**Course rep opportunity profile**

The aim of this course rep opportunity profile is to provide a clear link from the role of the rep and their tasks through to support and evaluation.

It is a collation of all the tasks and functions of a course rep from a number of existing job profiles currently used by institutions. It considers the role of the course rep, initially by function, then goes on to break this into tasks that would be expected of this function. It goes on to suggest what this might mean for course reps, before outlining possible support that could be provided by the institution to support the course rep to achieve the initial function.

It is designed in such a way as to enable you to choose the elements of the role that best fit your current structures.

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| **Responsibilities** | **What is involved** | **What is expected of a course rep (CR)** | **What support could be provided?** | **How can the work of a CR be evidenced?** |
| 1. **Relationship with students/ ‘Student Voice’ element** | * 1. Make yourself known to your course mates and tutor. | 1. You introduce yourself to the class.   Introduce yourself to the tutor.  Explain role of the CR and what you intend to do.  How you can be contacted. | 1. Information on being a CR in handbook i.e. functions, structures, support, etc.   Contact list of key institution staff/students’ association (SA) officers and staff.  Leaflet/presentation/ training during induction for whole class. | 1. Evaluation form for CR to give to class.   Self-evaluation tool. |
| * 1. Gather the views, concerns, opinions, suggestions of class. | 1. Set up processes or use existing processes for gathering opinion and communicating with class in discussion with the class.   Create questionnaires, etc support to analyse questionnaires, etc for gathering evidence. | 1. Proactive and reactive.   Access to research, surveys and questionnaires used in the institution that CR can utilise.  Info/toolkit for CRs on possible tools to gather evidence. | 1. CR ‘You said… We did…’   Self-evaluation tool. |
| * 1. Identify student issues and needs. | 1. Collate info.   Prioritise it based on need.  Ensure your interpretation is accurate. | 1. Access to SA support.   Peer mentoring. | 1. End of year report summary document.     Self-evaluation tool.  Central space perhaps on VLE– ‘these are issues raised by CRs, this is what happened’ connecting it to wider/SA policy.  CR conference.  Reference from course tutor. |
| * 1. Convey student opinion. | 1. Conflate views into clear points;   Use ABCD of feedback.  Prepare presentation/paper for committees.  Discuss with committees. | 1. Access to SA support.   Peer mentoring. | 1. End of year report summary document.     Self-evaluation tool.  Central space perhaps on VLE – ‘these are issues raised by CRs, this is what happened’ connecting it to wider/SA policy.  CR conference.  Reference from course tutor. |
| * 1. Reflect on own experiences. | 1. Review actions and contributions following training and meetings to identify your role in developments and ways to improve. | 1. Training on reflection or analysis as part of an ongoing training and development plan.   Designated contact on SA.  Peer mentoring to enable discussion. | 1. Self-evaluation tool. |
| 1. **Training** | 1. Attend Introductory CRT | 1. Attend full training session.   Complete self-reflection after session. | 1. Training diary as early as possible.   A variety of training session times. | 1. System of recording attendances – sign in sheet.   Self-evaluation tool. |
| 1. Attend any other development opportunities available. | 1. Attend full training session.   Complete self-reflection after sessions. | 1. Training programme available to CR as early as possible. | 1. System of recording attendances – sign in sheet.   Diary of events open to CRs with online booking.  Self-evaluation tool.  End of year training evaluation to inform training plan for following year. |
| 1. **Committee meetings** | 1. Attend and participate in staff/student liaison committees (SSLC). | 1. Introduce self to key members in advance;   Attend a defined number of meetings.  Read papers in advance.  Submitting hard evidence/papers relating to issues and present on them.  Talk to other reps.  Take notes.  Ask questions/clarify points.  Support other reps in meetings. | 1. Observe meetings if possible prior to attending.     Meeting dates advertised as early as possible.  Shadow/peer mentor scheme.  Chair of first SSLC of the year spends 15 minutes explaining *to everyone* purpose, outcomes and practicalities of meeting.  Access to previous minutes.  Train staff new to meetings alongside students.  List of other committee meetings suggested they attend.  Pro-forma for note taking.  SSLC checklist. | 1. System of recording attendances – sign in sheet submitted to appropriate office.   Evidence in minutes that CR brought info to meeting and discussed.  Self-evaluation tool. |
| 1. Attend and participate in other committee meetings as necessary. | 1. As **3)a)**. | 1. As **3)a)**. | 1. As **3)a)**. |
| 1. Influence decision making. | 1. Propose agenda items as necessary.   A decision was made that you contributed to. | 1. Staff training to support CRs in meetings.   Suitable training i.e. CRT and short sessions on i.e. influencing, leadership or assertiveness.  Access to SA support.  Peer mentoring. | 1. Self-evaluation tool.   Meeting minutes. |
| 1. Liaise with Course Director/course tutor | 1. Make yourself known to Course Director - meet with them as necessary.   Ensure class are aware of this relationship. | 1. Provide contact link between staff and students. | 1. Self-evaluation tool. |

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| **4. Communication** | 1. Feedback to students following meetings. | 1. With staff/SSLC/SA/other reps/etc.   Summarise meeting points/minutes of meetings.  Utilise **1)b)** to talk to class. | 1. Pro-forma for note taking.   Guidance/info on analysis or to pull out key issues.  Access to SA support.  Peer mentoring. | 1. Evaluation form for CR to give to class. |
| 1. Feedback on L&T issues where relevant to the SA policy. | 1. Note key issues raised during meetings with other reps/consistent themes in meetings.     Attend any SA meetings.  Inform class of these using **1)b)**. | 1. Access to SA support.   CR/SA meetings re L&T. | 1. Self-evaluation tool.   Evidence in minutes that CR brought info to meeting and discussed. |
| 1. Communicate to staff as appropriate. | 1. Through formal structures. |  |  |

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| **5. Relationship with other rep structures** | 1. Engage with other reps as necessary – school, faculty, departmental. | 1. Be aware of the overall rep structure and who you are most likely to communicate with.   Liaise with other reps between meetings  Support other reps during meetings.  Feed into other reps consultations as necessary. | 1. Clear information on rep structures, hierarchies, routes of communication and when to use them.   Organised opportunities for peer networking i.e. CR conferences, CPD events, online networking.  Development of online group – FB, wiki, Blackboard space controlled by SA.  Network of regional rep forums.  Rep buddy scheme. | 1. Diary of events open to CRs with online booking.   Attendance records for voluntary events.  Self-evaluation tool. |
| 1. Get involved in Student Forum/Student Parliament. | 1. Attend and contribute to Forum/Parliament meetings. | 1. Access to SA support.   Peer mentoring. | 1. Attendance records for voluntary events.   Self-evaluation tool. |
| 1. Engage with SA. | 1. Input into SA L&T policy work.   Contribute to SA/other rep campaigns on L&T issues.  Ensure class knows and can contribute through you. | 1. SA/rep meetings.   Communication from SA – email/newsletter. | 1. Attendance records for voluntary events.   Self-evaluation tool. |
| **CR commitment** | You are expected to:   * Attend CRT. * Attend X meetings out of Y which last Z minutes. * Spend x minutes per month in preparation for meetings. * Be accountable to the SA. | | | |
| **SA/institution’s commitment** | The institution and students’ association will:   * provide course rep training. * provide additional skills training/lunchtime lectures/ongoing CPD. * provide guidance on CR system for staff and students. * provide CR promotional materials, information and election support. * provide opportunities for peer support. * maintain database of CR contact details. * evaluate process regularly, involving SA/CRs in the process. | | | |
| **What’s in it for you** | * Increased employability. * Transferable skills – communication/negotiation/problem solving/time management/team work. * Full training and support. * Change your course/learning experience. * Access to leadership programme/skills awards. * Certificate. * Networking. * Incentive – ‘opportunity to win HMV voucher’. * Possibility of reference from SA President for longer serving/higher level reps. | | | |