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## WHAT HAVE I ACHIEVED THIS YEAR?

### What Have I Achieved This Year?

This year has been marked by meaningful progress in building student engagement, improving inclusivity, and strengthening the student voice within the university. I began the year by initiating and delivering two key projects: the Green Initiative Campaign and the FBL Rep Social. These weren't just events, they created platforms for awareness, interaction, and dialogue among students. The *Green Routines: Sustainable Ways of Living at ARU* event in Chelmsford brought students together around sustainability, while the online Rep Social helped gather direct feedback from reps, which fed into ongoing improvements in our rep system and faculty academic improvements through interactive quizzes making students aware of the facilities and services in university.

We had FBL Welcome Induction in both campuses Cambridge and Chelmsford attended by me and our faculty rep coordinator Rebecca alongside, Peterborough Welcome Fair represented by officer team to welcome our Jan-intake students.

One of the most impactful moments was our FBL Student Voice Meeting focused on academic support for dyslexic and disabled students. This space empowered course rep Ella Sunderland to bravely share lived experiences directly with the faculty, staff member David Wamsley from Disability and Dyslexia Support Team. As a result of this meeting, concrete actions were taken, including staff training and recommendations to ensure lecturers review student profiles more effectively. This outcome has laid the groundwork for more accessible and informed academic support across the faculty.

We officers, had the opportunity to present the One Voice Campaign paper, originally developed last trimester, to university staff during the Education Matters Meeting. The presentation was well received by university staff members, and as a result, two follow-up action planning meetings were held. These were led by the Academic Registry team and focused on detailed discussions around each sub-campaign, including assigning clear points of contact to take the work forward.

In February, I played a key role in leading the *ARU Aspire to Succeed* project. From organising a Cambridge-based debate competition to collaborative sessions like Strategy Quest and the Employability Treasure Hunt, this initiative helped over 15+ students develop their confidence, communication, and career-readiness skills. Sixteen students were recognised and rewarded, boosting morale and encouraging participation in future opportunities.

Another key achievement this year came as a direct follow-up from the January Student Voice Meeting, where students raised the need for better support for commuting students, specifically the availability of lockers on

campus, especially for those relying on laptops rather than phones during the day. This concern was echoed by faculty staff who had previously conducted research into the experiences of commuting students. FBL Student Success Manager Ashley Smith and I could take this forward to the Education Matters Meeting, where we presented both the staff-led research findings and student feedback as a formal paper to the ARU Executive Team. By connecting student voices with existing data and raising the issue at a strategic level, this work helped position commuting student support as a priority for wider institutional review.

I also had the opportunity to check with students on how referencing classes went in this trimester, students did mention the sessions were helping but showcased a interest for having recorded online resources to revisit and have peer learning sessions scheduled afterwards, to refresh their skills again, which was again passed with the faculty and library staff members.

I had got the opportunity to contributing to shaping the future of learning through participation in the Faculty Away Day on Portfolio Transformation. This work involved providing student feedback on how our curriculum should evolve over the next five years, including ideas around experiential learning, sustainability modules, and embedding 2030 core skills. I alongside faculty staff, then led the organisation of the FBL Student Forum on 2nd April to bring these conversations back to students, once gathering further insights by students that were shared with faculty as a detailed report. This created a two-way channel between students and curriculum developers, something that hasn't always been consistent in the past.

Additionally, we officer team had the opportunity to provide feedback on the graduation ceremonies held at the Chelmsford and Cambridge campuses. Chelmsford students shared several suggestions, which were then passed on to the Graduation Events Team. As a follow-up, I connected with the Events Manager via Teams and again in person at the ARU Alumni Awards on 24<sup>th</sup> April. I'm pleased to share that, the team confirmed that this July's graduation after-party will be held at a new venue, an exciting improvement based on student input. Throughout Earth Month, I supported ongoing Green Initiative activities, continuing to engage students in meaningful environmental action. I also contributed to Students' Union strategy planning, especially around shaping how the SU should evolve to meet student needs in the future. Another key achievement was progressing discussions with the Opportunities Team on increasing alumni access to societies, an issue raised by students, even recently when an alumni student hosted 10 guest speaker session in Cambridge, that is now under review with active input from society committees.

Looking forward to follow-up of achievements from Tri 1 and Tri 2 in Trimester 3.

#### WHAT WILL I ACHIEVE IN TRI3?

Graduation event update. Alumni Society memberships, One Voice Campaign and Locker facilities.

#### COMPLETED CAMPAIGNS

Referencing Campaign, Green Routines Sustainable ways of living in ARU.

#### ONGOING CAMPAIGNS

Alumni Society memberships.

#### OTHER REELVANT WORK

ARU Aspire to Succeed, FBL Student Forum 2025.