

The Education Remit at GCU

Are Three Officers Better Than One?

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Student Voice Co-ordinators
GCU Students' Association

Outline

- Full Time Officer model at GCU Students' Association
- Remit
- Feeding into the Student Representation Structure
- Feeding into GCU
- How FTOs are supported
- Pros and cons of model
- Next steps

FTO Model at GCU Students' Association



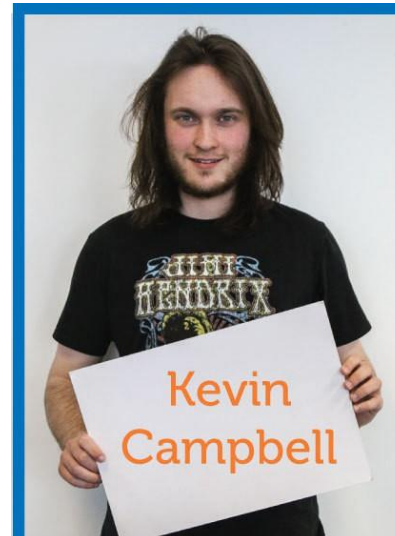
Lauren
Ramage

**Student
President**



Jodie
Waite

**Vice
President
GSBS**



Kevin
Campbell

**Vice
President
SHLS**



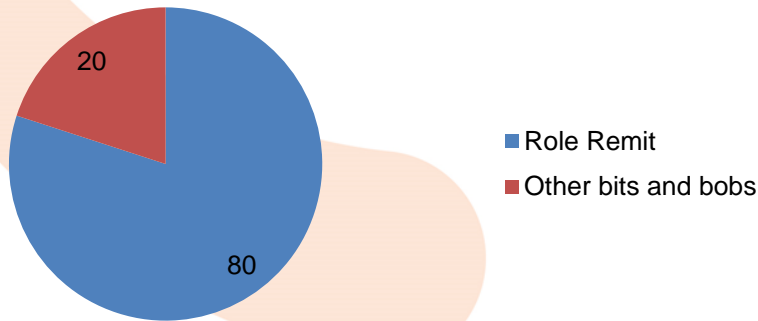
Chris
Daisley

**Vice
President
SEBE**

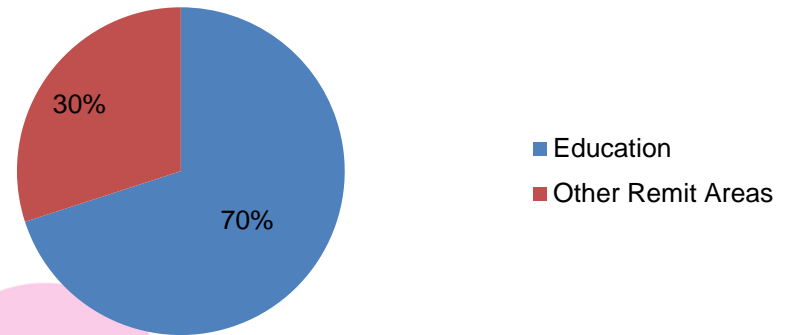


Remit

Vice Presidents in other Students' Associations



GCU Students' Association Vice Presidents



Remit

- Vice Presidents split the three main academic schools (and three smaller schools)
- All FTO's split the following to be policy leads on:
 - University Committees
 - Students' Association committees
 - Students' Association volunteering groups
 - Other remit areas traditionally reserved for one Vice President

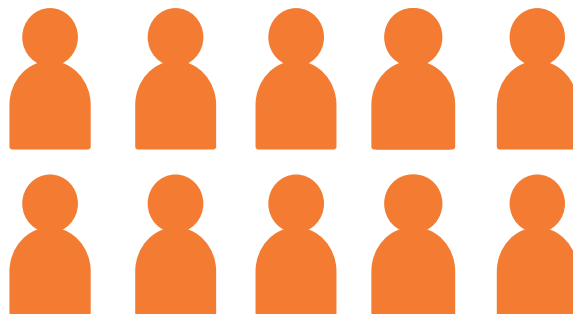
Taught Representation Model

Full Time Officers



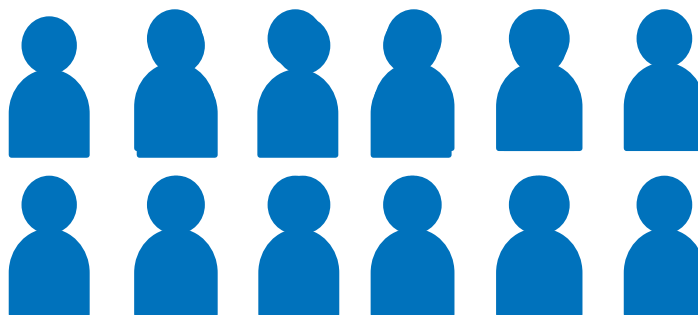
Elected by students in the Student Elections

School Officers & PGT Student Reps



Appointed by representatives of the relevant School & representatives of the Students' Association

Class Reps



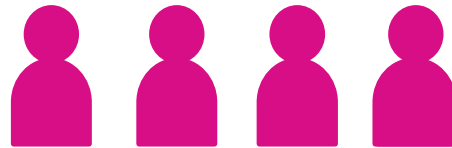
Elected by fellow students (ideally at the start of the academic year)

Student Representation at GCU



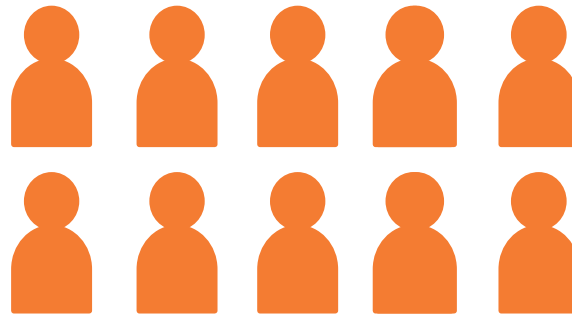
Research Representation Model

Full Time Officers



Elected by students in the Student Elections

Research Student Leads



Appointed by representatives of the relevant School & representatives of the Students' Association



School Officers

- Undergraduate position
- 9 in total
 - 1 for each department within the three main academic schools
- Interim level between Full Time Officers and Class Reps
- Meet with UG Class Reps at least once a trimester
- Meet regularly with heads of department

PGT Representatives



- Postgraduate Taught position
- 3 in total
 - 1 for each of the main academic schools
- Equivalent to School Officer role
- Interim level between Full Time Officers and Class Reps
- Meet with PGT Class Reps at least once a trimester
- Meet regularly with heads of department



Research Student Leads



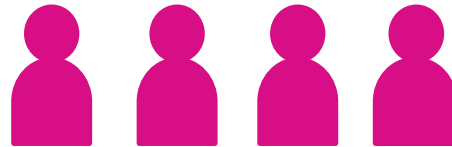
- Postgraduate Research position
- 12 in total
 - 3 School Level Research Student Leads for each of the 3 main academic schools and 9 Department Level Research Student Leads for each of the main departments
- Interim level between Full Time Officers and Research Students (No class reps at this level)
- Meet regularly with Graduate School



Feeding into GCU

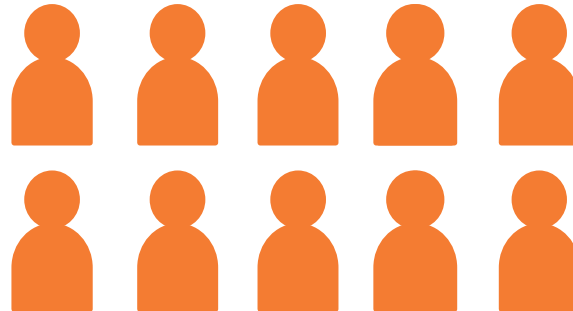
Taught Representation @ GCU

Full Time Officers



University Committees

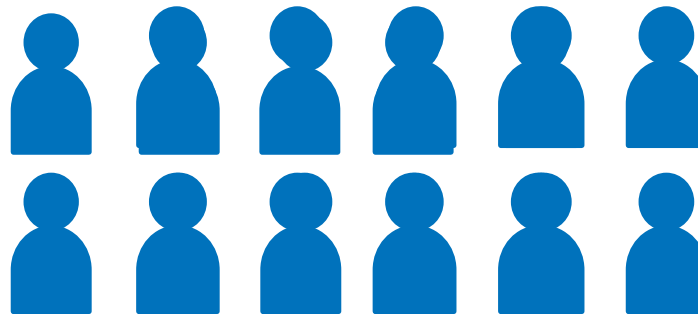
School Officers and PGT Student Reps



School Board Meetings

Student Action Group for Engagement (SAGE) Meetings

Class Reps



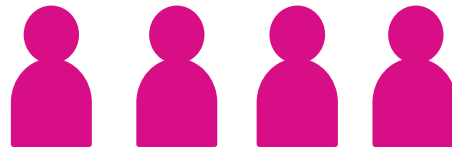
Student Staff Consultative Group (SSCG) Meetings

Programme Board Meetings

Feeding into GCU

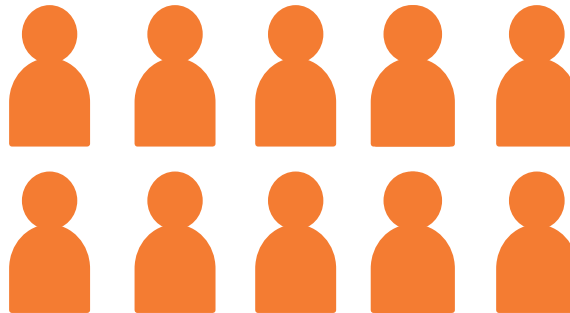
Research Representation Model

**Full Time
Officers**



University Committees

**Research
Student Leads**



*University Research
Committee*

*Research Degrees
Committee*

*School Research
Committee Meetings*

*Student Action Group for
Engagement (SAGE)*

How FTO's and Class Reps are supported

- Dedicated staff team dedicated to each school

For more information contact the Student Voice Team:

SEBE



Kevin Ward
Student Voice Team Leader

SHLS



Aimee Cuthbert
Student Voice Co-ordinator

GSBS



Paul Stalker
Student Voice Co-ordinator

- Induction training
- Continued support

Pros and Cons of the GCU model



Pros

- May not get VP role for school initially part of
- Sharing the heavy load of the Education Remit
- Education/Representation at the heart of the model
- Close relationships with each school = better understanding of the issues
- Joined up support system in Student Voice Team
- Diverse role opportunity

Cons

- Officers may not end up representing their own School
- Fragmented decision making with no 'one-point of contact' for educational issues
- The marginalisation/de-prioritisation of activities, sports, and welfare within the organisation
- Requires an embedded culture of active academic representation at the institution
- Lack of consistency year on year as remit areas change each year
- Lack of clarity for candidates and voters on who will be responsible for different areas



Next steps

- **Academic Representation Review**
 - Benchmarking tools
 - Academic Representation across the sector
 - Consult with current FTOs/Senior Management Teams/Programme Leads/Administrators in each School
 - Feedback from School Officers, PGT Reps and Research Student Leads
- **Democracy Review**
 - Review current FTO model



Any questions?