

<b>Committee Title</b>	Student Voice					
<b>Date of Meeting</b>	23 <sup>rd</sup> October 2017					
<b>Item Number and Title/Subject</b>	Full Time Officer Team and Individual Objectives 2017/18					
<b>Paper Presenter</b>	Kevin Campbell, Student President Chris Daisley, Vice President SEBE Yetunde Ogedengbe, Vice President SHLS Rachel Simpson, Vice President GSBS					
<b>Brief Summary of Issues/Topic</b>	<p>The Constitution outlines that 'Student Voice has the power to scrutinise the work of the Executive Committee'.</p> <p>The By-Laws require that Student Voice approve the Team and Individual Objectives that should be influenced by manifesto commitments.</p> <p>The approved Team and Individual Objectives will be available to members from the Students' Association website.</p> <p>The Team and Individual Objectives are aligned to The Bigger Plan 2020 (strategic plan).</p>					
<b>Recommendation(s)</b>	Information		Discussion		Approval	X
	<p><b><i>Any member can ask a question by raising their voting card and being recognised by the Chair to speak.</i></b></p> <p>Student Voice is asked to approve the Full Time Officers Team and Individual Objectives.</p>					
<b>Who have you consulted when developing the paper?</b>	Executive Committee					
<b>Staff/Student Protocol</b>	Yes	X	No		N/A	
<b>Will any decision approved directly affect the work of staff?</b>	The Chief Executive has been consulted in the development of the team and individual objectives.					
<b>Should the paper be submitted to any other committee following its consideration/approval at this meeting?</b>	No					
<b>If yes, please state the committee and proposed date of submission.</b>						

## Executive Committee Team Objectives 2017/18



	<b>Specific Objective</b> <i>What do you/your team want to achieve?</i>	<b>Outcomes</b> <i>What will be different as a result of achieving this objective?</i>	<b>Action Required</b> <i>What actions will you take to achieve this?</i>	<b>Named Officer</b> <i>Which officer is responsible for completing this action</i>	<b>Timescale</b> <i>When does this need to be completed by?</i>	<b>Success Measures &amp; Progress</b> <i>How will you track and measure your performance? Make notes about your progress throughout the year</i>
1.	Improve the NSS 2018 students' association score to at least Scottish sector average	Demonstrate to stakeholders the role the students' association plays in academic representation, resulting in an improved student experience.	<ul style="list-style-type: none"> <li>Form NSS Working Group to create action plan and feed into GCU NSS Working Group.</li> <li>Lobby GCU for funding and support to carry out research on students' understanding of question.</li> <li>Explore partnership working with Strathclyde Union on research.</li> </ul>	SP/VPs  SP  SP	Completed by March 2018	<b>Success Measure</b> GCU Students' Association achieves NSS Scottish sector average in 2018.
2.	Reduction of students' fee for those graduating in absentia.	Cost of Graduation for those who aren't attending the ceremony is reduced from £50 to £45	<ul style="list-style-type: none"> <li>Review current costs associated with graduations</li> <li>Benchmark against other HEIs</li> <li>Meet with relevant staff members to discuss a reduction in costs</li> <li>Work with GCU Executive Board to implement change.</li> </ul>	SP  SP  VP SEBE/VP GSBS  VP SHLS	Completed by March 2018	<b>Success Measure</b> Cost of graduation is reduced for students who graduate in absentia.

3.	Review academic Class rep structure within GCU.	<p>Clear lines of responsibility between academic reps and Students' Association.</p> <p>Improved partnership working with GCU and Students' Association.</p> <p>Better management of academic reps by GCU and GCU Students' Association.</p> <p>Define clear Ownership of the Academic Reps at GCU.</p>	<p>Work with the Department of Academic Quality and Development and academic schools to:</p> <ul style="list-style-type: none"> <li>Review the role descriptions for Class Reps</li> <li>Review recruitment process for academic reps</li> <li>Establish centralised point of contact with academic schools for academic reps</li> <li>Review where academic reps sit within GCU reps structure.</li> </ul>	<p><i>VP GSBS, VP SEBE, VP SHLS</i></p> <p><i>VP GSBS, VP SEBE, VP SHLS</i></p> <p><i>VP GSBS, VP SEBE, VP SHLS</i></p> <p><i>SP</i></p>	June 2018 (Senate)	<p><b>Success Measures</b></p> <ul style="list-style-type: none"> <li>Role descriptions reviewed</li> <li>Recruitment process evaluated</li> <li>Named individual within each academic school with responsibility for academic reps</li> <li>Academic rep structured agreed with GCU and documented within QA/QE Handbook/GCU governance documentation.</li> </ul>
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**Executive Committee**  
**Team and Individual Objectives 2017/18**



Name: Kevin Campbell, Student President

	<b>Specific Objective</b> <i>What do you/your team want to achieve?</i>	<b>Outcomes</b> <i>What will be different as a result of achieving this objective?</i>	<b>Action Required</b> <i>What actions will you take to achieve this?</i>	<b>Timescale</b> <i>When does this need to be completed by?</i>	<b>Success Measures &amp; Progress</b> <i>How will you track and measure your performance? Make notes about your progress throughout the year</i>
1.	Review of GCU Academic Adviser System	Enhanced student experience for students through single point of contact for support on academic issues.	<ul style="list-style-type: none"> <li>• Work with Deputy Vice Chancellor (academic), Department of Academic Quality and Development and academic schools to review current Academic Adviser System.</li> <li>• Promote amendment to current policy through SAGE, Senate and its sub committees</li> </ul>	Completed by May 2018	<b>Success Measures</b> <ul style="list-style-type: none"> <li>• Report to SAGE, Student Voice, Senate and it's sub committees</li> <li>• Recommendations approved.</li> </ul>
2.	Ensuring SAGE is primary consulting body for student academic policy	Ensures genuine robust student input into academic policy from the outset and leads to improved student experience.	<ul style="list-style-type: none"> <li>• Work with Principal and PVCs Academic and Strategy to endorse approach within academic committee structure.</li> <li>• Work with Governance Team and Department of Academic Quality and Development to implement approach.</li> </ul>	Completed by May 2018	<b>Success Measure</b> <ul style="list-style-type: none"> <li>• SAGE is regularly cited on University Committee Coversheets</li> <li>• Number of policy areas discussed at SAGE</li> </ul>

3.	Secure student place on Remuneration Committee (University Court Sub Committee)	Ensuring the student perspective is considered when decisions are made about senior staff remuneration at GCU.	<ul style="list-style-type: none"> <li>• Work with Chair of Court, Principal and University Secretary</li> <li>• Meet with Chair of Remuneration Committee</li> <li>• Provide evidence from other institutions, as required.</li> </ul>	Completed by May 2018	<b>Success Measure</b> Student place on GCU Remuneration Committee
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Rachel Simpson, Vice President GSBS

	Specific Objective <i>What do you/your team want to achieve?</i>	Outcomes <i>What will be different as a result of achieving this objective?</i>	Action Required <i>What actions will you take to achieve this?</i>	Timescale <i>When does this need to be completed by?</i>	Success Measures & Progress <i>How will you track and measure your performance? Make notes about your progress throughout the year</i>
1.	Promote greater wellbeing within the Student Population	Improved wellbeing within the student population  Increased awareness/ usage/ coverage of services (where appropriate)	<ul style="list-style-type: none"> <li>- Support Booklet</li> <li>- Support Services Tab on GCU Learn, and information accessible on Website</li> <li>- Scope potential to address gap in wellbeing service provision</li> <li>- Publicity Campaign for NL</li> <li>- MH Campaign</li> </ul>	<p>September/October</p> <p>GCU Learn Tab (January)</p> <p>Website (September)</p> <p>March</p> <p>December</p> <p>November</p>	<p>1,000 booklets will be printed and distributed to students; online booklet will be downloaded 250 times.</p> <p>Tab is implemented</p> <p>Website is updated to make it clearer and more accessible</p> <p>Report produced to highlight the potential of service provision to students between 5-7pm on Weekdays, and during Weekends, Holidays.</p> <p>Campaign occurs with 200 NL Leaflets being distributed to Students.</p> <p>A Mental Health Campaign will be delivered across the</p>

			<ul style="list-style-type: none"> <li>- Mental Health Agreement with NUS and GCU</li> </ul>	March	<p>university with the Advice Centre. 400 Students engaged with campaign.</p> <p>Policy report is produced and endorsed by the university, nus and students' association.</p>
2.	<p>Implement a variety of extra-curricular programmes to Students across GCU and GCUSA.</p> <ol style="list-style-type: none"> <li>1. SMHFA,</li> <li>2. Unconscious Bias Training,</li> <li>3. Preventing and Responding to Gender Based Violence,</li> <li>4. Sewing Workshops.</li> </ol>	<p>Improved citizenship within students who participate in workshops.</p> <p>Student employability is increased through gaining additional qualifications and skill sets.</p>	<ul style="list-style-type: none"> <li>- Investigate each training course, find funding for these to be delivered, and assess any logistical challenges.</li> <li>- Have training delivered to Students.</li> </ul>	<p>Have training in place to be delivered by October, with the exception of the sewing workshops which will be delivered in T2.</p> <p>Courses running throughout the academic year.</p> <p>Evaluation Report (February)</p>	<p>Attendance at sessions is monitored, with at least a total of 350 Students being taught across all initiatives.</p> <p>Evaluation report produced which assesses each individual training course.</p>
3.	Have Sanitary products introduced for free across the GCU Glasgow Campus	<p>GCU Equality Outcomes 2017-2021 are supported through this work</p> <p>Student Poverty may be influenced through the reduction of an expense.</p>	<ul style="list-style-type: none"> <li>- Produce report detailing context, issues, barriers and solutions. Meet with the relevant University departments and discuss logistical challenges. Have</li> </ul>	<p>Report (September)</p> <p>Meetings (December)</p> <p>Implementation (January )</p>	<p>Products will be available freely to anyone on the GCU Glasgow Campus, with plans in place to expand to London and New York once the project has been trialled successfully.</p> <p>University collaborate on project.</p>

		<p>Societal stigma impacted through the normalisation and availability of products.</p>	<p>the project put in place onto campus. Expand to all GCU Campuses.</p> <ul style="list-style-type: none"> <li>- Gain support in objective from GCU Women's Liberation Group, NUS Women's Officer, and relevant MSPs.</li> </ul>	<p>Expansion (March)</p> <p>Support (March)</p>	
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Chris Daisley, Vice President SEBE

	Specific Objective <i>What do you/your team want to achieve?</i>	Outcomes <i>What will be different as a result of achieving this objective?</i>	Action Required <i>What actions will you take to achieve this?</i>	Timescale <i>When does this need to be completed by?</i>	Success Measures & Progress <i>How will you track and measure your performance? Make notes about your progress throughout the year</i>
1.	Achieve recommendations from Supporting PhD Journey Transitions research.	<ul style="list-style-type: none"> <li>Improved student experience for PGR students.</li> <li>Potential for increase in satisfaction scores within PRES/PTES and internal surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Work with PVC Research, Graduate School, academic schools, Estates, PGR Reps and students.</li> <li>Meet with PVC Research to evidence need for sustainable funding.</li> <li>Meet with PVC Research and Director of Estates to lobby for Social Space.</li> <li>Work with Graduate School and PVC Research on aligning PGR induction.</li> <li>Empower PGR Reps to organise events.</li> </ul>	June 2018	<b>Success Measures</b> <ul style="list-style-type: none"> <li>Secure funding for PGR events (target)</li> <li>Social Space for PG students</li> <li>Annual PGR survey</li> <li>PGR Induction week aligned with Freshers Week</li> </ul>
2.	Survey students with disabilities to establish effectiveness of needs assessment process.	Establish whether new system works and makes student experience better for	<ul style="list-style-type: none"> <li>Meet with Disability Service to establish scope of survey.</li> <li>To work in</li> </ul>	Jan 2018	<b>Success Measures</b> <ul style="list-style-type: none"> <li>Survey completion - # target (establish # of students with disabilities</li> </ul>

		students with disabilities.	partnership with Disabled Students Officer to establish, promote and evaluate survey. <ul style="list-style-type: none"> <li>• Write survey</li> <li>• Promote Survey</li> <li>• Evaluate findings</li> <li>• Produce Report with recommendations</li> </ul>		to establish target). <ul style="list-style-type: none"> <li>• Report written and submitted to Student Voice and GCU.</li> </ul>
3.	Review the effectiveness of student involvement in GCU Programme Reviews	Confidence that the new process is robust.	<ul style="list-style-type: none"> <li>• Meet with Department of Academic Quality and Development to establish review process and measures of success</li> <li>• Conduct research with students involved in the process.</li> <li>• Write report, including recommendations</li> </ul>	March 2018	<b>Success Measure</b> Report provided to SAGE, LTSC and Student Voice.

Yetunde Beatrice Ogedengbe, Vice President SHLS

	Specific Objective <i>What do you/your team want to achieve?</i>	Outcomes <i>What will be different as a result of achieving this objective?</i>	Action Required <i>What actions will you take to achieve this?</i>	Timescale <i>When does this need to be completed by?</i>	Success Measures & Progress <i>How will you track and measure your performance? Make notes about your progress throughout the year</i>
1.	Work with the BME Officers to create Black history month events and SLP Coordinator to input BME workshop/Training into SLP	<ul style="list-style-type: none"> <li>• Creating network opportunity, interaction among international students and home students.</li> <li>• Involvement with BME Alumni</li> <li>• Educating students about diversity and the importance in leadership.</li> <li>• Celebration of ethnic and cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meeting with GCU equality and diversity Advisor, University secretary and PVC International, BME liberation officers, SLP staff coordinator and Societies associated with BME students</li> <li>• Involving Alumni department</li> <li>• Organise, support and promote events (seminar with a guest speaker, multicultural evening)</li> <li>• Evaluate success of the events.</li> <li>• Integrate BME workshop with student leader's Programme.</li> <li>• To work with VP GSBS and societies coordinator to</li> </ul>	September to October	<ul style="list-style-type: none"> <li>• Evaluation survey about the success of the event.</li> <li>• Target of about 150 students for event.</li> <li>• Encouragement and student establishment of African Caribbean Society on campus.</li> </ul>

			achieve establishment of African Caribbean societies.		
2.	Student listening event in SHLS	<ul style="list-style-type: none"> <li>• Opportunity for student to raise positive and negative element of their student experience.</li> <li>• Establish actions to campaign within SHLS.</li> <li>• Action met will help to improve student experience satisfaction and higher turnout/response in surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise four listening report among students and take note of their complains</li> <li>• Work with SHLS Dean, Associate Dean SHLS learning teaching and equality, Programme leaders, Head of departments to carry-out the action plan.</li> </ul>	Trimester one and two	To achieve four listening event with SHLS staff.
3.	Organise listening events for GCU international students.	<ul style="list-style-type: none"> <li>• To Identify issues and improve international student experience</li> <li>• Establish actions to improve international student barometer</li> </ul>	<ul style="list-style-type: none"> <li>• Work with PVC International to establish listening events in trimester one and two</li> <li>• Organise students (at least one representing different country) for the listening events.</li> </ul>	October (trimester one) and trimester two.	<ul style="list-style-type: none"> <li>• Report produced</li> <li>• Testimonies of good student experience from international students.</li> </ul>