**Remote Student-Staff Liaison Committees – Guidance Notes**

Practical considerations

* Scheduling will need to take account of time differences. 12:00 or 13:00 GMT might be the most appropriate slot, although Doodle could be used to identify the most convenient time.
* Use of MS Teams or Zoom will allow students and staff to join and utilises technology already in use at UoL. Reps could also be encouraged to use Teams to contact other students on the course to gather views and feedback, and a Teams space could be set up for this purpose.
* Even if all the scheduled SSLC meetings have taken place for the semester, it is advised that further, regular meetings be held to consider the change in teaching and course delivery.
* SSLCs may be arranged at the School level, so that experience can be shared across courses within a School.

Suggested areas for discussion

* Wellbeing check with the reps joining the meeting.
* Quality of the online content: the forms of e-learning in use, any IT issues etc.
* Ease of use of the technologies being used in delivery
* Any concerns from disabled students about accessibility
* Experience of group work and group discussions
* Experience of online assessments
* Access to library resources and any course-specific software
* Advising / pastoral support arrangements
* Support from academic supervisors on projects / dissertations
* Consideration of potential changes to content, modules and course delivery methods for the next academic year

Feedback and reporting

* It is recommended that the standard process for feedback and reporting is maintained, i.e.:
  + Minutes and actions to be recorded and sent to all SSLC members
  + A summary to be made available to all students on the course(s)
  + Feedback on progress with the actions is collected and reported back at the next SSLC
  + APVCEs and FSEMs to be made aware of any significant issues
* It is additionally recommended that remote SSLCs provide a means of sharing with Faculty Deans:
  + What went well teaching, assessing and supporting students online, what did not, and how we can improve in this area
  + How can staff and students be supported to develop blended education skills further
  + What technology is working well and what isn’t
  + What training staff and students need
* Deans can then report back to the APVCEs for onward consideration at relevant bodies (e.g. Education Committee and Academic Quality and Standards Committee)

**Suggested pro forma for discussions**

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|  | **What worked well** | **What worked less well** | **Other suggestions** |
| **Quality of the online content: the forms of e-learning in use, any IT issues etc.** |  |  |  |
| **Ease of use of the technologies** |  |  |  |
| **Experience of group work and group discussions** |  |  |  |
| **Access to library resources and any course-specific software** |  |  |  |
| **Experience of online assessments** |  |  |  |
| **Advising / pastoral support arrangements** |  |  |  |
| **Support from academic supervisors on projects / dissertations** |  |  |  |
| **Consideration of potential changes to content, modules and course delivery methods for the next academic year** | | |  |