



Annual Report 2022-23

Contents

Academic Representation at Worcester	4
<i>School Reps and Education Council</i>	5
<i>University Staff Support</i>	6
<i>Rep Demographics</i>	6
Supporting our Reps	12
<i>Rep Training</i>	12
<i>Rep Forums</i>	12
<i>Rep Conference</i>	13
<i>Rep Drop-Ins</i>	14
<i>Other Engagement Opportunities</i>	14
Course Rep Journals	15
Recognising our Reps	16
<i>Rep Rewards</i>	16
<i>Reps of the Month initiative</i>	17
<i>Rep of the Year</i>	17
<i>Rep Testimonials 2022-23</i>	18
Survey Analysis	19
School Overviews	24
<i>School of Arts</i>	24

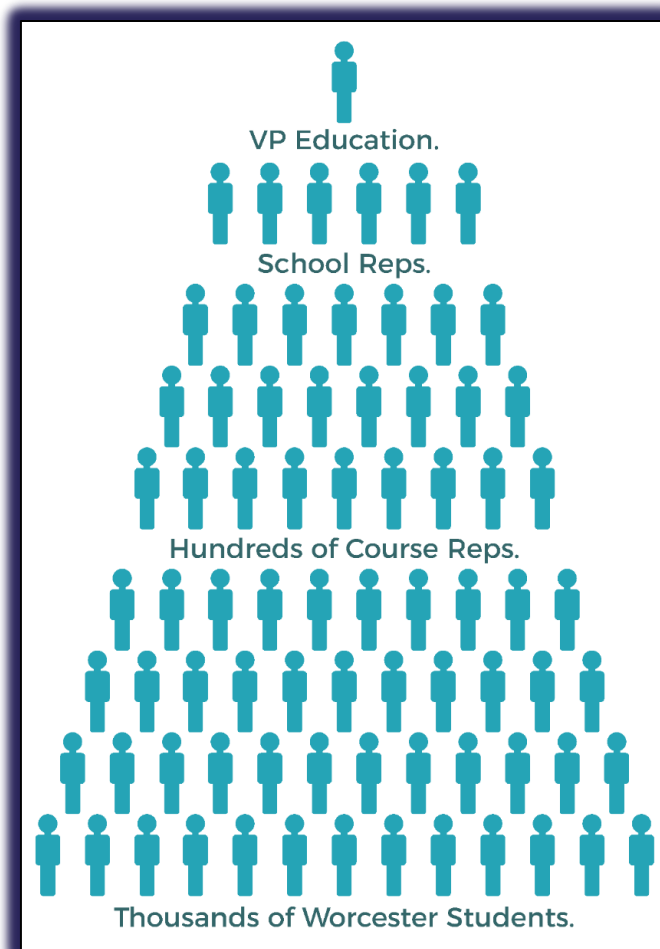
<i>Institute of Education</i>	25
<i>School of Humanities</i>	26
<i>School of Sport & Exercise Science</i>	27
<i>School of Allied Health & Community</i>	28
<i>Worcester Business School</i>	29
<i>School of Psychology</i>	30
<i>Three Counties School of Nursing and Midwifery</i>	31
<i>School of Science and the Environment</i>	32
Looking To 2023-24	33

The Academic Representation System at Worcester

Our student representatives play a pivotal role in enhancing the student experience within their respective cohorts, at course, school, and college level. They offer invaluable insights for co-creation and collaboration from a fresh and innovative perspective. They work closely with university staff to drive student-led initiatives aimed at benefiting both their peers and future students. Worcester Students' Union believes that our students are the experts on what it is like to be a student here at Worcester (or at one of our partner institutions) today and by asking them exactly what they want from their education, we are empowering them to take a leading role, resulting in a more rounded learning experience.

How is the system structured?

The Undergraduate/Postgraduate Taught Academic Representation System consists of three levels: Course Reps, School Reps (known as Department Reps in 2023-24), and the Vice President Education. Course Reps work at the Course level, School Reps (known as Department Reps in 2023-24) work at the Department and College Levels and the Vice President Education works at the University level. This structure ensures that there is student representation at all levels within university decision-making.



In the 2022-23 academic year, we had **429** Course Reps volunteering their time to represent their peers' views and ensuring that the student voice is heard. This was an increase of 76 Reps from the previous year (2021-22). This number is determined by the Code of Practice which lays out a student-to-Rep ratio. The Rep ratio system allows for 1 Rep per level per course on a cohort with 40 students or less.

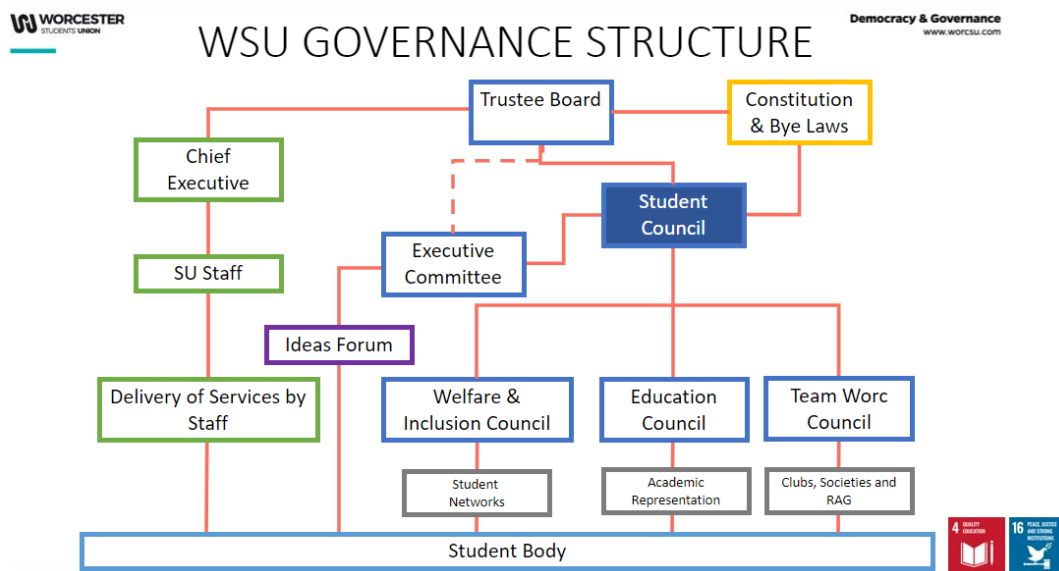
School Reps and Education Council

School Reps create an essential link between Course Reps and senior members of staff within their School and College. We had 24 out of 29 School Reps in position during the 2022-23 academic year, and all of them undertook training. We saw good levels of engagement from most of the School Reps, and they engaged fantastically in discussions at councils and forums. Five of the School Reps volunteered to read over the University's Teaching Excellence Framework (TEF) submission, and feedback their thoughts. We were really impressed with their dedication to the role and their hard work.

Despite repeat attempts to recruit, the following School Rep positions were vacant in 2022-23:

- English, Media and Culture
- Social work and the Community
- Midwifery and CPD
- Marketing and Enterprise
- Sport, Management and Outdoor Education

School Reps met regularly with the Vice President Education at Education Council meetings.



Education Council exists to oversee the prioritisation of educational policy at the Students' Union and acts as a sub-group of Student Council. It provides a forum for School Reps and Academic Society Chairs, along with the Vice President Education, to work together to discuss, debate and respond to the issues that affect the students they represent as well as working together to raise awareness of the academic representation system. Consultation on policy is a big part of a

School Rep's role, and this year we saw Reps consulted on a range of topics through Education Council, including:

- 06.1 Policy - Mental Health
- 06.2 Policy - Financial Training
- 06.3 Policy - City Campus Development Board
- 06.4 Policy - Module Withdrawal Procedures
- 06.5 Policy - Orange Button

University Staff Support to the Academic Representation System

Support from University staff is vital to the functioning of the Academic Representation System. Every School/Department has a named member of academic staff with responsibility for supporting the Reps within their School/Department. These are called the Academic Representation Coordinators, also known as ARCs, and Course Rep Coordinators. The ARC oversees the entire Academic Representation System within their School. They communicate with Course Reps, School Reps, and other appropriate staff members with the aim of ensuring effective student representation. They will ensure that issues raised, and subsequent implemented changes, are fed back to Reps, while also helping Reps communicate the University response to feedback to their course-mates. They are also the first port of call for Reps who need advice and guidance regarding feedback.



Rep Demographics

This demographic analysis of School Reps and Course Reps was completed in November 2022. This year's data represents student engaging with these groups from Sep 2022-Nov 2022 and is compared with engagement last year Sep 2021-Aug 2022.

Table 1: Total Number of Course Reps between 2018-2019 and 2022-23

2018-19	2019-20	2020-21	2021-22	2022-23
387	375	364	353	429

Table 2: Breakdown of Course Reps by School from 2019-20 to 2022-23

School	2019-20		2020-21		2021-22		2022-23	
	Number of Reps	% of sample	Number of Reps	% of sample	Number of Reps	% of sample	Number of Reps	% of sample
School of Education	69	18.40 %	64	17.58 %	79	19.66%	88	21.05%
School of Sport and Exercise Science	54	14.40 %	47	12.91 %	42	12.18%	42	10.04%
School of Arts	48	12.80 %	46	12.64 %	38	13.60%	47	11.24%
School of Allied Health and Community	44	11.73 %	49	13.46 %	45	13.03%	60	14.35%
School of Humanities	40	10.67 %	31	8.52 %	31	9.07%	37	8.85%
School of Science and the Environment	38	10.13 %	31	8.52 %	29	8.50%	25	5.98%
Three Counties School of Nursing and Midwifery	26	6.93 %	36	9.89 %	43	11.05%	53	12.67%
School of Psychology	25	6.67 %	22	6.04 %	18	5.67%	24	5.74%
Worcester Business School	18	4.80 %	22	6.04 %	20	4.25%	33	7.89%
Joint Honours across Schools	13	3.47 %	16	4.39 %	11	2.99%	9	2.15%

Table 3: Breakdown of Course Reps and School Reps by Level of Study 2022-23

LEVEL	03	04	05	06	07
UW	11.34%	23.03%	19.53%	22.47%	23.62%
Course Reps	13.29%	23.26%	24.77%	25.98%	12.69%
Variance from UW pop.	1.95%	0.23%	5.24%	3.51%	-10.93%
Variance from UW pop. (21-22)	-1.38%	1.82%	4.79%	5.15%	-10.38%
School Reps	13.64%	0.00%	31.82%	50.00%	4.55%
Variance from UW pop.	2.30%	-23.03%	12.28%	27.53%	-19.08%
Variance from UW pop. (21-22)	-13.56%	-20.85%	10.30%	38.83%	-14.72%

Table 4: Breakdown of Course Reps and School Reps by Gender 2022-23

GENDER	Female	Male	Other	Prefer not to say
UW	71.97%	27.62%	0.15%	0.26%
Course Reps	69.79%	29.31%	0.00%	0.91%
Variance from UW pop.	-2.18%	1.69%	-0.15%	0.64%
Variance from UW pop. (21-22)	1.50%	-1.48%	-0.02%	
School Reps	63.64%	36.36%	0.00%	0.00%
Variance from UW pop.	-8.33%	8.74%	-0.15%	-0.26%
Variance from UW pop. (21-22)	9.32%	-9.30%	-0.02%	

Table 5: Breakdown of Course Reps and School Reps by Nationality 2022-23

NATIONALITY	EU	Home	Overseas	
UW		5.00%	85.12%	9.88%
Course Reps		6.04%	87.92%	6.04%
Variance from UW pop.		1.04%	2.80%	-3.83%
Variance from UW pop. (21-22)		1.08%	4.37%	-5.45%
School Reps		4.55%	95.45%	0.00%
Variance from UW pop.		-0.46%	10.33%	-9.88%
Variance from UW pop. (21-22)		2.98%	4.45%	-7.43%

Table 6: Breakdown of Course Reps and School Reps by Ethnicity 2022-23

ETHNICITY	Non-White	White	Unknown
UW	20.49%	76.27%	3.24%
Course Reps	13.29%	83.08%	3.63%
Variance from UW pop.	-7.19%	6.81%	0.38%
Variance from UW pop. (21-22)	-7.72%	4.95%	2.77%
School Reps	13.64%	81.82%	4.55%
Variance from UW pop.	-6.85%	5.55%	1.30%
Variance from UW pop. (21-22)	-18.20%	13.25%	4.95%

Table 7: Breakdown of Course Reps and School Reps by Disability Status 2022-23

DISABILITY STATUS	No known disability	Blind/ serious visual impairment	Deaf /serious hearing impairment	Long standing illness or health condition	Mental health condition, such as depression	Social/communication impairment such as Asperger's	Physical impairment or mobility issues	Two or more impairments and/or disabling conditions	Specific learning difficulty such as dyslexia	Disability, impairment or medical condition
UW	79.41 %	0.22%	0.59%	2.32%	6.19%	1.30%	0.60%	0.05%	7.68%	1.64%
Course Reps	68.88 %	0.60%	1.51%	3.63%	8.16%	2.72%	1.21%	0.00%	10.88 %	2.42%
Variance from UW pop.	-10.52 %	0.39%	0.92%	1.31%	1.96%	1.42%	0.61%	-0.05%	3.20%	0.78%
Variance from UW pop. (21-22)	-12.73 %	-0.19%	0.67%	2.63%	3.96%	0.74%	0.91%	1.57%	1.79%	0.64%
School Reps	72.73 %	0.00%	0.00%	9.09%	0.00%	4.55%	0.00%	0.00%	9.09%	4.55%
Variance from UW pop.	-6.68%	-0.22%	-0.59%	6.77%	-6.19%	3.25%	-0.60%	-0.05%	1.41%	2.91%
Variance from UW pop. (21-22)	-19.28 %	-0.19%	-0.46%	6.79%	7.66%	-0.96%	3.84%	7.15%	-3.21%	-1.34%

Table 8: Breakdown of Course Reps and School Reps by LGBTQ+ Status 2022-23

LGBTQ+ Status	Heterosexual	LGBT	Not Recorded
UW	79.77%	11.94%	8.29%
Course Reps	75.53%	14.80%	9.67%
Variance from UW pop.	-4.24%	2.86%	1.38%
Variance from UW pop. (21-22)	-4.26%	6.39%	-2.13%
School Reps	50.00%	40.91%	9.09%
Variance from UW pop.	-29.77%	28.97%	0.80%
Variance from UW pop. (21-22)	-16.66%	14.06%	2.60%

Table 9: Breakdown of Course Reps and School Reps by Age 2022-23

AGE	Mature	Young	Not Known
UW	64.12%	35.59%	0.28%
Course Reps	61.03%	38.97%	0.00%
Variance from UW pop.	-3.09%	3.38%	-0.28%
Variance from UW pop. (21-22)	-5.95%	6.15%	-0.20%
School Reps	63.64%	36.36%	0.00%
Variance from UW pop.	-0.48%	0.77%	-0.28%
Variance from UW pop. (21-22)	17.73%	-17.53%	-0.20%

Table 10: Breakdown of Course Reps and School Reps by POLAR-4 Quintiles 2022-23

POLAR4 classifies local areas across the UK according to the **young participation rate in higher education**. The young participation rate is calculated by dividing the number of young people from each area who enter higher education aged 18 or 19 by the young population of that area. The areas are then ranked by participation rate and split into five quintiles, each of which represents about a fifth of the young population. The 20% of areas with the lowest participation rates are designated as "quintile 1", the top 20% are "quintile 5" and everywhere else is somewhere in between.

POLAR-4	0	1	2	3	4	5
UW	10.93%	12.66%	18.76%	18.94%	19.21%	19.50%
Course Reps	9.37%	13.29%	17.22%	16.01%	21.45%	22.66%
Variance from UW pop.	-1.56%	0.63%	-1.54%	-2.93%	2.24%	3.16%
Variance from UW pop. (21-22)	-1.50%	-0.83%	2.54%	-3.09%	2.14%	0.75%
School Reps	4.55%	9.09%	22.73%	18.18%	27.27%	18.18%
Variance from UW pop.	-6.38%	-3.57%	3.97%	-0.76%	8.07%	-1.32%
Variance from UW pop. (21-22)	-1.59%	0.03%	-1.03%	11.20%	-10.70%	2.09%

Table 10: Breakdown of Course Reps and School Reps by Religion 2022-23

RELIGION	Any other religion or belief	Buddhist	Christian	Hindu	Jewish	No religion	Not given	Prefer not to say	Sikh	Spiritual	Muslim
UW	1.60%	0.46%	29.35%	3.93%	0.09%	51.69%	3.46%	4.56%	1.22%	-	3.65%
Course Reps	3.32%	0.00%	29.00%	2.72%	0.00%	55.59%	0.00%	7.25%	0.60%	-	1.51%
Variance from UW pop.	1.73%	-0.46%	-0.34%	-1.21%	-0.09%	3.90%	-3.46%	2.69%	-0.62%	-	-2.14%
Variance from UW pop. (21-22)	0.91%	-0.40%	-0.81%	-1.00%	-0.18%	-0.36%	-1.27%	-	-0.71%	2.49%	-1.58%
School Reps	4.55%	0.00%	22.73%	0.00%	0.00%	50.00%	0.00%	18.18%	4.55%	-	0.00%
Variance from UW pop.	2.95%	-0.46%	-6.62%	-3.93%	-0.09%	-1.69%	-3.46%	13.63%	3.32%	-	-3.65%
Variance from UW pop. (21-22)	-0.79%	-0.40%	-14.29%	-2.42%	-0.10%	18.31%	-2.98%	-	-1.27%	7.22%	-3.28%

When these figures are compared to the overall population of the University, we can see the following:

- Course Reps have a slightly smaller proportion of mature students than the UW total and a slightly greater proportion of young students. The variance is minimal for School Reps.
- The proportion of Course Reps with no known disability is lower than the UW total, with the relatively significant variance being similar to last year.
- As was found last year, LGBTQ+ students are more likely to become a Course Rep, with School Reps seeing a +28.97% variance on UW data.
- School Reps has seen an increase in engagement of non-white students (-6.85% variance) compared to last year (-18.20%).
- Unlike last year where we saw females were marginally more likely to become Course Reps, this year we've seen males are now more likely to become Course and School Reps.
- Again, as we saw in 2021-22, International students, particularly overseas students are less likely to become Course Reps than Home or EU students.

Both the Students' Union and the University share a strong commitment to making the Academic Representation System accessible to the diverse community that thrives at Worcester. We are dedicated to aligning the system with our shared values of inclusivity, ensuring that it accurately mirrors the existing demographics of our institution.

In the upcoming academic year, we are taking significant steps to further embed inclusivity into the system aligned with the Students' Union new Strategic Plan. These efforts will be guided by the SU Strategic Plan, SU policy, the University's Access and Participation Plan, and the principles articulated in the University's Inclusion Toolkit for Learning and Teaching. This concerted

approach will we hope help to create a more inclusive and representative academic environment for all and build on previous efforts in this area.

Supporting our Reps

Rep Training

We believe that a major contributor to the fundamental success of the Academic Representation System hinges on adequately preparing our Reps to understand and embrace their roles through comprehensive training. In light of the post-pandemic landscape this year, we made the decision to continue to conduct all training sessions online, with the hope of enhancing accessibility and consequently boosting the number of trained Reps.

In the 2022/23 academic year, out of the 429 Reps, a commendable 394 successfully completed their online training. This achievement translates to an impressive training rate of 92%, marking the highest rate we've observed in several years. For context, the previous year saw a training rate of 77% among all Reps. Our success in achieving these high training rates was partly attributed to our continued use of a bespoke representative database, which allowed us to efficiently manage our Reps and their progress. This database enabled us to regularly monitor the training status of each Rep, facilitating the identification of training gaps for prompt resolution.

As we look ahead to the 2023/24 academic year, we are committed to further enhancing our training provision for our Reps. To achieve this, we have conducted a comprehensive overhaul of our training content, ensuring it remains relevant, engaging, and comprehensive in addressing all the needs of our Reps. In response to feedback from our student body and in collaboration with our university colleagues, we are transitioning back to in-person training sessions for our Reps in 2023/24. This mode of training has been identified as the preference of our stakeholders. Our goal in returning to in-person training is to create an environment conducive to more substantial and interactive discussions with our representatives, equipping them thoroughly for the responsibilities they will have in the year ahead as representatives. We will also be conducting a more comprehensive feedback collection process from Reps who have completed our training. This step is aimed at ensuring the continual improvement and excellence of our training programs.

Rep Forums

Course Rep Forums

We held two Course Rep Forums in 2022-23 (one in Semester 1 and one in Semester 2). Topics covered at Course Rep Forums included:

- Teaching Excellence Framework (TEF)
- PATS (Personal Academic Tutors)
- Mitigating Circumstances policy and students' experiences

School Rep Forums

We held two School Rep Forums in 2022-23 (one in Semester 1 and one in Semester 2). Topics covered at School Rep Forums included:

- Teaching Excellence Framework (TEF)
- PATS (Personal Academic Tutors) and other feedback from course reps
- Provost Q&A - The School Reps presented good questions to the provost surrounding graduation and timetabling
- Improving learning & communal spaces
- Cost of living

Rep Conference 2022-23

We held a Rep Conference on 20th January 2023 which 59 Reps registered to attend. Approximately 40 Reps attended throughout the day, which is a significant increase from last year's REPstival, and demonstrates that Reps are willing to engage in educational sessions. We organised sessions aimed at enhancing the experience and skillsets of our Student Representatives with an opportunity to network between themselves and with external organisations such as NUS. We coordinated an engaging and diverse agenda with sessions run by internal staff and external organisations and individuals. The agenda covered the following topics:

- Decolonising the Curriculum
- Transphobia
- Introduction to National Union of Students
- TEF round table discussion
- Sustainability in Education

Overall Rep conference was received very positively by those students who attended. The History of NUS session was particularly popular with students, having the highest turn out and with most students feeding back that they 'strongly agreed' the session had enhanced their knowledge around NUS. SU Roundtable Feedback was also a highly successful session with students, with feedback across all areas for the session being overwhelmingly positive. For the Sustainability session 100% of students either agreed or strongly agreed that they would like to see more events/workshops on the topic, providing comments that the speakers were "great" and "very engaging". The sessions on Transphobia Awareness and Decolonising the Curriculum also shared the positive reception with one student suggesting the Transphobia Awareness workshop should be "presented to staff, especially middle to upper management" while another



Time	Session	Host
Welcome & Greet - Coffee		
09:30		
09:45	Introduction to Rep Conference	Gemma Allcott (VP Education)
10:00	History of NUS	Nehaal Bajwa (VP Liberation & Equality)
Break		
10:30		
11:00	Decolonising the Curriculum	Nehaal Bajwa (VP Liberation & Equality)
Lunch		
12:30		
13:30	Transphobia	Ashley Storer-Smith (UoNSU, Student Voice Manager)
14:30	WSU Feedback (Roundtable Discussion)	Gemma Allcott (VP Education)
Break		
15:30		
16:00	Sustainability	Katie Boom (UoW, Director of Sustainability)
17:00	Closing Remarks	Gemma Allcott (VP Education)

student described the Decolonising the Curriculum workshop as “a very interesting presentation which encouraged conversation and discussion.”



Rep Drop-Ins

Rep Drop-In sessions were offered this year, with Vice President Education and Student Voice Assistant. These were designed as informal spaces where Reps could come along and have a chat to a member of the SU team about their role or any student issues, they were aware of within their cohort. They ran at differing times of the day and on different days to try to be as accessible as possible to our different students' schedules.



Other Engagement Opportunities

An additional engagement activity open to all Reps this year was an event called 'Pizza with PVC' student meeting. In our Students' Union All Student Meeting earlier in the year, students had explained they would like the opportunity to meet with university leadership in order to directly raise their concerns, provide feedback and discuss their university experience. As a result, we worked with PVC Students to host the 'Pizza with the PVC' event which took place on the 18th April 2023. It was a 2-hour informal session and around 10 of our councillors and Reps attended.

We are excited to work with university leadership in 2023-24 to host more of these events next year.

Course Rep Journals

All Reps are encouraged to fill in regular journals to enable the SU to monitor feedback across the University and to ensure Reps have an easy way to ask the SU for support. The SU uses Course Rep Journals to identify key trends and issues. Where applicable, the Vice President Education will raise issues with relevant University staff members. Reps can feedback on updates from meetings they have attended, student feedback received, updates on the impact they are having, or any issues they would like the SU to support them with.

All issues raised feed into the SU's Monthly Feedback and Intelligence Report, which helps influence the Union's educational policy and enables it to tackle issues proactively. This year we had 53 entries, which is a 17% increase from last year which is positive. However, this number remains far lower than in previous years, so we are continuing to investigate how we utilise the journals moving forward to enable our Reps to effectively communicate their work back to us.

Journal Statistics

- **53 entries**
- **17% increase from last year**



COURSE REPS!

Don't forget to fill in your **Course Rep Journals**

CLICK HERE TO GET STARTED



Recognising our Reps

Course Rep and School Rep Rewards 2022/23

This year we introduced a new Rep Rewards Scheme and completely revised the criteria for these rewards, making adjustments for varying demands of different courses and including a broader spectrum of engagement factors. We widened the scope of engagement activities, with the criteria for Course Reps to partake in 6 (Bronze), 10 (Silver) or 14 (Gold) activities to achieve the relevant award and School Reps to partake in 8 (Bronze), 12 (Silver) or 16 (Gold) activities to achieve the relevant award.

School Rep Award Criteria
Here are the criteria you need to meet to achieve a bronze, silver or gold School Rep Award. The list at the bottom details all the types of engagement activities.

Bronze Award
Take part in eight engagement activities from the list.

Silver Award
Take part in twelve engagement activities from the list.

Gold Award
Take part in sixteen engagement activities from the list.

Must include:

- School Rep Training
- 1 x Education Council
- 1 x School Rep Forum

Must include:

- School Rep Training
- 2 x Education Council
- 2 x School Rep Forum with the S.U.
- Award Rep Conference*

Must include:

- School Rep Training
- 3 x Education Council
- 2 x School Rep Forum with the S.U.
- Award Rep Conference*
- Award 1 x EQE.

What counts as an engagement activity?
*You do not need to attend all of the conferences but must be present for at least one session.
**These will not apply to all School Reps.

- School Rep Training
- Education Council
- EQE meetings
- School Rep Forum
- Rep Conference**
- Students' Union All Student Meeting
- Completing a Rep Journal
- Attending a Rep drop in session with the Students' Union.
- Having a meeting with your Academic Representation Coordinator (ARC)
- Attending/ entering a Rep meeting within your school.
- Attending an SLC meeting**.
- Attending Student Council**
- Workshops – completed on an official basis. E.g. giving a campaign group with the VICE, running a Rep Meet.

WORCESTER STUDENTS' UNION

Below are the numbers of Reps who received each award in 2022-23:

	Course Reps	School Reps	TOTAL
Bronze	17	10	36 Awards
Silver	1	3	
Gold	2	3	



Reps of the Month initiative

For the fourth year running we ran Course Rep of the Month and School Rep of the Month initiatives, to recognise and thank outstanding reps. Both staff and students were able to nominate Course Reps and Schools Reps for Rep of the Month throughout the year. This year we added a photograph opportunity for all celebrated Reps when they collected their certificates and badges which was well received.

We had School Reps of the month from all schools and saw Course Reps of the month from the following courses: Healthcare Management and Leadership, English Literature, Computing, SENDI, Business Management, Criminology, Paramedic Science and Adult Nursing.

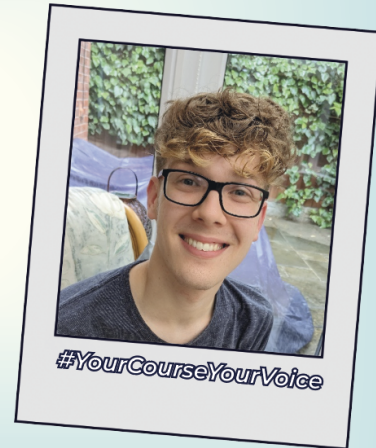
Rep of the Year Award

As part of our annual Union Awards, the SU offered Reps the chance to win 'Course Rep of the Year Award' and 'School Rep of the Year Award', both of which recognise outstanding achievements.

Rep Testimonials 2022-23

Christian Hudson

At first I was worried I lacked the confidence to apply for the course rep role, so I'm hugely grateful to my course mate who encouraged me to go for it. It's been a brilliant opportunity which has really developed my confidence and communication. It has helped me to meet new people and feel more involved with the course through taking forwards feedback from my course mates and working with staff towards positive change. It was lovely to work as a team with my fellow reps and feel like we're making a difference so that everyone's university experience could be the best it could be.



Liam Kernan

Being the MSc Psychology postgraduate course rep has been a great experience. Being the conduit between staff and students, feeding back student experience and Staff, Student Liaison Committee meetings have been a chance to hone my listening and diplomacy skills.



Survey Analysis

Please find in this short report a summary of the responses from students in the Course Experience Survey (CES) 2023 to questions relating to the Students' Union and specifically the Academic Representation System it facilitates. The CES, facilitated by the University, is completed by non-final year students. Questions within the survey are largely based on those in the National Student Survey (NSS), which is completed by final year students. To note this year, question 14.2 has been changed from "Overall, I am satisfied with the services provided by the Students' Union including advice, representation, societies, volunteering, entertainment and sport?" to the new question "How well does the Students' Union (association or guild) represent students' academic interests?". We recognise that this change will have an impact on comparative data for now, until future data can be collected.

There are three questions in the CES that are specific to the Students' Union, as follows.

Question 5 on Organisation and Management:

Q5.3 "I know who the Course Rep is for my course"

Q5.4: "Course Reps represent the interests of students on my course"

Question 14 on Overall Satisfaction:

Q14.2: "How well does the Students' Union (association or guild) represent students' academic interests?"

Q5.3 I know who the Course Rep is for my course.

This year there was a noticeable increase in the number of students who reported that they knew their course Rep on their course down by 3.42% year on year from 2021/22. It is worth highlighting that out of the nine schools, seven experienced an increase in this awareness, with only two schools showing marginal decreases.

Notably, the School of Humanities & Science & the Environment witnessed a significant surge in respondents, with a remarkable 14% & 13% increase compared to the previous academic year. This is particularly encouraging given the lower engagement the Union experienced from these schools during the year. Additionally, the Worcester Business School achieved an 8% increase, continuing a positive trend of improvement over the past five years.

The school with the lowest awareness was TCSNM, with a 67% recognition rate. This outcome is still commendable, especially considering that 80 fewer students participated in this year's CES. Conversely, the School of Science & the Environment boasted the highest percentage of students who could identify their representative, reaching an impressive 98%, reflecting a 13% increase from the previous year.

Q5.3 I know who the Course Rep is for my course						
School	2018-19 (%)	2019-20 (%)	2020/21 (%)	2021/22 (%)	2022/23 (%)	+/-%
Allied Health and Community	87	89	90	89	94	+5
Arts	79	91	89	83	87	+4
Education	95	95	94	92	93	+1
Humanities	64	73	79	67	81	+14
Nursing and Midwifery	90	83	84	69	67	-2
Psychology	39	52	70	84	82	-2
Science and the Environment	79	79	79	85	98	+13
Sport and Exercise Science	85	84	83	82	87	+5
Worcester Business School	39	65	67	62	70	+8
Overall	75%	81%	83%	80%	84%	4% Increase

Key:

Increased Score	No Change	Decreased Score
-----------------	-----------	-----------------

Q5.4 Course Reps represent the interests of students on my course effectively.

Overall, there has been a 14.27% increase in satisfaction from students for Q5.4, averaging at 80% for the 2022/23 academic year. When we scrutinise these results in comparison to the 2020/21 academic year at the school level, it's evident that scores for Q5.4 have consistently improved, with all nine schools registering an uptick in their scores.

The only school not to receive an increase over 10% was the School of Education which saw a 6% increase. It's important to highlight the significant increase in all the other schools. Worcester Business School & Science & the Environment both saw increases of over 20%. This is the first time in the past 5 years that all schools have seen an increase. We believe that through

developing relationships with key academic staff and reps this has helped raise awareness of the impact and work reps do in their courses.

Q5.4 Course Reps represent the interests of students on my course?						
School	2018-19 (%)	2019-20 (%)	2020-21(%)	2021/22 (%)	2022/23 (%)	+/-%
Allied Health and Community	74	64	75	71	89	+18
Arts	67	70	78	70	84	+14
Education	86	84	86	72	78	+6
Humanities	50	57	68	62	77	+15
Nursing and Midwifery	75	65	77	64	75	+11
Psychology	35	38	64	67	81	+14
Science and the Environment	57	61	66	62	92	+30
Sport and Exercise Science	67	74	71	62	81	+19
Worcester Business School	36	61	56	51	72+	+21
Overall	65%	67%	73%	66%	80%	14% Increase

Key:

Increased Score	No Change	Decreased Score
-----------------	-----------	-----------------

Q14.2 How well does the student's union (association or guild) represent students' academic interests?

It is important to note that there has been a recent change in the above survey question. The previous question was phrased as follows; "Overall, I am satisfied with the services provided by the Students' Union including advice, representation, societies, volunteering, entertainment and sport?", this has now been changed to "How well does the Students' Union (association or guild) represent students' academic interests?". This will have a significant impact on the year-on-year

comparative data. As a result, caution should be exercised when interpreting trends and making decisions based on such data. It will be necessary to fully re-evaluate the survey's impact once the 2023/24 data is collected.

Due to the change in question, we felt it was important to reflect on the 2022/23 percentage scoring rather than comparing it to previous year data, although we have included the previous 4 years of data for reference. We were encouraged to see that all 9 schools were above 70% satisfaction.

Regardless of question change it was positive to see an 80% satisfaction in the School of Allied Health & Community, in light of the turbulent year students on the paramedic course had experienced in the previous year. It should be noted that the Union has worked closely with the academic reps, support staff and university SMT to ensure that the student experience for our paramedic students was improved.

Q14.2 How well does the Students' Union represent students' academic interests						
School	2018-19 (%)	2019-20 (%)	2020-21 (%)	2021-22 (%)	2022/23 (%)	+/-%
Allied Health and Community	81	71	67	63	80	+17
Arts	80	82	73	79	85	+6
Education	84	82	76	77	85	+8
Humanities	68	81	67	69	83	+14
Nursing and Midwifery	73	70	66	54	82	+28
Psychology	68	78	72	80	78	-2
Science and the Environment	76	81	70	67	77	+10
Sport and Exercise Science	85	88	76	78	78	0
Worcester Business School	71	70	58	65	72	+7
Overall	78%	79%	70%	69%	80	11% Increase

Key:

Increased Score	No Change	Decreased Score
-----------------	-----------	-----------------

Recommendations: Q14.2

As we approach the upcoming academic year, the Students' Union faces a substantial task. Our responsibilities extend beyond simply highlighting the impact of our services on students' academic pursuits; we must also reassess our approach to engaging with students as our foremost priority. With the new change to the CES question, it becomes paramount to involve as many students as possible in the planning process of their Academic Representation System. Their input will be instrumental in shaping both the operational and strategic plans for the Students' Union moving forward, particularly in terms of how we promote and manage survey data. In the current academic year, we've received feedback from numerous students expressing their feeling of being inundated with surveys to complete. This influx undoubtedly has a detrimental effect on response rates and is an area we want to be particularly mindful of this year.

As we have no data to compare Q14.2, next year's data becomes very important in context setting and identification of key development areas. The Union will continue to target the schools who have had the lowest satisfaction in a bid to increase awareness of the work that we do and work collaboratively with the school(s) to drive satisfaction.

School of Arts

School Reps

Art & Design: Iva Devcic

Film & Media: Brad Law

Theatre: Frankie Webb

ARC

Alison Reeves

Key Stats



47 Course Reps elected

46 Course Reps trained (98%)

2 Course Reps awarded Bronze Rep Reward

2 School Reps awarded Bronze Rep Reward

Key Impacts

- **School Reps attendance to School Rep Forums & Education Councils:** Across the 3 School Reps for the School of Arts, attendance was 100% at all School Rep Forums and Education Council meetings run in 2022-23.
- **Skills Workshops:** Course Reps in Art and Design Department raised the issue of supporting skills workshops in several areas from printing to photography in 2021-22. This has been taken on board by the Head of Department and technical staff supported more workshops in 2022-23 as a result.
- **Dance Studio:** Reps made SU Officers aware at the start of the year that the Dance Studio in Riverside had been given to sports therapy. Dance students were unhappy as they had nowhere to rehearse and were expected to purchase their own mirrors. As a result the SU supported this cohort by purchasing mirrors

Institute of Education

School Reps

Children and Families: Ellie Harris

Education and Inclusion: Seb James

Primary: Tegen Jones

Secondary and Post Compulsory: Rajan Bhogal

ARC

Andy Taylor

Key Stats



88 Course Reps elected

80 Course Reps trained (90%)

3 Course Reps awarded Bronze Rep Reward

1 Course Rep awarded Silver Rep Reward

1 Course Rep awarded Gold Rep Reward

3 School Reps awarded Bronze Rep Reward

1 School Rep awarded Silver Rep Reward

1 School Rep awarded Gold Rep Reward

Key Impacts

- **Reward & Recognition:** A School Rep introduced and created a new reward and recognition system for the Institute of Education. This was a new way for colleagues and students to recognise the little 'wow' moments that occur every day.
- **Positive Feedback:** Reps throughout the year fed back positive comments from cohort to ARC & SU via journals, celebrating good experiences as well as raising concerns or issues. Positive feedback was seen for end of placement observations, University face to face sessions and actioning requests from previous feedback.
- **Dissertation Supervisors:** Course Reps raised concerns around the allocation and expectations of dissertation supervisors. Together with the School Rep, Reps found a solution focused approach, suggesting the idea that dissertation supervisors could produce an expectations guide to hand out when allocated their students. Idea was also shared with SU for wider institution circulation if felt appropriate.
- **ARC of the Year:** Andy Taylor - Institute of Education - was awarded ARC of the year in 2022-23 (Student Choice Awards).

School of Humanities

School Reps

English, Media and Culture: VACANT

History, Politics and Sociology: Vicki Embleton

Law: Harry Janssen

ARC

Dr Lefteris Kailoglou

Key Stats



37 Course Reps elected

37 Course Reps trained (100%)

3 Course Reps awarded Bronze Rep Reward

2 Course Rep awarded Silver Rep Reward

1 Course Rep awarded Gold Rep Reward

2 School Reps awarded Bronze Rep Reward

Key Impacts

- **Timetabling:** A Course Rep raised concerns from their cohort (English) over timetabling in their SSLC meeting with the course leader and lecturer. In Media & Culture timetabling concerns were raised regarding 1 hour sessions resulting in commuter students travelling for

longer periods of time than in their learning space. In response to the timetable, Reps managed to change the timings of the two sessions causing issues and the way the sessions were taught changed (seminar was integrated into the lecture).

- **Learning Objectives:** There were some concerns highlighted around learning objectives sometimes being vague and difficult in terms of accessibility. The Course Rep raised this in an SSLC and this prompted an anonymous ballot to be introduced allowing students to submit any questions regarding upcoming coursework.
- **Industrial Action:** Due to the increase in Industrial Action taken by the train companies last year, students asked Reps to suggest an option in the attendance section of SOLE to clarify that they are unable to attend lectures and seminars due to the strikes. Their Rep took this to relevant staff members who supported the idea of having an explanation on SOLE for absence relating to train strikes - not just the 'authorised absence' option.
- **DDS allowances:** History students raised concerns through their Course Reps and School Reps that they were not being allowed to adhere to their DDS requirements, for example not permitted to bring a laptop in to lectures to support their learning. Through the Rep System this was escalated to Vice President Education who followed up and re-confirmed allowances with Provost & PVC academic for education and culture.
- **Course Rep of the Year:** Matt Caldwell, Course Rep for Joint Honours English Literature and Joint Honours History, was awarded Course Rep of the Year at 2022-23 WSU TeamWorc Awards.

School of Sport & Exercise Science

School Reps

Sport & Exercise Science: Samuel Finney

PE & Coaching: Joanna Robertson

Sport, Management & Outdoor Education:
VACANT

ARC

Jaime Guinan

Key Stats



42 Course Reps elected

42 Course Reps trained (100%)

1 Course Rep awarded Bronze Rep Reward

2 School Reps awarded Bronze Rep Reward

2 School Reps awarded Silver Rep Reward

1 School Reps awarded Gold Rep Reward

Key Impacts

- **Engagement:** School Reps attended all School Rep Forums, Education Council, Rep Conference, Rep Drop-In Sessions and the All Student Meeting across the year, sharing their cohorts' feedback and insight in these democratic spaces.
- **Collaboration:** School Reps and supporting staff continued to create a collaborative environment to enable Course Reps to contribute their cohorts' thoughts and voices across departments.
- **Cohort Awareness:** CES feedback showed the majority of students who fed back about the Rep System said they knew who their Reps were and they found them engaging and proactive.

School of Allied Health and Community

School Reps

Social Work & the Community: VACANT

Health & Wellbeing: Hannah Harrison

Paramedic Science & Physicians Associates:
Benji Robison

Occupational Therapy, Physiotherapy and
Nutritional Therapy: Helen Phillips

ARC

Michelle Parvin

Key Stats



60 Course Reps elected

55 Course Reps trained (92%)

3 Course Reps awarded Bronze Rep Reward

2 School Reps awarded Bronze Rep Reward

1 School Rep awarded Silver Rep Reward

Key Impacts

- **Positive feedback about Rep role building confidence:** A Rep fed back via the Rep Journal that taking on the role had helped them confront their anxiety and as a result they felt proud and more confident.
- **Paramedic experience:** 2nd and 3rd year paramedics fed back via the Rep System that they feel dissatisfied with aspects of their course including Lecturer vacancies, no ID cards for placement (to get in to the ambulance hub) and feelings that they are being unfairly treated whilst on placement because they come from Worcester. Issues were escalated to Vice President Education who raised these with SU Exec & University SLT.
- **School Rep of the Year:** Hannah Harrison, School Rep for Health & Wellbeing, was awarded School Rep of the Year at the 2022-23 WSU TeamWorc Awards.
- **Cost of Living Crisis Campaign involvement:** ARC and School Rep attended an SU drop-in session and spoke about the issue of low attendance within the course, particularly exploring whether low attendance could be due to the cost of living crisis affecting students with prices of petrol and public transport costs. Subsequent engagement with the SU Cost of Living Campaign.

Worcester Business School

School Reps

Marketing & Enterprise: VACANT

Computing: Caroline Pawley

Management & Finance: Jack Lambert

ARC

Viv Bell

Key Stats



33 Course Reps elected

27 Course Reps trained (82%)

3 Course Reps awarded Bronze Rep Reward

1 School Rep awarded Bronze Rep Reward

Key Impacts

- **Academia Options:** A Course Rep in College BPS drove forward the option to have English literature as a major for second year, which was greatly appreciated by both students and staff.
- **Room Access:** Issues were raised via Course Reps about the use of rooms by staff within the Charles Hastings building, which were understood to be study spaces for students, resulting in students unable to find appropriate space to study.
- **City Campus developments:** A Course Rep ran a campaign for greater visibility and services to be offered on City Campus. After a number of consultations and discussions with PVC Students, progress is being made on upgrading City Campus. Reps raised in various meetings that the lack of community was a major problem for the city campus community and should be addressed by the University.

School of Psychology

School Reps

Performance Health and Wellbeing: Nicole Mau Vieira

Postgraduate Taught: Hannah Gray

Violence prevention, Trauma and Criminology: Bryonie Conlan

ARC

Psychology: Dr Blaire Morgan

Criminology: Amy Johnson

Key Stats



24 Course Reps elected

24 Course Reps trained (100%)

3 Course Reps awarded Bronze Rep Reward

2 School Reps awarded Bronze Rep Reward

Key Impacts

- **Cohort Engagement:** Course Reps ran surveys this year of current students around a few issues that arose from the SSLC.
- **Excellent Communication Channels:** Reps told us that any feedback received goes straight to the course lead and is dealt with straight away if it can be. Reps always communicated between staff and students so as soon as staff told Reps about an outcome they could communicate this back to the students so that they are aware of what is going to happen, closing the feedback loop.

Three Counties School of Nursing & Midwifery

School Reps

Pre-Registration Nursing: Fiona Tovey

Nursing Associates and Apprentices:
Savannah Richards

Midwifery and CPD: VACANT

ARC

Sethu Sundari

Key Stats



53 Course Reps elected

49 Course Reps trained (92%)

1 Course Rep awarded Bronze Rep Reward

Key Impacts

- **Careers Support:** Bank staff raised concerns via the Rey System about their ineligibility for part-time roles via Careers. This issue was escalated within SU and raised with Careers service who advised that further details about the kind of roles students were looking for can be fed back to Careers for action.
- **Placement Support:** Student feedback on placements, including: the absence of a sense of being supported while on placement; and some students are placed in nursing settings that are difficult and require additional support. Reps discussed these issues through rep meetings/WhatsApp/SSLC meetings and they also supported students via WhatsApp and telephone calls with weekly check-ins so they felt supported and able to talk to someone while out on placement.

School of Science and the Environment

School Reps

Biological Sciences: Abi Dutton

Geography and the Environment: Jake Matthews

ARC

John Dutton

Key Stats



25 Course Reps elected

25 Course Reps trained (100%)

2 School Reps awarded Bronze Rep Reward

2 School Reps awarded Silver Rep Reward

1 School Rep awarded Gold Rep Reward

Key Impacts

- **Personal Academic Tutors:** Positive feedback was fed back through the Rep System, via Course Reps to course leads about good experiences with the PAT system.
- **Exam Timetable:** Exam week for this cohort fell on the king's coronation meaning it was a 4-day week rather than 5 days. Students raised concerns with Reps that this will raise the chances of multiple exams in a day unless this day is "compensated" in the week after. This issue was raised at an ARC catch up meeting; the ARC spoke to registry to make them aware of the concern.
- **Allocation of Supervisors:** The allocation of supervisors system was felt to be unfair, on a first come first serve basis. Reps raised this issue to be addressed by the Head of School.
- **ARC/Rep Collaboration:** Availability of one-to-one support from the ARC to all Course Reps on request.

Looking to 2023-24



As the new Vice President Education for 2023-24, I am very excited for the year ahead. I want to make sure students have a positive academic experience here at Worcester, and I will work collaboratively with students and University staff to ensure this happens. I have had a busy first few months in office and worked hard to foster a positive relationship with the University in order to be in the best possible position to represent our students and work to create positive change.

The Academic Representation System will play a pivotal role in improving the experience of our students, and I am looking forward to working with the amazing students who put themselves forward to be Course Reps and Department Reps. We have been working with Academic Representations Coordinators (ARCs) to recruit school reps, which is now well underway. It has been lovely to meet the brilliant candidates so far, and I cannot wait to see what they achieve over the year!

Our priorities for the upcoming year include:

- Providing meaningful and authentic opportunities for feedback; ensuring students understand where feedback goes and feel able to chase.
- Improve provisions to learning for both learners with a hearing impairment and learners who could be displaced due to military roles in the family.
- Ensure our rep conference delivers on its aims and objectives.
- See meaningful engagement with our 'Speak with Seb' initiative.
- Increase engagement with the academic representation system through raising awareness amongst the University population.

As we see ourselves emerging from the Pandemic, I want our students and reps to know how powerful their voice is. We are an institution that really values feedback and change, and I want our students to be at the very heart of the conversation. The Students' Union and I are incredibly grateful for the hard work our reps have undertaken over the past year, and appreciate the support from the University in helping us grow and enhance the rep system.

I will always hold true the idea that whilst academic staff, support staff and the union know the lives of students; it is only our students that are the experts of day to day life here at the University.

Seb James

Sebastian James (He/Him)
Vice President Education 2023-24