

**VP Education**

**October Report**

**Gemma Lovegrove**

**Summary:** Over the Summer I have been working on developing the Student Representation system. Having realized first-hand how things have not been very inclusive in the past and how things can be run more effectively, we decided to update the system. The new system focusses on student development and teaching them transferable skills whilst requiring them to be more active in the resolution of Campus issues. I have also spent the time applying to sit on a national panel for TEF which would allow me to consult on any developments in the area to ensure that students are getting the best possible deal when it comes to future changes. The Student Voice Working Group has successfully been reinstated with the aim of reviewing student voice in the University structures. Also, to discuss whether there needs to be any further development with regards to the Advocacy structure or pushing the Student Voice further.

**Key Talking Points:**

* **Helped Sabs to secure MHFA training for student-facing staff, attended the training personally.**
* **Academic Review created and submitted to SEC**
* **Attended NUS training in Leeds and Birmingham**
* **Attended handover and SU training sessions.**

**Manifesto Points:**

**Student empowerment, Education as liberation, get students actively involved in their University and SU.**

* Engaging new students over social media and highlighting SU to them
* Contacting previous reps to assist with the Academic review
* Training of New Faculty Advocates
* Student Voice day at Engine Shed
* Attended Lead and Change Leeds
* Attended NUS SU 2018

**Actively involved and well-trained course reps across all faculties, training delivered to all reps, relevant to their roles, getting them actively involved in SU.**

* Re-structured the role and awards systems of reps, created academic advocates (i.e. Psychology Advocates, Music Advocates, Accounting Advocates etc.)
* Re-structured the role of Faculty Advocates and award systems.
* Re-structured the training of advocates to include beneficial personal development.
* Student Voice Working Group (x2) upheld to help discuss development of the role.

**Get the lecturers to understand and support the role of reps, the importance of having them, and what it means for their course.**

* SVWG with Deans to highlight benefits of Advocacy.
* Lecture shout-outs
* Meetings with Programme leads to discuss using NSS language
* Academic review, individualized programme advice regarding Student Voice.
* Delivered Academic Review to SEC
* Offering training for lecturers on how best to support student voice through SSLC’s

**Quality student experience –when valued and listened to, students will be more engaged and content.**

* Listening to present and future student needs on social media
* Feedback of student needs to SEC and Governors…………….
* Meetings with students with additional needs to support them in the transition to waterside.
* Pushing for more course advocates, lifted limit on the amount that can apply.
* Pushing for SSLC’s to be carried out correctly.

**Improve on Personal Academic Tutors- ensuring they’re well trained and supported to carry out their duties and know their students.**

* Monitoring and developing the new Learning Support Model
* Advising on future training development and support for PAT’s to be the best they can.

**BME Mandate from BME Officer**

* Still investigating feasibility of anonymous marking with University
* Sharing BME Mentoring Scheme
* Promotion of BME Officer vacancy
* Spoke with previous BME Officer regarding recommendations for upcoming year
* Promotion of BME campaigns and support of NUS campaigns
* Attended NUS closing the gap workshops
* Email contact with Kingston regarding their progress and plans for future closing of attainment gap.
* Face to face contact with Kingston Academic Affairs Officer regarding their progress.
* Student support through disciplinaries.