**LCF[[1]](#footnote-1) Meeting Good Practice**

This guide has been created to provide support in ensuring that LCFs are efficient and are of benefit to each school/department as well as guaranteeing the student voice can be raised. It should be read in conjunction with the LCF Agenda Template and the LCF Terms of Reference.

1. Each LCF should have:
   1. LCF Moodle page, where all papers are located. These should include:
      1. Course (UG, PGT and PGR), Education (UG) and Faculty (UG, PGT and PGR) Rep contact details
      2. LCF Terms of Reference
      3. Membership list – named contacts, including roles of members of staff
      4. Reports of prior LCFs
      5. External Examiner Reports and School Responses (or link to these)\*
      6. Other paperwork as relevant during the year e.g. Monitoring reports, NSS summaries, SEMs, Course questionnaires, School Enhancement Plans, EEAR reports and action plans etc.\*

*(\* items may be housed elsewhere if relevant to the school/department and faculty)*

* 1. Consistency in design with other faculty/school Moodle content (e.g Faculty Community Moodle Pages)

1. Meeting roles/membership
   1. Schools/Departments are encouraged to have students as co-chairs of the meeting alongside a member of the School/Department staff. This is to ensure the student is sufficiently supported in the role. The staff member should meet with the student in advance of the meeting to provide a suitable induction and training to carry out the duties of co-chair. The co-chairs should support each other and agree between themselves how they divide the chairing responsibilities.
   2. Given their school-wide remits, Education Reps / School PGT Reps could be the student co-chairs of the meetings should a Course Rep not be able to take on the role.
   3. Secretary to the meeting must be an appropriate member of academic or professional services staff. While note-taking is a useful skill to develop, the role of the Course Reps is to represent their peers and note-taking detracts from the Rep’s ability to take full part in the discussion.
   4. Good practice in maximising student engagement and student voice suggests that the number of staff present should not exceed the number of student representatives. High numbers of staff / presence of very senior staff can inhibit frank discussion.
2. Meeting Location:
   1. It is the choice of the School/Department as to where they host their LCF meeting, be this in person or online. If holding an in-person meeting, the layout of the space should be considered so that all members feel included in the discussions. For online meetings, the School/Department may wish to communicate out the expectations of the meeting [cameras on/off, use of the chat function etc.]
3. Before the meeting:
   1. Meeting **Secretary** to:
      1. Set dates for the meeting, making sure the calendar entries in participants’ diaries have a clear subject heading. If it is an LCF for the postgraduate students, for example, indicate this in the meeting heading to distinguish from other LCF meetings staff members might be attending. If guests from outside the school are attending, be specific about the meeting title and the school in which it is happening.
      2. Canvass the whole membership (staff and students) for items for the agenda approximately 2 weeks or 10 days before the meeting (e.g. by email or through Teams) in partnership with meeting Chair/Co-chair and ensure the prior meeting reports/actions are also distributed in this communication. Make a note of any apologies received and ask those who cannot attend if they wish to send in any comments for consideration at the meeting.
      3. Ideally, try to meet or otherwise contact the Chair(s) approximately 10 days in advance of the meeting to agree the agenda. Brief the Chair(s) of any guests or visitors in advance of the meeting.
      4. When the agenda is prepared, circulate the unconfirmed report of the last meeting[[2]](#footnote-2) and the agenda for the forthcoming meeting, plus any relevant papers, a week in advance of the meeting. Ensure relevant staff members are there to answer the issues raised (including inviting any guests if necessary). If they are unable to attend, and are unable to send someone in their place, ensure they provide a written response to be read out at the meeting.
      5. Provide clarity for the Reps as to what is suitable for discussion. Wherever appropriate, and if they encounter problems in a module during a semester, students should be encouraged to raise it directly with the module convenor or at a relevant Town Hall meeting and not wait until the LCF.
   2. Chair/Co-chairs
      1. Meet with the Secretary to agree the agenda for the meeting
   3. Course Reps (including Lead Reps)
      1. Collate feedback from peers prior to the meeting – this could be using a survey format, through asking on group messages and pages, talking to peers in person (if applicable).
      2. Decide who is going to give the feedback at the meeting – this is very important if someone cannot make the meeting, in which case feedback should be sent to the Chair/Co-chair prior to the meeting so it can still be raised and noted.
      3. Attend a pre-meeting with other reps and Education Rep if required
      4. Ensure the report and actions of the previous meeting have been read
4. At the meeting:
   1. Meeting **Chair/Co-chairs** to:
5. Ensure that there is the opportunity for those present to introduce themselves, especially if there are some present who are new to the school or visitors from another part of the university.
6. If it is the first meeting of the academic year, make sure that a paper is included recording the membership and constitution of the committee. This needs to be agreed during the first meeting.
7. Ensure that any action points from the last meeting are all addressed and reported on. Where actions have not been resolved, be clear on what happens next and ensure this is included in the meeting report. This is a crucial part of the feedback loop.
8. Try to notice whether any of the students are hesitant to join in the discussions. A hallmark of a successful meeting is one in which everyone present has had the opportunity to make their contribution to the wider work of the group. Sometimes students lack confidence in speaking up, particularly if very senior staff are present. You might want to review the membership in these instances. Beware of staff outnumbering students, and the seniority of those staff. LCFs are important vehicles for student engagement, so it is essential that staff take them seriously (a good sign if senior staff are present); but against this we need to balance approachability, so that students feel able to give all of their feedback. Ways to ensure full participation can include reducing the number of senior staff present (so that students do not feel inhibited from speaking), or having the Chair and/or meeting Secretary contact students in advance and provide them with some induction into the work of the committee and their role in it. The SU also provide training for course reps when they start their roles.
   1. Meeting **Secretary** to:
      1. Take notes. The purpose of the report is to take a concise, accurate record of the points discussed and any issues raised. It is important that the report records clear actions, assigned to specific members of the committee, so that everyone is clear about what they are expected to do in advance of the next meeting. As a starting point there are some helpful tips on note-taking at: <https://www.jobs.ac.uk/careers-advice/working-in-higher-education/2381/writing-meeting-minutes>
9. After the meeting:
10. Meeting **Chair/Co-Chairs** to:
    * 1. Follow up any actions that need to be taken immediately after the meeting e.g. were there any papers or any clarifications that need to be sent out?
      2. Comment on the report sent by the meeting Secretary, making any necessary amendments in a timely manner so these can be published within 2 weeks of the meeting taking place.
11. Meeting **Secretary** to:
    * 1. Prepare the report: ideally these will be drafted as soon as possible and within one week of the meeting, before being sent to the Chair of the committee for review. Make sure that any acronyms used are spelt out fully once in the report so that it is easy for readers to follow.
      2. Once the Chair(s) have commented on the draft report and any amendments have been made, send these out to the membership so that they are clear about the actions they are expected to take. This should occur no later than two weeks after the meeting. The report will remain unconfirmed until the next meeting, when the membership should be asked for any amendments and then to approve them.
      3. Communication after meetings:
         1. as a minimum, the unconfirmed report should be posted on the appropriate LCF Moodle page and messages / announcements sent to ensure that the wider student community is aware of where to find them.
         2. In some schools (e.g. Geography and Sociology & Social Policy) newsletters are sent to all students represented by the LCF via email after each meeting. These are brief and are designed to communicate the issues discussed and the headline actions taken.
12. Education Reps (or Lead reps in absence of an Education Rep)
    * 1. Ensure that anything raised by reps within the meeting are collated ready for the SU Faculty Forum meeting, and also any relevant Faculty Meetings, such as Faculty ESE Meetings.
      2. Follow up any action assigned during the meeting, such as providing relevant feedback to students
13. Course reps
    * 1. Ensure that anything raised in the meeting relevant to peers is cascaded back, via messages, group chats, teams pages etc.
      2. Follow up any action assigned during the meeting
      3. Ensure the Education rep (or relevant rep if Education rep position vacant) is aware of discussions in order to feedback to SU Faculty Forums and also Faculty level meetings, such as ESE Meetings.
14. Support for student reps between meetings:
    1. Helping student reps (Course / Education Reps) contact their constituencies:
       1. Social media platforms such as Facebook, or WhatsApp groups, can be effective when student-led, but since sign-up is optional and may revolve around friendship groups it is not always clear that these reach the entire cohort, therefore advice on messages and surveys, and support in distributing them, should be offered by Schools.
       2. School based staff / Student Services to assist with promoting the LCF e.g. via posts on Moodle, or through emails sent via a named administrator whom the cohort recognises.
       3. Encouraging the Reps to collate feedback, maybe by sending out mini surveys (via Survey Monkey / MS Forms) in advance of a meeting.
       4. Offer support to reps with any actions from the meeting where relevant

1. Quality Manual policy: <https://www.nottingham.ac.uk/qualitymanual/student-engagement-and-representation/learning-community-fora.aspx> [↑](#footnote-ref-1)
2. This is the second time the report will have been circulated, as they will have gone out shortly after the previous meeting. [↑](#footnote-ref-2)