



Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)

11am-3pm, 28 July 2017

Members

Jamie Smith	President	FVC/LEDIC	
Johanna Korhonen	Vice President (Arts, Law and Social Sciences)	FVC/LEDIC	
Kirran Khan	Vice President (Business)	FVC/LEDIC	
Eliza Torres	Vice President (Health, Social Care, Education and Medical Science)	FVC/LEDIC	
Laura Douds	Vice President (Science and Technology)	FVC/LEDIC	
Margarita Raleva	ALSS Faculty Rep (Cambridge)	FVC	
Joel Tyson	ALSS Faculty Rep (Chelmsford)	FVC	
Giovanna Mead	FHSCE Faculty Rep (Cambridge)	FVC	<i>Apologies</i>
Leigh Rooney	FHSCE Faculty Rep (Chelmsford)	FVC	
Kathryn Dunnill	FMS Faculty Rep (Cambridge)	FVC	<i>Apologies</i>
Benjamin Morris	FMS Faculty Rep (Chelmsford)	FVC	
Stewart Watson	FST Faculty Rep (Cambridge)	FVC	
Bobby Hughes	FST Faculty Rep (Chelmsford)	FVC	
Michael Graham	LAIBS Faculty Rep (Cambridge)	FVC	
Joy Awoh	LAIBS Faculty Rep (Chelmsford)	FVC	
Christiane Kouassi	Black and Minority Ethnic Students' Rep (Chelmsford)	LEDIC	
Grant Rose	Disabled Students' Rep (Cambridge)	LEDIC	<i>Apologies</i>
Gill Jacob	Disabled Students' Rep (Chelmsford)	LEDIC	
Harsha Revanna	International Rep (Cambridge)	LEDIC	
Eve Hawes	LGBT+ Students' Rep (Cambridge)	LEDIC	<i>Apologies</i>
Imogen Davnall	LGBT+ Students' Rep (Chelmsford)	LEDIC	
Michael Turner	Trans* Students' Rep (Cambridge)	LEDIC	<i>Apologies</i>
Kyia Thompson	Women's Rep (Cambridge)	LEDIC	

In attendance

Bethan Dudas	Advocacy and Engagement Director	
Daniel Login	Engagement and Volunteer Centre Manager	
Kayleigh Tonkins	Student Engagement Administrator	

Agenda

Welcome, apologies and absences	Jamie Smith	<i>To note</i>	01/17	11am
Minutes of the last meeting	Jamie Smith	<i>To approve</i>	02/17	
Actions and matters arising from last meeting	Jamie Smith	<i>To discuss</i>	03/17	
Terms of reference	Daniel Login	<i>To note</i>	04/17	
Executive Officer work plans				
President	Jamie Smith	<i>To approve</i>	05/17	11:10am
Vice President (Arts, Law and Social Sciences)	Johanna Korhonen	<i>To approve</i>	06/17	11:30am BREAK 11:50am
Vice President (Business)	Kirran Khan	<i>To approve</i>	07/17	12pm
Vice President (Health, Social Care, Education and Medical Science)	Eliza Torres	<i>To approve</i>	08/17	12:20pm
Vice President (Science and Technology)	Laura Douds	<i>To approve</i>	09/17	12:40pm BREAK 1pm
Appointments				
Deputy President	Jamie Smith	<i>To discuss</i>	10/17	1:30pm
Vice Chair of the FVC	Jamie Smith	<i>To discuss</i>	11/17	
Chair of the LEDIC	Jamie Smith	<i>To discuss</i>	12/17	
Vice Chair of the LEDIC	Jamie Smith	<i>To discuss</i>		
Policies				
Against cuts to education	TBC	<i>To discuss</i>	13/17	1:45pm BREAK 2:15pm
Against NHS cuts	TBC	<i>To discuss</i>	14/17	
Gender neutral toilets	TBC	<i>To discuss</i>	15/17	
Increased equality for vegan students	TBC	<i>To discuss</i>	16/17	
KWAF	TBC	<i>To discuss</i>	17/17	
Liberating the curriculum	TBC	<i>To discuss</i>	18/17	
Save our space	TBC	<i>To discuss</i>	19/17	
TEF	TBC	<i>To discuss</i>	20/17	
Trans not trans*	TBC	<i>To discuss</i>	21/17	
Up your grants	TBC	<i>To discuss</i>	22/17	
Ideas	All	<i>To discuss</i>	23/17	2:25pm
AOB				2:45pm
Date of next meeting(s)	TBC			



16Executive Committee Meeting Minutes

28/06/17 10:00-12:00

Item No		Action	
38	Attendance		
	38.1 Present		
	Jessica Ann Polaski	International Rep (Chelmsford)	
	Laura Douds	Incoming VP of S&T	
	Kirran Khan	Incoming VP of Business	
	Johanna Korhonen	Incoming VP of ALSS	
	Precious Nwanze	Activities Officer (Chelmsford)	
	Eliza Torres	Incoming VP of FSHCE & MS	
	Jamie Smith	Activities Officer (Cambridge)	
	Leigh Rooney	President	
	Jamie Vincent	Trans* Rep (Cambridge)	
	Kathryn Younger	Welfare Officer	
	In Attendance		
	Megan Bennett	Democracy & Campaigns Co-ordinator	
	Daniel Login	Interim Head of Student Engagement	
	Georgia Elderkin	Minute Taker	
	38.2 Apologies		
	Grace Anderson	Education Officer	
	Marzia Hoque Tania	FST PGR Rep	
	38.3 Absent		
	Adegoroye Adetokunbo	ALSS PGR Rep	
	Mohammed Ali	LAIBS PGR Rep	
	Kerdisha Ali-Arab	Womens' Rep (Cambridge)	
	Laura Anderson	Societies Rep (Chelmsford)	
	Mohammed Anisuzzaman	FMS PGR Rep	
	Mahjabin Anwar	ALSS Faculty Rep (Chelmsford)	
	Thomas Baillie	Disabled Students' Rep (Cambridge)	
Ramchandra Bhusal	LAIBS PGR Rep		
Cariad Burgess	LAIBS Faculty Rep (Chelmsford)		
Hannah Chan	LGBT+ Students' Rep (Chelmsford)		
Natalie Coe	Mature Students' Rep (Cambridge)		
Nanci Cruz	International Rep (Cambridge)		
Kathryn Dunnill	FMS Faculty Rep (Cambridge)		

	<p>Damien Francis Communications Rep (Cambridge)</p> <p>Emily Gibney FMS Faculty Rep (Chelmsford)</p> <p>Nicola Gillin FHSCE PGR Rep</p> <p>Alice Goodheart Disabled Students' Rep (Chelmsford)</p> <p>Mohammed Gohrabian FST PGR Rep</p> <p>Nadia Graversen Welfare Campaigns Rep (Cambridge)</p> <p>Jamie Harmes ALSS Faculty Rep (Cambridge)</p> <p>Jessica Hunter Societies Rep (Cambridge)</p> <p>Qasim Ibrar Postgraduate Rep (Cambridge)</p> <p>Sharon Jones FSHCE PGR Rep</p> <p>Desiree-Alison Jumbe BME Students' Rep (Chelmsford)</p> <p>Thea Maragkakakis Environmental and Community Rep</p> <p>Carlos Latorre Martin LAIBS Faculty Rep (Cambridge)</p> <p>Giovanna Mead FSHCE Faculty Rep (Cambridge)</p> <p>James Morgans LGBT+ Students' Rep (Cambridge)</p> <p>Mavis Mpofu Postgraduate Rep (Chelmsford)</p> <p>Chukwuemeka Okoro FST Faculty Rep (Chelmsford)</p> <p>Dhruvi Patel Environmental & Community Rep (Cambridge)</p> <p>Jessica Ann Polaski International Rep (Chelmsford)</p> <p>Aaron Singh Sports Club Rep (Chelmsford)</p> <p>Ruth Starnes FST Faculty Rep (Cambridge)</p> <p>Stewart Watson Sports Club Rep (Cambridge)</p> <p>Shaun Yates ALSS PGR Rep</p> <p>Maya Yordanova Communications Rep (Cambridge)</p>	
	<p>38.4 Declaration of Interest</p> <p>None</p>	
39	<p>Acceptance of Previous Minutes</p> <p>39.1 Accuracy</p> <p>The minutes were accepted as a true record of the meeting.</p> <p>39.2 Matters Arising</p> <p>13 – LR & GA to contact local teachers unions. To be handed over to incoming officers.</p> <p>34.1 - an impact report video to be created to celebrate the successes of the Lets' Be Honest campaign.</p> <p>34.3 - JS was actioned to frame the KWAFF pledge to be displayed on both campuses.</p>	<p>JS</p> <p>JS</p> <p>JS</p>
40	<p>Permanent items</p> <p>40.1 Executive officer reports</p> <p>President - LR</p> <ul style="list-style-type: none"> Representation in Sport – Julie Walkling has confirmed in an email that the document will be finished before the start of the next academic year. Space – the university have confirmed that a dance studio will be built in the Coslett Building in Cambridge to be opened December 2017. Senate. FST Win – students can now access one of the labs in Chelmsford after hours, 	

	<p>students will have to give the security team notice.</p> <ul style="list-style-type: none"> • Destressfest. • Made a Difference Award. <p>Education Officer - GA</p> <ul style="list-style-type: none"> • No update, please see the link below for GA's report. <p>https://www.angliastudent.com/pageassets/represent/execcommittee/june17/EC10217-Education-Officer-report.pdf</p> <p>Welfare Officer – KY</p> <ul style="list-style-type: none"> • Disabled Students' Guide – KY and Alice Goodheart have create a disabled student's guide for Chelmsford. • Safer Taxis has been sent up for a trial period. • Prayer spaces – the prayer spaces in Chelmsford are being renovated and the opening hours extended during Ramadan. • The medical centre campaign will be handed over to the incoming officer team. <p>Activities Officer (Cambridgeshire) – JS</p> <ul style="list-style-type: none"> • JS has been shadowing the President as part of her hand over. • Residential. • Working with the incoming officers. <p>Activities Officer (Chelmsford) - PN</p> <ul style="list-style-type: none"> • Graduation Guest Fee – update the university responded that this was not currently feasible. • Made a Difference Award • iBuddy Scheme • Global Week • Black History Month <p>For further details please see the officers' individual reports.</p> <p>40.2 Campaign Rep Reports</p> <p>JV – Extended his thanks to the committee for their support with campaigns over the last year.</p> <p>JP – Wished the incoming officer team good luck in their new roles.</p> <p>40.3 Faculty Rep Reports</p> <p>No update.</p> <p>40.4 PGR Rep Reports</p> <p>No update.</p>	
41	<p>Campaigns</p> <p>41.1 Lets' Be Honest</p> <p>The Lets' Actually be Honest report is currently going through the final proof read and</p>	

	<p>will be published shortly. This report will be a professional document, Daniel Zeichner (Cambridge MP) has professed his interest in the report.</p> <p>JS to create an impact report video for the entire campaign.</p> <p>41.2 Ideas</p> <ul style="list-style-type: none"> • Permanent bar – ongoing, with the current opportunities the SU have been given relating to space it was advised that this should be considered after the Tindal café opens in Chelmsford. • Books Plus – handed over to JK. • Graduation fee – current it is impractical to facilitate this however the conversation can be revisited in the future. • Hot water – this was raised with Terry Hope you rejected the possibility due to financial repercussions. • Therapy dogs – completed. • Accessible microwave – completed. • <p>41.3 Policies</p> <p>Updates were given on the following policies:</p> <ul style="list-style-type: none"> • Against NHS Cuts – No update. • Against Cuts to Education – No update. • Gender Neutral Toilets – No update. • KWAFF – No update • Increased Equality for Vegan Students – no update. • Save our Space – this policy is effectively complete. The university have agreed to renovate a room in the Coslett building to replace the dance studio in Cambridge to be completed for December 2017. • TEF – No update. • Up your Grants – No update. • Liberating the Curriculum – No update. • Sensible Drugs – withdrawn. 	JS
42	<p>42.1 Budget</p> <p>LR verbally updated the meeting on the budget. It was noted that the campaigns budget will increase in the next financial year. The new committee were urged to invest in their campaigns to make the most of this opportunity.</p>	
43	<p>Any Other Business</p> <p>43.1 Student Engagement Dashboard</p> <p>There was a discussion on names for the student engagement dashboard suggested by the university. It was agreed that the names suggested were blank. It was agreed that name could be shortened to The Dashboard, LR to suggest to Julie Walkling.</p>	LR
	<p>Date and Time of Next Meeting:</p> <p>TBC</p>	

Actions and matters arising from last meeting

28th June 2017

ITEM	ACTION	OWNER	UPDATE
39.2	LR & GA to contact local teachers unions. To be handed over to incoming officers.	JS	
39.2/ 41.1	An impact report video to be created to celebrate the successes of the Lets' Be Honest campaign.	JS	
39.2	Frame the KWAF pledge to be displayed on both campuses.	JS	
43.1	There was a discussion on names for the student engagement dashboard suggested by the university. It was agreed that the names suggested were blank. It was agreed that name could be shortened to The Dashboard, LR to suggest to Julie Walkling.	LR	

2. EXECUTIVE COMMITTEE

2.1 Membership

The Executive Committee as defined in the Union's Articles of Association shall be made up of the:

- (a) Faculty Voice Committee; and
- (b) Liberation, Equality, Diversity and Inclusion Committee

2.2 Faculty Voice Committee

2.2.1 Initiation and frequency

- (a) The Faculty Voice Committee will be held monthly.
- (b) Other Faculty Voice Committee meetings may be called by a simple majority vote of the Faculty Voice Committee.

2.2.2 Organisation

Notice of at least five days shall be given for a Faculty Voice Committee meeting.

2.2.3 Membership

There will be a maximum of sixteen members, being the Student Members who hold the following positions within the Union:

- (a) President;
- (b) Vice President (Arts, Law and Social Sciences);
- (c) Vice President (Business);
- (d) Vice President (Vice President Health, Social Care, Education and Medical Science);
- (e) Vice President (Science and Technology);
- (f) ALSS Rep Leader (Cambridge) and (Chelmsford);
- (g) FHSCE Rep Leader (Cambridge), (Chelmsford) and (Peterborough);
- (h) FMS Rep Leader (Cambridge) and (Chelmsford);
- (i) FST Rep Leader (Cambridge) and (Chelmsford); and
- (j) LAIBS Rep Leader (Cambridge) and (Chelmsford).

2.2.4 Chair and Vice Chair

- (a) The Chair of the Faculty Voice Committee will be the President.
- (b) The Vice Chair of the Faculty Voice Committee will be nominated by the Faculty Voice Committee.

2.2.5 Duties

The duties of the Faculty Voice Committee will include to:

- (a) plan and implement ideas and projects to improve the experience of students;
- (b) plan and implement Policy;
- (c) discuss and draw together key issues and/or themes across faculties;
- (d) plan and deliver campaigns;

2.2.6 Quorum

2.2.7 Quorum shall be at least half of the elected members.

2.3 Liberation, Equality, Diversity and Inclusion Committee

2.3.1 Initiation and frequency

- (a) The Liberation, Equality, Diversity and Inclusion Committee will be held monthly.
- (b) Other Liberation, Equality, Diversity and Inclusion Committee meetings may be called by a simple majority vote of the Liberation, Equality, Diversity and Inclusion Committee.

2.3.2 Organisation

Notice of at least five days shall be given for a Liberation, Equality, Diversity and Inclusion Committee meeting.

2.3.3 Membership

There will be a maximum of seventeen members, being the Student Members who hold the following positions within the Union:

- (a) President;
- (b) Vice President (Arts, Law and Social Sciences);
- (c) Vice President (Business);
- (d) Vice President (Vice President Health, Social Care, Education and Medical Science);
- (e) Vice President (Science and Technology);

- (f) Black and Minority Ethnic (BME) Students' Rep (Cambridge) and (Chelmsford);
- (g) Disabled Students' Rep (Cambridge) and (Chelmsford);
- (h) International Rep (Cambridge) and (Chelmsford);
- (i) LGBT+ Students' Rep (Cambridge) and (Chelmsford);
- (j) Trans* Students' Rep (Cambridge) and (Chelmsford); and
- (k) Womens' Rep (Cambridge) and (Chelmsford).

2.3.4 Chair and Vice Chair

The Chair and Vice Chair of the Liberation, Equality, Diversity and Inclusion Committee will each be a Campaign Rep nominated by the Liberation, Equality, Diversity and Inclusion Committee.

2.3.5 Duties

The duties of the Liberation, Equality, Diversity and Inclusion Committee will include to:

- (a) ensure campaigns consider and promote liberation, equality, diversity and inclusion;
- (b) scrutinise and monitor engagement with minority groups and support the development of related action plans;
- (c) advise the Faculty Voice Committee on the implementation of ideas and projects to improve the experience of students; and
- (d) plan and deliver campaigns.

2.3.6 Quorum

Quorum shall be at least half of the elected members.



Project name	Student Retention
Project manager	Jamie Smith, President
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

I intend to gather research into student retention and then use this to look at the relationship between retention and the Students' Union. This research can be used to analyse how we support students, broken down into levels and where we can increase our support.

I will use data such as retention of students, withdrawals, success rates, timeframe of withdrawals, reasons why, Destinations of Leavers from Higher Education survey, and other useful data.

Teesside Students' Union released a similar piece of data and the university reacted in a very positive way. For more information on their research you can look at: <https://www.tees-su.org.uk/about/tusupremium/>

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

Retention at Anglia Ruskin is very poor. We need to find out why, if interaction with the Students' Union aids in student retention and/or success rates and how the Students' Union can support students further.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

[INSERT]

Deliverables

List the outputs of the project.

[INSERT]

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Students, Anglia Ruskin Students' Union and Anglia Ruskin University.

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

This piece of work is very data heavy meaning analysis will take a long period of time. There could be a potential implication on staff work load.

This research could potential reflect negatively on the Students' Union but this implication is mitigated by the unions' agreement to work towards improvement.

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
DPRS	Data protection regulations are changing and therefore the university does not need to share with us certain information it used to. Working in partnership on their data is crucial and our relationship with the university, our shared interest in retention improvement and our partnership agreement will mitigate this

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

I recognise I do not have the skill set to analyse the data I will be receiving. There is potential for hiring a member of student staff to aid in this. The cost implication of this is roughly:

Timescales

An estimate of when project activities will happen.

[illegible]



Project name	Improving Catering
Project manager	Johanna Korhonen, VP (Arts, Law and Social Sciences)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

This project aims to improve catering on campus. Currently students describe that the food on campus lacks selection, tastes bland, and is not good value for money. For this reason students may prefer eating outside of campus, which can impact the profitability of the catering services. This project aims to collaborate with the head of catering and the staff to improve the selection of food, and the quality of food, making it a better value for money. This is a response to student feedback that will be gathered through a survey to map student opinions and preferences regarding the catering services.

Project overview

Food is a key part in study experience, as students may lack focus and energy if they have not eaten properly. From catering services' point of view, if students are dissatisfied with the food, they may eat outside of campus, which may result in a loss of profit. In 2016/2017 many students showed dissatisfaction regarding the catering services by submitting ideas through the Students' Union Ideas page. The Vegan Policy also passed in Student Council which demonstrates the urgent need to improve the catering services on campus. This campaign reflects the Students' Union vision and two of the goals: Goal 1: *We will actively listen to what students want and put their ideas into action to create positive change in our University.* The campaign will do this by listening to student feedback and ideas that have already been submitted and the Vegan Policy. Goal 4: *We will proactively support students to thrive in an inclusive and welcoming environment.* Providing good quality food is key in making students thrive, and providing vegan and vegetarian options as well as displaying clear labelling of halal and gluten free options is ensuring the inclusive environment.

Aims and objectives

<i>Broad statements of intent about what the</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We</i>	<i>How will you measure success?</i>
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<i>project is trying to achieve.</i>	<i>should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	
To offer a range of food that reflects student feedback and is good value for money	Conduct a survey in the beginning of semester 1 2017/2018 as well as a focus group/food forum	The number of responses to the survey
	Visit another University to see their catering services	Perspective from another University
	Survey will generate data, which will help to map the ranges of foods that students want to eat	Does the feedback reflect the foods that are offered
	Map the similarities and differences of Chelmsford and Cambridge catering services	Coherence across catering
	Propose the catering services to introduce new options and develop the menu	New options
	Trial products among students	Feedback of new products
	Collect feedback after introducing a new range of food to indicate success.	feedback of student satisfaction
	The data will help to indicate what students consider as 'good value for money', vegan survey data gives indication of how much students are willing to pay.	Responses, data
	Comparing current catering sales to future sales with new range.	Sales, profit
To cater the dietary needs of vegans, vegetarians, halal, and gluten free indicated by clear labelling.	Propose the catering staff to attend a free vegan catering course in Semester 1 of 2017/2018	Training for staff, new options
	Propose the labelling to be clearer and there to be a section for the dietary requirement sandwiches	Clear labelling and separate section for free from / halal food

Scope

I will not be buying food. Instead I will consult the students and catering services and help them to respond to student feedback to promote their services and improve their performance.

Deliverables

Improved quality of food that is better value for money

Range that reflects the student feedback

Clear labelling of vegan, vegetarian, gluten free, and halal food

Key stakeholders

Head of Catering Terry Hope, Catering staff, Students, Students' Union, University staff

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Johanna Korhonen	Project Manager
Terry Hope	Head of Catering
Students	Providing Feedback
Fiona Caslake / comms team	Promotion

Implications for the organisation

No direct impact but in the end there might be better food

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
Terry Hope may not be willing to cooperate	We will stress that it will benefit his business

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

Johanna to attend meetings

Johanna & Georgia H to plan survey and analyse data

Comms team to plan promo material (£100)

Food taster trial (£?)

Visiting another university

Staff to attend a free cooking course

Timescales

An estimate of when project activities will happen.

What	When											Who
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Plan and write survey	X											
Map the similarities and differences of Chelmsford and Cambridge catering services	X	X										
Visit x University's catering services		X										
Conduct survey in the beginning of semester 1 2017/2018 as well as a focus group/food forum		X	X									
Analyse data & write a report			X	X								
Propose the catering staff to attend a free vegan catering course in Semester 1 of 2017/2018			X	X								
Propose the catering services to introduce new options and develop the menu				X	X							
Trial products among students					X							
Collect feedback after introducing a new range of food to indicate success.					X	X						
Propose the labelling to be clearer and there to be a section for the dietary requirement sandwiches				X								
Review and evaluate the campaign						X						



Project name	A More Personal, Tutoring System
Project manager	Kirran Khan, VP (Business)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

The project's overarching objective is to implement and facilitate change within the Personal Tutoring System at ARU. In doing this, a full and comprehensive review of the current Personal Tutoring system is required. The project aims to collate data provided by student feedback on the current system, its effectiveness, and ways in which students feel that it could be improved. This data would then be used to produce recommendations; focussing on ensuring that the system works for everyone and that every student feels supported by it.

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

The *Let's Be Honest* report highlighted that students didn't feel that the personal tutoring system, in its current form, was effective in supporting them. Building on the success of the *Lets Be Honest* campaign, with it being the largest piece of independent research the Union has ever done, a review of the personal tutoring system is more important now than ever before. By design, the system is meant to act as a students' 'first port of call' but as the data shows, this often isn't the case. A review of the entire system at this time will improve retention figures, better support students (especially those from often underrepresented groups), and ultimately go a long way in building a sense of community around ARU.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
Conduct primary research in the form of a survey	Gather a large proportion of students' opinions/ experience of the personal tutoring system in general	If the data collected is truly representative and includes students from different faculties, courses, campuses, backgrounds, and self defining demographics.
	Gather a large proportion of students' opinions/ experiences of how effective the personal tutoring system is	
	Gather a large proportion of students' opinions as to how the personal tutoring system could be improved	
Generate a series of recommendations to improve the PT System	This will utilise the data collected from the survey to shape an understanding of what students want to see	If the recommendations are approved and implemented

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

The scope of the project is to recommend and implement changes and improvements to the personal tutoring system at ARU. To do this, I will conduct primary research, and collate the data gathered. The emphasis placed on this data is that it is solely the feedback, opinions, and experiences of Anglia Ruskin students. This project is the result of student feedback regarding the current system and is not a reflection of any one individual opinion.

Deliverables

List the outputs of the project.

- A better, more supportive Personal Tutoring system for all students
- Students feel that their concerns and feedback are being listened to and changes are being made
- Increased retention figures / better NSS scores for all faculties over the next few years
- Students have a sense of ownership over the system and feel that it works more for them
- A real sense of community develops across ARU

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Students, Anglia Ruskin University, Anglia Ruskin Students' Union

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Kirran Khan (VP Business)	Project Lead; coordinating survey creation, feedback, data analysis, report writing, recommendations, and implementation
Students	Providing feedback; shaping recommendations
Executive Committee	Promoting filling in the survey / sharing the campaign results with the students they represent
Fiona Caslake (Comms Manager, SU)	Creating awareness of project, survey and report at all stages of the project

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

As the project is data and report driven, it could have an impact on the workload of both the project team (listed above) and the wider staff team at Anglia Ruskin Students' Union.

However, *Goal Four* of the Union's Strategic Plan is to 'proactively support students to thrive in a welcoming and inclusive environment' and any effort to change or improve the Personal Tutoring system falls well within that remit.

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
There could be a lack of responses to the survey	If there is a poor response rate to the survey, alternate methods of feedback could be through social media posts, GOATing (Go Out And Talk), or a lecture visit with a simple question asked such as 'Please raise your hand if you think the personal tutoring system supports you'.
The University may be unwilling to implement any change / improvement to the Personal Tutoring System	The University has placed great emphasis on improving retention figures as a priority. Feeling supported whilst at university significantly lowers the risk of withdrawal from courses.

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

As this project relies on complex data analysis, this falls beyond my skillset. It is therefore likely that additional support in the form of hiring a member of student staff to analyse and collate the data will be required. This will be paid at the standard student staff pay rate of £8.45 per hour.

Additionally, for the promotion of the survey and the project in general, I will ask the Communications team (lead by Fiona Caslake) to produce materials.

Timescales

An estimate of when project activities will happen.

What	When											Who
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Project to be introduced at relevant University workinggroups, meetings etc.												KK
Survey to be created												KK / FC
Survey to be distributed												KK / EC / FC
Survey to be promoted, shared and filled in by students												KK / EC / STUDENTS
Data to be collated and analysed												STUDENT STAFF
Report to be created, complete with recommendations												KK / EC
Report to be published												FC
Recommendations to be presented to relevant meetings and working groups												KK
Recommendations to be implemented												ARU

KK – Kirran Khan

FC – Fiona Caslake

EC – Executive Committee

ARU – Anglia Ruskin University



Project name	LikeBike
Project manager	Kirran Khan VP (Business)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

The main objective of the project is to improve the awareness of cycling issues, and promote safer cycling to ARU students. In doing this, many different approaches will be utilised. The project aims to encourage students across core campuses to cycle safely; by offering cycling proficiency training, bike maintenance checks, and lights / locks through the SU Shop

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

The project first came about when, while speaking to students, the dangers of cycling in Cambridge and Chelmsford were discussed. The reasoning as to why this project is to be done at this point in time is because of the intake of Freshers in September who cycle, having not necessarily cycled for a while.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
Generate awareness of safer cycling practices	Speak to a large proportion of students who cycle into campus	Based on how many students are spoken to
	Create posters / promotional material	Based on student engagement
Ensure that more students are engaging in safer cycling	Provide offers on cycle lights / locks	Increase in sales
	Provide maintenance checks	Amount of student participants
	Provide cycling proficiency training	Amount of student participants

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

The scope of the project is to generate awareness and signpost to schemes coordinating safer cycling campaigns; not to partner with any campaign or retailer.

Deliverables

List the outputs of the project.

- More students engaging with safer cycling practices
- More students cycling
- A sense of awareness of the issues faced by cyclists

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Students who cycle into campus in Cambridge and Chelmsford, Freshers, Anglia Ruskin Students' Union, Anglia Ruskin University

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Kirran Khan (VP Business)	Speak to students who cycle into campus, coordinate poster / promo material design, organise maintenance checks, organise offers through SU shop
ARU Environment Team	Provide maintenance checks for bikes
Executive Committee	Promote the project to any students that they represent
Tom Manville (Commercial Services Manager)	Organise offers, discounts, and promotions on cycle locks and locks through SU shop
Fiona Caslake (Communications Team)	Create promotional material for project

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

Production and creation of promotional materials will take up time and resources of the Comms team

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
ARU Environment Team no longer wanting to provide maintenance checks	A written agreement

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

There will be a currently unknown cost to the campaigns budget for the providing of discounts, offers and promotions on cycle locks and lights through the SU Shop.

Timescales

An estimate of when project activities will happen.

What	When							Who
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	
Project to be introduced at relevant University working groups, meetings etc.								KK
Promotional material to be created								KK / FC
Cycling students are spoken to								KK / EC / ET
Promotions, Offers, and Discounts are agreed and implemented								KK / TM
Maintenance checks and proficiency training organised								KK / ET
Cycling students are surveyed for satisfaction								KK / EC / FC

KK – Kirran Khan

FC – Fiona Caslake, Communications Manager

ET – ARU Environment Team

TM – Tom Manville, Commercial Services Manager

EC – Executive Committee



Project name	Cultural G.I.A.G
Project manager	Eliza Torres, VP (Health, Social Care, Education and Medical Science)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

This project aims to bring about cultural awareness and a love for diversity. This would be an opportunity for students to be empowered to share their culture with the ARU student community and to allow others to learn more about their respective cultures. The students will pick up their boarding pass tickets for the event and have individual mock passports as well. The passports will be stamped upon entrance to the event once the student has attended all 3 events and received the respective stamps, they will be invited to attend a party in celebration of their completion. The certificates will declare that they are world travelers etc. At the start of the event there will be fact sharing, activities, learning of two phrases in the particular language, games and food.

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

The overall purpose of this G.I.A.G is to help international students and home students feel like they have been able to bring their culture and share in a love of their culture with other ARU community members. This project needs to be done because it perfectly fits in with goal four which is to proactively support students to thrive in an inclusive and welcoming environment and goal five which aims to create opportunities and deliver activities that make students proud to be part of the ARU community.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
	Student involvement	Brief feedback survey

Inclusivity and appreciation for diversity		

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

This is a chance for cultural exchange, fun and a chance for students to feel empowered to share their culture. This isn't a diversity and inclusion workshop, although the aims of the event are to promote diversity and inclusion.

Deliverables

List the outputs of the project.

Student engagement, student satisfaction, ARU pride, sense of community and diversity empowerment.

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Sabbatical team, Melanie bird, some members from student services and other members of staff that I have met and spoken with.

Project team: roles and responsibilities

List all those who have a role to play in the project.	Include a summary of their responsibilities.
Activities team	They run GIAG so their input and assistance would be needed and welcomed.
Representation coordinators	To ensure the students are a part of helping to create the event and that their voices are heard, through contacting various clubs and societies.

Sabbatical team	Provide help when they are able and I am in need of assistance and possible help running the event in Cambridge as well.
Communications team	They would help me create the boarding passes and passports to ensure ARU branding is all over it/ that it is fun and inviting! They will also ideally help with the creation of flyers to help promote the events.

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

The impact that this project could have on students is huge! We are a part of a diverse community and as a university and union we aim to be inclusive and celebrate diversity. This would be a prime event to showcase just that and to all the while empower students to share their culture with the ARU community during a time other than Global week festivities. Also it could be a way for prejudice, barriers and stereo-typing of cultures could be broken down. We would be learning from each other creating an exchange of ideas and information.

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
Food allergies	Take every precaution to ensure foods are properly labeled with any potential food allergens listed
Someone could trip and fall down the stairs in Tindal	Ensure that sign posts are in place for designated exit and entry points. As well as warning of the dangers of stairs and lifts.
Someone could be triggered by the event	Taking lots of student feedback into consideration and allowing students to play a direct role in creating these events so that cultural appropriation and stereo-types are not making others feel disrespected.
Someone could choke	Ensure that sign post are available showing the Heimlich maneuver and possibly having someone trained in first aid in attendance. Also tell people to take care when chewing and eating their food.

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

A guestimate approximation of how much the event would cost would be around five hundred pounds. Due to the fact that there will need to be at least two members of staff and the resources needed to ensure the event is ran well and to good quality standards. Some costs associated with the event would be food, drink and supplies for activities.

Timescales

An estimate of when project activities will happen.

[illegible]



Project name	Diversity Projects (to be renamed)
Project manager	Laura Douds, VP (Science and Technology)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

The LGBT+ projects will achieve the following:

- **Raise awareness and promote understanding of LGBT+ issues** with a particular focus on the marginalised communities within the LGBT+ movement, such as women who like women (or 'wlw'), asexual and aromantic people, trans people and bisexuals.
- **Inform students of LGBT+ figures throughout history**, and of the history of gaining the same rights as cisgender, heterosexual people.
- **Provide LGBT+ students with safe spaces** to be themselves
- **Provide non-LGBT+ students with safe places to ask questions** and broaden their understanding.
- **Promote intersectionality** within the LGBT+ community (ie including, and focusing on, LGBT+ people who fall into other liberation groups such as – but not limited to - people of minority ethnicities or who have a disability).
- **Make people aware of systemic barriers** to participation of LGBT+ students
- **Other issues which our LGBT+ and trans reps want to address.**

The disability projects will achieve the following:

- **Raise awareness of disabilities and chronic health conditions**
- **Provide able students with spaces to ask questions** and become informed, to break stereotypes and aid inclusion
- **A disability audit** of spaces, clubs and societies protocol, and anything else deemed necessary, to ensure they're accessible
- **Spaces for disabled people to meet others** and talk about their experiences
- **Other issues/ideas that our disability reps want to address.**

The women's projects will achieve the following:

- **Raise awareness of issues** that *typically* (but not exclusively) affect women, such as sexual assault, and health issues
- **Provide women-only events** (such as continuing the gym hours)
- **Make people aware of the systemic barriers** that face women in their day-to-day lives
- **Anything else the women's reps want to address**

The BME projects will achieve the following:

- **Raise awareness of issues** that face minority ethnicities, such as racial stereotyping
- **Make people aware of the systemic barriers** that BME people face
- **Provide safe events for BME people** to celebrate their cultures and backgrounds eg Black History Month (in conjunction with Eliza)
- **Anything else the BME reps want to address**

The International Student projects will achieve the following:

- **Raise awareness of issues** that face minority ethniciti
- **Make people aware of the difficulties international students face**
- **Provide safe events for students and encourage them to get involved with** activities that celebrate their cultures and backgrounds eg Global Week
- **Anything else the international reps want to address**

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

Minority groups are, as stated, minorities. The majority groups do not always understand the needs and wants of these groups, and it's important that we address these needs. It's particularly important that we look at and address the places where these minority groups intersect as they often face very different issues than when someone is only in one of these groups.

Understanding and inclusion are at the heart of our SU and it's vital that we have events where our students can be proud of who they are. Raising awareness of these minority issues will be vital to reducing the negative stigma associated with some of them and creating a safer campus for everyone.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
Increased equality for LGBT students	Increased attendance and membership of LGBT+ societies and events	Compare numbers attending in 16-17 to 17-18.
	Increased reporting of LGBT-phobic language and acts – leading to an eventual decrease as students realise this behaviour won't be tolerated.	Compare reported numbers in 16-17 to early 17-18 and then late 17-18
	Increased awareness of lesser-known LGBT terms eg aromatic, asexual, pansexual	Hits on website
Increased equality for disabled students	Clubs and societies and relevant spaces will be more disability-friendly than they are currently.	No. of clubs and societies attending equality training or who have active measures in place
	Increased attendance at disabled society etc	Compare membership numbers 16-17 to 17-18
	More students seeking help for their conditions	Compare no. of students granted extra

		time etc in 16-17 to 17-18
	Increased awareness of chronic conditions and living with a disability	Hits on website
Increased equality for women	Increased attendance at femsoc etc	As above re societies
	Reduce instances of sexual harassment etc on campus and increased reporting of sexual harassment etc on campus	
	Increased awareness of women's issues	Hits on website content
Increased equality for BME students		
	Increased attendance at representative societies eg African Society	Compare membership numbers 16-17 to 17-18
Increased equality for international students	Increased attendance at international society etc	Compare membership numbers 16-17 to 17-18
	Improved study help specifically aimed at international students and students who don't speak English as a first language	Compare number of academic offense hearings in 16-17 to 17-18

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

The project is:

- To facilitate and improve diversity and inclusion of minority groups on campus
- Encouraging intersectionality (ie looking at where minority groups intersect and how that affects experiences and perceptions)
- To work in *conjunction* with the campaign reps

The project is **not**:

- Going to provide any new channels of reporting hate crimes

- Excluding 'simple' minority students, ie students who are in one of these minority groups and not the others
- Going to take responsibility for the projects of the campaign reps – though we will work together on several issues.

Deliverables

List the outputs of the project.

- Improved awareness of minority group issues
- Minority students feel safe and supported on campus
- Minority students are not disadvantaged as a result of their minority status

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

- Campaign reps (LGBT+/Trans/BME/Womens)
- Officer team
- Anyone who falls into these minority groups
- Certain areas of Student Services

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Laura	Coming up with and researching ideas, overall management of the project
Activities Team	Help organize daytime activities
Communications Team	Promotion of events and help creating website content
Commercial Services Team	Organise evening activities

Campaign reps	Ensure Laura is being representative (particularly surrounding minority groups she is not a part of), help plan events in conjunction with Laura
Eliza	Help plan Black History Month events

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

TBC

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
People who are bigoted towards these minority groups making hurtful comments or threatening violence etc at events	Ensure staff are trained on how to deal with this situation, know how to contact security, let students know how to report hate crimes
Finance	If the events aren't successful there may be a financial detriment to the SU
Misinformation being spread	Research to ensure all info we give is up to date and accurate

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

TBC

Timescales - TBC

An estimate of when project activities will happen.

[illegible]



Project name	Clubs and Societies Count
Project manager	Laura Douds, VP (Science and Technology)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

The project will aim to increase the impact of clubs and societies upon students and the wider community.

It will:

- Increase the number of clubs and societies by 33% (40 clubs and societies)
- Increase membership to 1 in every 3 students
- Encourage societies to fundraise £10,000 for external charities, such that 40% of our charity fundraising is done by societies other than the dedicated Raising and Giving Society.
- Increase the number of societies achieving our highest level of award (what this award will be is yet to be decided as the bronze/silver/gold scheme is being re-done)
- Encourage societies to get involved with volunteering externally
- Ideally, have nominations and wins at the National Society Awards

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

Clubs and society members are generally some of the most engaged members within our union. Being members of clubs and/or societies teaches transferable skills which are invaluable within the workplace, and as Goal Two of the strategic plan is about helping graduates be more employable, getting them involved with extra-curriculars is key in achieving this. In addition, Goal Five of our plan is about helping students feel as though they are part of a community at ARU, and clubs and societies are often very much a part of feeling like you belong at university. It makes sense, then, that we should focus on getting as many people into these 'mini-communities' as possible.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
Increase in membership numbers	Clubs and societies have more active members	Compare membership nos. with previous years
	Clubs and socs have more money due to more members	As above
	Students are more proud of being part of ARU community	Big 10 survey results
	Students are more employable	Big 10 survey results
Increase number of societies	More choice for students	Compare no. of socs with previous years
	Committee members and students are more employable	Big 10
	Students get involved and are more proud of being part of the ARU community	Big 10
Societies fundraise more money	External charities get more money to work for the greater good	Ask for data on how much societies have raised and where they're donating it
	Students feel good about what they're doing	Feedback ?
More societies involved with external charities	External charities/services get additional help and are more productive	Ask volunteering service and the students for feedback
	Committee members and students are more employable	Big 10
	Students get involved and are more proud of being part of the ARU community	Big 10
	Clubs and societies are recognised on a national level	No. of nominations/wins

Nominations at National Societies Awards	C+S get more recognition within the university	No. of attendees+ memberships of C+S

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

Project includes:

- Encouraging societies to advertise more, hold more events and fundraise more

Does not include:

- Running events FOR societies (as they are meant to be student led)
-

Deliverables

List the outputs of the project.

- More awareness of C+S
- More C+S with a higher average membership
- More fundraising
- More students more happy to be part of ARU community
- More students saying the SU has helped their employability skills
- Increased student satisfaction (and possibly retention)

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Officer Team

Exec Committee

Activities Team

Committee Members

Clubs+Soc Members

Other Students

Academics.

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Laura	Managing the project, visiting c+s forums to talk to committee members about aims etc
Comms team	Help with phrasing, promoting C+S, emails etc
Activities team	Additional support with encouraging C+S, help organize daytime events
Commercial Services Team	Help societies organize evening events

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

- May help Activities team reach KPIs
- TBC

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
Finance – grant pots – if there are more societies and members, there is a greater demand on our limited resources and more committees will be unhappy with allocations	Encourage societies to seek external sponsorship and/or fundraise, make grant funding explicit in all training and C+S forums

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

TBC

Timescales TBC

An estimate of when project activities will happen.

[illegible]



DEPUTY PRESIDENT NOMINATION

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017
Prepared by:	Johanna Korhonen	Role:	Vice President (Arts, Law and Social Sciences)

I should be elected as the Deputy President because I see things from a wide perspective and can consider the impact when others may focus on details. I am also very organised, and can stay calm in tricky situations. A good example is that the weeks before my dissertation was due, I had to go on two pre-booked holidays (flight to America and my grandad's 80th Birthday, so I couldn't really cancel) but I finished my dissertation in time, wrapped up third year and got a first. This shows that I have my focus firmly on completing the tasks that I am given and will not give up.

The rest of the Officer team are leaders by nature, whereas I am necessarily not, and this is why becoming the Deputy President would be the perfect learning curve for me. My different personality would balance the team of natural leaders and I will bring the focus back on the key issues when others may only focus on things that they are passionate about. I am presentable and always look the part, and even though I might not be the most confident, I am real and relatable. I am also always in time. This is why should be elected as the Deputy President.

FVC are asked to **CONSIDER**



DEPUTY PRESIDENT NOMINATION

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017
Prepared by:	Kirran Khan	Role:	Vice President (Business)

Hi, I'm Kirran and I'm the VP for Business. I want to be your Deputy President because the role will provide an opportunity to enhance my time as an officer; making me a better representative. I'm quite an ambitious person naturally, as you'll see when it comes to campaigning ideas such as a complete overhaul of the personal tutoring system. This makes me ready to take on extra responsibility and ultimately lead the wider exec. committee if needed. Throughout my term, regardless of who becomes your next Deputy President, I will support the campaign and faculty reps in everything that they do; and help out however I can. Whether you want to lobby for LGBT+ lanyards across campus; make bathroom signs more inclusive; or create a sense of community within your faculty, I will champion and support the issues that matter to both you, and the people that you represent.

FVC are asked to **CONSIDER**



VICE CHAIR OF FVC NOMINATION

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017
Prepared by:	Ben Morris	Role:	FMS Faculty Rep (Chelmsford)

In absence of Chair, as Vice Chair, I would warrant an organised and structured approach to meetings ensuring each individual felt comfortable to share issues affecting themselves and their faculty, with the aim of setting achievable targets to combat problems. Throughout the past year, I have been able to show my ability to manage a busy work-life balance through a fulltime course consisting of face-to-face teaching, independent study, and placement, whilst also training as part of a competitive sports team (yes cheer is a sport).

FVC are asked to **CONSIDER**



VICE CHAIR OF FVC NOMINATION

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017
Prepared by:	Stewart Watson	Role:	FST Faculty Rep (Cambridge)

As we go into this new structure for the executive committee, we all need to make sure that we have someone we can trust, rely on and know to be well organised help run these FVC meetings as it will be new and scary for all of us. With my previous knowledge and experience of the past two years, being on the executive committee, I believe I can be the Vice that will support the Chair of the FVC and also make sure that everything said in the meetings are fair, just and in the best interests in our student body.

FVC are asked to **CONSIDER**



CHAIR OF LEDIC NOMINATION

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017
Prepared by:	Imogen Davnall	Role:	LGBT+ Students' Rep (Chelmsford)

Becoming involved with the student's union has absolutely been one of the best decisions of my university life. I feel I've made an impact as course rep for my fellow course mates and am looking forward to working hard as LGBT+ rep for Chelmsford, but I still want to do more.

I'm standing for this role because representation and equality is a vital part of attending university. So many people coming together from different backgrounds and life experiences at once is an amazing thing, so many different voices that need different things because of who they are. This role will go a long way to making sure all those voices are heard and that's what I want to help facilitate so that each student has that opportunity to input a bit of themselves and who they are in to the university.

LEDIC are asked to **CONSIDER**



AGAINST CUTS TO EDUCATION POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 06/02/2018
Prepared by:		Role:	
Summary: <i>This paper provides an update on the implementation of the policy</i>			
1. To stand and campaign against all proposed cuts to the education field.			IN PROGRESS
2. To support student campaigns against cuts to prospective education and teacher training students.			NOT STARTED
3. To support local community campaigns against cuts to education.			NOT STARTED
4. To liaise with local teacher's union groups to strengthen the knowledge base.			NOT STARTED
Updates:			
1. In progress			
2. Not started			
3. Not started			
4. Not started			

FVC/LEDIC are asked to **DISCUSS**



AGAINST NHS CUTS POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 16/11/2017
Prepared by:		Role:	
Summary: <i>This paper provides an update on the implementation of the policy</i>			
1. To stand and campaign against all proposed cuts to NHS services			IN PROGRESS
2. To support student campaigns against cuts to the Nursing and Allied Healthcare students			IN PROGRESS
3. To support local community campaigns against cuts to NHS services.			IN PROGRESS
Updates:			
1. We supported Giovanna (FHSCE Faculty Rep Cambridge) in organising a group of students to attend the NHS March 4 th March 2017 in London.			
2. We supported Giovanna (FHSCE Faculty Rep Cambridge) in organising a group of students to attend the NHS March 4 th March 2017 in London.			
3. Need to further liaise with local campaigns to support any local action they are taking.			

FVC/LEDIC are asked to **DISCUSS**



GENDER NEUTRAL TOILETS POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 06/02/2018
Prepared by:		Role:	

Summary: *This paper provides an update on the implementation of the policy*

1. To campaign to Estates and Facilities to create university regulations which ensure that all university owned buildings have at least one accessible GNT.	IN PROGRESS
2. To encourage Estates and Facilities to not only develop GNTs in the future but create or convert toilets that are gender neutral as appropriate.	IN PROGRESS
3. To proactively encourage or co-ordinate a Gender Neutral Toilets Audit of ARU core campuses (Cambridge, Chelmsford and Peterborough) to look into the practicality of converting any gendered toilets to become GNTs.	IN PROGRESS
4. To actively review, amend and change policy on GNTs for future developments such as gendered/non gendered signage of toilets and expanding this policy to accommodate gender neutral single cubical changing room facilities for the gym.	IN PROGRESS

Updates:

1. Recently took a proposal to Equality, Diversity & Inclusion Group. Find it [here](#). Director of Student Services and Director of Estates and Facilities will be having conversations around ARU's ability to commit to our resolves.
2. This was discussed in the audit with Estates and Facilities and will remain to be considered. The university are considering adding GNTs to Tindal ground floor. They will be included in the new SU space in Peter Taylor and the new School of Medicine.
3. Four new GNTs have been added to Michael Salmon building, Chelmsford, following an audit in November 2016. Confirmed that new gender neutral toilets will be created in the Coslett building during the next academic year.
4. The policy does not exist.

FVC/LEDIC are asked to **DISCUSS**



INCREASED EQUALITY FOR VEGAN STUDENTS POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 16/11/2017
Prepared by:		Role:	

Summary: *This paper provides an update on the implementation of the policy*

1. More vegan options will first be provided in the existing catering services around university.	NOT STARTED
2. All clubs and societies will be required to provide at least one vegan option at any event they hold or, if not possible, to inform their attendees that vegan options will not be available.	IN PROGRESS
3. Vegan options within the catering services at university will be placed separately from the non-vegan options – this is to allow ease of access for vegan students.	NOT STARTED
4. (If possible) Separate catering services will be provided at the University for Vegan Students, such as a “Vegan Café” – this will prevent any cross-contamination of food due to their being produced separately. It will also mean that vegan students have a safe space to go to where they will not risk being called out for being vegan. This could be implemented by changing one of the many existing catering services around university into a “Vegan Space”.	IN PROGRESS
5. Vegan options will be widely advertised and actively promoted throughout university.	NOT STARTED
6. The University’s Environment Team will be encouraged to consider the impact of meat, dairy and egg consumption on the environment and to take steps to address this issue.	IN PROGRESS
7. All catering services around university will be required to participate in “Meatless Mondays”.	IN PROGRESS
8. PETA’s 30-day Vegan Pledge will be advertised throughout university	IN PROGRESS

Updates:

1. Leigh will add this into a meeting with catering about general food options and provisions across all campuses. She will ask what the current situation is and how this can be changed for the future if necessary, particularly in relation to accessing the food as students feel the vegan options are hidden at the back. She will suggest it’s something that catering and the environment team will run together. Sarah is creating a survey to get more information on variety and types of food vegan students want to see. The survey results have been taken to a meeting with catering by Leigh. A full update on this meeting will follow.
2. This will be implemented into clubs and societies emails, training and literature by Jamie and Precious. Grace is asking about this becoming a requirement of the green fund.
3. To be updated after meeting with University Catering.
4. Leigh will write a paper for the Space and Sustainability Campus meeting on the 7th March with Sarah looking at ideal space and financial feasibility.

5. Will be combined into one campaign ran by Sarah and the Vegan Society with our support. Grace and relevant staff to meet with Sarah and assist with planning the campaign. The Vegan Society have been promoting this from the 15th May.
6. Catering have agreed to start monitoring the sales of vegan and vegetarian meals. Actual impact assessment of meat/egg/dairy consumption ongoing.
7. This is part of the 30 Day Vegan Pledge.
8. Will be combined into one campaign ran by Sarah and the Vegan Society with our support. Grace and relevant staff to meet with Sarah and assist with planning the campaign. The Vegan Society have been promoting this from the 15th May.

FVC/LEDIC are asked to **DISCUSS**



KWAF POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 16/11/2017
Prepared by:	Jamie Smith	Role:	President

Summary: *This paper provides an update on the implementation of the policy*

1. We will lobby the University to make an ongoing commitment to avoid the scheduling of lectures for all courses after 12pm on a Wednesday.	IN PROGRESS
2. We will lobby the University to commit to support students to change teaching times and assessed sessions after 12pm on a Wednesday where possible and provide alternative methods for affected students to access materials or resources.	IN PROGRESS
3. We will ensure students are informed of their responsibility, where lectures are still in place, to receive permission to be absent from their Course Leader as early as possible.	IN PROGRESS

Updates:

1. I have attended an NUS campaign planning day and created a report which I took to the Vice Chancellor. He expressed his support in the principle of KWAF and has provided valuable information on the current lecture scheduling on a Wednesday afternoon. I will now be contacting students on courses where lectures fall at this time to see how they would like me to take this forward.
2. The Vice Chancellor has signed my KWAF pledge (and took a cute picture with me) committing to keeping Wednesday afternoons free for undergraduate students. I'm intending to discuss with postgraduate reps how we can best support them if they feel Wednesday Afternoons Free isn't applicable to them.
3. Ongoing

FVC/LEDIC are asked to **DISCUSS**



LIBERATING THE CURRICULUM POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 03/04/2018
Prepared by:		Role:	

Summary: *This paper provides an update on the implementation of the policy*

Lobby the university to increase representation of lecture content from the perspectives of liberation and protected groups.	NOT STARTED
Lobby the university to make sure that all modules should make sure that they strive to be inclusive of all liberation groups particularly within modules that mention terms to do with liberation within their names.	NOT STARTED
Further lobby the university to particularly focus on the improvement of Trans experiences within modules themed around LGBT+ experiences.	NOT STARTED
Lobby the university to make sure that within the life sciences and other areas of the curriculum more studying that can resonate with disabled students occurs	NOT STARTED
That once these changes are implemented the Students Union must investigate data from the Let's Be Honest report that focuses on liberation groups in the coming year. Liberating the curriculum may help this due to the fact liberation groups will feel better represented.	NOT STARTED
Work with NUS, who are running a national campaign on liberating the curriculum, to support and advise us in implementing these changes.	NOT STARTED
That all appropriate faculties, such as the Faculty of Health, Social Care, & Education and the Faculty of Medical Science should provide compulsory lectures that include information on trans healthcare. These lectures would provide information on some of the issues that transgender people may face in the healthcare system. These might include: pronouns (and the importance of respecting them), gender dysphoria, hormone therapy, urological care, surgical complications, birthing for transmen/non-binary individuals, and cancer screening techniques in transmen/transwomen/non-binary individuals. These lectures would be particularly important in courses such as Midwifery but also Nursing, Surgical Care, Public Health, Mental Health, etc.	NOT STARTED
That appropriate online resources regarding LGB and transgender issues are made available to faculty members. This would mean that faculty members have more support and direction in modifying the lectures to introduce such issues.	NOT STARTED

Updates:

1. Not started
2. Not started
3. Not started
4. Not started
5. Not started
6. Not started

7. Not started
8. Not started

FVC/LEDIC are asked to **DISCUSS**



SAVE OUR SPACE POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 06/02/2018
Prepared by:	Jamie Smith	Role:	President

Summary: *This paper provides an update on the implementation of the policy*

1. To lobby the institution for new multipurpose recreational spaces on campus and to prioritise student-led activities.	IN PROGRESS
2. To lobby the university to actively seek spaces (on or off campus) for clubs/societies to undertake activities to fulfil their aims and objectives.	IN PROGRESS
3. To lobby the institution to guarantee that any space that becomes available will be discussed with the Students' Union as to what its purpose will be.	IN PROGRESS
4. To gather and use student feedback when making decisions on the use of new space.	IN PROGRESS

Updates:

1. In progress. There is recent news that there will be a Dance studio reinstated on the Cambridge campus from December 2017. LR/JS are due to have conversations with the Director of Student Services to decide who will facilitate/take ownership of the space.
2. In progress
3. This could be stronger. JS role as a Governor will allow these kinds of conversations to happen at early stages.
4. In progress. The student consultation for Peter Taylor House and Tindal is complete. This will inform the kind of furniture that is sought for the spaces.

FVC/LEDIC are asked to **DISCUSS**



TEACHING EXCELLENCE FRAMEWORK POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 06/02/2018
Prepared by:		Role:	

Summary: *This paper provides an update on the implementation of the policy*

1. To lobby ARU to create a definition and internal benchmark of teaching quality informed by staff and student opinion.	NOT STARTED
2. To campaign to local MPs to stand against the TEF with us.	IN PROGRESS
3. To hold events which inform students of what the TEF is and how they can take action to encourage genuine teaching quality while standing against harmful metrics.	IN PROGRESS
4. To stand in opposition to the metrics used in the TEF and to decide each year what our relationship to these metrics will be.	IN PROGRESS
5. To work together with ARU's UCU branch against the TEF if they want to join us.	NOT STARTED
6. To empower student reps to influence the educational direction of ARU on this level.	IN PROGRESS
7. To raise awareness of tuition fee increases.	COMPLETED
8. To lobby the Vice Chancellor to not raise fees for students after they have started their degree.	COMPLETED

Updates:

1. Not started
2. GA has spoken to Daniel Zeichner (MP for Cambridge) about the amendments to the HE bill we would like to see passed. DZ is also against the TEF.
3. GA ran a session during the recent Rep Conference "You're just a number and your opinion doesn't count" with the aim to inform students about the TEF, the effects it could have and the Students' Union stance.
4. GA submitted a statement which was included in Anglia Ruskin's TEF submission on our stance against the metrics used. GA also supported a student in writing policy to allow the option of boycotting the NSS (one of these metrics). GA will release a statement regarding ARU's Silver Award status
5. Not started
6. Ongoing, see 3.
7. Completed. The House of Lords passed through several amendments to the HE policy in which TEF was included. One of these amendments was to sever the ties between the TEF and student tuition fees, meaning fees would not increase/decrease depending on outcomes of the TEF.
8. Completed. The House of Lords passed through several amendments to the HE policy in which TEF was included. One of these amendments was to sever the ties between the TEF and student tuition fees, meaning fees would not increase/decrease depending on outcomes of the TEF.

FVC/LEDIC are asked to **DISCUSS**



TRANS NOT TRANS* POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 03/04/2018
Prepared by:		Role:	

Summary: *This paper provides an update on the implementation of the policy*

1. That we should stop referring to Trans students as Trans*	IN PROGRESS
2. That the title of Trans* Rep should be changed to Trans Rep	IN PROGRESS

Updates:

1. Verbally this is happening, this will require a change in our bye laws to become official in writing.
2. This will require a change in our bye laws which cannot happen until October.

FVC/LEDIC are asked to **DISCUSS**



UP YOUR GRANTS POLICY

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017 Due to lapse 16/11/2017
Prepared by:	Jamie Smith	Role:	President

Summary: *This paper provides an update on the implementation of the policy*

1. To increase the grant pot by 15% each year for both Cambridgeshire and Chelmsford campuses.	COMPLETED
2. For this money to be sought from Union budgets that do not relate to Clubs and Societies activities and Extra-curricular student experience.	IN PROGRESS
3. To lobby the University to continue to fund off campus facility hire.	IN PROGRESS
4. We will still actively encourage clubs and societies to fundraise to increase the resources being put into their societies to reach their aims and objectives.	IN PROGRESS

Updates:

1. This was accepted by the board and will be implemented as of next year.
2. To be approved by the Trustee Board/CEO/relevant senior managers.
3. Ongoing.
4. Ongoing. In committee training/1-1's with coordinators and Activities Officers/Part of the Bronze, Silver, Gold accreditation scheme/SU Awards (Fundraising Group of the year) JS is also looking into restructuring the grants procedure to compliment this, a presentation is being taken to forum and then to a Students' Union Activities meeting following on from this.

FVC/LEDIC are asked to **DISCUSS**



IDEAS

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/07/2017
Prepared by:	Daniel Login	Role:	Engagement and Volunteer Centre Manager

Summary: *This paper provides an update on the implementation of ideas*

SU permanent bar on Cambridge campus!

Amanda Campbell White

- This was taken to our Union Steering Group (Exec Officers and SU Management Team). Officers will be collating all evidence from NSS results, comments on the ideas page, comments and feedback from the current space consultation and a proposal will be written and taken to the Deputy VC with responsibility for estates.

- Being taken forward by LR & JS TM.

- LR and JS have a meeting with HV on 16/03/17.

- Conversations have been positive and the general need for an SU ran social space has been widely accepted by the university. Currently the SU is undergoing multiple developments and it was agreed that we would revisit the conversation when we were 'settled' with our current ventures.

28/06 UPDATE: JS brought the paper to the university and it was acknowledged that it would be a priority in the future. Considering the SU have got a few projects currently ongoing with space it was agreed it would be too overwhelming to attempt to implement this right now. JS will keep this at the forefront and continue to push as a priority.

IN PROGRESS

Books Plus card funds should be allowed to be used for printing

Johanna Korhonen

- Grace has spoken to the Director of Student Services and it has been confirmed that due to the current Access Agreements that are in place (which determine how this money should be spent two years in advance) there is nothing that can be done at this time. Grace has requested a statement to ensure this is clear to students.

- Leigh met with Union staff and it was discussed whether it would be financially viable for the Students' Union to provide any free printing at certain points in the year – the costs would need to be looked into further.

- Grace and Johanna met with Julie, the Director of Student Services and proposed printing vouchers to be purchasable from John Smiths for students to use as printing credit. Julie felt we weren't able to provide free printing on books+ cards because of environmental reasons and limitations of the current access agreement. Grace is chasing follow up meetings

- GA has spoken with Jon Bouffler about a company that helps Universities provide free printing for students, GA is awaiting a meeting with Jon and Johanna.

- GA and JK met with Jon Bouffler who expressed that ARU would be unable to provide free printing, however would support the SU to start providing free

IN PROGRESS

printing to students. This is awaiting approval from the SU's Union Steering Group.

28/06 UPDATE:

Graduation Ceremonies in Summer and October

Leigh Rooney

Leigh has gone through all comments and has created a draft report/proposal to take forward to the Vice Chancellor on Monday 16th Jan, encompassing feedback from students over the last two years.

- The team had a meeting with the Vice Chancellor on 16/01/17, he agreed with the idea in principle, but a conversation around the logistics and how it can be done well and affordably needs to be had. Leigh will request a meeting with the graduation team to discuss further.

- LR has met with the Graduation Team regarding this. Currently it is impractical to have 'summer' ceremonies because there is no time of year in that bracket that will suit the entire student body. The current ceremonies in October does suit everyone, albeit it isn't the most desirable to everyone, particularly international students whose Visas run out beforehand. There are future opportunities to continue to talk about this, with the potential of the academic calendar being altered etc. LR will keep this on the SU's radar until there is a reasonable solution. LR has written a detailed update on the website:

<https://www.angliastudent.com/news/article/Representationpage/Graduation-ideas-update/>

Update: Completed

Stop charging for hot water

Andrene Love Sutherland

Leigh arranged a forum which took place cross campus on Wednesday 8th Feb, 5pm – 6:30pm to collate feedback on all issues relating to the catering services. Leigh is now in the process of using this feedback to create a report to be taken to the Head of Catering.

- LR has met with the Head of Catering and will update further in the meeting.

28/06 UPDATE: The head of catering said no to this. He expressed that it would cause a deficit in the budget and is not feasible. I would suggest escalating this to more senior members of staff to see if anything can be done.

Therapy Dogs

Marissa Lewis

UPDATE: We will be including this in our de-stress events we are holding during exams season in May as part of the Let's Be Honest campaign, which are being led on by Thea (Environmental and Community Rep, Chelmsford). Leigh is in the process of contacting other Unions for recommendations as to how best take this forward.

- Leigh has contacted guide dog charity again and is awaiting a reply.

- As part of Destress Fest, led by the Chelmsford Environment and Community Rep and supported by the Officer Team, we brought a mobile zoo of therapy animals onto the Cambridge campus to help student mental health difficulties. This was originally for both campuses however there was a last minute cancellation for Chelmsford. This did not feature dogs, as the price of this was too high, but there were a variety of animals and we had positive feedback from students who came along.

UPDATE: Completed.

Accessible microwave

COMPLETED

IN PROGRESS

COMPLETED

COMPLETED

Wictor Clemente Junior

Leigh arranged a forum which took place cross campus on Wednesday 8th Feb, 5pm – 6:30pm to collate feedback on all issues relating to the catering services. Leigh is now in the process of using this feedback to create a report to be taken to the Head of Catering.

In the meantime Leigh is looking into the feasibility of the Students' Union Lounge in Chelmsford providing a microwave for student use and also whether this could be included in future building plans.

-Leigh has completed the risk assessment for a microwave in the Student Lounge in Chelmsford. Awaiting relevant union staff to edit/approve and then buy the microwave ready for use.

-LR is working with SU staff on how this will be done. We will have a microwave in the new SU spaces.

UPDATE: Completed. Risk assessment currently being approved by internal commercial services staff. To be implemented ASAP.

Free graduation guest fee

Precious Nwanze

Precious has been speaking to Officers from other Universities to see how their graduation ceremonies work and compare ticket prices vs what's included.

This will then be taken forward to the next meeting with the Vice Chancellor.

-This will be taken to the Graduation team along with the timings of ceremonies to explore possible alternative prices.

-LR met with the Graduation Team to discuss this. They expressed that they currently don't make any profit on the event through the guest ticket fee. This year they will not be able to reduce the price of the guest ticket but they are making improvements to ensure the event is better value for money. PN will be compiling feedback on what would make this more value for money to give to the Graduation Team.

28/06 UPDATE: Leigh met with the graduation team and it was made clear that:

- The price of the standard graduation guest ticket is £25. This has remained the same for the past 6 years.

- Graduation team colleagues claim to research other institutions and they have found that ARU is in line, if not slightly cheaper than others' fees.

- They are constantly looking into how they can make the event better value for money, as they have received informal feedback to say that currently it is not. Keep eyes peeled for new things introduced this year.

- For the first time, this year they are actively gathering feedback from students and guests after 2017's ceremonies have taken place. I endorsed this as this data can be used to actively plan the following year's ceremonies, responding directly to student feedback.

In summary;

- They expressed that they currently don't make any profit on the event through the guest ticket fee. This year they will not be able to reduce the price of the guest ticket but they are making improvements to ensure the event is better value for money.

<https://www.angliastudent.com/news/article/Representationpage/Graduation-ideas-update/>

HALAL FOOD & PRAYER ROOM

Ashraf Adnan Mohammed

Leigh arranged a forum which took place cross campus on Wednesday 8th Feb, 5pm – 6:30pm to collate feedback on all issues relating to the catering

IN PROGRESS

IN PROGRESS

<p>services. Leigh is now in the process of using this feedback to create a report to be taken to the Head of Catering.</p> <p>Kat has created a survey for prayer room feedback, to take the chaplaincy who are now looking at how they can make improvements to these areas. This survey has been sent to students and Kat will now be taking this forward.</p> <p>-KY will be sending this survey to another group of students.</p> <p>28/06 UPDATE:</p>	
<p>Free parking</p> <p>Stephen Adeyemi</p> <p>Leigh will be raising this with the University's Secretary & Clerk, the Deputy Vice Chancellor and also contacting Cambridge University Students' Union and Daniel Zeichner (Cambridge MP).</p> <p>-Leigh has raised with CUSU and had a response, she is yet to respond.</p> <p>Leigh will also be raising this with Helen Valentine.</p> <p>-LR has spoken to Helen and will update further soon.</p> <p>28/06 UPDATE: No update currently</p>	IN PROGRESS
<p>Jacket Potatoes to be available in the canteen all day</p> <p>Adele Grant-Johnson</p> <p>Leigh arranged a forum which took place cross campus on Wednesday 8th Feb, 5pm – 6:30pm to collate feedback on all issues relating to the catering services. Leigh is now in the process of using this feedback to create a report to be taken to the Head of Catering.</p> <p>-LR has met with the Head of Catering and will update further in the meeting.</p> <p>28/06 UPDATE: I forgot to add this to the meeting with catering (sorry!) but they expressed that students should contact the head of catering directly with feedback: terry.hope@anglia.ac.uk</p>	IN PROGRESS
<p>Make Cheerleading an Active Anglia sport!</p> <p>Laura Douds</p> <p>Jamie and Leigh are contacting both Cheer committees to arrange a meeting to discuss this further and decide the best next steps.</p> <p>-Leigh and Jamie are currently in communications with Active Anglia about our strategic partnership and Leigh has developed a document which outlines what is considered an SU club and an AA club. Once this document has been signed by both parties; we can then revisit the cheerleading discussion.</p> <p>28/06 UPDATE: No update currently</p>	IN PROGRESS
<p>Allowing food in the library</p> <p>Katie-Rose McGuire</p> <p>Grace has since met with the Head of the Library who explained why currently this is not an option. Grace is requesting a copy of their policy on this and will be arranging a focus group for any students to attend to discuss recommendations for the library on this matter.</p> <p>The Officers are researching other institutions to see what their policies on food consumption in their libraries.</p> <p>-Grace has received a copy of the policy and will now be looking to arrange the focus group.</p> <p>-GA has met with the library staff. They are still hesitant about allowing food into the library even if it's just snack food/cold food.</p> <p>28/06 UPDATE:</p>	IN PROGRESS
<p>Washing the lab coats</p>	COMPLETED

Gemma Twinn

- Grace is contacting Ruth, FST Faculty Rep and Linda King to take forward.
- Grace is arranging a meeting with Gemma and Matt Bristow to see if this is a quick thing to sort out or what the next steps are.
- FST now have more funding to wash lab coats more regularly. The longest any lab coat will be in use without being washed will be 4 weeks.

UPDATE: Completed.

Money, money, money!!

Shannon Williams

Grace has contacted the Deputy Dean of FMS and is meeting them about the constraints currently stopping this and what we can do going forward.

-Because of the funding scheme that some students in FMS are on, it is not possible for travel costs to be reimbursed. GA is writing to the Department of Health to query this and looking into potential carpooling schemes.

-GA is chasing Health Education England to ask for further funding as directed by the Department of Health. GA has also found a carpool model that ARU could set up and will be presenting this to FMS.

28/06 UPDATE:

IN PROGRESS

FVC/LEDIC are asked to **DISCUSS**