	CLASS REPRESENTATIVE PROCEDURE
BOND UNIVERSITY	

Endorsing Policy	Class Representative Policy
Procedure Owner	Provost
Contact Officer	Faculty Associate Dean, Student Affairs & Service Quality Managers or equivalent
Approval Authority	Provost
Date of Next Review	August 2027

1. PURPOSE AND OBJECTIVES

The Class Representative (CR) system has been established to support two-way communications between students and educators. This Procedure sets out the processes for administering the CR system.

2. AUDIENCE AND APPLICATION

All Bond University and Bond University College educators and students.

3. ROLES AND RESPONSIBILITIES

Role	Responsibility
Bond University Student Association (BUSA), via Vice President (Education)	▪ Contact the Deputy Provost Education to assist in presenting at CR meetings for the Transformation CoLab
Class Representative (CR)	▪ Comply with the requirements of clause 4 of this Procedure
Faculty	▪ Ensure that CR meetings are held to explain the CR role and outline CR duties (and to reinforce this information if necessary)
Faculty Student Association (FSA), via Academic Affairs Director or equivalent	▪ Maintain communication with the Associate Dean (Student Affairs and Service Quality) or equivalent of the relevant Faculty and assist in presenting at the CR meetings ▪ Ensure that CRs have access to the required resources for the effective gathering of feedback (i.e., a standardised feedback collection method should be implemented across all subjects with a CR within the relevant Faculty) ▪ Maintain a register of each CR and their contact details. ▪ Contact the BUSA Vice President (Education) if assistance is required in managing the CRs
Lead Educator	▪ Promote the CR role and regularly communicate with the CR, either online or in person ▪ Facilitate the election of a CR within the first two (2) weeks of a semester ▪ Upload/publish the name and student email of the CR to iLearn

4. PROCEDURE

4.1 Appointment and Induction of Class Representatives

Step One The Lead Educator promotes the CR role in the first Teaching Activity in a manner that is accessible to the entire cohort. The expectations and responsibilities of the CR role are to be clearly outlined and should be supplemented with a link to or copy of the CR Policy.

Step Two Students wishing to nominate for the CR role should do so in accordance with the Lead Educator's instructions (e.g., by raising their hand during the first Teaching Activity or emailing the Lead Educator).

Step Three If the CR role is uncontested, the student who nominated for the position will be appointed as CR. If the role is contested, the Lead Educator may ask each nominee to provide a brief statement to the class (either in person or online) regarding their interest in the position. The Lead Educator will then facilitate selection of the CR by a show of hands or other form of ballot.

Step Four	Once a student is appointed as CR, their details (name and Bond student email address) must be made available to the student cohort via the subject iLearn site, together with a link to the CR Policy.
Step Five	The CR must register their appointment and details (name and Bond student email address) using the form available on the relevant FSA website.
Step Six	The CR attends the welcome meeting arranged by the relevant FSA (or BUSA), with assistance from the respective Faculty as necessary, to learn more about their duties and responsibilities (and any subsequent meetings held to reinforce this information).

Where a CR is unable to continue in the role, a replacement CR should be appointed.

4.2   Mechanism for Collecting Feedback

Standardised Feedback Tools	CRs will utilise standardised feedback collection methods provided by the relevant FSA. It is at the discretion of each FSA to determine the standardised feedback collection methods. Examples of such methods include, but are not limited to, Microsoft Forms, spreadsheets, QR codes, email, and lists of prompt questions for scheduled in-class feedback.
	CRs remain entitled to employ alternative methods of collecting feedback in circumstances where the standard methods do not adequately address the unique aspects or specific needs of the feedback being sought (e.g., feedback about a particular in-class group activity).
Feedback Sessions	CRs are responsible for organising appropriate feedback sessions in consultation with the Lead Educator. The frequency and timing of these sessions will be communicated to the cohort by the CR in advance of the session taking place to ensure a satisfactory level of student engagement. At a minimum, one feedback session would be held in Week 4 or 5 of semester in a standard subject.
Confidentiality and Data Security	The CR must not share any student feedback with future cohorts. The feedback is to be stored securely in accordance with Bond University's data protection policies (Privacy Policy, Information Security Policy). CRs must ensure that any digital or physical records of feedback are kept confidential. Personal information or specific details that could identify a student should not be disclosed without their explicit consent.
Collation and Reporting	CRs will collate the feedback received and prepare a brief written report (email) which highlights key themes, concerns, and suggestions raised by students. The report will be sent to the Lead Educator for their action within one week of the feedback session to which it relates.

4.3 Alternative Timelines

Subjects running with alternative calendars (e.g., intensive subjects) may set alternative timelines to those referred to in this Procedure. Students must communicate with the Lead Educator to discuss and agree on alternative timelines.

Closing the Feedback Loop

CRs and Lead Educators are encouraged to close the feedback loop by reporting directly back to the student cohort. This may be achieved via email, in-person discussion during a forum or other Teaching Activity, online via iLearn, or any other method of communication that it is accessible to the student cohort. CRs are encouraged to engage with the resources provided by their respective FSA to ensure effective feedback.

4.5   Resolution of Concerns

Step One	Students are encouraged to raise all matters of concern directly with the Lead Educator or tutor. The majority of concerns will be dealt with in this way, quickly and privately. Where an issue arises with a tutor, the Lead Educator responsible for the subject and/or ADSASQ must be part of the discussion to ensure a comprehensive and fair resolution.
Step Two	If a student does not wish to address the Lead Educator or tutor directly, or if the Lead Educator or tutor does not respond within two working days to a concern that has been raised with them, the student is advised to speak with their CR.

Step Three	If the concern continues, the CR will raise it with the Lead Educator or tutor and work with them to find a satisfactory solution. If the issue involves a tutor, the Lead Educator responsible for the subject and/or ADSASQ must be part of the discussion to ensure a comprehensive and fair resolution.
Step Four	If the concern has not been satisfactorily addressed within five working days from the date it was originally raised, the CR will escalate the matter to the FSA (or Student-Staff Liaison Committee or equivalent Faculty committee) for resolution.
Step Five	The FSA (or Student-Staff Liaison Committee or equivalent Faculty committee) will keep records of outcomes for all concerns raised.
Step Six	If the FSA (or Student-Staff Liaison Committee or equivalent Faculty committee) is unable to resolve the concern, the matter will be escalated to the relevant ADSASQ or equivalent.
Step Seven	Students and CRs may also access the University's complaints process (refer to Complaints and Feedback Procedure) or seek advice from the Office of Integrity (integrity@bond.edu.au).

5. DEFINITIONS, TERMS, ACRONYMS

ADSASQ	Associate Dean (Student Affairs and Service Quality).
Class Representative (CR)	A student enrolled in the subject, or in some cases discipline group, who has been nominated to assist with the communication of feedback between students and academic staff, or in some cases committee, for that particular subject or discipline group.
Educator	A teaching staff member.
Faculty	The academic organisational unit consisting of academic and administrative staff headed by an Executive Dean, responsible for all matters concerning the programs and subjects it supervises. For the purposes of this Procedure, Faculty also refers to Bond University College (headed by the Director) and the Transformation CoLab (headed by the Deputy Provost Education).
Lead Educator	The primary allocated teaching staff member of a subject, who is responsible for coordinating the subject.
Teaching Activity	A scheduled class. This includes, but is not limited to, forums, tutorials, seminars, and workshops.

6. AFFILIATED POLICIES, GUIDELINES AND FORMS

Class Representative Policy (TL 3.6.1)
Complaints and Feedback Procedure
Evaluation of Learning and Teaching Policy (TL 3.4.6)

7. MODIFICATION HISTORY

Date	Sections	Source	Details
October 2025			Date first approved