCARE	92	65	42	13	10	14	1	2	2
	MEDIC	32	22	14	1	7	11	0	0	2
	OPTOM	24	17	13	2	2	3	0	0	0
	PHRMY	27	22	7	4	11	4	0	2	1
	PSYCH	27	20	11	2	7	1	0	0	0
	TOTAL	297	213	124	37	52	44	2	5	8
PSE	ARCHI	34	24	9	4	11	5	1	1	3
	CHEMY	35	30	11	8	11	2	0	1	0
	COMSC	49	40	15	9	16	5	0	2	2
	EARTH	51	37	18	9	10	5	0	1	0
	ENGIN	72	54	28	13	13	9	0	2	3
	MATHS	26	19	7	4	8	5	2	2	1
	PHYSX	16	15	6	7	2	4	0	0	0
	TOTAL	283	219	94	54	71	35	3	9	9
	Total	999	712	355	136	221	159	11	21	23

Table 1.1. Student Academic Rep Engagements 2023-24

2023/2024	School	Lanyards Collected	Rewards Collected	Student Leaders' Conference	Student Leaders' Celebration Event	Annual General Meeting	Officer Executive Committee	End of Year SAR Survey	ESLA Nomination for SAR of the Year
AHSS	CARBS	39	23	4	10	10	1	62	2
	ENCAP	12	6	0	3	2	0	21	0
	GEOPL	11	8	1	3	3	0	18	9
	JOMEC	0	3	1	2	1	0	18	5
	LAWPL	26	12	4	4	12	1	48	1
	MLANG	7	8	1	3	5	1	18	4
	MUSIC	2	2	2	0	0	0	3	0
	SHARE	6	3	2	2	0	0	13	1
	SOCSI	7	3	1	0	2	0	15	2
	WELSH	0	0	0	0	0	0	1	4
	TOTAL	110	68	16	27	35	3	217	28
BLS	BIOSI	25	14	1	6	6	2	37	11
	DENTL	4	3	0	1	0	0	15	0
	HCARE	23	17	1	12	5	4	51	12
	MEDIC	4	9	0	2	2	0	13	3
	OPTOM	5	5	0	0	0	0	11	0
	PHRMY	5	4	0	0	2	0	17	1
	PSYCH	10	6	1	1	5	0	12	1
	TOTAL	76	58	3	22	20	6	156	28
PSE	ARCHI	11	3	0	0	5	0	23	1
	CHEMY	7	10	0	2	4	0	18	1
	COMSC	17	9	1	2	5	1	29	2
	EARTH	17	14	2	0	1	0	27	0
	ENGIN	16	14	4	4	7	1	45	0
	MATHS	9	8	1	1	4	0	14	2
	PHYSX	4	2	0	2	1	0	7	0
	TOTAL	81	60	8	11	27	2	163	6
	Total	267	186	27	60	82	11	536	62

School Engagement

One of the enhancements implemented in 2022-23 was the use of a School Compliance Tracker. The tracker was created by the Student Voice Team and is used to monitor school engagement within the SAR system and to ensure compliance with the minimum expectations placed on schools. There are a number of key areas which are recorded on the tracker, such as providing SAR details, the ratio of SARs to students per cohort, the number of SARs who completed training, and the minutes/AKDs of Student Staff Panels submitted by schools.

The tracker for 2023-24 can be seen in the table below (*table 1.2*), and shows a mixed range of engagements across the school. There are two key items to note in relation to the compliance tracker. Firstly, where schools have lots of individual panels, even if they submitted the vast majority of these minutes/AKDs and were only missing one set, it would still be recorded as 'partial' submission. The number of minutes/AKDs received in some schools was high, but was still required to be recorded as 'partial'. Secondly, that the actual number of SARs recruited may be higher than the number indicated in table 1.2, as some SARs will have finished their term throughout the academic year, and their details removed from the system by staff.

Table 1.2. demonstrates that schools were most successful in recruiting SARs which shows that students see the role as a good opportunity and that schools have successfully highlighted this to students. Despite the effective recruitment of SARs within the ratio, schools struggled to submit SAR details within the week 4 deadline. This results in a significant number of SARs missing out on live training sessions and key information at the beginning of the role. Furthermore, this results in SARs attending Student Staff Panels without any training or information regarding the role. The below table illustrates that schools had difficulty submitting a full complement of Student Staff Panels minutes, particularly Student Staff Panels #2 and #3.

There was also a significantly higher portion of Student Staff Panel minutes that were not received from Student Staff Panel #3. Receiving the Student-Staff Panel Minutes is essential to provide the Students' Union and University with an accurate and reliable picture of the issues being raised by students, and allows for patterns to be recognised where issues may be similar across programmes, schools and colleges.

Table 1.2. School Compliance Tracker 2023-2024

College	School	SAR details provided prior to Week 4	Number of SARs	SARs recruited within the expected ratio	Number of SARs completed Students' Union Training	% SARs completed Students' Union Training	Minutes of SSP #1 submitted to SVEN	Minutes of SSP #2 submitted to SVEN	Minutes of SSP #3 submitted to SVEN
Benchmark		**Yes**	**-**	**Yes**	**-**	**60%**	**Yes**	**Yes**	**Yes**
AHSS	CARBS	Partial	107	Yes	71	66%	Partial	Partial	Partial
	ENCAP	Yes	32	Yes	25	78%	Partial	Partial	Partial
	GEOPL	Partial	29	Yes	22	76%	Partial	Partial	Partial
	JOMEC	No	35	Yes	16	46%	No	No	No
	LAWPL	Partial	94	Yes	67	71%	Yes	Yes	Partial
	MLANG	Partial	47	Yes	29	62%	Yes	Partial	No
	MUSIC	Partial	6	Yes	4	67%	Yes	No	No
	SHARE	Partial	28	Yes	23	82%	Yes	Yes	No
	SOCSI	Partial	32	Yes	21	66%	Partial	Partial	Partial
	WELSH	No	9	No	2	22%	Partial	Partial	Partial
BLS	BIOSI	Partial	67	Yes	50	75%	Partial	Partial	No
	DENTL	Yes	28	Yes	17	61%	Yes	Partial	No
	HCARE	Yes	92	Yes	65	71%	Partial	Partial	Partial
	MEDIC	Partial	32	Yes	22	69%	Partial	Partial	No
	OPTOM	Partial	24	Yes	17	71%	Yes	Partial	Partial
	PHRMY	Partial	27	Yes	22	81%	Partial	Partial	Partial
	PSYCH	Partial	27	Yes	20	74%	Partial	Partial	Partial
PSE	ARCHI	Partial	34	Yes	24	71%	Partial	Partial	No
	CHEMY	Yes	35	Yes	30	86%	Partial	Partial	Partial
	COMSC	Partial	49	Yes	40	82%	Yes	Partial	Partial
	EARTH	Partial	51	Yes	37	73%	Partial	Partial	Partial
	ENGIN	Yes	72	Yes	54	75%	Yes	Partial	Partial
	MATHS	Partial	26	Yes	19	73%	Partial	Partial	No
	PHYSX	Partial	16	Yes	15	94%	Partial	Partial	No
TOTAL		**5 out of 24**	**999**		**712**		**8 out of 24**	**2 out of 24**	**0 out of 24**

Staff Resources and Training

The Student Voice and Experience Network

The Student Voice and Experience Network (SVEN) is a Microsoft Teams channel, established as part of the continuous enhancements made to the Academic Representation scheme for 2022-23. The purpose of the network is to provide a hub of resources for staff who support student voice and engagement, and allow a space for the sharing of best practice. There is a dedicated channel within the network for all staff directly involved in student voice and academic representation within the university, including individual schools. This channel houses all SAR details and Student Staff Panel submitted minutes/AKDs.

The Student Voice Team posted regular updates, and the network was used by staff to gain support on any queries that they had. In 2023-24, staff supported over 120 posts, questions and responses on the platform to support staff in relation to academic representation.

Staff Training and Support

In 2022-23 the Student Voice Team and Student Engagement Team hosted a Staff Briefing session on academic representation at the beginning of the academic year to ensure staff received the most up to date guidance on the SAR system. This session was unable to run this academic year due to a reduced capacity within the Student Engagement and Student Voice teams. Individual staff members subsequently reached out to the Student Voice team for guidance to supplement this session. The Student Voice team met with 5 individual staff members to deliver a 45-minute support session to provide them with the most up to date guidance.

Student Academic Representative Feedback

In 2023-24, the end-of-year SAR feedback survey was completed by 586 Student Academic Reps. An extract of the survey data is available in Appendix B, and all questions asked can be found in Appendix A. The following provides several key takeaways from the survey response data:

- 67% of SARs who completed the survey were new to the role, while 33% of SARs were continuing with the role from the previous year.
- SARs typically felt prepared to undertake the role following Students' Union (SU) training with 77% noting they felt prepared or very prepared.
- 66% of SARs who filled out the survey felt supported or very supported by the SU.
- Student Staff Panels were seen by most SARs to be a useful resource with 90% noting that in most cases they received an adequate response to feedback from staff.
- 72% of SARs noted that they felt that their schools supported them in closing the feedback loop, while 80% of Sars felt supported by university staff.
- A significant number of SARs, 94%, felt that they developed key transferable skills throughout the role.
- When asked if they felt the role is valuable to the student experience 84% of SARs selected that they were either valuable or very valuable to the student experience.
- 135 SARs suggested that no improvements to the SAR system are needed. While others submitted suggestions such as:
    - Enhancing communication between SARs and students.
    - Setting clearer expectations for staff responses.
    - Increasing collaboration among SARs.
    - Making students more aware of SARs on their course.

Looking Forward

This report highlighted strong levels of engagement from both staff and students involved in the SAR scheme for the 2023-2024 academic year. Nonetheless, there are some areas of focus which are being considered for the next academic year based on the data available throughout the report. The following areas have been identified as areas of consideration:

Area for consideration	Feedback or data received	Actions
Increasing the visibility of the SAR role	Staff and students would like to see improvements in the visibility of the scheme and the way students are made aware of how to communicate with their rep.	The Students' Union and Student Engagement Team will work on development of new promotional material for the scheme. The Students' Union will also continue to deliver welcome talks to first year cohorts which includes a section on the student rep scheme.
Student-Staff Panel minutes	Inconsistencies in the quality and regularity of student-staff panel minutes received by the students' union and uploaded to the SVEN team's channel.	The Students' Union and Student Engagement Team will redevelopment the basic expectations regarding minutes and summary sheets to simplify the process for university staff.
Staff support	Staff, including SRCs, have expressed a need for improved support and communication regarding the scheme and their role.	The Student Engagement Team will reintroduce the staff workshops prior to the start of the academic year and will regularly communicate with SRCs through a newsletter.
SAR rewards and recognition	SARs responded well to the rewards and recognition system developed this year, with a 200% increase in SARs engaging with the process at the end of the year.	The Students' Union will continue to explore ways to develop the rewards and recognition programme within the financial constraints and will also look to improve communication of the rewards and recognition tools available.
Collaboration between SARs	Throughout the year and during the end of year survey SARs have highlight a desire to collaborate more with their fellow reps.	The Students' Union will redevelopment its leadership programme to provide new opportunities for SARs to meet each other and work together to develop their skills and collaborate on projects/campaigns.
Communication between SARs and students	SARs have struggled to communicate with their students, particular in areas of large cohorts. This concern was repeated within the end of year survey and expressed as something which greatly limits their potential.	The Students' Union will also relaunch the Find Your Rep system to improve accessibility and to make it easier for students to find and communicate with their student rep.
Staff responses to feedback	During the end of year survey SARs recommended the setting of expectations for staff responses to feedback to promote positive relationships between staff and students.	The Student Engagement Team and Students' Union will review the feedback process and if determined appropriate will develop additional guidance for staff involved in the scheme on the best ways to respond to feedback.

Appendices

Appendix A

At the end of the 2023-24 academic year, all Student Academic Reps were invited to complete a feedback survey, to gather insight into areas for potential enhancement to the academic representation scheme in future. The full list of questions asked is as follows:

1. Please provide your name.
2. What School/Department are you in?
3. What course do you study?
4. What year of your course are you in?
5. Please select all of the engagements and volunteering from the list below that you participated in as a Student Academic Rep:
    - Chair or Vice Chair
    - Chair/ Vice Chair Training
    - Student Leaders' Conference
    - Autumn Student Staff Panel
    - Spring Student Staff Panel
    - College Forum
    - Other
    - None of the above
6. Please provide the details of any other activity you have participated in as a Student Academic Rep.
7. Prior to this academic year, have you previously been a Student Academic Rep?

8. How did you hear about the role of Student Academic Rep?
9. Why did you become a Student Academic Rep?
10. When you became a Student Academic Rep, were you made aware of the role and its responsibilities?
11. How many hours, as an estimate, have you committed to your role as a Student Academic Rep, this academic year?
12. How well do you feel the training you received from the Students' Union prepared you for your role?
13. How would you describe the amount of communication you received from the Student Voice Team over the past academic year?
14. How much do you agree or disagree with the following statement?

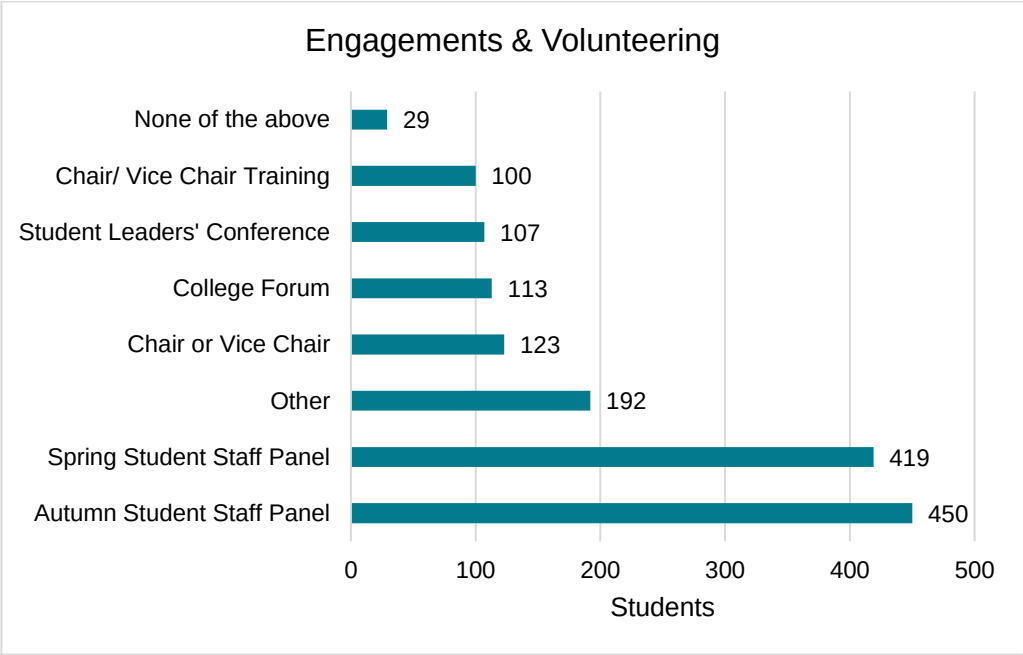
    "The communication I received from the Student Voice team was useful in helping me in my role."
15. How supported have you felt by Students' Union staff during your time as a Student Academic Rep?
16. How supported have you felt by university staff during your time as a Student Academic Rep?
17. Have you been involved with any of the following activities/services run by the Students' Union this year?
    - Student Senate
    - Officer Executive Committee
    - AGM (Annual General Meeting)
    - Elections
    - Campaigns
    - Sports Teams / Clubs Societies

- Advice
- Other

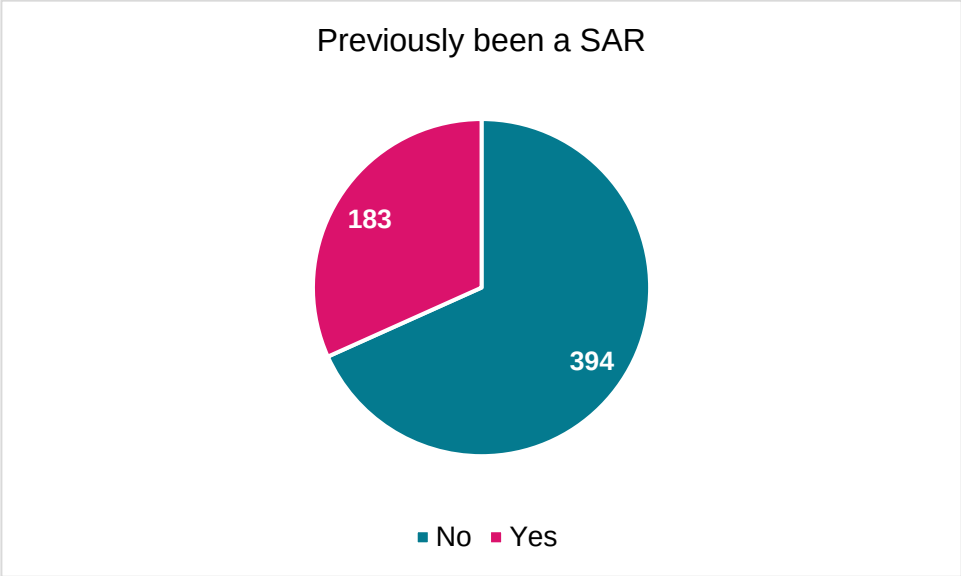
18. How useful have you found Student Staff Panels in allowing you to take forward feedback and have it acted upon?
19. Has there been anything that has restricted you from being able to attend Student Staff Panels this year?
20. Does the School provide adequate support in closing the feedback loop or communicating Student Staff Panels actions to students?
21. If you have taken on the role of Chair or Vice Chair this year, how confident did you feel in your responsibilities?
22. If you have attended a College Forum this year, how useful have you found the meetings in addressing feedback and reporting concerns?
23. Have you been asked by your School/College to sit on any additional committees across the year?
24. When feedback has been raised, to what extent, do you believe you have received an adequate response and/or solution from the appropriate university staff?
25. Do you believe your role has helped you to develop key transferable skills?
26. How valuable do you feel Student Academic Reps are to the student experience?
27. Do you think there are any improvements that could be made to the Academic Rep Scheme moving forward?

Appendix B

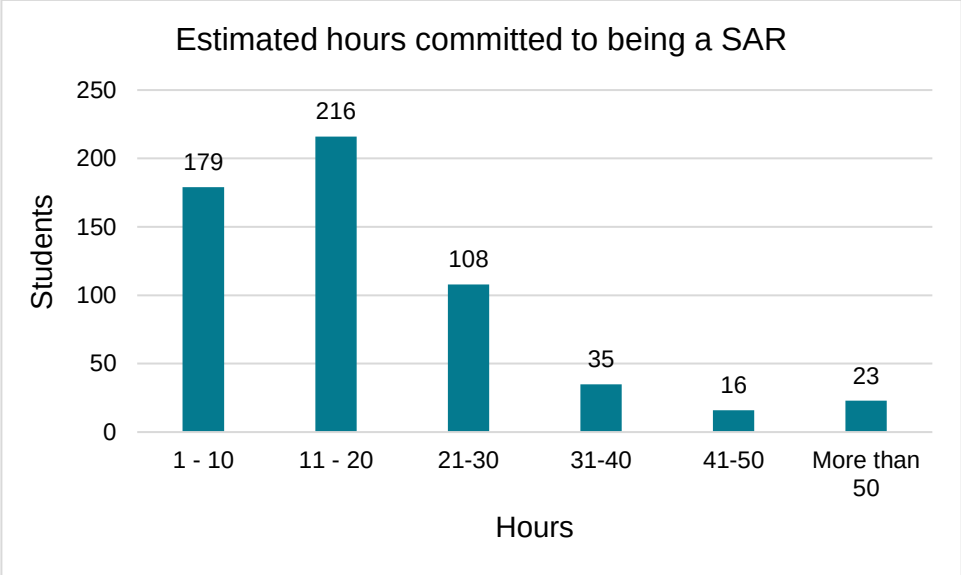
1. Please select all of the engagements and volunteering from the list below that you participated in as a Student Academic Rep.



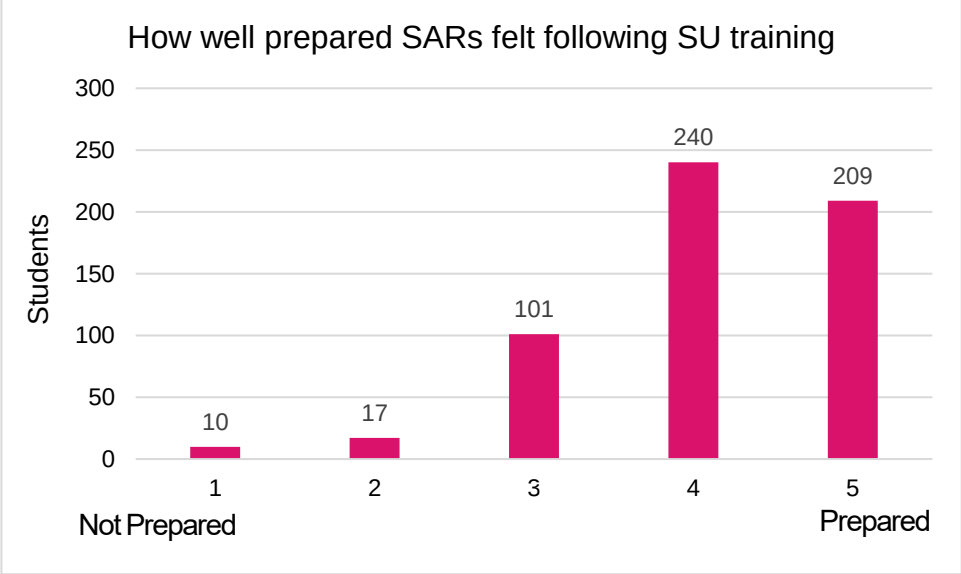
2. Prior to this academic year, have you previously been a Student Academic Rep?



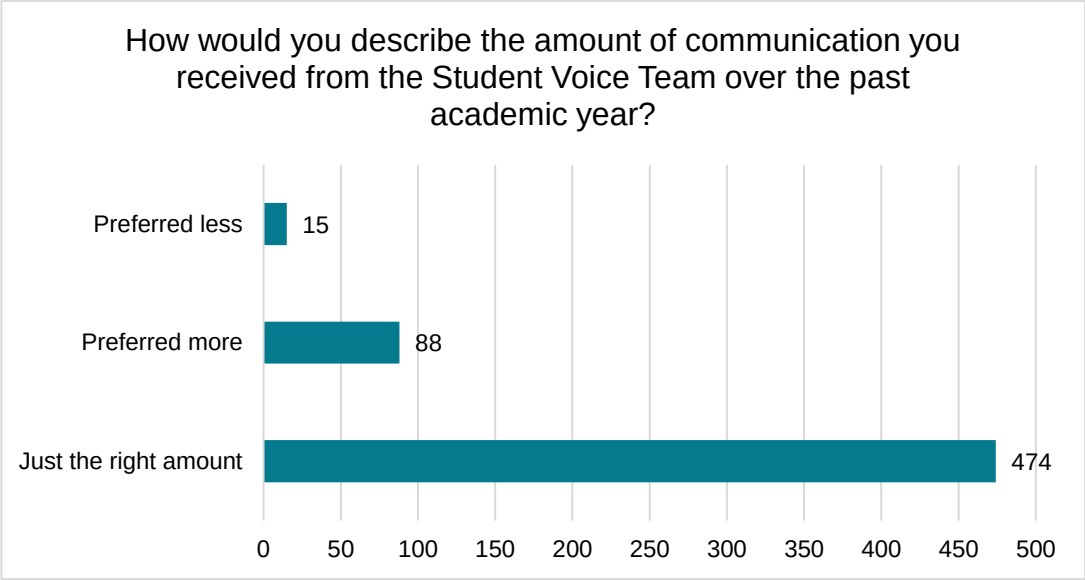
3. How many hours, as an estimate, have you committed to your role as a Student Academic Rep, this academic year?



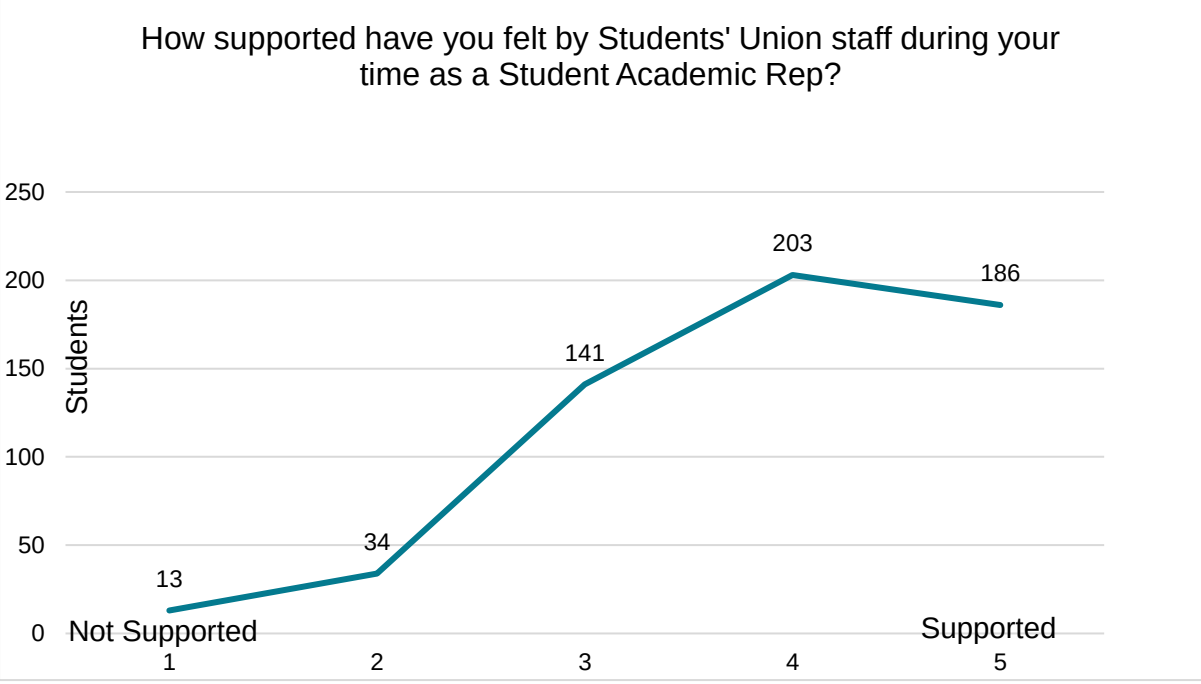
4. How well do you feel the training you received from the Students' Union prepared you for your role?



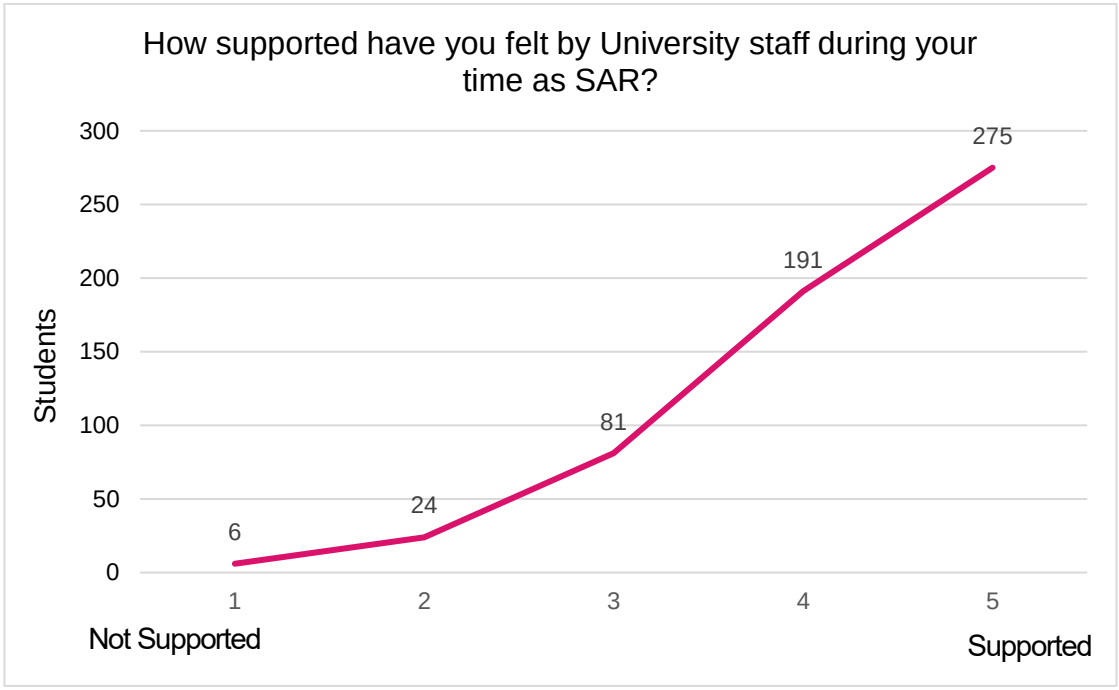
5. How would you describe the amount of communication you received from the Student Voice Team over the past academic year?



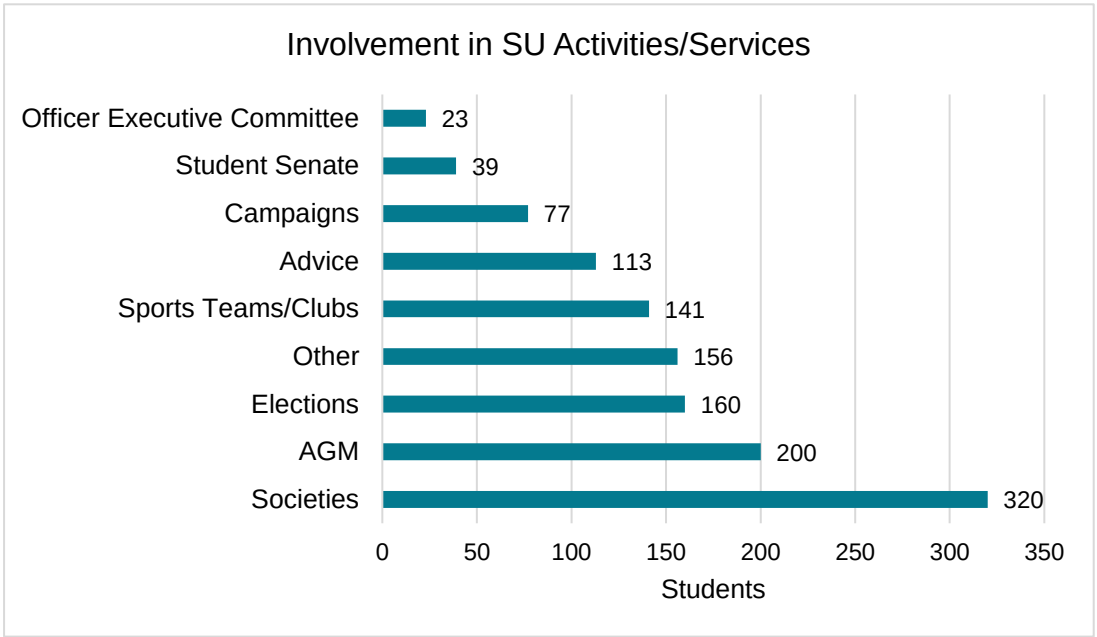
6. How supported have you felt by Students' Union staff during your time as a Student Academic Rep?



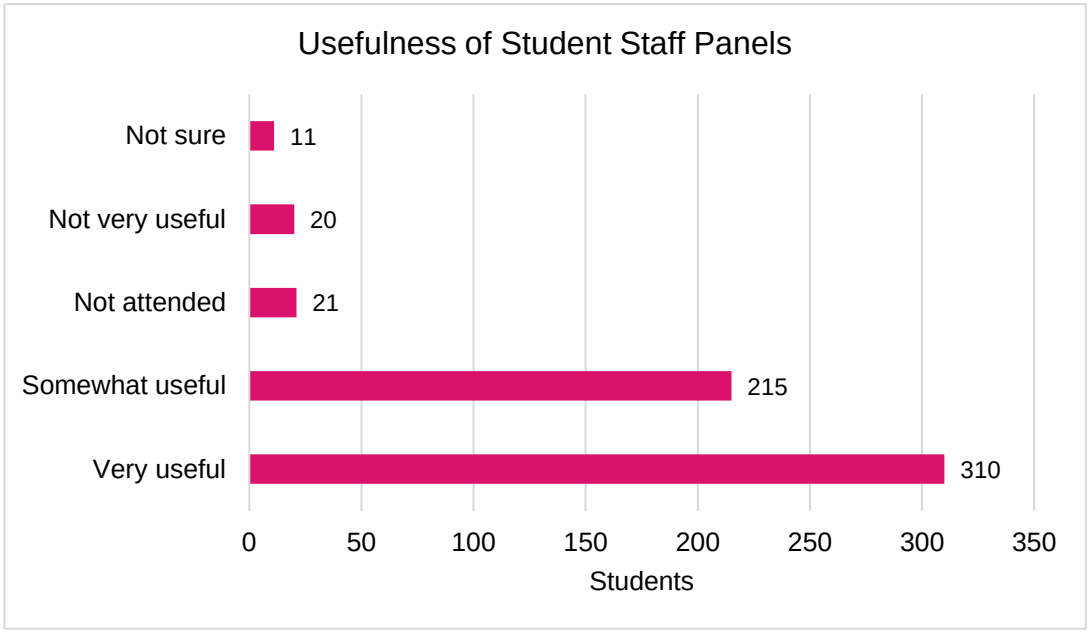
7. How supported have you felt by university staff during your time as a Student Academic Rep?



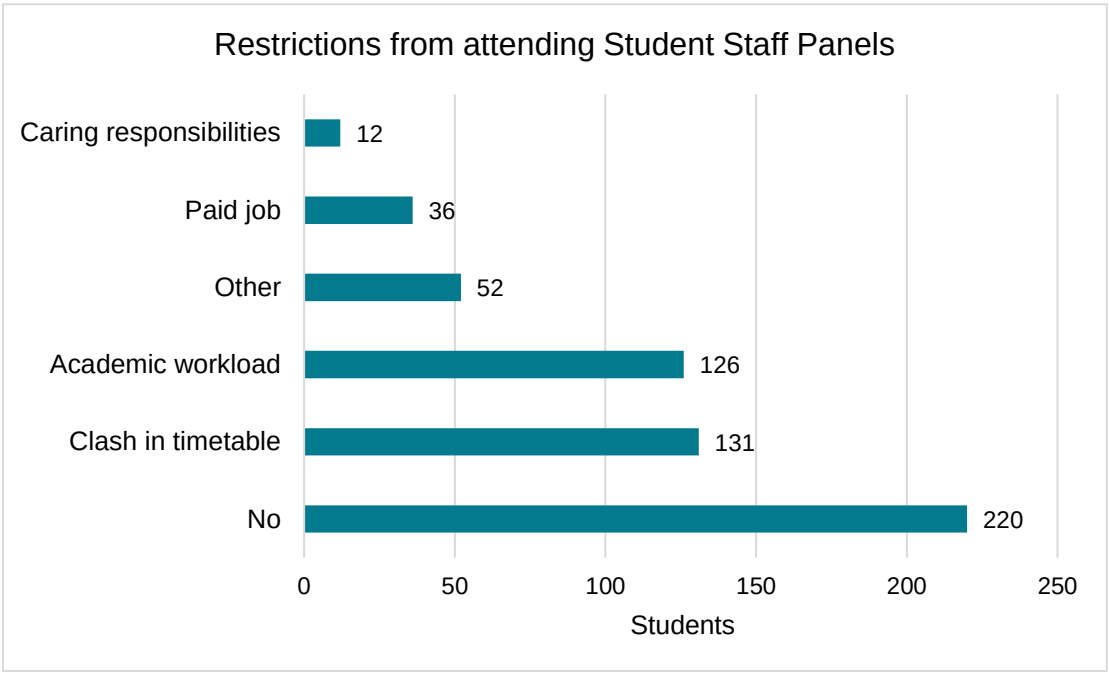
8. Have you been involved with any of the following activities/services run by the Students' Union this year?



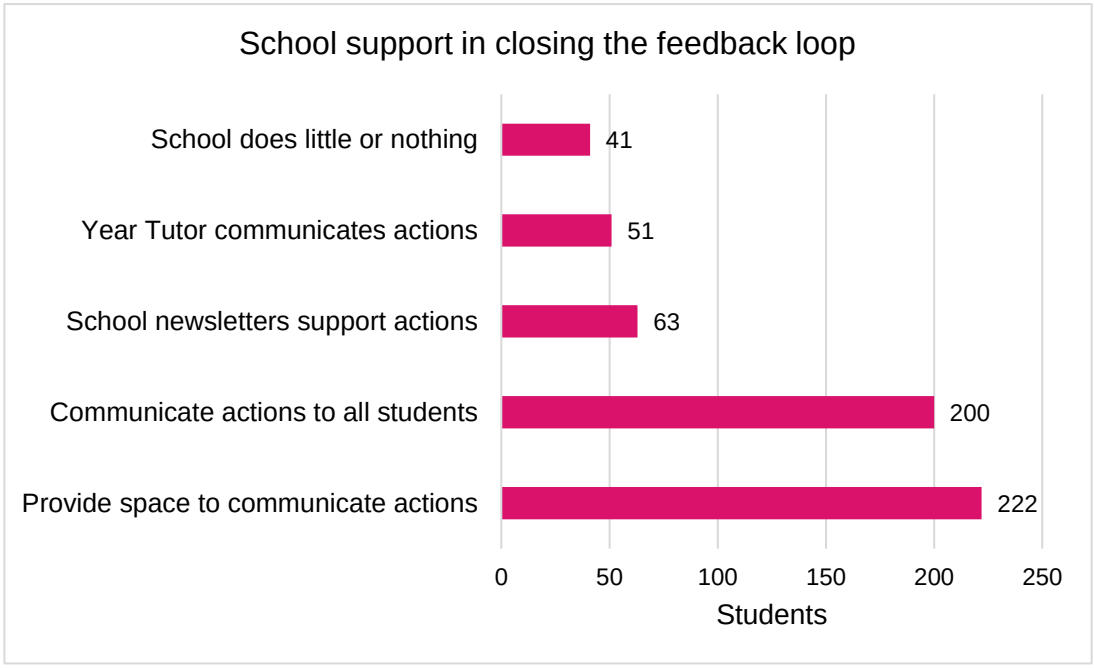
9. How useful have you found Student Staff Panels in allowing you to take forward feedback and have it acted upon?



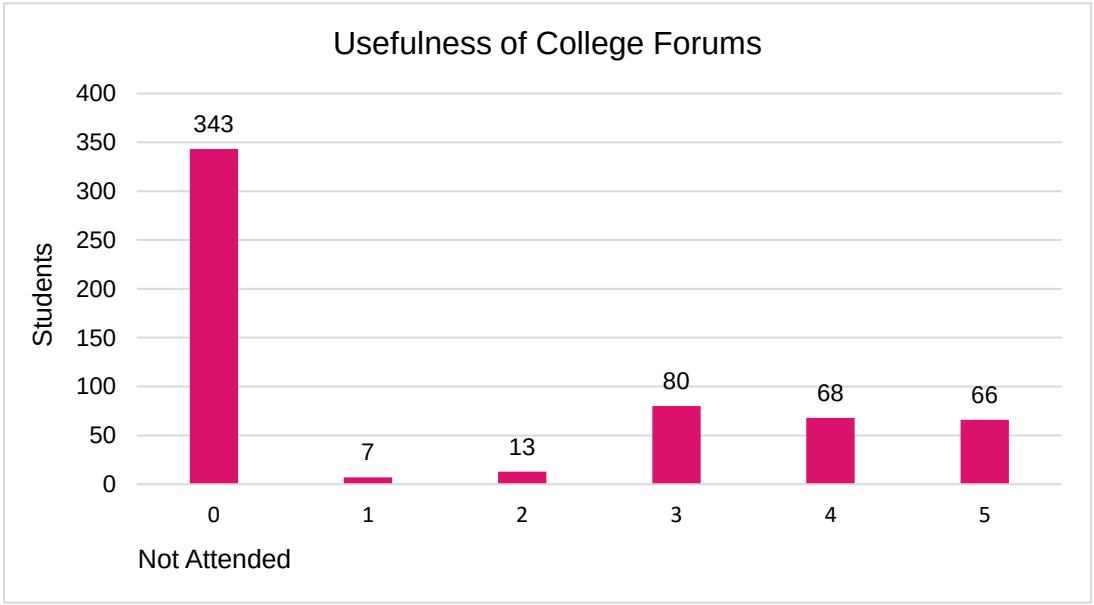
10. Has there been anything that has restricted you from being able to attend Student Staff Panels this year?



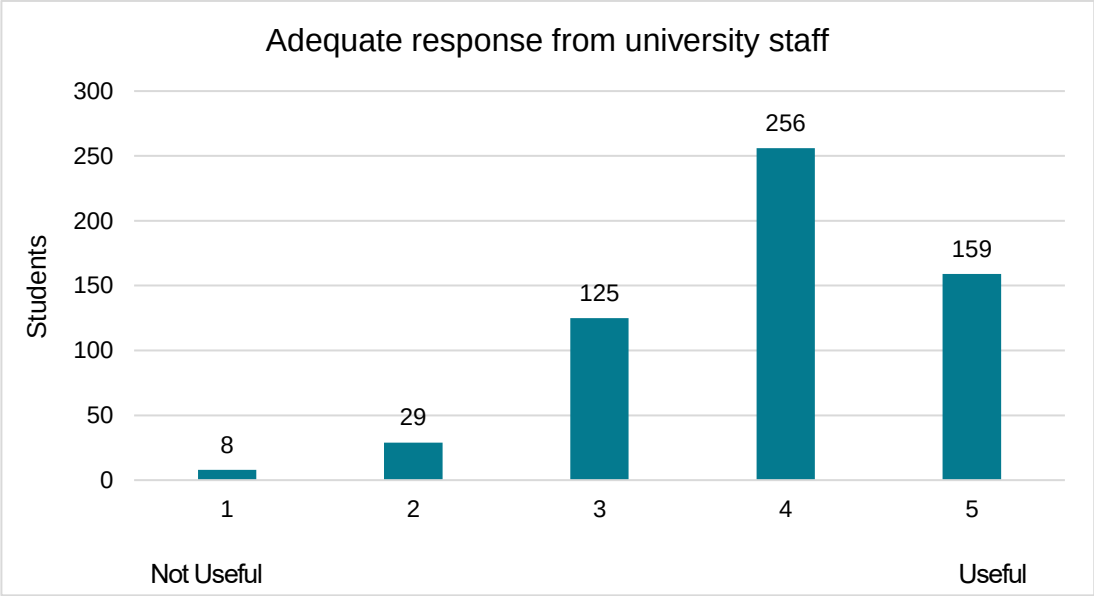
11. Does the School provide adequate support in closing the feedback loop or communicating Student Staff Panel actions to students?



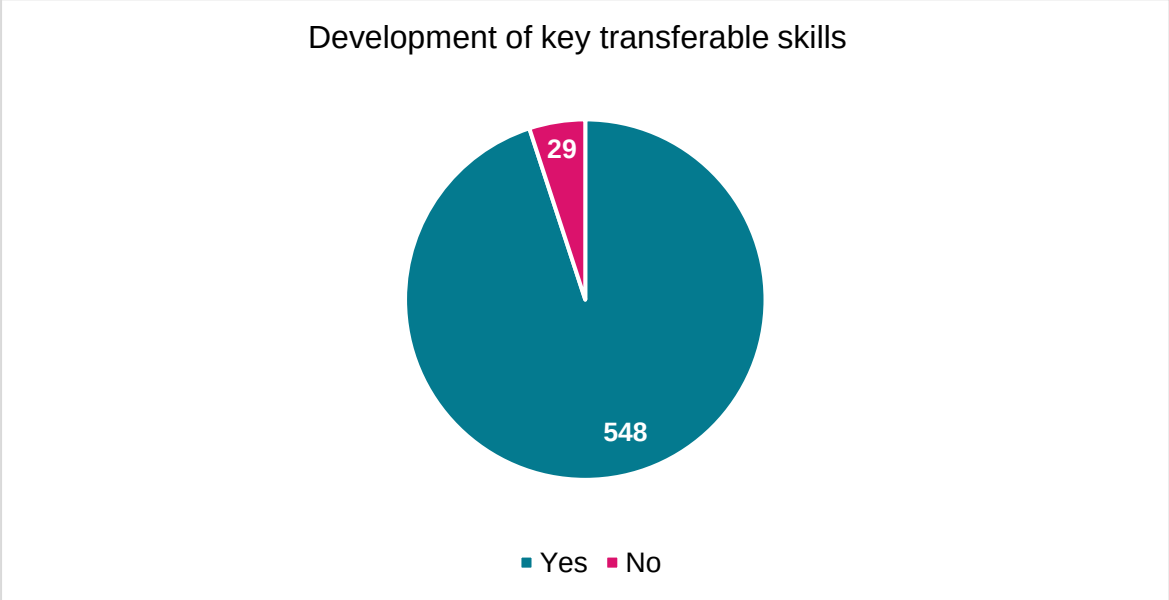
12. If you have attended a College Forum this year, how useful have you found the meetings in addressing feedback and reporting concerns?



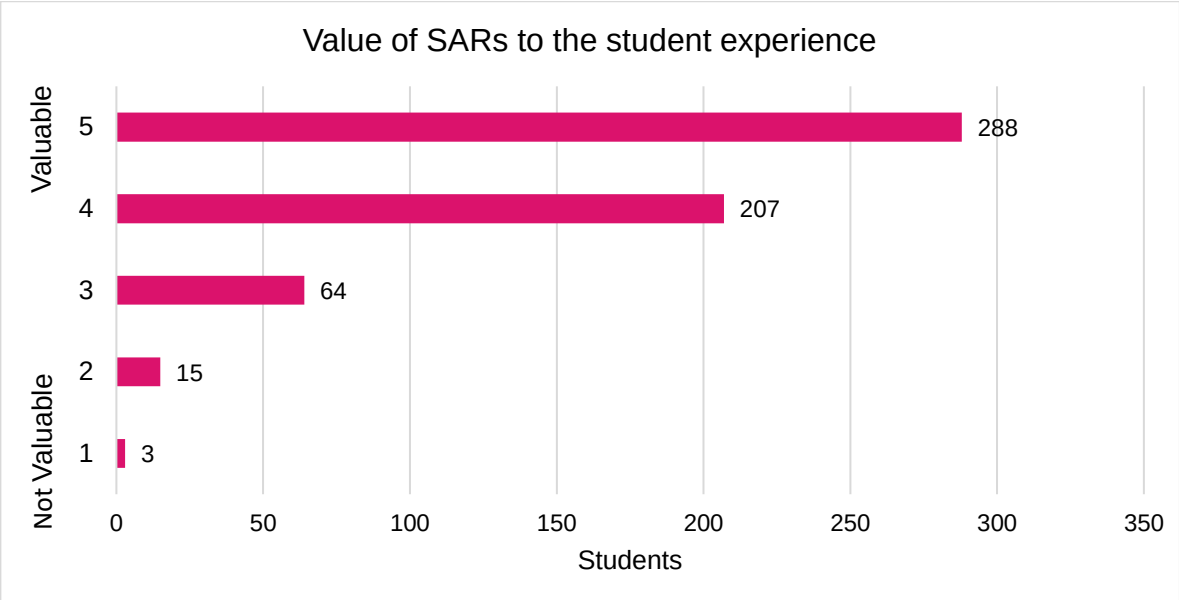
13. When feedback has been raised, to what extent do you believe you have received an adequate response and/or solution from the appropriate university staff?



14. Do you believe your role has helped you to develop key transferable skills?



15. How valuable do you feel Student Academic Reps are to the student experience?



16. "Do you think there are any improvements that could be made to the Academic Rep Scheme moving forward?"

A majority of respondents (about 135 combined) believe that no improvements are needed. There were a variety of individual suggestions, including:

- Enhancing communication between SARs and students.
- Setting clearer expectations for staff responses.
- Increasing collaboration among SARs.
- Making students more aware of SARs on their course.

The overall sentiment indicates a general satisfaction with the current scheme, with some suggestions for minor enhancements in communication and awareness.