



QUEEN'S
UNIVERSITY
BELFAST



Queen's
Students'
Union

THE QUEEN'S PARTNERSHIP PROJECT

*Enhancing the
Educational Experience*

A Project created in Partnership, by the
students and staff of Queen's University
Belfast and Queen's University Students' Union

Introduction

As part of the University's review of student engagement in relation to academic quality assurance, the Student Partnership Project Group was established in 2017. This Group comprises staff and student representatives from across the University. The Group's initial remit has been to develop a Student Partnership Framework, which both reflects best practice across the sector and fulfils the guidance in the revised UK Quality Code's Expectations for Quality, published in March 2018. This best practice guidance outlines that Higher Education institutions should:

engage all students, individually and collectively, in the development, assurance, and enhancement of the quality of their educational experience.

This approach is supportive of the University's Education Strategy and Postgraduate Strategy, which include commitment to enhancing student learning. The Students' Union has a parallel approach, detailed in their Strategic Plan, to enhance students' influence on curriculum design and development through improved engagement. This shared objective provides a strong basis for the Students' Union and the University working in partnership to effect enrichment of students' educational experience.

The University's Student Partnership Framework Document

The Student Partnership Project Group has developed a Student Partnership Framework document (Annex 1) which is presented as two distinct sections. The first (**Section A**) outlines the range of existing arrangements for student participation and engagement at the University, whilst **Section B** details the key areas which require further development during the period 2018-2020. These themes have been prioritised as opportunities for improvement following feedback from consultation with students and staff.

The four aspects of student partnership to which the University is committed to enhancing over the next eighteen months are Student Voice; Communication; Academic Enhancement (which includes feedback); and Student Representation.

Within Section B of the Framework document, these four themes are contextualised, including reference to examples of comments received as feedback from students and staff. The Framework provides direction and guidance to Schools in relation to how aspects of these themes can be improved. It is intended that these suggestions and guidance will be ultimately driven forward and adapted in ways that are appropriate at a local School level.

The Framework document also provides a structure for ongoing monitoring and review of the improvements and of the effectiveness of the Student Partnership Framework itself.

Two appendices to the Student Partnership Framework have been included. Appendix 1 details University-level strategic approaches to enhancing student engagement and participation. Appendix 2 outlines initiatives that either are in development or in progress but which will be extended. These commitments offer further assurance to students of the University's commitment to working in partnership.

Queen's University Belfast has support for student learning at the heart of its Education Strategy and Postgraduate Strategy. Queen's Students' Union strives to make student

life both enriching and rewarding, as part of the commitment made in its Strategic Plan. The Students' Union and the University have worked collaboratively to bring you The Queen's University Partnership Project. This project is committed to enhancing engagement with students, to improving learning and teaching and the student experience, and ultimately to embedding our students as partners in their education.

The purpose of the Queen's University Partnership Project is to describe our approach to student engagement and define the opportunities for working in partnership to further develop and enrich the learning experience, based on constructive dialogue between our students and staff. We have devised a Partnership Framework, which provides assurance of regular review, both of the Framework itself and the effectiveness of improvements made through this partnership project.

The Student Partnership Framework is set out in two distinct sections. The first of these, Section A, describes the existing arrangements in place for student engagement within Queen's University Belfast. These examples of good practice will continue to be developed and employed. Section B specifies a range of improvement themes, identified as priorities through collaborative consultation with students and University staff, which are to be implemented during the period 2018-2020. These proposed changes are intended to enrich learning and teaching across the University and will be managed in conjunction with the Students' Union. Within Section B, provisions for review of the framework and improvement strategies are also detailed.

We want to provide an educational experience that is innovative, interactive and engaging. We want to embed a culture of active learning and teaching that motivates, challenges, and inspires. The Queen's University Partnership Project will support our staff and students in achieving this.

Queen's University Belfast has support for student learning at the heart of its Education Strategy



What is 'Student Partnership'?



SECTION A

What is 'Student Partnership'?

Student partnership is a true and meaningful relationship between our staff and students, where students have a joint role and voice in the quality of their education. Student partnership at Queen's is based on the values of:

- An open and constructive dialogue;
- Mutual respect and responsibility;
- Students and staff as co-creators and collaborators; and
- Agreed goals resulting in visible change.

Current Partnership Arrangements

Queen's University Belfast and the Students' Union are proud of their strong joint commitment to student participation, engagement and representation. The University considers student participation in the ongoing development of the University and within a wide range of decision making processes to be of vital importance, and seeks to ensure that a number of opportunities for student engagement and involvement exist within its normal functioning.

There are many opportunities for students to participate including:

Students' Union

The Students' Union is the heart of the student voice. It ensures the student voice is heard and student partnership is active by electing six full-time Sabbatical Officers who represent students in welfare, equality and diversity, education, postgraduate and student activities. The SU also elects 12 part-time Officers each year. All Officers represent students' needs and interests at an institutional, local and national level. Students can get involved by running for Student Council, signing up to Volunteer SU, developing business skills through Enterprise SU, getting involved with Clubs and Societies, and availing of the services of Advice SU. Students can also make use of the multitude of rooms and spaces in the SU, be it for clubs and societies, fundraising, social events, and

more. The SU also runs events and campaigns each year to engage students and ensure their views are represented. Further information is available at: www.qubsu.org/

Students' Representation

Each year we elect over 700 student reps to ensure the student voice is heard on behalf of their course or School. Both the Students' Union and the University work together to ensure all of our student reps are trained and supported in ensuring that student issues are raised, acted upon, and that changes are made to provide a better educational experience. All student reps work proactively to gather feedback from students on their educational experience, which they then discuss with staff to find resolutions to any issues and ways to progress and enhance students' education. The School Reps work closely with, and are supported by the Education Officer in the Students' Union as well as having a position on Academic Board, which functions as a University-wide Staff Student Consultative Committee. Student reps are vital to both the University and the Students' Union as they are the frontline of the student voice and the key link between staff and students across the University. Students can also represent their cohort by running for Student Council, to be a Part-Time Officer, or a Full-Time Officer. Further information is available at: www.qubsu.org/change/YourStudentReps/

Membership of University Committees

The University and the Students' Union work together to ensure that students are represented on all relevant committees and are supported, trained and heard. The elected full-time Sabbatical Team represents students on a wide range of committees across all Faculties and the University, and has an open and constructive relationship with Senior Management in the University. Members of student council are also elected to a number of different committees including Senate, Academic Council, Academic Board, and the Students' Union Management Board, as well as a number of Students' Union Council committees. School and Course Representatives sit on their School's Staff Student Consultative Committee (SSCC), which is either chaired by the School Rep or jointly by a Course Rep and a member of staff. The School Rep also attends the School's Education Committee and School Board. All of the above allow students the chance to have their say on their education and experience and to be involved in implementing changes and enhancing their education and experience during their time at Queen's.

Quality Assurance and Enhancement

The University's quality assurance and enhancement procedures encourage student engagement in the ongoing review of the curriculum and learning opportunities. This includes active student participation in new programme approval and in programme monitoring and review where students form part of the membership of the panels set-up to undertake this work. Further information is available at:

www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/

Clubs and Societies

With over 200 Clubs and Societies, there are many opportunities for students to be elected into a number of different roles including, President, Secretary, Treasurer, Media and Communication, or of course as a member. Our many Clubs and Societies offer students the chance to meet new people, develop new skills, and even get rewarded for the work they put in with a Degree Plus accreditation. Further information is available at: www.qubsu.org/ClubsSocieties/

Feedback

The University seeks to gather the views of students through a range of ways including: student evaluation of teaching; major student experience surveys such as the National Student Survey, Postgraduate Experience Surveys and internal First and Second Year Experience Surveys; and through our student representation structures. Students may also give feedback more informally through their participation in lectures and tutorials. Further information is available at: www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/UsefulInformation/AssessmentandFeedback/StudentFeedback/

Undergraduate Peer Mentoring

QUB undergraduate peer mentoring schemes give new students the opportunity to make friends, find their way about campus and get to grips with their degree course by keeping in regular contact with a mentor who has already experienced first year. Undergraduate peer mentoring is student-led with mentors designing schemes to suit the particular needs of students within their School. All undergraduate peer mentors are provided

with training and each School has an academic co-ordinator available for support and guidance. Further information is available at: www.qub.ac.uk/directorates/sgc/learning/UndergraduatePeerMentoringandPeerAssistedLearningPAL/ (UG) and www.qub.ac.uk/graduate-school/development/PeerMentoringforPGRStudents/ (PG).

Development Weeks

Development Weeks provide students with the opportunity, as part of the academic year, to participate in a variety of activities that complement their studies to gain skills beyond their degree pathway and to explore and experiment with new subject areas. Students are encouraged to develop ideas for activities that they could deliver to their peers from across the University; provide suggestions for events; and review their experiences by writing ongoing reflections and develop a personal portfolio and CV. Further information is available at: www.qub.ac.uk/directorates/sgc/DevelopmentWeeks/

Informal Engagement

Students are encouraged to interact and engage with staff at the University on an ongoing basis in terms of their experience. This can be as simple as a student having a chat with their lecturer after class or in the corridor and giving their views on their experience on the programme. This type of open dialogue can have a major impact when trying to implement change.

Enhancing the Partnership

Queen's Students' Union and Queen's University Belfast have worked in partnership to consult widely with students and staff to agree a shared understanding of the priority learning and teaching enhancements required for 2018-2020. The areas agreed encompass four themes: Student Voice; Communication; Academic Enhancement; and Student Representation.



SECTION B

The following section outlines key aspects within each theme that the University and the Students' Union have identified as priorities for the next year. These have come directly from the constructive feedback we received from our staff and students.

Within these highlighted areas, there are a number of ideas that could be devised and implemented at a local level and led by you in your own School. We want to give you, our staff and students, the freedom to devise your own Partnership Projects. You know what works best on the ground in your School and you know the key areas that need improvement.

In Appendix 1, a number of initiatives are detailed which are being proposed for implementation at a strategic institutional level and which may also provide inspiration for School specific improvement projects. In Appendix 2, we have also highlighted a number of other areas for improvement drawn directly from your feedback that we hope to either begin or continue working on. We would encourage you to consider taking up any of these areas as a Partnership Project.

The Students' Union and the University want to support you in leading these Partnership Projects to improve the educational experience in your School in a way that is useful, specific, and meaningful for your staff and students, so please get in touch with your plans by contacting the SU Education Officer at su.education@qub.ac.uk or the Pro-Vice Chancellor, Education and Students at academic-affairs@qub.ac.uk.

Student Voice *What is it?*

The Student Voice is a hugely important aspect of education, and we want to ensure our students have their voice heard. In order to truly embed students as partners in their education, there needs to be sufficient and appropriate opportunities for all students to give feedback on their experience during their time at Queen's.

For the Student Partnership Project, this will have a largely academic focus, reviewing what opportunities there are for students to provide feedback, how those opportunities are promoted and implemented and what action is taken, as well as what the outcomes are from these opportunities.

The Feedback

The following feedback is from The Queen's University Partnership Project consultation with over 800 of our students and staff:

"If feedback is to be of use, it needs to be more continuous and oriented towards positively assisting teaching..."

"...surveys are useful for feedback but a mix of methods is probably best – I think adding in a couple of focus groups or forums during the year would be a good idea..."

"Surveys submitted online rather than filled out in class...An opportunity to provide feedback on policies of the Schools as well would be better..."

"I give feedback and nothing changes, and no one follows up or tells us what has changed..."

Where can we improve?

The key areas we can improve upon in relation to student voice are:

- Feedback – making it more continuous and investigating the provision of online forms rather than paper-based forms.
- Opportunities – providing a better variety of opportunities for feedback, including surveys, focus groups, open forums, and a stronger student representation system.
- Actions – finding clearer and better ways to communicate any changes made based on feedback received, such as newsletters, greater visibility of and communication with student reps, end of year reports, etc.

Communication *What is it?*

We know that our students and staff receive information in a variety of ways from a variety of sources. We are also aware that some of the methods of communication may not be as effective as others. The Partnership Project aims to review the ways in which we communicate, be it via email, social media, Queen's Online, the incoming Virtual Learning Environment, digital signage etc., in order to determine a more effective and engaging way of communicating with both staff and students.

The Feedback

The following feedback is from The Queen's University Partnership Project consultation with over 800 of our students and staff:

"The problem is not email per se, but the volume of emails received by students that contain essentially marketing material. This deluge distracts from the important communications"

"Experience says that 'one size does not fit all' and that a combination of approaches is necessary. By far the most effective is via face-to-face contact, investing in relationships with students who are adult learners..."

Where can we improve?

The key areas we can improve upon in relation to communication are:

- Email communication – what we send, how relevant it is, how much is replicated.
- Digital signage – engaging the various digital outlets we have around campus, e.g. Plasma screens, QOL announcements etc.
- App development – an app to provide essential information such as timetabling changes, feedback uploads etc., to allow push notifications for urgent communications e.g. University closure.
- Methods – the ways we use to communicate, be that email, student representatives, signage, both the Students' Union, and University websites, etc.

Academic Enhancement *What is it?*

Following the UK Quality Code for Higher Education (2015), there is the expectation that "Higher education providers take deliberate steps to engage all students...as partners in the assurance and enhancement of their educational experience".

Therefore, Academic Enhancement involves reviewing how Queen's currently delivers that educational experience, in terms of curriculum delivery, student input to curriculum design, assessment and feedback practices, etc. By reviewing this, we can identify what steps need to be taken, and implement innovative projects and ways of working in partnership in order to improve that experience for our students.

The Feedback

The following feedback is from The Queen's University Partnership project consultation with over 800 of our students and staff:

"The use of appropriate technology such as voice/video feedback, giving feedback to large numbers does not have to take time if the technology is there to facilitate it...the above is emphasising the importance of verbal communications, but often more personalised feedback can be electronic"

"In order for feedback to be effective, you need to invest time and resources as without one-on-one meetings, students can struggle to really understand how to use feedback to its maximum effect"

"Informal and formal verbal feedback from lecturing staff is very valuable as it can boost confidence. Feedback from returned written work is varied in quality; some staff provide useful criticisms while others simply mark work"

"The mixture between collecting feedback in person, Q&A, and QOL is very complicated, especially for students that come from other universities..."

"More emphasis on completing relevant practical examples, this creates better implantation of important concepts, in conjunction with an answer set to help affirm understanding"

"Lectures are the best for giving large amounts of information, but tutorials and practical workshops really help to cement learning"

Where can we improve?

- Feedback opportunities – provide more continuous opportunities for feedback throughout each module or programme.
- Timing and quality of feedback – the time by which feedback should be returned needs to be clarified in policy (this would be most effective at School-level) and the quality of feedback to ensure useful and constructive feedback is provided, as opposed to simply, a mark.
- Access to feedback – the potential of having a centralised place to hold all feedback on assignments, making it easily accessible.
- Variety of feedback – formal, informal, verbal, written, audio and visual, etc.
- Assessment practices – the need to review assessment practices in each Faculty and communicate effectively, and in a timely manner, what assignments will be expected, and when, what you will learn from them etc.
- Variety of teaching and learning methods – the use of more practical sessions and examples, the use of more digital, and interactive methods, a review of group work etc.

Student Representation *What is it?*

Student Representation exists at Queen's in a variety of forms, including over 700 Course Reps, 18 School Reps, 12 Part-time Officers, 115 Student Councillors, and 6 Full-time Officers. Student Representation exists to support and represent the views of the wider student body. Our representatives listen to the views, opinions, and suggestions of their fellow students, and provide feedback to the University and the Students' Union to help improve the student experience.

The Feedback

The following feedback is from The Queen's University Partnership project consultation with over 800 of our students and staff:

"Make course reps more visible, make manifestos available in a centralised location of the SU website for all elections, have boxes in the SU"

and around campus where students can drop ideas, feedback, or comments, keep the wider student population informed on what is going on in the University...”

“There needs to be more active consultation in co-designing initiatives rather than seeking opinions on forthcoming changes and staff should engage with these processes”

“Improved mandatory training for reps to speak for the student body, not just their own views... Greater collection of the views of all students... communicating to students how their reps have presented their concerns...”

“The duties could be formalised, with accountability when the duties are not performed (i.e. persistent non-attendance at meetings, not providing regular opportunities to meet with the wider student body, not communicating with students as a result of meetings etc.) ...”

“I think a way in which it could be improved is to collectively gather evidence showing that we have taken student ideas and actively bettered the areas requiring change. It would show students that student reps are important and potentially motivate others to join, or become more vocal with their own reps, voicing the changes they would like to see”

Where can we improve?

- Student reps – improve the awareness and visibility of our reps, as well as improved training to ensure they are articulating the student voice, and are confident in carrying out their role.
- Staff engagement – better staff engagement with SSCCs, and student reps, by potentially having a dedicated student voice staff member in each School.
- Increased representation – student representation at Faculty level, which has never previously existed.
- A change in culture – demonstrate the importance of our student reps, and what they can achieve.

Achieving the Partnership

The themes identified in this framework provide an overarching direction for implementation of the Student Partnership going forward over the period 2018-2020.

There will be a high level Institutional Implementation Plan, based on proposals outlined in Appendices 1 and 2, which will focus on appropriate areas. Schools will be responsible for addressing pertinent themes/ issues through targeted actions at a local level. This allows for an element of tailoring the themes to local needs and issues.

What can you, as students and staff, do next?

- Schools can engage in discussions and collaborative working with students to identify those aspects of the themes, which are most applicable to the School and its students and the priorities within these for the School.
- Schools and students can work together as partners to identify their own Partnership Projects - practical, workable improvement actions and solutions and translate these into specific implementation plans, which detail responsibilities, timelines and, critically, what outcomes are sought. This last will support assessment of the success of the improvements and of the partnership itself in the School.

What will the University and Union do to support you?

- Provide templates for Partnership Projects to allow you to easily record and report any plans undertaken in relation to our key themes. This template will also provide you with the opportunity to detail any outcomes achieved, as well as a chance to reflect on your Partnership Project. This will also allow us to better feedback the positive changes we are implementing, as well as sharing good practice across the University.

This will be an ongoing, evolving and dynamic process subject to review of effectiveness and changing needs and priorities.

The University’s Education Committee and Research and Postgraduate Committee will maintain oversight of the effectiveness and currency of the Partnership Framework. Management of improvement activities will be subject to scrutiny by Academic Board, with Schools defining their commitments to improvement actions in Semester one of the 2018/19 Academic Year and providing progress reports on their success before the end of the Academic Year.

Reviewing the Partnership

In addition to ongoing assessment of the implementation of agreed improvements, the Partnership Framework will be reviewed through collaborative consultation in Spring 2019 and annually thereafter.

University-Wide Implementation Strategy

What can we do about Enhancing Student Partnership at a strategic University-wide level for Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR) Students.

The following are proposals for implementation, conceived directly from your feedback, in relation to improvement of the four key themes identified. These will be implemented during the 2018-19 Academic Year:

Appendix 1

Student Voice

STRATEGIC APPROACH	ACTION	LEAD RESPONSIBILITY
Enhance student engagement with Senior Management	Facilitate planned open forums with: Faculty and University Senior Management	SU Education Officer Pro-Vice-Chancellor Education and Students
Enhance the Students’ Union local engagement regarding education	SU Student Officer Surgeries in each School, focusing on education. These events will include Directors of Education and School Reps.	SU Education Officer Directors of Education
Increase student engagement in feedback and evaluation and provide assurance of objectivity and confidentiality	Develop online evaluation mechanisms: • Consultation with University Services on feasibility of online process • Establish focus groups within each Faculty/School to develop appropriate format • Revised forms developed for sign-off by Education Committee	SU Education Officer CED
Enhance engagement with students on change.	Open information sessions to be held for major changes: Open day on VLE Other themes as required	SU Education Officer Pro-Vice-Chancellor Education and Students

Communication

STRATEGIC APPROACH	ACTION	LEAD RESPONSIBILITY
Effectively manage communication channels	<p>Review information being issued to students via email to rationalise this.</p> <p>Create protocol for use of email based on recommendations from above review.</p> <p>Confirm email as standard communication mechanism for key information.</p> <p>Identify and implement co-ordinated technological solution for non-key information (see below).</p>	MRCI IS
Development of Technological Solutions to streamline communications	Develop and implement a University Mobile Application to collate and communicate information/ notifications for students and garner opinion. To include: information related to administration, learning, research applications, finance, SU and social streams.	IS

Academic Enhancement

STRATEGIC APPROACH	ACTION	LEAD RESPONSIBILITY
Centralise feedback to students	<p>Develop an online central resource in which all feedback to students can be collated for ease of reference.</p> <p>This resource could also be extended to use by personal tutors and tutees.</p>	CED IS
Develop feedback policies (by School)	School-based feedback policies on the feedback students are to receive. The policies should include form of feedback, aspects i.e. module, course or changes arising from student feedback, the delivery medium and timing of feedback.	SU Education Officer Faculty Deans of Education
Enhance existing mechanisms for students to feedback	<p>Pilot mid-module reviews in AHSS. These will allow for changes to be made in-year.</p> <p>Review of pilot to determine roll-out to other Faculties.</p>	AHSS Dean of Education SU Education Officer DASA
Improved assessment processes	Deploy nine interns across Schools to revise assessment approaches through consultation and benchmarking across the sector	SU Education Officer Pro-Vice-Chancellor Education and Students CED

Student Representation

STRATEGIC APPROACH	ACTION	LEAD RESPONSIBILITY
Enhance Staff-Student Consultative Committee Effectiveness	Review the guidelines and training for SSCCs to provide increased clarity and accountability and to reflect additional student representative roles in SU.	SU Education Officer Directors of Education
Enhance Student Representatives' roles, training and support infrastructure	<p>Promote role of Student Reps and raise profile of positive outcomes</p> <p>Revise training arrangements to more effectively prepare 700+ Student Reps. Training to be extended beyond current SU resourcing and budget</p>	SU Education Officer DASA
Enhance Student Representation at Faculty Levels	Introduce Faculty Student Reps	SU Student Officer Team Faculty Deans of Education

Supporting Enabling Actions

STRATEGIC APPROACH	ACTION	LEAD RESPONSIBILITY
Promotion of the Student Partnership and dissemination of information to key stakeholders	Establish a web-page/microsite dedicated to the Partnership Project	SU Education Officer Academic Affairs IS MRCI
Engagement of support from Schools and Faculties	<p>Engagement meetings with Directors of Education</p> <p>Engagement meetings with Directors of Postgraduate Studies and Research</p> <p>The Graduate School initiatives</p>	SU Education Officer SU Postgraduate Officer SU Postgraduate Officer The Graduate School
Ongoing training, support and guidance	<p>Project template and guidance developed</p> <p>Briefing meetings with School Staff</p> <p>Training for Student Representatives</p>	SU Education Officer School staff Student Representatives
University Partnership Day	Promotional event showcasing partnership projects and impact	SU DASA

Key for abbreviations:

AHSS: Faculty of Arts, Humanities and Social Sciences

CED: Centre for Educational Development

DASA: Directorate of Academic and Student Affairs

IS: Information Services

MRCI: Marketing, Recruitment, Communications and Internationalisation

SU: Students' Union

What else will we be working on?

As a result of the fantastic feedback we have received from our staff and students as part of The Queen's University Partnership Project, we have identified the following as other areas within our key themes that we hope to either continue, or begin, working on as Partnership Projects with UG, PGT and PGR students.



Appendix 2

Student Voice

- Provision of video and audio feedback
- Investigating the opportunity for students to provide feedback and engage in consultation on School policies
- The expansion of the 'You said...We did' campaign
- A clearer way to highlight changes made from previous feedback, both to those who gave the feedback, and to those who will experience the changes
- Alternative forms of feedback for students with disabilities
- End of semester/year reports from Student Reps/School Reps/SSCCs

Communication

- The feasibility of contacting students via text or a messaging service for emergency alerts, e.g. closures, cancellations etc.
- Work on an overall Communications Strategy to improve coordination across the numerous channels of communication

Academic Enhancement

- Research the best, or preferred, feedback approach in relation to class size
- Organising feedback workshops for students on how to fully and effectively use feedback to improve
- The provision of dedicated feedback days, following the return of feedback
- Work on clarifying the purpose of learning outcomes, and marking criteria, and how to use them effectively
- Encourage a culture shift away from passive learning, and toward active learning and development via engaging with students on different teaching and learning methods
- Embed more practical activities within modules where possible
- Review group work, how best to utilise it and the most effective way of marking group work

Student Representation

- Provision of a clear flowchart of how information moves up within the University and how it is processed
- A review of the number of student representatives per course/programme to ensure there is no underrepresentation
- Push for a culture change around the legitimacy of the student representative system, with a campaign to demonstrate the importance of these roles and what they can achieve

- More focus on Postgraduate students and alternative ways student representation can work for different needs, and levels of study
- The provision of a dedicated School Representative email
- The provision of a better incentive for students to participate as Student Representatives, as well as greater accountability
- Potential change in School Representative elections, to include School Rep manifestos, similar to Students' Union elections, to give the roles more legitimacy and visibility

If you are currently working on one of these areas within your School, and would like support from the University or Students' Union in developing it, please do not hesitate to get in touch. Additionally, if you have any examples of good practice in relation to any of the areas identified here, and think these could be extended, either within your School or to other Schools, please get in touch. You can contact the Students' Union Education Officer at su.education@qub.ac.uk or the Pro-Vice Chancellor, Education and Students at academic-affairs@qub.ac.uk.

As part of The Student Partnership Project, we want to embed a culture of true working partnership at our University and will support you in achieving this.



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THE QUEEN'S PARTNERSHIP PROJECT

Further guidance can be sought from the Students' Union Education Officer at su.education@qub.ac.uk, the Students' Union Postgraduate Officer at su.postgraduate@qub.ac.uk or Academic and Student Affairs at academic-affairs@qub.ac.uk