

OPEN UNIVERSITY STUDENTS ASSOCIATION**Central Executive Committee (CEC)**

22 – 24 January 2021

CENTRAL EXECUTIVE COMMITTEE QUARTERLY IMPACT REPORTS

The CEC is asked to:-

- i) **receive** the reports
- ii) **note** that unless this paper is starred for discussion prior to the meeting, printed copies will not be supplied.

Reports submitted by:-

- President (page 2)
- Deputy Vice President (page 5)
- Vice President Administration (page 8)
- Vice President Community (page 10)
- Vice President Education (page 12)
- Vice President Engagement (page 15)
- Vice President Equality, Diversity and Inclusion (page 17)
- Vice President Student Support (page 20)
- Student OU Council Member (page 22)
- Area Association Representative (AAR) for Scotland (page 24)
- Area Association Representative (AAR) for Wales (page 26)
- Area Association Representative (AAR) for Europe (page 28)
- Faculty Association Representative (FAR) for Arts and Social Sciences (FASS) (page 29)
- Faculty Association Representative (FAR) for Business & Law (FBL) (page 31)
- Faculty Association Representative (FAR) for Science, Technology, Engineering and Maths (STEM) (page 33)
- Faculty Association Representative (FAR) for Open and Access (page 35)
- Faculty Association Representative (FAR) for Wellbeing, Education & Language Studies (WELS) (page 36)

CEC QUARTERLY IMPACT REPORT

NAME	Sarah Jones
ROLE	President
QUARTER/YEAR	October 2020

QUARTERLY SUMMARY

Key progress areas:

AREA 1: Meet the University Leadership Team (held during Student Voice Week)

During Student Voice Week there was a session held called meet the University Leadership Team. This was a fantastic event that gave great access for ordinary students to members of the Leadership team including Liz Marr (PVC Students) and Josie Fraser (Deputy Vice Chancellor). The members of the panel were asked questions from students, some of these had already been sent in and some were asked on the night. There were also really healthy discussions in the chat box, and everyone joined in. It was a truly great 'first' event and it will be great to see how we can take this forward. Having the opportunity to ask questions directly was a great way for students to engage with the university and with us a team who led the event. On top of all the other Student Voice Week events this was fantastic.

This links with the Engage and Involve strand of the Strategy

AREA 2: Student Dignity and respect Task and Finish Group

The S D and R task and finish group has come out of issues that have arisen on social media over the past year and a desire to help to build a more inclusive online community. Part of this work is to raise the profile of the Student Charter. A video featuring me and Tim Blackman (Vice Chancellor) will be sent out over the next month or so to students highlighting how important it is that we respect each other. Another part of this work is the Social Media Policy. This policy has just been through an update process to make sure that it is fit for purpose and will be included as part of the task and finish group.

This links with the Influence and Transform strand of the Strategy

AREA 3: Appointing the Governance Review Group

When the Association went through the Culture Review during the last term one of the things that came out of it was the need for a governance review. On the back of this an extensive process has taken place to decide what it is we want and to make sure the right things went out to tender. WE have now appointed a team to do this and I am pleased that this is now in the process of getting started. I know that there will be things that come out of this review that may be difficult, but I

really do think that this process will help us as an organisation move forward for the future.

This links with all areas of our Strategy and comes directly out of the Culture Review

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	50
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ISSUE 1: Representation of Black Asian and Minority Ethnic Students within the Association

As one strand of the Associations Equality, diversity and inclusion agenda we are looking at race equality, this is in response to and in continuation of our statement on Black Lives Matter last summer. As such we are starting to discuss the matters and we will be consulting members on their views and experiences of the PREVENT policy with a view to reviewing the Students Association position on the policy. The OU's Student Voice team (PVC-S) are providing support to gather data from students and we are consulting the B A M E Group for their views directly. Further to analysis of the data, a discussion paper will be brought to a future CEC meeting to agree a Students Association position moving forward.

This is inline with the values of the Association of Inclusivity and equality. It also links with the Strategy strand of Engage and Involve – improving our understanding of student engagement needs

ISSUE 2: Student Learning Adjustment Strategy – Alternative Formats

We are still working closely with the OU teams making sure that the Student Voice is heard on this important matter. We have been going to various meetings and although there has been great improvement the problem is still ongoing. We will continue to be pushing the OU on this matter, not only to get alternative formats to disabled students but to make sure communications are much better than they are currently. It has been an ongoing problem that I know many students are not only frustrated about, but it has made a huge impact on their studies. We have raised this in Senate again on behalf of our members. We are doing our best to push for a resolution to this issue sooner rather than later.

This links with our Inform and support strand and the influence and support strand of the strategy

ISSUE 3: Maintenance loans for part time students

I attended an All Party Parliamentary Group with Michelle Donelan (Universities Minister) alongside Dan Moloney. We managed to get a question answered by the minister about maintenance loans. This is an issue that part time students are continuing to have.

“In the Prime Minister’s speech in Exeter on the ‘lifetime skills guarantee’ he mentioned the need to make student finance more flexible to enable people to retrain or enter education later in life (a sentiment we 100% agree with). Given how important this will be to the post-Covid economic recovery, will the Government consider extending maintenance loans to part-time students so that everyone, including those badly financially impacted by Covid, can access the opportunity to upskill and retrain?”

The response that we received was quite positive. The minister seemed to suggest that the government will be reviewing this soon. We have followed up this meeting with a letter to the other MP in the room Paul Bloomfield.

During the last couple of months, we have been keeping an eye on things that effect our students going on in government and we have followed up with letters to MP’s about matters on digital exclusion as well.

This links with the Strategy strand of Influence and Transform

CEC QUARTERLY IMPACT REPORT

NAME	Ian Cheyne
ROLE	Deputy President
QUARTER/YEAR	January/2021

QUARTERLY SUMMARY

Key progress areas:

AREA 1:

The promotion of the Student Voice in all areas and also, particularly, within the OU Graduate School

This amounts to acquiring an awareness of what needs to be done based on what has been achieved in the past and what is being achieved at present.

(a) The need for an awareness of where and when the student voice can be heard and communicated with is paramount. I have repeatedly stated that in order to engage fully and successfully with students, the Association, and the OU, has to be where the students are. I continue to stress that not only do we have to 'grab' the attention of students but once we have their attention we must be able to retain their interest.

(b) Efforts continue to be made to be 'where the students are'. This means not only a 'physical' location but also refers to an awareness of the most acute and current issues which affect students and the ways in which we can engage with these—general forums, StudentHome, module forums, social media, online meetings, etc. There is a need to help students to overcome a natural reticence/reluctance to report problems—this of course refers to the 'silent' majority which continues to elude engagement. This latter is arguably the most critical issue. Taking advantage of the current (Covid) situation, and its consequences, is also arguably an approach which needs to be prioritised.

© We also need to be better at telling students what the Association is doing/has done/would like to do. Again, this involves being where the students are.

AREA 2:

The increasing awareness on the part of the various OU constituencies that the Association's representatives at all levels and within all activities are essential to the university's future. Additionally the need for all such representatives to be full participants and contributors to OU business.

At present there is a divide between planning/strategy on student experience and the resolution of problems identified during student experience feedback. Currently under way is a 'joined-up' approach to ensuring that planning actively reflects actual issues, and by demonstrating resolution of specific problem areas

whereby these achievements can feed back into future strategies. And again, students must be made aware of both successes and, where necessary, the need for further information to enable successful outcomes. Ultimately enhanced engagement, as referred to elsewhere, is integral to achieving effective solutions.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	15
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ISSUE 1:

PTFG/Module Withdrawal issues for Scotland-based students

Following on from the previously reported problems arising from Covid-19 and the continuing uncertainties over funding applications, further updates/information were obtained from the OUIS and made available to students in the Scotland Facebook group

Some other students experienced difficulties regarding withdrawal from modules, particularly on whether or not, and when, they would be held liable for the payment for a module from which they wanted to withdraw. The Association was able to obtain clarification on this and to inform the affected students.

The Association was able to provide information and reassurances in order to relieve students' concerns. The OUIS has now provided a statement regarding the processing of future funding applications in the expectation that many of the problems encountered will be prevented from recurring in the future.

ISSUE 2:

Catering for PGR students who encounter serious problems with the OU

A complaint was received from a PGR student who had encountered a number of difficulties, particularly over the business of supervision. The consequences for this student have been very serious.

At present I'm evaluating the various means by which such students can share their experiences/problems with both fellow students and the Student Association in situations where they feel that the OU is failing them, AND, before they feel the need to resort to actions involving external bodies. There are clear deficiencies in this respect and this situation is currently under review by obtaining feedback from PGR students generally.

ISSUE 3:

Abuse of fellow students via social networking sites

This problem was raised by a student victim. Obscene and suggestive remarks had been made to them on Facebook. Following an investigation, the student decided against taking further action, i.e in respect of a criminal offence. The perpetrator made an apology which was less than convincing. The victim's decision meant that the Association was unable to take/support further action. The OU recognises the issues, and potential problems, surrounding the use of social media but has been slow/reluctant to act decisively. I have made it clear that the OU must support the Association in tackling the problem as part of a joint exercise. I have also made it clear during several discussions on the subject that the penalties for abusive behaviour must be stated publicly/formally without further delay. Students need to be in no doubt that they can and will be expelled from the OU for breaches of the rules.



CEC QUARTERLY IMPACT REPORT

NAME	Matt Porterfield
ROLE	VP Admin
QUARTER/YEAR	October/December 2020

QUARTERLY SUMMARY

Key progress areas:

AREA 1:

Make financial and management information more understandable and useful:

The first reports in the new style, derived from the enhanced chart of accounts, were produced for the Trustees and CEC. However, as they are for the first quarter of the new financial period they are mainly based on budget. The figures

for the January CEC, based on November actuals, has now been drafted and variations discussed for the narrative report.

AREA 2:

Positively contribute as a Trustee of the Association, Director of the OUSET charity and a member of the Association leadership:

I have regular online meetings with the Deputy Chief Executive (Finance & Resources) where we catch up on activities and issues. I have completed my Trustee and other compulsory training and attended Board meetings online for the Association and OUSET charity. I was able to contribute to processing the high volume of applications for financial assistance received prior to the start of the academic year as well as Freshers and Student Voice Week activities. I was a member of the panel appointing Governance consultants for the Association and now they are appointed, we have held the first planning meeting with them.

AREA 3:

Fulfil my role as a CCR on Faculty of Business and Law committees and student related activities:

In addition to the Board of Studies and Teaching Committee, I have been involved as a student panel member of the reaccreditation activities for two business school accreditation bodies and have now participated in the learning design workshops for level 1 & 2 of the new LLB degree.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?

N/A

ISSUE 1:

Now that the recommendations on the workings of the appointments committee have been accepted by the Board of Trustees, the Bye-Laws need to be updated to reflect the existence of the new Terms of Reference.

ISSUE 2:

The election rules and procedures require updating to incorporate feedback received and avoid issues that are recognised. Further consultation is to be undertaken to ensure all opinions are considered.

ISSUE 3:

The impact of changes to the Universities Superannuation Scheme (USS) have to be monitored for impact on our costs as well as implications for our reserves, although this is outside of our direct control. DCE (F&R) is keeping a close eye on this.



CEC QUARTERLY IMPACT REPORT

NAME	<u>Anca Seaton</u>
ROLE	<u>VP Community</u>
QUARTER/YEAR	<u>November-December 2020 (Quarter IV – 2021)</u>

QUARTERLY SUMMARY

Key progress areas:

AREA 1:

Freshers Fortnight January/February 2021

We already started planning the January/February Freshers, so I've had some discussions with a few CEC members and the Community Team. The sessions are all sorted now, training for the hosts will be happening shortly.

AREA 2:

Community and Sense of Belonging Task and Finish Group – This group was formed in the summer, with monthly meetings starting in August 2020. At the last meeting (end of November 2020) we were still discussing the definitions of

“community” and “belonging”, and we are waiting to do the mapping/evaluation task, so a student consultation can be conducted. One of the papers for this meeting was a brief (4 pages) extract from previous student consultations from 2017 to the present day, with still unanswered and unactioned requests by students. At my suggestion, the group work will be split into 2 strands: on one hand, the Students Association has been tasked to look at the previous consultations document to identify quick wins, and present this to the group; on the other hand, we will continue to work on the questions for a future consultation with students, as the challenges of 2020 are changing the way in which students see their learning community, and the media shifted dramatically from mainly face to face to online.

AREA 3:

A joint Community and DigiComms staff team, together with the relevant VPs, is looking at how to make the planning and advertising our online events a more streamlined process. We are looking at creating an Association-wide events calendar, so the events are not clashing, they are easier to book and advertise, and keep the CEC and the office teams in the loop (particularly Community, DigiComms and Volunteering). (same as above, details not for public consumption as yet)

AREA 4:

Elections Review Working Group – we had the initial meeting, and we started using Microsoft Teams for raising issues and finding solutions. We are bringing a paper to this CEC meeting. This group has only started, but I am looking forward to our future discussions.

Student contacts and key issues:

<p>Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?</p>	<p>10 (most of my interactions happen in online events and they are not directed to me specifically)</p>
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ISSUE 1:

With all the OU face to face study events cancelled until the end of this academic year, the Students Association presence at these events must change. I’ve started the ball rolling by having meetings with university staff to find out where we fit in, and what sort of events we’ll be able to run. I am mostly looking at the online replacement for the Engineering Bath Residential School, and residential schools in other faculties.

ISSUE 2:

Pool of volunteers – this was an older discussion we had during the previous CEC, and involved creating a pool of volunteers with varied roles. We all know that sometime we need student volunteers for all sorts of events, workshops, meetings, etc., and it would help if we have a pool of volunteers, already checked and vetted,

ready to step in. We discussed the types of roles we need volunteers for, hinted at a role description, debated the target audience for this role.

ISSUE 3:



CEC QUARTERLY IMPACT REPORT

NAME	Cinnomen McGuigan
ROLE	Vice President Education
QUARTER/YEAR	January 2021
QUARTERLY SUMMARY	
Key progress areas:	
AREA 1: Representation. Having a huge number of new Senate Reference Group and Central Committee Reps join the academic governance team has been a massive step in ensuring we have student engagement at the heart of everything we do. Ensuring that Student Voice is effective at all levels of the University is something that the Volunteering and Representation Team work hard at. With two new staff team members to support our range of reps and volunteers we can make a concerted push to ensure that all of our roles are filled in the next round of appointments. We also introduced a new role for bridging the gap between areas that can be hard to reach, and our reps which is flexible enough to offer students the opportunity to be involved in Student Voice work without needing to be available	

Monday-Friday 9-5. The new group of Student Experience Links started in the Autumn, and are already discussing with the rest of the representation team issues that arise.

The training sessions for all of our reps went really well, and we have instigated a range of monthly drop-ins where we can come together and discuss issues that affect us all.

We have also pushed to ensure that the representation we have going on already is embedded and meaningful. We have ensured that the Student Observer to the Peer Review Group is now a full member of the team going forward, and an outcome of that is that the Student member of the group is now Co-Chair. So, the review of the QME (Quality Monitoring and Enhancement) process will be overseen by a student alongside the original Chair, Tyrell Golding. Tyrell has graciously encouraged the team to share chairing duties with me, and is a great ambassador for Student Voice and Engagement at the university. My past work on the Periodic Quality Review (PQR) review group has made me much more aware of how much work we have to come in the QME Peer Review process. But I relish the challenge.

AREA 2: Chairing Senate Reference Group (SRG) and ensuring that student concerns are raised at Senate level.

My first SRG was absolutely terrifying, and I truly hope that my garbled mess while I found my feet was not a hindrance to anyone there. But we found a fabulous balance of knowledge and sharing information that allowed everyone to have their points raised in a professional manner, either via the asynchronous forum beforehand or via the actual meeting on the morning of Senate.

We made great strides in ensuring that a wide range of student voices had input into the issues we raised at Senate that day, and we truly appreciate everyone who has played a part in that. The Student Members of Senate couldn't do it without the whole team behind them.

I have also used my role as VP Education, and as a Student Member of Senate, to ensure that we have spaces for student input on as many Senate Working Groups as possible. We have student input on the Oversight Group for the Annual Governance Review, which oversees the subgroups that cover the range of work across the university, on which we also have student members.

AREA 3: Getting information about representation more widely known.

Student Voice Week (SVW) was a big one for VP Education. Representation is a huge part of Student Voice and we played a part on ensuring that SVW had a session or two about how to be a rep, which led to a number of new applications.

We had sessions on how best to work with students and how to better engage them as well as a meet the leadership team, where I helped answer some questions as our President was Chairing,

I was also involved with helping to present a session as part of Black History Month, which again was all about how best to volunteer at the Students Association, and what reps do at the OU and why we need a more varied and diverse range of students on the Volunteering and Representation teams.

I have also been involved with helping VP Student Support to deliver a range of presentations to the university about what the Students Association can offer in the

way of student support and representation. So, they have a better understanding of how we can work together. All of which goes towards helping to raise our profile and gets more people engaged, volunteering and informed of what we do.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?

Too many to count, I had over 50 people contact me one day.

ISSUE 1: Credit Transfer.

This was something I have dealt with since being elected, I expect there will always be issues, but the upcoming registration cut-off has brought a bunch of issues back up. Some even ones that weren't sorted in time for October study I am chasing today. It remains a huge issue for a group of people. Some of this was caused by comms delays but that has been a whole other issue we have been dealing with.

ISSUE 2: SLAS (Student Learning Adjustment Strategy)

The number of people having issues with delayed material has been huge, I have only dealt with it peripherally, there are other CEC (Central Executive Committee) members who have much more contact with affected students than I do, but it has still taken up a huge amount of my time and we have worked tirelessly through briefings to encourage all reps to raise these issues within their Committees. I currently (with others) sit of the SLAS Steering Group and Operations Group in order to ensure that we have student input at all stages. And helped coordinate a meeting with the SLAS team and the Disabled Students Group Chair to try and ensure that their team were taking our concerns seriously.

ISSUE 3: Move to remote/online exams for this year.

An inordinately large amount of my time has been spent trying to ensure that students have a solid idea of what exams will look like this year. With the issues last year and the scale of which module results were being adjusted and standardised, we needed to ensure that students went into this year's modules with a full picture of what an online exam would look like. And ensuring that info was made clear before the fee implications of deferring after 31st December kicked in. We needed to ensure that students were informed enough to make the best possible choice for them this year, and for some it might have meant deferring before there was a massive fee liability to carry over.

ISSUE 4: Sign-in and Password Changes

Every rep or volunteer I have spoken with has been involved with supporting students over the new log-in changes that were implemented before Christmas. This was a silly time to do it, and it would have been far less disruptive to have

done it back in November as scheduled just to avoid the Christmas break. Ensuring we are re-iterating it was a mess, and reps are spreading the word in their committees as some students still can't access their StudentHome, some have only an OpenLearn site. Hopefully this will be sorted soon, now that the break is almost over, but it seemed remiss not to mention it.



CEC QUARTERLY IMPACT REPORT

NAME	Fanni Zombor
ROLE	Vice President Engagement
QUARTER/YEAR	November 2020-January 2021

QUARTERLY SUMMARY

Key progress areas:

Student Voice Week

The biggest project of my first quarter has been planning and organising Student Voice Week and in November we finally got to deliver it for students. Through this week, the Association and various OU departments delivered over 40 sessions, in partnership. Over 500 students took up the opportunity to provide their feedback, ask questions and put forward their ideas to make a difference to students OU and Association journey. I had the opportunity to chair the planning group throughout the project, see through the evaluation and we are starting to have conversations about the plans for the 2021.

On personal reflection, I really enjoyed seeing students get excited about feeling like their voice matters and I am hoping a lot of ongoing work across both organisations will come as a result of the week.

Website redevelopment

Since April 2020, my biggest focus in the Association has been working on the website redevelopment with the Digital Communications team. With all the consultations wrapped up ahead of October Executive weekend, the biggest focus this quarter has been supporting the writing of the invitation to tender for potential website providers. The document was sent out to providers ahead of the Christmas break and responses are due by the 11th of February. With an ambitious strategy and more engagement happening across the Association, an improved website that can support and better showcase all our activities is vital.

OU meetings

I continue to attend various OU committees and regular meetings. I regularly meet with the Student Voice team at the OU to check-in with each other and support and work in partnership on their various initiatives. I also continue to work with the MarComms team to provide the student view on communications projects and issues.

Alongside my regular meetings and committees, this quarter I have been involved in refreshing the OU's Student Voice Action Plan, been involved in a best practise sharing session around communicating with Black, Asian and minority ethnics students, helped decision making as part of the OU and You (the OU's newsletter) content panel, attended meetings around consultation with international students and setting up an FAQ page for international students around their Brexit issues. I have also been involved in developing an FAQ help page for students studying more than one module and had the opportunity to be part of the NSS 2020 evaluation at various points as well as starting to attend the NSS 2021 communications planning group.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	80
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Alternative formats

Since I first got elected in 2018, this continues to be a particular issue for students at the start of (and sometimes well into) their module. Although we don't offer individual representation towards Student Support, I have spent a lot of time supporting students in being able to resolve their issues regarding alternative formats. I have also provided guidance to students wanting to receive financial help from the OU to cover the cost of their alternative arrangements while waiting for their alternative formats.

Extensions

With Covid-19 still very much around, the 21-day extension policy has been extended by the OU. Many students have had issues securing longer extensions

with their tutors, so I have supported students in approaching this situation and sharing the appropriate policy to use in communications with their tutors.

Log-In issues

This has been more general signposting of what students could try, if they had issues logging onto the OU site after the password update. Sort of tying in with the above, the days leading up to Christmas a lot of students had trouble securing further extensions when they couldn't log in to submit their TMA's or they couldn't finish it due to the inability to access materials. Most of these issues were able to be resolved quickly.



CEC QUARTERLY IMPACT REPORT

NAME	Patrice Belton
ROLE	Vice President Equality, Diversity and Inclusion (V P E D I)
QUARTER/YEAR	2 nd Quarter (January) 2021

QUARTERLY SUMMARY

Key progress areas:

AREA 1 - Equality, Diversity and Inclusion in the Student Voice:

This quarter was focused on keeping momentum, building awareness and setting foundations to better include Students from various E D I Groups, by looking at key areas where we as an Association could better represent, support, offer insights, or collaborate with the OU to ensure their voices are being heard e.g.:

1. Safe Space Reporting

- Student Voice week feedback (from sessions I hosted and collaborated on), students made further expressions towards:
 - 'A need for safe spaces to not only make complaints but to have informal discussions around sensitive subjects affecting them, without worries of filtering their truths or experiencing discrimination; they want to feel that the University is reaching out to them for their views, rather than making assumptions about what they need (students*

currently feel like they are not asked what they want)'. **(Student Voice Week)**

As a member of the 'Safe Space reporting Task and Finishing Group', I am relaying these concerns to (key) OU departments on the committee. Presently we are refining the group's Charter and have begun work to collate and review the OU's (present) Dignity and Respect policies, discrimination reporting channels and processes and (previous) research data from across the OU; to both omit duplication of work and ensure the recommendations we put forward to departments (at the end point of this work) would help more students and staff to feel safer in coming forward and to report challenges with inclusion and discrimination and, help the wider OU community to have; improved experiences of signposting, timely follow-ups and resolutions to complaints they raise and, effectively take action to reduce practices of bullying, harassment and discrimination across the OU (long-term). Much of this work is still being deliberated but there will be opportunity for (you) students to offer their feedback at various points in the process.

- *(Strategy Links: Shared Values – Equality & Inclusivity, Aims - Engage & Involve)*

AREA 2 - Student Well-being:

1. Black, Asian and Minority Ethnic Student engagement and inclusion:

- Staying true to word and following of from the Black History Month (B H M) proceedings and the 'B A M E Students Focus Groups', I have been taking every opportunity to circulate our B H M presentation (to OU departments) and across EDI committees, to ensure student's insights and needs remain fresh in mind, during Student Voice Week and, looking towards Freshers 2021.
- With COVID19 is still impacting the UK and putting pressures on students across the sector and, reports of decreases in Mental Health and Mental Well-being is prevalent across the OU and, wider HE Sector. However, it appears some students are finding it more challenging to share their struggles and/or to seek support in these instances, in particular, those from culturally diverse backgrounds where connotations and terminology of Mental Health and Mental Well-being differs greatly to that of the UK's (e.g. Black and Asian Students are said to be significantly impacted with an emphasis on Black students). At the OU, this is one of the many areas of inclusion, where we as an Association and University can help to remove barriers and bridge gaps. Therefore, I have been collaborating with the Pro-Vice-Chancellor-Students' office and other departments, to establish and implement the OU's 'Access & Participation Plan, Task and Finish Group, for Mental Health Declarations for Black Students', to help raise awareness, build more effective support channels and, better current systems for reporting, to offer safer spaces to start those difficult conversations. My focus and participation (here), is to share lived experiences and Student Voice (e.g. of stigmas, cultural disparities and miscommunications from a Black, Asian and Minority Ethnic perspective), to ensure the OU's offerings to students remain inclusive, informed and effectively communicated; thus empowering students to; gain better understanding of the subject, develop abilities to spot signs, self-assess their Wellbeing whilst studying and, help

to build awareness in the wider Student Community. Again, we are at an early stage in this work but have created 8 pillars within the committee, to target to key areas for research (e.g. 'Communication and Language') and to cover more ground.

2. Wellbeing and Mental Health Implementation Plans in Wales:

- Meanwhile; OU in Wales (OUiW), are in process of developing a new strategy/plan to support Students Wellbeing and Mental Health; following the receipt of funding from the 'Higher Education Funding Council for Wales' and, have since invited the Association's Area Association Rep (Wales), VP EDI, VP Student Support (VP SS) and President) to help them steer and inform their trajectory for implementation (so, Student Voice will be at the heart).
- (*Strategy Links: Shared Values – Integrity, Equality, Inclusivity & Collaboration; Aims – Inform & Support*)

AREA 3:

Updates on Students Learning Adjustments Strategy (SLAS):

- With the continued feedback and communication (between myself (VP EDI), the VP SS, Disabled Students Group Chair, OU Staffs and Students - even when students felt at wits end); there are now only a few residual issues being declared (to our knowledge) around; '*Alternative Formats, Specialist Printed Resources and Accessibility*' as we look towards Freshers; a huge difference to that, at the start of term. Equally, any remaining cases where students are still awaiting their resources, having had myself and the VP SS refer them directly to the SST Management and/or escalating them higher (where necessary), to ensure students' distresses and challenges are not only acknowledged but treated with due care and dignity, especially where OU systems and/or communications have been unhelpful and unsupportive. With Freshers on the horizon the SLAS and SST teams have been working more closely with Faculties and the Distribution Centre to, ensure things adjustment will be better organised and to prevent a repeat of the Autumn delays, they has also been discussion to ensure communications channels will be more open and effective, to the Associations' Student Support Team and Students, so, that challenges are communicated sooner. This all sounds promising and it is now for us to trust them to deliver and, hope for efficiently executed February enrolments with very few delayed adjustments or alternative formats queries (nothing too ambitious just now).
- (*Strategy Link: Shared Values - Integrity, Equality, Inclusivity & Openness; Aim – Influence & Transform*)

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?

- 60+ (*via Social Media – Facebook*)
- 5 (*via Email*)
- 0 (*via Forums*)

ISSUE 1:

Accessibility in Tutorials (e.g. Captions, videos and transcripts to support hearing impaired)

Students with Disabilities:

Have been raising queries around not being able to follow tutorials on one module due to a lack of auxiliary adjustments (e.g. captions, recordings). As a result, Students have disclosed feelings of apprehension, anger, and frustration, with some Disabled students taking steps to defer and complain as they feel the OU's adjustments have not been reasonable or helpful, but instead are limiting, discriminating and not inclusive. As a result the D S G Chair and myself (V P E D I) have been invited to collaborate with the OU's 'Accessibility and Usability Team' to ensure student insights and feedback will be present, to help steer any future plans around digital accessibility.

- (Strategy Link: Values: Integrity, Equality, Inclusivity & Openness; Aim – Influence & Transform)

ISSUE 2:

Password Change ('several reports of disgruntlement and errors'):

Over the Christmas period 'Passwords' caused a blunder (i.e. some were not being effectively changed over) leading to confusion, miscommunication and long IT phone queues and dropped phone calls, whilst the system offered glitches or locked some students (myself included) out, even when they needed to submit assessments (or attend meetings); unfortunately many OU staff and the SST were off so, if it wasn't fixed, it wasn't fixed(!) but fortunately it appears to be sorted by the new year. The CEC collaboratively organised to support to students then.

Strategy Link: Shared Values – Openness & Collaboration; Aim - Equality and Inclusivity):



CEC QUARTERLY IMPACT REPORT

NAME	Alison Kingan
ROLE	Vice President Student Support
QUARTER/YEAR	January 2021 CEC Meeting
QUARTERLY SUMMARY	
Key progress areas:	
<p>This report covers activities I have undertaken from September to January 5th. As Vice President Student Support my main areas of concern are the Peer Support Service and OUSET (OU Students Educational Trust) charity. There are details of these and other support, here. Peer Supporters will be holding another live Facebook Freshers event for the next Freshers Events in January. In my last report I mentioned OU Study App slowly and surely replacing the OU Anywhere App. At a recent meeting it was confirmed that when OU Anywhere is removed from the stores, the material which has been downloaded using that App will still be available.</p>	
<p>I was told that the remote exams this year will be written as open book exams. One result of this is that there will be no need for the OU to use webcams to watch students as they take exams. Anyone with additional needs for remote exams please talk to your Student Support Team (SST) as soon as possible.</p>	

I continue to sit on various Committees, Working Groups and Task and Finish Groups covering a range of issues, including - improving communications; Equality, Diversity and Inclusion; PLAs (Personal Learning Advisors) and Peer Mentoring. This month I will be involved in Chairing or Co-Chairing meetings for Peer Supporters and another for Faculty and Nation reps to meet OU staff.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?

I have no idea

I have continued to hear from students who had problems as a result of not receiving their alternative formats on time. Some of these I have been able to raise with the OU. Another issue of concern was the recent change of passwords which caused many students to be locked out of their accounts. The OU has attempted to ease this problem but I will be talking to the OU about the importance of better testing and improved communication.

I am shortly to join a team looking into a Gender Based Violence (GBV) / Domestic Violence (DV) policy for students. As we enter yet another period of lockdown this is, unfortunately, a particularly important subject.

I have been looking into issues about students studying more than one module at a time. There were a range of issues including flexibility being appreciated, need for advice and study skills to be available, and problems caused by clashing TMAs and tutorials – especially if recordings are not made available. I have shared this information with Central Committee Reps and spoken with a few OU staff about these issues, along with Cin, VP Education. There seem to be some problems which will be difficult to overcome but at least the OU is considering how to improve information and advice available to students on the Help Centre and module information.



CEC QUARTERLY IMPACT REPORT

NAME	Danielle Smith
ROLE	Student Member of Council
QUARTER/YEAR	November 2020 to January 2021

QUARTERLY SUMMARY
<p>Key progress areas:</p> <p><i>AREA 1: Becoming a member of the OU Council</i></p> <p>The immediate days and weeks following my election in November 2020 were pretty busy, filled with induction sessions, catch up meetings and lots of emails flying about in relation to my appointment to the Council. I was excited and proud to attend my first meeting of Council on the 24th November. I was warmly welcomed to Council by Pro-Chancellor Malcolm Sweeting and the rest of the members.</p> <p>It was somewhat reassuring to know there were a few other new Council members attending, so I didn't feel like the only "newbie".</p> <p>Council discussed various items of business during the day including receiving updates on the implementation of the new IT system (known as CSR), ongoing pandemic management, receiving the annual financial reports and also the annual report from the Students Association, presented by President Sarah Jones. I'm delighted to say that Council were very impressed with our report and</p>

commended the support we provide to students and the wide variety of services and opportunities available to students.

The Open University is starting work on its brand new strategy and the University will actively be seeking student input. Do keep an eye out for opportunities to get involved and have your say.

AREA 2: Getting involved in the Student Consultation Management Group

I was invited to re-join the Student Consultation Management Group (S C M G) which I had previously been a member of during my previous term serving as the England Area Association Representative. I attended a meeting on 1st December 2020.

The S C M G are responsible for organising all of the face to face and online consultations that the University carry out every year with students, which are normally held in Spring. For 2021 the consultations are going to look a little different as they will all be online in the Spring due to the pandemic, however we hope that by Autumn we may be able to hold some face to face events.

Recruitment will shortly be opening to invite students to apply to attend one of the online consultation meetings. Rest assured meetings will be held at a variety of times and on different platforms, to cater for different students availability. I would like to encourage students to consider applying to attend a consultation. The University is keen to hear our thoughts and do take our feedback seriously, we can help to make a difference in how the OU does things.

The Students Association have been invited to suggest some topics for consultation. Please do feel free to email me if you have a suggestion. My email address is Danielle.smith@open.ac.uk

AREA 3: Elections Review Group

Following the conclusion of the recent by-election, the Central Executive Committee (C E C) have established a working group to look at recent elections to address some of the issues that have arisen. I have joined this group and am looking forward to working together with the other members in looking at some of the concerns, including ensuring candidates really understand the roles they are standing for, how to increase voter turnout and how we can best support candidates during the election process.

Our first meeting took place on 11th December, in which we established some of our key aims and we will be meeting again early in the New Year to firm these up and bring together the terms of reference and action plan.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	3
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ISSUE 1:

Post graduate study query. As a post graduate student myself I was able to assist the student by providing advice, particularly on the issues of funding.

ISSUE 2:

Student finance query. Student signposted to Student Finance England.

ISSUE 3:

Forum moderation query. Unfortunately, as I am not a forum moderator, I was unable to assist directly however I signposted the student to the “Contact Your Moderator” button located on the forum.



CEC QUARTERLY IMPACT REPORT

NAME	Elyse Hocking
ROLE	Area Representative in Scotland
QUARTER/YEAR	November – December 2020
QUARTERLY SUMMARY	
Key progress areas:	
<p>AREA 1: Creating online communities that can reach further than before. By utilising most social media websites we can reach more students and communities through online outreach which is especially important during the Pandemic. Going into 2021, I hope to reach more through hashtag research, setting up regular time slots and council appointments so that if need be I can host Teams calls on a one-to-one basis to discuss any issues or recommendations our students have and also looking at more local groups that may have Scottish students who may not know what we can offer them in terms of inclusion, community and support</p>	
<p>AREA 2: Promoting counselling services to those in need within Scotland. It's still an area we are falling short especially around the festive season when mental wellness can affect more students. We are looking at ways to promote this in a seamless manner so that more can utilise help if needed or at least know the</p>	

option is there to be taken.	
<p>AREA 3: Promotion of OU courses within Scotland to those who were unaware that they could apply to SAAS for the PTFG if they earned individually less than 25k per year.</p> <p>This information isn't widely known across Scotland (strangely) however I have been promoting it with positive results. Uptake has been higher with many within the 35 years and over, signing up to start their first higher education courses with OU.</p>	
Student contacts and key issues:	
Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	17
<p>ISSUE 1: Rights for Scottish Open University Students in relation to courses and their full-time/part-time study timescales. Certain localities were awarding those who completed "full-time" study hours with council tax benefits, others were not because they were completing more than one course. This is hugely unfair as the Legislation states that the student must be doing more than 24 hours – it doesn't relate to how many modules within a course that should be.</p> <p>When looking at brick universities locally who are completing less modules within the year, they are automatically awarded council tax benefit however, OU in certain cases aren't even though our students are doing more study hours. This has been discussed with the policy team to look into to see if we can clarify on letters (where applicable and if requested) that a 60 point course relates to x study hours, 120 point course relates to x study hours – this would be beneficial as the students can provide council tax with this. Although this seems like an external non OU issue, the unfairness of it deeply affects our students within Scotland.</p>	
<p>ISSUE 2: Disability applications and the time frames it is taking to process.</p> <p>Many were annoyed and upset that the process was backlogged and, many felt lied to when they were advised these were being processed depending on what date they arrived in the office. Some for example were advised that their applications were sent in the Summer however, SAAS advised that they only received the applications in say October or November – this lead to distrust and a lot of chasing to find out up to date, key information to try to put the students at ease.</p>	
<p>ISSUE 3: Password changes within OU accounts.</p> <p>This led to a lot of anger. Many were frustrated that calling Student Support they were being given unhelpful advice, being hung up on or having to wait for over one hour for a response. Many were locked out when they needed to have access. Offering tips and advice based on OU updates across all platforms (as many hadn't checked Twitter or FB) helped to resolve many of the issues but not the residual anger which may stay around for a while unfortunately.</p>	

CEC QUARTERLY IMPACT REPORT

NAME	Lorena Fontan Grana
ROLE	Area Association Rep Wales
QUARTER/YEAR	Q3 2020

QUARTERLY SUMMARY

Key progress areas:

AREA 1: Building a Welsh Community.

Actions taken:

1. The OU Student Association in Wales Facebook page has seen another massive increase of students: 500 members since the summer. There has been a lot of signposting and promoting events in this page and all of the hard work is paying off.
2. Clwb Cymru. We have seen quite a bit of interest from students on our monthly event on Teams. The Panel has been involved in creating different themes and events and so far we have hosted a quiz and a Christmas Bingo. I also hosted a more formal event during Freshers in October where a member of the OUiW from student support came along and did a presentation and a Q&A. The aim is to have a mixture of both formal and informal events to keep students interested.
3. My Autumn newsletter to all Welsh students was a success. The aim was to reach those students that are not on social media. We had over 150 students signing up for regular emails from myself, over 100 students asking to join the Facebook page in the week after the newsletter was sent and many more emailing me directly or through social media.
4. Freshers in Wales was a success. We had a session where we hosted a Welsh quiz followed by an informal chat. The feedback from the students was very positive.

AREA 2: Establishing strong relationships with the OU in Wales and the Welsh students.

Actions taken:

1. Regular communications, mainly through email, with Alayla and Ceri from the OU in Wales plus monthly catch ups on Teams.
2. HEFCW'S Student Opportunity and Achievement Committee met for the first time this year in November. Due to work commitments I was not able to attend, Gareth Jones, the Secretary of the Wales Student Volunteer Panel stepped in in my absence. In the meeting several matters were discussed, in particular the response of institutions to the pandemic, with Gareth commenting that it was important that ad-hoc student involvement generated because of the pandemic be formalised going forward to build on the foundations made.
3. Wellbeing and Mental Health Project. This is a very exciting resource that consist of 18 new courses that hopefully will be live on Openlearn sometime in March and cover all aspects of well-being. The project is being created by using student's feedback from the beginning and it was presented to students during Student Voice Week by the OU in Wales.
4. The OU in Wales Equality, Diversity and Inclusion (EDI) Challenge Panel. I was asked by the OUiW to join the panel as AAR for Wales. The Panel has met a few

times during the autumn term and will carry on working in the next few months to question and challenge whether the university is doing all they can to break barriers and injustices within the system. I am looking forward working closely with the OUiW on this. They seem very keen on finding ways to scrutinise what the university is doing and how improve.

5. The Wales Student Volunteer Panel made a presentation about what the Panel is about, its aims and goals during Student Voice Week in November in partnership with the OUiW. It was a success in the way that we got to work together. I can confirm that the last couple of months have brought the Panel members closer and working together in a more positive way and this session was a reflection of this.

AREA 3: Policy, community, student engagement and participation and building relationships between the OU in Wales and the office at MK.

1. Wales Student Volunteer Panel has been meeting monthly since the summer. We have been working closely with the OU Students Association and the OU in Wales in several matters.

2. The Volunteer Panel contributed significantly to the Students Association’s response to the Welsh Government consultation on the Draft Tertiary Education and Research Bill, which was submitted in December.

3. I worked with Dan to bring the Welsh Manifesto policy platform to the CEC will be supporting the document’s launch in early 2021. The Volunteer Panel will be supporting the promotion of the manifesto to a wider audience.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	I don’t really keep track of this but I would say about 30
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ISSUE 1: I had many students contacting me directly about Universal Credit (UC). This issue was also raised many times on the Facebook page. The government is taking student’s loans and grants as income when a student is on UC or about to claim UC. There have been cases where students had to finish their studies because they either cannot afford to lose their UC income or because the government has sent them bills to pay for their previous claims. I have raised the issue with the University, students have been encouraged to phone SST and as a result of this conversations are to be taken place between the OU and the government.

There has been issues with Student Finance Wales as there was a backlog and many students had to wait longer for their loans and grants. This was mainly due to COVID-19. I personally had a nightmare with SFW, for various reasons, one is that they cannot confirm my identity (that is what they say) and as a result I might have to defer my module because they are refusing to give me the student loan. I suspect more students are in the same situation as I am.

CEC QUARTERLY IMPACT REPORT

NAME	Ray Adcock
ROLE	AAR Europe
QUARTER/YEAR	Q3 2020

QUARTERLY SUMMARY

Key progress areas:

AREA 1: Enhance the feeling of community amongst International Students.
3 International Students 'meet ups' attended and profile established, including one International students session for 'freshers'

AREA 2:

AREA 3:

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	30
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ISSUE 1: Lack of understanding of international student issues by tutors.
Online meeting with Tamsin Wisher (OU Assistant Director ALSPD) regarding training of Associate lecturers. I reviewed the online training content for ALs regarding international students and made suggestions for amendment etc. Tamsin is now implementing.

ISSUE 2: Ongoing concern regarding impact of Brexit, etc on International students.

After a series of meetings with A Hunter (Director Student Support) and involving the Chair (Sarah) and Chief Exec (Rob), all international students received an e mail addressing various FAQs (will fees rise post Brexit? Will exam centres close? Etc). Help pages also updated on the OU site to reflect these issues.

CEC QUARTERLY IMPACT REPORT

NAME	Bev Smit
ROLE	FASS FAR
QUARTER/YEAR	January 2021

QUARTERLY SUMMARY

Key progress areas:

AREA 1:

After completing the Induction training, I have been introducing myself to faculty staff and students. I have had several introductory meetings with members of the FASS team, including Julia Prosser, Tina Forbes and Zach Eaton from Student Support. Building a relationship with members of staff is important, in that allows me to raise any issues that arise, which in turn will add to student satisfaction.

AREA 2:

I have re-started the FASS chats. The first one was held on 27th December and the second will be held during Freshers (with members of staff agreeing to attend). They will be held monthly after this. This increases engagement with students, offering support and is the foundation for building a FASS community.

AREA 3:

After a meeting with Jo Durwand and Billy Docherty it was agreed that the FASS 'Speakeasy' will be held online. The first (open to all students instead of one Nation) will be held in Teams on March 19th. Hopefully if Covid restrictions are lifted later in the year, a face to face event will be held in Scotland. These events will offer student engagement with students able to question staff on any issues and will also help to build the FASS community.

Student contacts and key issues:

Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?

5ish

ISSUE 1:

Adobe Connect/Tutorials

Students were complaining of missing tutorials because of problems with Adobe Connect. I raised the issue but was told that there was little that the faculty could do as this was an IT problem and therefore a University issue.

Some students had problems with Adobe Connect because of the number of students in a tutorial. The number of students attending online tutorials has grown with the rise in student numbers. There is a faculty consultation taking place and I have raised the issue. Also students felt let down by the fact that the online replacement for day schools is only 90 minutes. There is now a trial on some modules for 4 hourly online replacements. The others are split between two single tutorials

ISSUE 2:

Module Forums

There have been a couple of issues in regard to module forums, where students have felt that they were not free to question module content. This issue will be raised at Teaching Committee in January.

ISSUE 3:

Timing of TMA's

A student raised the issue that she couldn't contact her tutor during the Xmas period because they were on annual leave. The student had a TMA due at the beginning of January and had specific questions regarding the TMA which have yet to be answered. This has caused a huge amount of anxiety. Issue to be raised at Teaching Committee.

CEC QUARTERLY IMPACT REPORT

NAME	Gareth Jones
ROLE	Faculty Association Representative – Business and Law
QUARTER/YEAR	22 nd – 24 th January 2021

QUARTERLY SUMMARY	
Key progress areas:	
<p>AREA 1: Widening student engagement with the FBL faculty.</p> <p>This has been a great quarter for widening the amount of student engagement with the faculty. A particular highlight was taking observers to the FBL Faculty Assembly for the first time in October. All observers indicated how useful they found this with two of them stating a willingness to consider future involvement with volunteering at the OU Students Association.</p> <p>Student Voice Week also presented many opportunities for students to engage with the faculty, with many sessions attracting a decent attendance. Work will continue to build upon these foundations, with one eye turning to the upcoming freshers.</p>	
<p>AREA 2: Widening the range of voices heard by the faculty.</p> <p>This has continued to improve, with more voices now being invited to contribute to activities of the faculty, including, for the first time, reps from other faculties being invited to contribute to the new LLB design process.</p> <p>Regular student engagement huddles have been extended to include invitations to all reps of committees within the faculty, including the new policing BoS, and to all societies associated with the faculty. November's huddle allowed for guests to attend for the first time to help see the work that takes place behind the curtain.</p> <p>November's student huddle featured the revealing of the new FBL Student Engagement strategy for the coming years, with input from myself, and this will look to build upon the foundations established whilst incorporating further progress, including a requirement for student involvement in the QME process.</p>	
<p>AREA 3: Involvement in the Head of Law School recruitment process</p> <p>Following involvement in the recruitment process for the new Head of Business School in the summer, I was again invited to sit on the recruitment panel for the new Head of Law School. This involved helping to determine the initial shortlist as well as taking part in the final interview process, before deciding, as a panel, who to offer the role to.</p>	
Student contacts and key issues:	
<p>Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?</p>	100s
ISSUE 1:	

Alt Formats – Usual issues to start with (Delays etc)
Then one off issues – entitled but not receiving etc
The issues with W302 alt format for iCMA – missing instructions, incorrect formatting etc

ISSUE 2: Academic references for career progression/PG study
Issue was brought to light where the processes for obtaining references from the OU were inadequate to allow for progression to PG study elsewhere. Investigation discovered the process is reliant on the goodwill of AL's as it is not a contractual requirement. Worked with faculty on the process, and they have raised as a wider issue for the OU whilst constructing a workaround for now.

ISSUE 3: Controversial postings on the LLB forum surrounding BHM:
In response to an advert for the events during BHM, some controversial and, to most, offensive comments were posted regarding the BLM movement. Liaised with faculty to ensure that the right line was drawn between allowing freedom of expression without it being too offensive.

CEC QUARTERLY IMPACT REPORT

NAME	Katie MacFarlane
ROLE	STEM FAR
QUARTER/YEAR	Jan/2021

QUARTERLY SUMMARY	
Key progress areas:	
<p>AREA 1: Communication between faculty and student body</p> <p>I have been introducing myself to the faculty and the student body and forming working relationships with other areas of the OU, such as careers and employability. I am actively working with the OU and the student body on ways to increase two-way communication. This will benefit students as will allow their voice to be better heard.</p>	
<p>AREA 2: Social events for Science, Technology, Engineering and Mathematics (STEM) students</p> <p>Have held a meet the STEM Rep session, and have a session planned for February 2021 freshers. Going forward the goal is to have a monthly STEM meet-up, I am in conversations with the faculty regarding the possibility of having OU PhD students/recent graduates attend to give a presentation on their research area. The social events will benefit students by fostering a sense of community.</p>	
<p>AREA 3: Engage with student body</p> <p>I have been active on various social media platforms, engaging with students, sign-posting where appropriate and encouraging students to visit the OU Students association website and highlighting key events and information. Going forward I will be creating a social media presence specifically for STEM.</p>	
Student contacts and key issues:	
Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	7
<p>ISSUE 1: Tutor Marked Assignments (TMA) Extensions</p> <p>A couple of students have been in touch due to not being granted extensions to TMA deadlines, advised of the current allowances regarding extensions due to Covid-19 and to speak to their tutor again in the first instance. Advised to contact SST if the issue remained unresolved and to get back in touch if required.</p>	
<p>ISSUE 2: Tutor related Issues</p> <p>A student contacted me as was having difficulties with their tutor. They had attempted to resolve this without success. Advised to contact Student Support Teams (SST) to see if the issue could be resolved, or to request a change of tutor.</p>	
<p>ISSUE 3: Financing concerns</p>	

A student in Wales was concerned their finance would not be approved in time for the deadline. Advised them to contact their Association Area Representative (AAR), SST and the financing body for Wales.

CEC QUARTERLY IMPACT REPORT

NAME	Lucy Richardson
ROLE	Open and Access Faculty Area Representative
QUARTER/YEAR	Nov/Dec 2020

QUARTERLY SUMMARY	
Key progress areas:	
AREA 1: Imbedding the Open and Access rep role – progressing well within the FAR team.	
AREA 2: Embedding the Open and Access rep role within the Open and Access programme. Following induction, the University was winding down for the Christmas break. Some progress made.	
AREA 3:	
Student contacts and key issues:	
Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?	20
ISSUE 1: As only been elected briefly, mostly fact finding about student needs and problems and which ones are particular to the Open programme and which need passing to other FARs.	
ISSUE 2:	
ISSUE 3:	

CEC QUARTERLY IMPACT REPORT

NAME	Verity Saunders
ROLE	WELS FAR
QUARTER/YEAR	Winter 2020

QUARTERLY SUMMARY	
Key progress areas:	
<p>AREA 1:</p> <p><i>I wish to make sure that WELS student voice is heard and acted upon if possible...</i></p> <p>Since Autumn 2020 I have become more settled in my role as WELS FAR. I have since become the student co-chair on the school of Education, Childhood, Youth, and Sport Student Voice and Wellbeing group and we are about to begin recruitment for students to join the group very soon. I have also made sure my presence is continued to be known and therefore have made myself available for staff and students to contact me if they wished. I have been able to make sure that student voice is heard on a number of working groups and projects as well which is fantastic as staff members of the university have been receptive to student voice and have mostly welcomed it.</p>	
<p>AREA 2:</p> <p><i>I wish for there to be an open door for WELS students so they know they can come to me with issues that they may need sorting and I'm also happy to hear feedback as well.</i></p> <p>The fresher's fortnight sessions which were held in October 2020 were a success and therefore there will be another session coming at the next fresher's fortnight which is due to be held shortly. I have heard from a number of students about some issues happening on modules and I have made sure that getting a resolution for the issues that have been raised are a priority of mine. I continue to be active on Facebook and Twitter, and to make sure that students are aware that I have an open door for them if they wish to use it.</p>	
<p>AREA 3:</p>	
Student contacts and key issues:	
<p>Roughly how many students have contacted you direct this quarter to ask for support/seek sign-posting/ask a question/flag an issue?</p>	<p>Many students – It has been difficult to place a figure here due to the current situation with COVID and also the way that some conversations have</p>

	been on social media.
<p>ISSUE 1:</p> <p><i>Tutor Issues:</i></p> <p>Shared issues with a tutor on a certain module, still trying to resolve but in contact with the appropriate people and will be requesting an update shortly due to winter break.</p>	
<p>ISSUE 2:</p> <p><i>Coronavirus</i></p> <p>People are beginning to wonder about how coronavirus will affect the assignments they are needing to do and the way they will be assessed at the end of the academic year. I will be making sure that student voice is at the heart of any decisions that are made about this, but this is a developing issue. I will be continuing to direct students to the help centre's coronavirus hub if their issue can be resolved with the resources that are available on there.</p>	
<p>ISSUE 3:</p>	