

# COURSE REP HANDBOOK



## A guide for Academic Reps

Your course, your voice

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# Hello,

## **Congratulations on becoming a Course Rep and welcome to our new handbook!**

Within this guide is everything you need to know about being a Course Rep and plenty more.

Being a Course Rep provides you with an excellent opportunity to represent student voices and ultimately create positive change.

We value our Course Reps tremendously, they truly are an integral part of the Academic Representation System, which is why it is so important that everycourse has a rep.

Course Reps highlight instances of good practice as well as identifying areas for potential improvement. Their influence is crucial even at the very highest levels of the university system (the Board of Governors).

As your Vice President Education, I am very passionate about the influence that student voice has at this university. As a Course Rep, you form a vital link between the students, the Students' Union, and the University.



**Gemma Allcott**  
Vice President Education

Many congratulations on becoming a student representative. This is an important role, which brings with it lots of opportunities, not only for you to develop your academic skills and boost your employability, but also to represent your fellow students and peers.

As a student representative you play a key role in letting us know what is working well for you and your fellow students, and to draw attention to areas where we can improve the student experience. You will often be the first point of contact for other students, and you will be expected to share their views and experiences with your course leaders.

Part of your role is also about that 'two-way communication': feeding back to students after meetings and drawing attention to priorities and developments, as well as identifying areas of good practice too. The experience of taking part in committees, liaising with a range of staff, and gathering the views of other students will prepare you well for your future career and stay with you long after you graduate. We are proud of the partnership

that exists between students, Worcester Students' Union and the University.

These relationships have delivered a considerable number of constructive changes within the University and you will have the opportunity to regularly meet with key University staff and the Students' Union to contribute to the ongoing enhancements.

I encourage you to fully embrace your new role and engage regularly with all the key stakeholders outlined within this guide.

I look forward to meeting you and the other reps at our Student Forum meetings throughout the year.



**Ann Jordan**  
Provost

# Rep Impacts

Here are some of the things Course Reps have recently achieved:

## Allied Health & Community

- Increased communication to students in the school around the wellbeing support available to those studying a professional course.
- Further information and clarity provided in an assignment brief.

## Humanities

- Reducing gaps in timetabling.
- Lecturers implemented trigger warnings for certain classes in modules that deal with sensitive subjects.
- Increased communication to students around changes to final year modules for students to better understand this.

## Business

- Implementing a different timetabled session specifically for commuter students group work sessions to allow for travel time.

## Psychology

- Moving to electronic attendance registers rather than manual to save time in lectures.

## Science & Environment

- Changes to assignment timings to reduce clustering of deadlines.
- Reduced the length and amount of assignments

## **Sport & Exercise Science**

- Reps worked with their lecturers to more effectively communicate to incoming students about course costs that were previously 'hidden costs'.
- Changes to timetable to reduce lectures directly following lengthy practical sessions.

## **Arts**

- Introduced a large centre table in classroom to allow more collaborative work.
- Increased connections with the wider community made available to second and third years.
- Improved kitchen facilities in the Art House.

## **Education**

- Placements altered from 3 blocks of 2 weeks on placement, to 2 blocks of 3-week placements, to allow students to build up stronger relationships and trust within the school settings.

## **Nursing & Midwifery**

- Students ran a support session for fellow first year students to better understand SOLE and Blackboard.
- Changes made to improve the delivery of information in a workshop session that the cohort fed back they did not understand.

# What is Academic Representation?



Worcester Students' Union exists to represent students' views, ensuring that your experience as a student is the best it can possibly be. The main way we do this is through elected Course Reps (that's you) who gather their course mates' views about various aspects of their studies and University life in general. They communicate this feedback to staff members, suggest solutions, and work together with staff to bring about change.

Student representation is at the heart of decision-making at Worcester and is vital in helping shape and improve the overall student experience.

Student representation does not just stop and start when Course Reps attend meetings; student representation exists throughout your University experience. It is a continuous process that helps make students' voices heard.

Worcester Students' Union and the University of Worcester work in partnership to ensure that all students have the best academic experience possible. We are committed to listening and responding to student feedback with the aim of enhancing the overall learning experience for current and future students.

# What is a Course Rep?

A Course Rep is a student elected by their course mates to represent their course's academic views and concerns. They provide a vital link between students, the University, and the Students' Union.

As a Course Rep, you represent your course mates by listening to their views and concerns and sharing that information with staff who can then take action by making any appropriate and necessary changes. You will also play an important role in closing the feedback loop by working with staff to ensure your course mates are aware of the impact their feedback has had.

Being a Course Rep is so much more than just collecting and passing on feedback. You will be given opportunities throughout your time as a Rep to provide input on changes the University wants to make, challenges they are trying to overcome, and wider changes outside the University that impact on your time as a student.

Whilst you are not expected to solve any problem first-hand, you are expected to work closely with staff to develop solutions to issues identified by the students you represent. You are also expected to communicate outcomes of issues with your cohort to keep them in the loop.





# How do you tie in as a Course Rep?

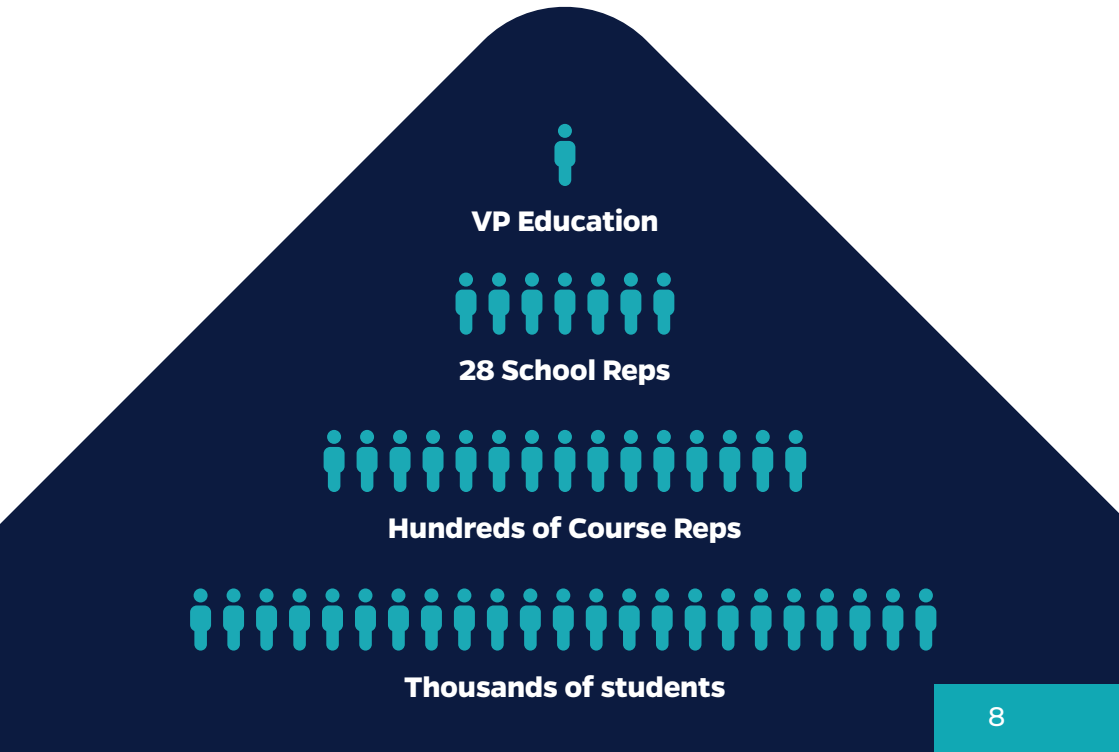
The Academic Representation System consists of three levels of representation:

- Course Reps
- School Reps
- Vice President Education

The three levels of representation ensures there is student representation across the University's entire structure of academic matters.

Course Reps work at the Course level, School Reps work at the School and College level, and the Vice President Education works at the overall University level.

This structure ensures that there is student representation at all levels within University decision making.



# Who are your School Reps?



School Reps are recruited to represent the views of students at both the School and College level. They create an essential link between Course Reps and senior members of staff within their particular School and College.

They attend regular meetings with the Students' Union and contribute at School and College level meetings. They will also work with you to support you in your role.

It is important that you know who is your School Rep is and that you communicate with them on a regular basis so they are kept in the loop about what is happening on each course.

School Reps have the responsibility of communicating with the Vice President Education (VPE) and your Academic Representation Coordinator (ARC) to ensure that student feedback results in action.

Find out who your School Rep is here:  
**[worcsu.com/yourvoice/rep/schoolreps/](http://worcsu.com/yourvoice/rep/schoolreps/)**

# University Staff Support

Every School has a Academic Representation Coordinator and some larger ones will also have Course Rep Coordinators.

## **Academic Representation Coordinator (ARC)**

The ARC is a University staff member who oversees the entire Academic Representation system within their School.

They communicate with Course Reps, School Reps, the Head of School, Course Leaders and other appropriate staff members with the aim of ensuring effective representation.

They ensure that issues raised and changes implemented are fed back to you. They are also there to help you to communicate the University response to feedback to your course mates.

They are there to assist you if you have an issue to raise or if you need processes or terminology explained to you.

## **Course Rep Coordinators**

In some of the larger Schools, you may also have Course Rep Coordinators. These staff members support the ARC to oversee all Course Reps within their departments.

They communicate with the department's School Rep, the Course Reps, and the ARC. They are there to assist you if you have an issue to raise or if you need any processes or terminology explained to you.

## **Course Leaders and Module Leaders**

Don't forget your Course Leader and Module Leaders also have responsibilities within the Academic Representation system.

For small issues that can be quickly resolved, we always recommend an informal chat with your relevant Course or Module Leader.

# University Structure

## College of

**College Director:**  
Kerry Whitehouse

### Business, Psychology & Sport

- **Worcester Business School**  
**Head of School** \_\_\_\_\_ Anne-Marie McTavish
- **School of Psychology**  
**Head of School** \_\_\_\_\_ Helen Scott
- **School of Sport & Exercise Science**  
**Head of School** \_\_\_\_\_ Leverne Barber

## College of

**College Director:**  
Suzanne Horton

### Arts, Humanities & Education

- **School of Arts**  
**Head of School** \_\_\_\_\_ David Broster
- **School of Humanities**  
**Head of School** \_\_\_\_\_ Michael Bradshaw
- **School of Education**  
**Head of School** \_\_\_\_\_ Catriona Robinson

# College of

College Director:  
Vacant

## Health, Life and Environmental Sciences

- **School of Nursing & Midwifery**  
**Head of School** \_\_\_\_\_ Robert Dudley
- **School of Allied Health & Community**  
**Head of School** \_\_\_\_\_ Liz Davies-Ward
- **School of Science & the Environment**  
**Head of School** \_\_\_\_\_ Peter Seville

# Feeding Back & Attending Meetings

Student Staff Liaison Committees (SSLCs) were previously named Course Management Committees – following a review in 2020 they were renamed. The structure of these meetings will vary depending on your course but, in general, a SSLC will discuss matters relating to the following:

- Feedback from students (this is the section of the agenda when you and the other course reps will be asked to share)
- Academic standards and the student experience
- The course Annual Evaluation report and monitoring progress with your Course Enhancement Plan
- Reports from external examiners
- Reviewing the course(s) and seeking approval for change
- Students' progress and achievement
- Recruitment, admissions, retention, progression, achievement and performance

As a Course Rep, it is important that you gather feedback in advance of these meetings from a wide variety of students on your course. We have provided Reps with a template to provide feedback to SSLCs, which you can find on our website: [worcsu.com/yourvoice/reps/course reps/hub/](http://worcsu.com/yourvoice/reps/course reps/hub/).

Meeting agendas will be circulated in advance that highlight certain talking points which will require student feedback. We'd recommend contacting your ARC/Course Rep Coordinator before a SSLC if you need anything explained in advance or if you would like to clarify certain points.



## University Meetings

Your School Reps will attend many meetings at both the College and School Level, focusing on all aspects of your academic experience. The highest meeting a School Rep will attend is the LTQE (Learning, Teaching and Quality Enhancement) meeting. As a Course Rep, it's important that you feed information up to your School Rep (especially if it is an issue that affects students in the whole School, College, or University). Regular communication with your School Rep will enable them to ensure that feedback is explored at the right level and without your information; School Reps would find it very difficult to represent your views effectively. If you cannot get in touch with your School Rep, you can fill in a Course Rep Journal and the SU will make sure the information gets to the right people.

## VP Education

Your VPE sits on a variety of University Committees which oversee how the Academic Representation system is working. These include Student Experience Committee (LTSEC), Academic Standards and Quality Enhancement Committee (ASQEC), and the Academic Representation and Oversight Group (AROG).

If you want to feed any information to Gemma, the best way is to fill in a journal or email her at [gemma.allcott@worc.ac.uk](mailto:gemma.allcott@worc.ac.uk).

## Students' Union Meetings

School Reps also sit on the Students' Union's Education Council. This meeting is where the School Reps, Chairs of Academic Societies and the VPE formulate ideas, actions, and campaigns that focus on improving your overall academic experience. Your VPE attends many meetings at University level and meets regularly with the senior managers in the University, including the Vice Chancellor (the big boss of the University). These meetings include Academic Board (the highest-level academic committee at the University), Learning Teaching and

# Types of meetings



During the year, you may receive feedback relating to an issue on the course that could be resolved quickly. For example, lecture slides vital to an assignment have not been uploaded to blackboard on time and students are struggling without it. In cases such as this, it is important to alert your Course Leader or School Rep. These types of issues should be quickly and easily resolved.

As a Course Rep, you will attend some meetings so you can share feedback. These meetings are not for urgent issues or issues that can be resolved quickly (as you should go straight to a staff member about these before a meeting). Meetings will provide you with the opportunity to feedback formally and will enable you to challenge some of those bigger or long-term issues. The most important meeting you will attend is the Student Staff Liaison Committee (SSLC – more later).



## Course Rep Clinics or Drop-Ins/Surgeries

These will be facilitated by your VPE and Student Voice Assistant.

The date and time will change in order to enable as many reps as possible to attend. Keep an eye out on our website and social media for more details.

## Course Rep Forums

These happen at least twice per year and provides you with the chance to feed into key University projects to make your experience better. Forums also provide you with the opportunity to network and feedback to the senior managers of the University.

## School Forums

These happen at least twice per year and are chaired by your Head of School and one of your School Reps. This is your chance to discuss issues and projects at school level.

## Rep Conference

On Thursday 8th and Friday 9th December we are holding a Rep Conference. There will be a variety of sessions including employability, diversity, and sustainability, as well as the opportunity to take part in an open panel Q&A with your SU Officers and senior University staff.

Keep an eye out for more information!

# Meeting Etiquette

## Before Meetings

- Collect the opinions and views of the students you represent, collating qualitative and quantitative data.
- Submit any topics that you want to bring up in the meeting to your Course Leader.
- Read over the agenda for the upcoming meeting.
- If you have any big concerns about an issue, or you're not quite sure how to express a concern, talk to either your School Rep or a member of staff to build a good and constructive working relationship.

## During Meetings

- Express the experiences of your cohort rather than your own personal views.
- Don't raise issues about individual members of staff or students.
- Ensure that your points are clear and well thought out.
- Work with staff and think about creating positive solutions to issues.
- Make sure you ask if you do not understand - there are no silly questions!

## After Meetings

- Make sure you know what actions were decided at the meeting.
- Inform your course mates about what was discussed at the meeting and about any outcomes.
- Make a note of any changes or improvements made and feed these back to School Reps and appropriate University staff  
Inform the Students' Union (through your Rep journals) about any "wins" or actions taken as a result of the meeting.

# Rep Journals

As a Course Rep, one of your key responsibilities is to update your online journal. Journal entries help the Students' Union to monitor issues and identify any cross-School and College trends. You can update your online journals by visiting [worcsu.com/yourvoice/rep/](http://worcsu.com/yourvoice/rep/).

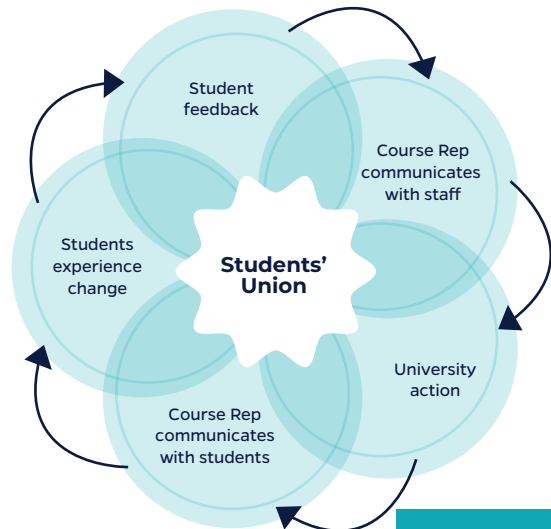
We also want to hear what you achieve. What impact have you had? Please log these after your meetings via the journal. Filling in a rep journal is also essential if you want to achieve Course Rep Accreditation status.

## How to become an effective representative

To be able to represent the students on your course, ensuring that you play your part in the feedback loop is really important.

Feedback is important because it lets the University know what matters to students, enabling them to make improvements based on student needs.

Collecting feedback is also a useful way to strengthen your arguments during meetings if you want a particular action to happen.



## Step 1

# Communicating with your course mates



It is important that your course mates know who you are, what you do and how they can get in touch with you, never more-so than now in our largely virtual world.

Remember, there is no right or wrong way of collecting feedback. We suggest that you trial a few methods to see what engages your class mates the most, and to see which feedback methods you feel the most comfortable in delivering.

You don't have to stick with just one method of feedback, you can try out different methods depending on the type of information you are wanting to collect.

**Here are some examples of effective methods of communication:**



## Email

This is an effective and easy method of communication – try to get your classmates to email you with any views and concerns they have. You might also want to email out to your classmates every month or so to update them on any changes or to summarise and outline meetings.



## Facebook Groups and Group Chats

It might be worth setting up a closed Facebook group and inviting your classmates to join. This platform is really informal, accessible and handy for quick group conversations or Facebook polls.



## Suggestion boxes

This is a useful tool for your classmates to use if they want to voice their opinions quickly, easily and anonymously. You can make this yourself by getting students to write their views or concerns on a card before posting them into a box.



## Shout outs

Shout outs at the start of the academic year are a great way to increase the number of students who know who you are and what you do. You can do a shout-out in both face-to-face and online lectures. Just ask your lecturer if you can give a short 5-minute talk to students at the beginning or end of a session. There are two lecture shout-out weeks per academic year where all reps will be asked to deliver a lecture shout out to your cohort. For guidance around this and what to say, visit the SU resources hub on our website: [worcsu.com/yourvoice/rep/coursereps/hub/](http://worcsu.com/yourvoice/rep/coursereps/hub/).



## Surveys

The SU encourages Reps to write and develop their own questions to suit course-specific concerns. Depending on the type of issue, you might want to ask different styles of questions to gain either qualitative data (quotes and opinions) or quantitative data (statistics and percentages).



## Padlet

This is an online anonymous feedback resource, which can be accessed from any device. You can access Padlet via the following link: <https://padlet.com>. The easiest template to use for feedback is the KWL chart. You can edit the headings to add questions e.g. ‘What could be improved on the course?’, ‘What do you love about the course?’, or you can be more specific with your questions if there is a particular topic you want feedback on.



## Focus Groups

Focus Groups are another useful way to conduct market research. A focus group typically involves a small number of people brought together to focus on and discuss a specific issue or topic. These meetings can be as quick and as informal as you like.



## “Two stars and a wish”

We have a template on our Rep Resources webpage on the SU website, which you can download and send to your cohort. This resource asks for two things working well on the course as well as something that could be improved. Following data collection, it would be worthwhile to put all feedback on one document to then hand to your course leader so that staff members can clearly see the priorities of your cohort. It will also be useful to have to hand for when you are feeding back at an SSLC. Visit the SU website for a template if you would like to trial this feedback method.

## Step 2

# Feeding back to the University and Students' Union



### **Familiarise yourself with who your School Reps, ARC, Course Rep Coordinators, and Vice President Education are**

Make sure you know how to get in touch with them. They are all here to help you, to listen to the feedback you have collated, and to help bring about change. If you're ever stuck or unsure, reach out! Being a Course Rep is largely about working together.



### **Attend and contribute at Course Rep Forums and the Rep Conference**

Forums are chaired by the VP Education, other attendees to these and the Rep Conference will include School Reps, the Pro Vice Chancellor Students, the Provost, invited members of University staff and external guest speakers.



### **Regularly Update Your Online Course Rep Journals**

Entries do not have to be too long or wordy. The Rep Journal helps the SU to identify if there are any trends across School and College levels. You can find your journal online at: [worcsu.com/yourvoice/reps/](http://worcsu.com/yourvoice/reps/).



### **Course Management Committees**

The structure of these formal meetings depends on your course but they typically focus on student experience and feedback, academic standards and course reviews. It is important that you use these meetings as a way of feeding back student views and concerns.

### Step 3

# Letting your course mates know about any changes



#### **Via email, social media, face-to-face, lecture shout outs (the possibilities are endless!)**

Continue to use these platforms to communicate with your classmates. Make sure that you let them know of any changes and outcomes and close that feedback loop.



#### **Hold Feedback Sessions**

Invite your classmates to attend post-SSLC briefings with you so that you can inform them of any changes that have been implemented as a result of their feedback. You can also use this meeting to outline any key SSLC items so that students have more of an understanding of the discussion happening at course-level.



#### **Let your classmates know by letting us know**

Update your online journals. The SU can then advertise any changes and outcomes that you have mentioned in your journals on our SU website. It also keeps us updated and aware of any trends across the various Schools.



#### **Rep Newsletter**

You could write monthly newsletters to your classmates with updates, impacts (or 'wins'), and a summary of what happened at your SSLC or Rep meeting you have attended. You could ask your Course Leader to circulate this newsletter with your classmates via email.



# Understanding the Student Learning Experience

If you are to be an effective rep, it is vital that you are able to represent the views of your course mates and not just your own opinions.

Your feedback must always be as representative as possible.

Understanding the different elements that make up the Student Learning Experience will help you be most effective when collecting feedback.

Asking a fellow student to tell you about their whole learning experience may not get the response you are looking for.

Breaking it down into the different elements that you can see below will help you gather the positive and negative feedback so you can inform staff what they are doing well and where they can improve.

Remember whenever you collect feedback to be mindful of the varied student learning experiences that exist within your own course. The experience of an 18 year old may be very different to a mature student and the experience of a commuter may be very different to someone that lives on campus.

## Students' Learning Experience

- Curriculum
- Learning resources
- Learning and teaching process
- Assessment and feedback
- Student progression and achievement
- Guidance and support
- Quality enhancement and assurance

# Examples of questions you may ask include:

## CURRICULUM

- Do you feel your course is making you more employable?
- How is the course organised?
- How clear is the timetable?
- Are classes useful?
- Does the curriculum taught match your expectations from the prospectus?
- Were learning expectations clearly outlined and did the learning outcomes actually correspond to what you learnt?
- Were you satisfied by the module choices that were offered?
- Was the course challenging?

## LEARNING RESOURCES

- Are there adequate library and computing facilities?
- Do you have access to materials you need (for example books, lab equipment and art materials)?
- Did departmental facilities meet your expectations?
- Was the lecture material easily accessible?
- Were resources adequately available?
- Were you satisfied by the module choices that were offered?
- Was the course challenging?

## QUALITY EDUCATION & ASSURANCE

- Do you feel that your department is receptive to concerns?
- Do you feel that your opinions are listened to and taken seriously?
- What improvements have been made to your course?

## **LEARNING & TEACHING PROCESS**

- Were you consistently/sufficiently guided to practice your skills throughout your course?
- Are you able to learn in a way that suits you?
- How would you rate the teaching?
- Are there any forms of learning you would like in addition to lectures and tutorials?
- Do you find the lectures a satisfactory method of imparting information?
- Did you find the size of your tutorials conducive to further learning?
- Did you feel your lecturers prepared you sufficiently for your assessments?
- Do you understand lecture contents?
- Were you satisfied by the module choices that were offered?
- Was the course challenging?

## **ASSESSMENT & FEEDBACK**

- Does the assessment adequately and fairly represent the content of the course?
- Was the course fairly marked?
- Is marking consistent across the course?
- Do you receive adequate feedback from your assessments?
- Is the assessment criteria clear to you?
- Are you given enough time to prepare for assessments?
- Is the style of assessment appropriate?
- Is there too little or too much continuous assessment?

## **STUDENT ACHIEVEMENT & PROGRESSION**

- Do you feel you have improved by completing this course?
- Can you measure your own personal progress through your course?
- Has your course made you more employable?
- What are you getting out of studying this course?
- Were you satisfied by the module choices that were offered?

## **GUIDANCE & LEARNER SUPPORT**

- How much support are you getting with your work?
- How much support are you getting from staff?
- Was academic support readily available?
- Is there a place/person you can get help from if you're struggling with the subjects?
- Are staff and students aware of the channels for dealing with issues?
- Do you get relevant careers advice and opportunities?

# The National Students' Survey (NSS)

This survey is conducted every year on final year undergraduates to accurately reflect students' experiences. The University uses this information to improve future students' experiences.

How can you use your Courses' NSS data as a Course Rep? The information gathered through the NSS can answer the following questions:

## 1. The teaching on your course

- Are staff good at explaining things?
- Have staff made the subject interesting?
- Is the Course intellectually stimulating?
- Has the course challenged you to achieve your best work?



## 2. Assessment & feedback

- Is the criteria used in marking made clear in advance?
- Have assessment arrangements and marking been fair?
- Has feedback on your work been prompt?
- Has the depth of feedback on your work been sufficient?

### 3. Academic support

- Have you received sufficient advice and support with your studies?
- Have you been able to contact staff when you need to?
- Was good advice available when you needed to make study choices?

### 4. Organisation & Management

- Have any changes in the course been communicated efficiently?
- Is the course organised well?
- Does timetabling work efficiently for you?

### 5. Learning Resources

- Are resources e.g. the Library good enough for your needs?
- Do you have access to general IT resources when you need them?
- Do you have access to specialist equipment, facilities or rooms when you need them?

Having access to previous students' responses can help you work out what might be important to students on your course. It is important to remember that these survey results are only a snapshot in time, and issues raised may have since been resolved and so might not be applicable.

The statistics can be found here:

**[nss-2021-core-questionnaire-optional-banks.pdf](#) ([officeforstudents.org.uk](#))**

# Common Issues for Course Reps



## What kind of issues might Course Reps have to deal with?

- The structure of a course and the teaching methods used
- Contact time and lecture times  
Assessment methods and weighting allocations
- Lecture rooms and changes to room arrangements
- Course deadlines, changes to deadlines and the amount of notice given
- Facilities and resources e.g. computers, books, library opening times
- Course handbooks, especially their accuracy and value
- Hidden course costs  
Feedback and communications, including Blackboard, SOLE etc.



## You are not expected to get involved with the following:

- Disputes between students and academic staff (e.g. complaints, discrimination)
- Academic misconduct or disciplinary procedures
- Financial problems
- Housing and accommodation advice
- Academic advice
- Welfare advice
- Supporting them through their studies

## Boundaries

It is not your responsibility to get involved with students' personal problems. If a student does come to you with these types of complaints, signpost the student to someone who is professionally trained to help them.

# Points of contact when dealing with issues

For personal welfare and wellbeing problems, issues around academic misconduct, or for financial and accommodation advice, advise the student to contact either the Students' Union's Academic and Welfare Advisors, Kate Gynn and Tom Mandall, or the University's Student Services (firstpoint):

## SU Academic & Welfare Advisors

### Kate Gynn

Email: [k.gynn@worc.ac.uk](mailto:k.gynn@worc.ac.uk)

Tel: 01905 543221

### Tom Mandall

Email: [t.mandall@worc.ac.uk](mailto:t.mandall@worc.ac.uk)

Tel: 01905 543216

Website: [www.worcsu.com/helpandadvice](http://www.worcsu.com/helpandadvice)

## firstpoint

Email: [firstpoint@worc.ac.uk](mailto:firstpoint@worc.ac.uk)

Tel: 01905 542551

Website: [www.worcester.ac.uk/firstpoint](http://www.worcester.ac.uk/firstpoint)

For academic advice, advise the student to get in touch with their course leader, module lecturer, Academic Rep Coordinator (ARC), or Head of School. If you are ever in doubt, just ask for help!



# Skills and Training

Becoming a Course Rep is a great way to develop your employability skills. The following table lists some of the transferable skills frequently asked for by employers. Thinking of your role as Course Rep, use the box below to write examples of when you have used the following skills:

Skill	How have I used this skill as a Course Rep?
<b>Communication</b>	
<b>Organisation</b>	
<b>Negotiation</b>	
<b>Teamwork</b>	
<b>Meeting Skills</b>	
<b>Problem Solving</b>	
<b>Presentation</b>	
<b>Anything else?</b>	

# Remember **C A R**

**C**

**CONTEXT**

What task was given to you?

**A**

**ACTION**

What did you do?  
What decisions did you make?

**R**

**RESULT**

What results did you achieve?

Remember the acronym **CAR** when you are thinking about your skills development or when you are monitoring your progress.

Now try it yourself! Have a go at using the CAR acronym to help monitor your own progress:

<b>Context</b> (what task have you been given?)	<b>Action</b> (what have you done?)	<b>Result</b> (what happened/ what was achieved?)
"I had to collect the views of my course mates about XX and present this to my course leader"	"I organised a focus group and found out that students were unhappy about XX. I discussed XX with my course leader. After this, I let my course mates know the progress of XX."	"XX was resolved and I informed my course mates. Due to this, my cohort's university experience has improved."

# Rewards & Recognition



As a Course Rep, you help to ensure that students can influence their course and enhance their learning experience. Volunteering to help benefit the academic representation system can also benefit you as an individual!

By recording your activities such as journal writing, training sessions, meetings, communicating with course mates, you can achieve awards recognised by future employers.

## Course Rep Rewards

Course Reps and School Reps are able to achieve bronze, silver, and gold awards.

For more information, please visit: [worcsu.com/yourvoice/rep/](https://worcsu.com/yourvoice/rep/)

## Worcester Award

This award is open to all students who want to demonstrate their employability by showing all the different skills and experiences they have gained. For more information about this award visit [worchester.ac.uk/discover/the-worcester-award.html](http://worchester.ac.uk/discover/the-worcester-award.html)



## Course & School Rep of the Month

Every month we will hand out three Course Rep awards (one for each college), as well as one School Rep of the month.

Both students and staff are able to nominate Reps, and the winner will receive a certificate and pin badge.

During the Students' Union Celebration Week we will award Course Rep and School Rep of the year. You can nominate Reps for this award on our website:

[worcsu.com/yourvoice/reps/recognise/](http://worcsu.com/yourvoice/reps/recognise/)



# Got an Idea?



The University of Worcester is our home, our course, our money and our future. We care about making sure that our university is the best it can be and that every single one of your voices matter. Students lead the Students' Union, which means you are the ones leading change. So, got something you'd like to make happen?

Share your thoughts about all aspects of being a student at Worcester on our brand new Ideas

Forum. The Ideas Forum is a direct, new, and effective way to get your voice heard, and you can use it as many times as you want during your time as a University of Worcester student! If an idea receives at least 25 'up-votes', the SU will then be able to consider it. The more votes and comments an idea gets, the more power it gives us to try and action it.

[www.worcsu.com/ideasforum](http://www.worcsu.com/ideasforum)

# Data Protection

When you are elected as a Course Rep your Course Leader will enter your details onto SOLE and the University will share your Course Rep status with the Students Union in line with their Data Sharing Agreement.

The Students' Union will use the personal data we hold on the membership system to ensure to provide you with the training, support and advice you need as a rep and to ensure you are up to date with issues that affect you and the students you represent. The processing of this data is necessary to provide you with the services associated with being a Course Rep. If you don't want to receive emails from us you can unsubscribe at any time by either clicking on the link at the bottom of or emails or by logging on to **[worcsu.com/login](http://worcsu.com/login)** and editing your details on the contact options page. Please be aware this will impact on our ability to support you as a Course Rep.

From time to time the SU may need to share your university email address with students you represent but we will always seek your consent before doing so.

For information on how Worcester Students' Union processes your data including how long we retain it and your rights please see our Student Data Privacy Notice which can be found at: **[worcsu.com/faqs/data\\_protection/](http://worcsu.com/faqs/data_protection/)**.

For information on how the University of Worcester uses your data please visit: **[worcester.ac.uk/informationassurance/student-privacy-notice.html](http://worcester.ac.uk/informationassurance/student-privacy-notice.html)**



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