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RELATED PROCEDURES	PDIIE016: Institutional Student Council and Faculty Academic Forum Procedure	

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¹ S30 2012-08-21 Item 8.4(whole policy review)

² S43 2016-11-03 Item 7.2.5 (whole policy review)

³ Post Senate S43 2016-11-03 – edited, renumbered and Glossary and Roles added.

⁴ S54: 2020-09-03 Item 8.2.5 (Full review)

⁵ S58: 2021-11-23 Item 8.2.2 (Institutional SRC added, Town Hall introduced for Distance Mode)

⁶ Senate 66: 2024/09/11 Item 8.2.8

⁷ Post Senate 70: 2025/12/04 Editorial changes and alignment with the new Tertiary Academic Operating Model (TAOM)

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GLOSSARY AND ROLES⁸

Academic Forum	The Academic Forum provides a platform for students to participate in influencing, evaluating and improving the quality of the teaching and learning environment and the academic processes. The Academic Forum is made up of class representatives. “Forum” or “AF” shall have the same meaning as “Academic Forum”.
Capacity Building	Students who participate in campus structures and leadership roles need to be assisted to build the leadership, communication and organisational skills that will enable them to succeed in these roles. Their individual development needs as well as the purpose of the role they are taking on are assessed by a mentor and a structured process of developing competencies is followed.
Campus	An organised space (physical or virtual) where teaching and learning and associated activities take place. Also known as a registered site of delivery at The IIE.
Student Representative Committee(s)⁹	The student representative committee(s) or equivalent (e.g., Emeris Voice, SRC) is a student governance structure that promotes student participation and engagement by arranging and facilitating various curricular, co-curricular, extracurricular, and meta curricular pursuits on and off campus that will contribute to and enhance student life on campus. Members of the Student Representative Committee (SRC) are nominated and elected by the general student body and the SRC is inclusive of curricula and non-curricular student representation.
Class representatives	Elected by the students in each academic class.
Ex Officio	Means member by virtue of holding office in the Student Representative Committee or Academic Forum.
Faculty Academic Forum (FAF)	Each institutional faculty has an Academic Forum made up of the Chairs of the Brand Academic Forums for that Faculty.
Institutional Student Council (ISC)	The Institutional Student Council (ISC) represents the SRC of each campus. The members are the ex officio Presidents from the SRC and “Student Council” has the same meaning.
Portfolio	The post and responsibilities in the Student Representative Committee(s)(SRC)/equivalent.
Student representation¹⁰	The practice of planned and purposeful engagement opportunities against curricular and non-curricular matters for the purposes of equitable, diverse, and inclusive participation in quality assurance, shaping institutional culture and promotion of student perspectives through representative aggregated student feedback to the institution. Student representation includes both Institutional, Brand and campus formal engagements in order to maximise participation.

⁸ S58: 2021-11-23 Item 8.2.2 (Glossary and Roles reviewed)

⁹ Senate 66: 2024/09/11 Item 8.2.8

¹⁰ Senate 66: 2024/09/11 Item 8.2.8

Term¹¹	The period of time that an elected student representative serves within their role within the respective class or Student Representative Committee structure. The term is the same as that of their <i>ex officio</i> (appointment because of the position they held) and members will cease to be members when these positions are no longer held.
Town Hall¹²	An online meeting for the distance mode of offering that promotes and facilitates active engagement from students registered in the distance mode and the opportunity for these students to provide feedback and input to the institution. Meetings are held periodically throughout the year and are managed through organisations on the Learner Management System (LMS).

¹¹ Senate 66: 2024/09/11 Item 8.2.8

¹² Senate 66: 2024/09/11 Item 8.2.8

1 PREAMBLE

1.1 Strategic Intent of the Independent Institute of Education (The IIE)

(1) The Independent Institute of Education (Pty) Ltd (“The IIE”) aims to inspire individuals to develop a sense of self as citizens of change in a complex world through its commitment to transformation and excellence in learning and teaching, scholarship, and community engagement. This means that we:

- (a) encourage and develop individuals to fulfil their potential and enable them to make meaningful contributions within their spheres of influence.
- (b) empower individuals to become mindful and ethical active citizens and leaders who challenge established ideologies, narratives, and ways of thinking.
- (c) foster creativity and innovation through embracing diverse ideas and solutions in our commitment to the co-creation of knowledge that transforms individuals and society.
- (d) pursue impactful research and collaborations that improve and enrich lives, communities, and society.
- (e) entrust individuals to take responsibility for their learning and development while providing them with appropriate support to enhance their success.

(2) In the promotion of the values of our Strategic Intent, The IIE has designed and implemented scaffolded student representative structures that are integrated into campus life in the form of: class representatives, following into the Academic Forum and Student Representative Council structures, and finally building into the Faculty Academic Forums and Institutional Student Council. The design of these integrated structures serves to promote the development of our students as individuals to fulfil their potential and empowers them to make meaningful contributions to The IIE in the spheres of student experience, curriculum, and extra-curricular activities and engagements.¹³

1.2 What we value

(1) We value a transformative mindset characterised by ‘change’, (an acronym for the below concepts):

- (a) Co-creation: Collaboratively pursuing knowledge that transforms individuals and society.
- (b) Holistic thinking: Approaching challenges from a systemic viewpoint, acknowledging the interconnectedness and interrelatedness of all the parts.
- (c) Advocacy: Championing meaningful, positive, and sustainable change ethically and mindfully.
- (d) Nation-building: Promoting social cohesion that celebrates and embraces diversity, equity, and inclusion.

¹³ Senate 66: 2024/09/11 Item 8.2.8

- (e) Grit: Navigating challenges that accompany learning and transformative change with passion, perseverance, and resilience.
- (f) Empowerment: Enabling individuals to participate actively in shaping their own lives and the world around them.

(3) These characteristics collectively form a transformative mindset that embraces change, innovation, and growth, while empowering individuals and communities to create positive and lasting change in society.

1.3 IIE Graduate Attributes

- (1) Our graduates have a transformative mindset and are:
 - (a) Innovative Co-creators who seek ethical and meaningful solutions and promote transformative knowledge that addresses challenges faced by individuals and society.
 - (b) Holistic Thinkers who adopt eco-systemic perspectives on global issues and local contexts and view challenges and solutions critically and comprehensively.
 - (c) Change Advocates who skilfully and mindfully challenge the status quo and champion meaningful solutions through principled leadership.
 - (d) Engaged Citizens who promote social cohesion, diversity, equity, and inclusion, leading with purpose, influence, and integrity within their respective spheres of influence.
 - (e) Resilient Navigators who approach learning, transformational and personal challenges with unwavering perseverance and a willingness to adapt.
 - (f) Empowered Individuals who are self-directed life-long learners who seek opportunities for growth and continually expand their knowledge and skills in pursuit of personal and professional success.
 - (g) Intellectually Curious Individuals who are self-reflective with a tolerance for ambiguity and the intellectual curiosity to explore new ways of thinking, knowing, being and understanding.
 - (h) Versatile Communicators who can both collaborate effectively within a team and work independently, with well-developed negotiation and networking skills.

2 OVERVIEW¹⁴

- (1) Student participation in governance and in discussions about issues that impact them is necessary for a responsive and appropriate institutional, campus, and teaching and learning environment.
- (2) Institutional participation at The IIE is achieved through representation on the Senate and through the Institutional Student Council (ISC).¹⁵ This participation at an institutional level empowers students as individuals and representatives of their peers to participate actively in shaping their own lives and the world around them.¹⁶

¹⁴ Senate 66: 2024/09/11 Item 8.2.8

¹⁵ S58: 2021-11-23 Item 8.2.2

¹⁶ Senate 66: 2024/09/11 Item 8.2.8

- (3) Campus participation is holistically achieved academically through class representative structures and Student Representative Committee or equivalent for all campus matters through a structure that covers all areas of student campus life.
- (4) All students have individual access to dispute and complaint resolution mechanisms as described in IIE015 Student Conduct and Discipline Policy and the associated procedures.
- (5) All students and alumni have access to the IIE Ethics Hotline.¹⁷

3 PERSONAL INFORMATION

- (1) Any personal information collected should be handled in accordance with the Constitution and the Protection of Personal Information Act, 2013 (POPIA). In particular, the processing of personal information should be consistent with POPIA's conditions for lawful processing of personal information. These include purpose specification, processing limitation, ensuring quality of information, accountability, limitations on further processing, correction of information, and retention of records. As such, identifying personal information will only be recorded in agendas and minutes and supporting documentation where critical for the purposes of the decision or process.

4 STUDENT AND ALUMNI REPRESENTATION¹⁸

- (1) Each contact campus is required to have:
 - a) A structure through which students can use elected representatives to engage in academic and non-academic matters.
 - b) A structure through which current students can engage with campus management regularly through elected representatives.
 - c) A structure or structures that focuses/focus on co-curricular, extracurricular, and meta curricular pursuits on and off campus. These structures do not have to be elected.
 - d) A mechanism for including students who are part of any of the above to serve as representatives on student disciplinary committees and the institutional appeals committee.
 - e) A structure through which alumni can engage with the institution and campus stakeholders.¹⁹
- (2) Each distance “campus” is required to have:²⁰
 - a) A series of meetings called “Town Halls” where all students are invited to attend and engage with the online centre.

¹⁷ Senate 66: 2024/09/11 Item 8.2.8

¹⁸ Senate 66: 2024/09/11 Item 8.2.8

¹⁹ Senate 66: 2024/09/11 Item 8.2.8

²⁰ S58: 2021-11-23 Item 8.2.2

- b) Feedback to distance students on matters raised in Town Halls is to be provided in the subsequent Town Hall meeting in the format of responses to action items raised in the minutes of the meeting.²¹
- c) A mechanism for including students on student disciplinary and appeals committees, Senate, the ISC and FAF.

(3) In addition, each campus or centre needs to have processes to involve students in campus activities in a variety of roles that help students develop skills. Each campus or centre needs to focus on recording and measuring participation and actively seek ways to broaden it and make it more inclusive, driving an inclusive and transformative mindset.

(4) In addition to the above, the ISC is an institutional student representation committee across The IIE, allowing students to provide feedback on their experiences as well as engage on matters of policy amendment and update and become co-creators in their journey at The IIE.

5 STUDENT FEEDBACK

- (1) The IIE values student feedback as a central pillar of quality, recognising that:
 - a) Qualifications are most effective when they undergo rigorous quality assurance processes to ensure excellence in every aspect.
 - b) Qualification reviews take place every three years, and student feedback is vital in the process.
 - c) The IIE aims to co-create value to enhance the overall student experience.
- (2) Each year, students must be given an opportunity to provide input on each module they have attended and each lecturer who has taught them. Programme Coordinators must account for how this feedback is used in programme and curriculum development. Campus Heads must account for how this feedback is used to improve the quality of teaching and learning on the campus.
- (3) All programme reviews must include current and past student feedback, allowing students to be change advocates in their academic experience.²²
- (4) Each campus must have a mechanism for students to provide feedback, including anonymous feedback on any matter. A standard must be set for the period in which this feedback, if not anonymous, is given.
- (5) An institutional mechanism is maintained for formal complaints and concerns.
- (6) An anonymous institutional ethics hotline is in place to which all students and alumni have access.

²¹ Senate 66: 2024/09/11 Item 8.2.8

²² Senate 66: 2024/09/11 Item 8.2.8

- (7) All students and alumni have access to the institutional customer relationship management system to log queries to the institution (IIE Assist).²³
- (6) Students and alumni are surveyed by the campus and the institution on various matters including their qualifications.²⁴

6 STUDENT ACADEMIC REPRESENTATION

6.1 Roles and Responsibilities of Class Representatives (Contact mode of offering)

- (1) Class representatives are responsible for:
 - a) collecting feedback from the class on any matters that they would like to raise with the campus management team;
 - b) attending class representative meetings where this feedback can be given to the campus management team;
 - c) working with campus management to find constructive solutions to challenges experienced with academic and teaching and learning matters, leading with purpose, influence, and integrity;
 - d) coordinating feedback or participation in programme or module reviews as requested; and informing the class, during the class representative meetings, about the feedback that was given on the items by the campus management.
- (2) Each class group (where the campus uses group timetabling) has a class representative elected by the students in a process facilitated by the campus after the second week of classes at the beginning of the academic campus year or semester, as may be appropriate.
- (3) As these are elected members of the class chosen by the class to represent them on academic matters, they may be elected for more than one term.
- (4) In these cases, the class representatives for each group form a sub-committee and elect one of their members to represent the whole class in formal meetings
- (5) Each year of a programme (where the timetabling is not done in groups) has a class representative elected by the students in a process facilitated by the campus after the second week of classes at the beginning of the academic year or semester, as may be appropriate.
- (6) Each campus is responsible for:
 - a) ensuring that all students are aware of the roles and responsibilities of the class representatives, before elections and after the class representatives have been elected;

²³ Senate 66: 2024/09/11 Item 8.2.8

²⁴ Senate 66: 2024/09/11 Item 8.2.8

- b) ensuring that the students are allowed class time to discuss and elect a class representative; and
- c) ensuring that adequate time is set aside to meet with the Academic Forum and - where required - to meet with specific classes to address specific matters.

6.2 Nature and Purpose of the Academic Forum²⁵

- (1) Class representatives are organised into an academic forum or equivalent structure, which may be organised by the school or faculty.
- (2) The Academic Forum or equivalent meets with the campus or campus school/faculty leadership at least once a quarter/twice per semester.
- (3) Meetings are minuted. Action items are agreed upon, and feedback is given in writing to the members of the forum/council within two weeks of the meeting if they cannot be resolved in the meeting.
- (4) These meetings are chaired by a person designated by the Campus Head.
- (5) In the week prior to this meeting, class representatives are given time in a class session/collaborative session to gather this feedback.
- (6) The minutes of these meetings, copies of feedback communication and a description of actions taken need to be retained on campus or by the brand's online/distance team and made available to the Office of the Registrar quarterly or quality assurance evaluators on request.

6.3 The Town Hall (distance mode of offering)²⁶

- (1) Given the geographic and virtual complexities of studying in the distance mode of offering, a more suitable online solution is required to ensure student representation.
- (2) Each Brand is required to create an organisation on the Learning Management System (LMS) for student engagement and feedback so that students can engage with one another and management.
- (3) A minimum of two formal meetings, known as Town Halls, must be conducted per semester. This meeting is equivalent to the Academic Forum in the contact mode of offering.
- (4) Students must have the opportunity to post items for discussion at the Town Hall meetings.
- (5) The Distance team in each brand is responsible for chairing the meeting, including posting the agenda and minutes/recordings.

²⁵ Formerly known as the Student Council or Student Forum – the name is a brand prerogative

²⁶ S58: 2021-11-23 Item 8.2.2

- (6) A distance student representative for inclusion in the brand pool of candidates for Senate and ISC representation will be nominated and elected in the LMS organisation.

7 STUDENT REPRESENTATIVE COMMITTEES²⁷ (Contact Campuses)

7.1 Nature and Purpose of Student Representative Committees

- (1) In addition to the academic focus of the Academic Forum, each campus is required to have an elected structure that contributes student voice and energy to the following:
 - a) Student engagement and citizenship activities.
 - b) Campus social and sports life.
 - c) Campus management and service issues (that are not academic).
- (2) This structure may be supported by elected or volunteer committees – students should not normally hold more than one formal portfolio in a year, although they may participate as volunteers or members on as many committees as they wish.
- (3) This structure may have cross representation on it from the Academic Forum, however, students in their first year of study are not selected as representatives on the SRC., except new campuses in their first year of offering.²⁸
- (4) The name of this structure can be brand-specific but is called the Student Representative Committee for purposes of clarity in the Policy.
- (5) Over and above the focus on creating holistic student experiences, this committee and associated committees are explicitly tasked with building student capacity and experience in planning, organising, collaboration, and advocacy that is inclusive.
- (6) As such, each campus has a staff member who is responsible for ensuring that these skills and opportunities are created and that there is a diverse and sustained range of activities available to students.
- (7) This person works with the Student Representative Committee to:
 - a) ensure that the campus offers a holistic student experience;
 - b) ensure student's voice is heard on all key matters impacting the student experience;
 - c) promote the name and image of the campus, brand and The IIE.

²⁷ Senate 66: 2024/09/11 Item 8.2.8

²⁸ Senate 66: 2024/09/11 Item 8.2.8

7.2 Election of the Student Representative Committee

- (1) The Student Representative Committee(s) (SRC)/equivalent is elected annually at a time suitable to the Brand, but no later than the end of March of the applicable year. However, to ensure continuity from one academic year to another and that there is no period in which there is no formally constituted SRC, the period of office of the SRC must be for a full year, normally including the campus orientation period, e.g., from March to March.
- (2) While some of the members of the Student Representative Committee can be drawn from the Academic Forum, some members of the Student Representative Committee must be elected outside of the Academic Forum election process due to the nature of the diverse portfolios within the SRC, to increase representivity and leadership opportunities and experiences in this committee.
- (3) Brands may choose how many positions on the Student Representative Committee (specific portfolios) are open to general election and how portfolios in this committee are allocated to members.
- (4) The processes involved in the nomination and election of candidates should demonstrate to students the values and systems associated with democracy and accountability. Consequently, each campus is responsible for:
 - a) ensuring that all students are aware of the roles and responsibilities of the committee;
 - b) ensuring that all students are aware of, and can exercise, their democratic rights in the election of the committee, including but not limited to the academic class representatives where there is overlap membership;
 - c) ensuring that members stand as individuals and not as members of any formal interest group or structure, including but not limited to political parties; and
 - d) ensuring that the nomination and election processes are free and fair and that there is no staff or management influence on these.
- (5) These elections are also an opportunity to demonstrate the democratic process of voting on campus, so the campus should, as far as possible, run elections that reinforce the conduct typical of voting in civic society.
- (6) The ballots and voting tallies should be retained for at least a month after the election in the unlikely event of a disputed outcome.

7.3 Composition of the Student Representative Committee

- (1) Campuses, in consultation with their national/head offices, determine the size of the committee – it could either be determined by the portfolios that are to be covered or another representative ratio (such as qualifications or programmes). It should not normally be smaller than six students and should reflect the diverse interests of the students.

- (2) Campuses determine, in consultation with national structures, the portfolios of the main and subcommittees as well as their meeting routines and periods.
- (3) The following are minimum standards to be applied:
 - a) Portfolios to include – chairperson, treasurer, secretary, and individuals responsible for sport, social, Golden Key Society, and community initiatives.
 - b) Meeting frequency – at least every second month, to a total of 3 meetings per semester.²⁹
 - c) Reporting – minutes to be retained by the staff member co-ordinating the SRC and made available to the campus or brand online/distance team management. Minutes are to be retained and made available to the Office of the Registrar, quarterly.
 - d) Code of conduct/constitution/rules – each member needs to sign an agreement that circumscribes their role and the manner in which the committee conducts itself against the mandate.
 - e) Budget – responsibility for any funds used rests with the staff member responsible but the committee should be involved in planning the use of the funds.
- (4) This Committee is subject to either a constitution or an agreed set of rules. These should be standard within a brand but may vary between brands.

8 IIE INSTITUTIONAL STUDENT COUNCIL³⁰

The details of the function, reporting, and composition of the ISC are documented in the IIE031 Governance Policy Annexure C.³¹

9 IIE FACULTY ACADEMIC FORUM³² (FAF)

The details of the function, reporting, and composition of the FAF are documented in the IIE031 Governance Policy Annexure C.³³

9.1 Capacity Building of Elected Student Representatives and Student Leaders

- (1) Once the students have been elected to these forums, the campus or brand's student experience team must arrange an initial compulsory training session for the representatives of these forums. This training should cover:
 - a) mandate and roles and responsibilities of elected members;
 - b) committee protocol;

²⁹ Senate 66: 2024/09/11 Item 8.2.8

³⁰ S58: 2021-11-23 Item 8.2.2

³¹ Senate 66: 2024/09/11 Item 8.2.8

³² S58: 2021-11-23 Item 8.2.2

³³ Senate 66: 2024/09/11 Item 8.2.8

- c) how to present, communicate and give feedback and accountability to the student body;
- d) ways to collect student feedback;
- e) student representation on the campus or online/distance team disciplinary hearings;
- f) student representation on disciplinary appeals hearings; and
- g) student representation on Senate; leadership and mentoring opportunities (individual or small group) for those students who wish to make use of them, in particular for chairpersons or portfolio leaders, etc. Students and staff are ambassadors of The IIE when participating in any academic, sport, or cultural activities outside of The IIE. Students and staff are expected to conduct themselves with integrity, professionalism, and respect, upholding The IIE's values and enhancing its reputation in all external engagements.³⁴

(2) At least once a semester³⁵ a training intervention for committees and the portfolio holders, which includes the distance brands' representatives, is needed that focuses on one of the above topics or a context-specific one.

(3) It is best practice to institute a buddy system where office bearers in each structure can be mentored by a member of staff. The form or frequency is at the campus discretion.

³⁴ Senate 66: 2024/09/11 Item 8.2.8

³⁵ Senate 66: 2024/09/11 Item 8.2.8