

Hi Course Reps!

Welcome to your first training session! Today is going to be a really helpful way for you to get into the swing of your role, learn how you fit into the bigger picture and acquire some important skills for the year ahead as well as your CV and career after university.

In your pack you should have:

1. This sheet (erm..)
2. An Aims and Objectives sheet.
3. A lovely handbook summarising all of the main points you will be learning today.
4. A selection of worksheets for the activities we will be doing today.
5. A form to fill in with regards to your hoody size.

The session should run for 2 hours.

Emily Collins

Student Representation and Experience Coordinator.

Aims and objectives worksheet

Department:

Academic Year:

Overall Aims:

Semester 1:

e.g. 'To collect at least 5 issues to take to my first SSCC meeting'

- 1.
- 2.
- 3.
- 4.
- 5.

Semester 2:

e.g. 'To distribute and discuss the minutes of the SSCC with at least 5 students'

- 1.
- 2.
- 3.
- 4.
- 5.

Objectives:

How do you plan to achieve these goals?

Semester 1 –

Semester 2 –

How will you determine success?

Please briefly explain how you will assess your ability to or not to reach your aims.

You may want to complete timelines for your own benefit that correspond with specific goals. Please keep this form in your file for your own reference; you can tick things off as you achieve them. Spare copies are available from corstaff@aber.ac.uk when you have completed the aims on this list.

Schedule for the day:

- Group work: Icebreaker (we all love those...)
- Discussion and brainstorm
- Where you fit in
- Your rights and responsibilities
- Course rep scenario discussion
- Meetings – Why do we have them?
- Meetings – Before, During (Do), During (Don't) & After
- Summary & questions

Team activity 1: Course Rep Discussions

- A – **What are a course rep's most important tasks?**
- B – **What kind of issues might a course rep deal with?**
- C – **Why do we have course reps?**
- D – **What skills should a course rep have and why?**

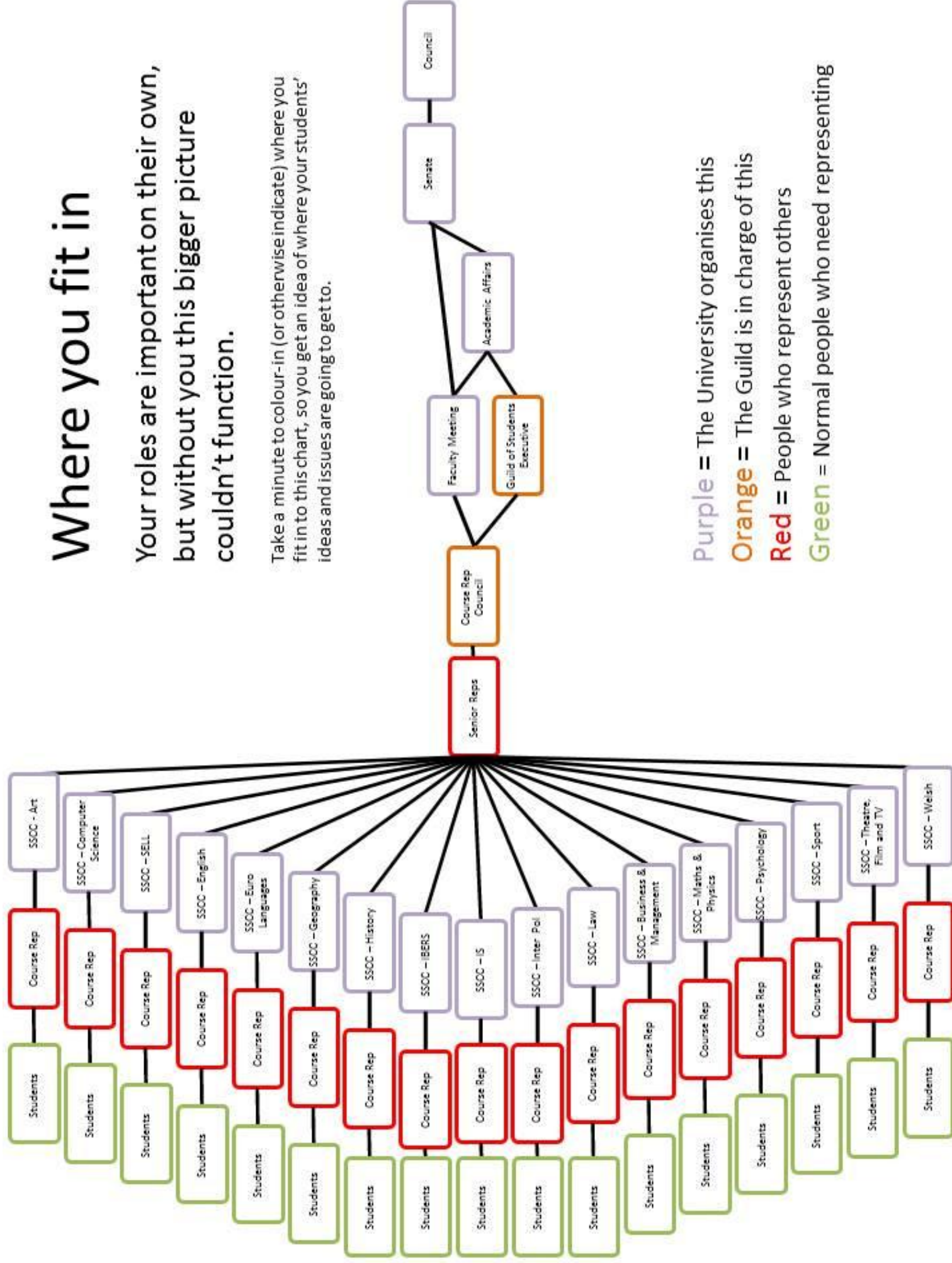
Your own conclusions from activity 1:

Here you can write what important points you took from your discussion with your team, your group and the conclusions we presented to you.

Where you fit in

Your roles are important on their own, but without you this bigger picture couldn't function.

Take a minute to colour-in (or otherwise indicate) where you fit in to this chart, so you get an idea of where your students' ideas and issues are going to get to.



Purple = The University organises this

Orange = The Guild is in charge of this

Red = People who represent others

Green = Normal people who need representing

Team activity 2: Rights and Responsibilities Discussion

- **A and B: Discuss the rights of a course rep and who grants them.**
- **C and D: Discuss the responsibilities of a course rep and who expects them.**

Your own conclusions from activity 2:

Here you can write what important points you took from your discussion with your team, your group and the conclusions we presented to you.

Team activity 3: Course Rep Scenarios

These all represent possible situations that might arise in your work. Some of them might seem a little 'extreme' but they'll all help you anticipate issues large and small.

- A – **Scenario 1**
- B – **Scenario 2**
- C – **Scenario 3**
- D – **Scenario 4**

Scenario 1:

You attend a course meeting where a decision restructuring a large section of the course comes up in 'Any Other Business'. You had no idea this was in the pipeline, and whilst it makes a certain amount of sense it will inevitably upset some students and outrage others. You don't know what to say at the meeting. They agree to have a smaller staff meeting to work on the idea before the next course meeting.

- *Should the department be able to do this? And if not, what would you do?*
- *Where do you go from here? Tell your colleagues, how do you make sure a student voice is heard?*

Scenario 2:

A lecture has been re-timetabled for 5pm on Fridays without consultation earlier in the term. The lecturer concerned has taken you aside and asked you to tell the students and that poor attendance will result in disciplinary action against offending students.

- *How would you react?*
- *What would you do next?*

Scenario 3:

In a meeting with all the students in the year you were asked to propose that undergraduates should have the same borrowing rights from the library as staff and postgraduates currently have. When you propose this at the course meeting the other course reps and postgraduate reps openly disagree.

- *How could this disagreement have been avoided?*
- *What would you recommend when course reps from different years cannot agree on an issue?*

Scenario 4:

Other students accuse you on your course of becoming too friendly with the department and staff, and not acting on behalf of the course members.

- *How can a course rep overcome isolation and ensure that they remain representative?*

Your own conclusion from activity 3:

Team activity 4: Meetings

- **A – What should you do before a meeting?**
- **B – What shouldn't you do during a meeting?**
- **C – What should you do during a meeting?**
- **D – What should you do after a meeting?**
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Your own conclusion from activity 3:

Here you can write what important points you took from your discussion with your team, your group and the conclusions we presented to you.

Issue Sorter: You can use this simple chart to send issues in the right direction.

Step-by-step issue-solver:

