

Accountability Report Paperwork Guide

“Reflections on what I have achieved so far and what I am working towards.”

Key Objectives (Overview)

From our **Global Priorities** derived from the BIG6 Data in during our first week here, my main focus has been working on **Community and Belonging**.

What are your main goals, projects, campaigns for the year?

1. Safe Communities

- Antiracism Campaigning (Project with several collaborations across the University and the Union teams)
 - Creation of safe spaces for racialised students, creating and making mandatory “Race Training” for Student Leaders as well as staff, escorting students to protests safely, writing and embedding better policy incidences of racism, and advocating and editing our Report & Support system so that incidences of racism can be reported and supported on adequately.
- Identifying underrepresented student groups by Semester 1 and develop targeted engagement strategies for Semester 2 (Also as part of our Student Partnership Agreement)

2. Quiet Communities

- Third Space that is representative of *Current Students*
 - *A place designed for students by students*
- “Lil” Things For the Community Project
 - A series of initiatives such as developing a community library, pen pals, the student poster campaign, community garden, beach cleans and clothes swaps, whereby students can contribute and feel like they are part of their community without the pressure of having to go to events to meet people, but finding alternative means to develop communities.
- Create opportunities and activities to publicly celebrate students' curricular and co-curricular achievements on campus and online (Also as part of the Student Partnership Agreement)
- Creation of alternative platforms to communicate (such as WhatsApp chats pen pals, poster campaigns etc.)

3. Environmentalism, Sustainability & Conservation Opportunities

- Keeping Sustainability Forum Meetings to link Students with the relevant University staff to address their concerns and collaborate on sustainability initiatives together (Monthly Meetings).
- Creation of the Community Conservation Online Collective (currently with 200 students), whereby students from around Scotland (majority of HWU and Stirling students at the moment), can connect, create and learn about opportunities that may help them gain hands on experience in environmental/sustainability/conservation work.
- Developing a Student Exchange Program with other Scottish Universities and Colleges that focuses on creating CPD, networking, skill building and community building opportunities.

Laying the groundwork in Semester 1...

As you will read on you will discover how my priorities shifted based on data, time, politics, and collaborations. The groundwork for my goals and objectives listed above have been laid in semester 1, which included things like identifying stakeholders, collecting data, creating collaborations, and being brave enough to make physical changes too, such as setting up the call out for the poster and arts campaign and setting up the Community Library.

The impact of this work...

The intention is to create a higher sense of belonging for students in a way that fits into their way of life better. Community development happens naturally through feeling as though you belong, so being part of change (through our antiracism work for example), or doodling on our blank posters, leaving positive notes for other students to read, donating books and clothes to others, all of these feed into a sense of belonging and therefore helps to develop our community into one that we all want to be a part of - one that is safe, inclusive and full of fun opportunities.

WINS AND IMPACT

Outline what you are proud of so far and emphasise the impact this will have on students.

Summer Win: Made the Black Voices Project a union and university priority, resulting in a dedicated manager, clear goals, and strong support for meaningful change.

Welcome Week Win: Created six interest-based group chats of ~100 students each, improving communication, collaboration, and student connections.

Sustainability Week Win: Organized a beach clean with society leaders and sports presidents, fostering collaboration among student leaders and the union.

Wellbeing Week Win: Hosted the first Safe Space event for racialised students, creating safety and inspiring active involvement in anti-racism work.

Consolidation Week Win: Launched the first Student Exchange Program to Stirling's Climate Festival, helping students build friendships, learn skills, and feel empowered.

Student Engagement

Have you been available on campus to students?

Always. I make an effort to sit and work downstairs as much as possible because it makes it easier for students to come and chat with me. I also purposefully take lunch minimum 2x a week in the university cafeteria, with other students so that I'm actively interacting with not just the students that come into the union but also the ones that don't.

Have you attended and/or hosted any student events?

Summer: Spoke at Graduations, Hosted the PG Pub Quiz, attended the Transition Event and Get Ready , For Success.

Freshers Week: Introductory days, White Shirt Party in Gala, 90s Night, Cowboy Night, PG mixer and wine and cheese, society events, Freshers fair and I also helped host the multicultural mixer with the BVP.

Themed Weeks: Hosted the Big Big Beach Clean and I attended 1x event per day during sustainability week too, I helped organise the LGBT soc event for wellbeing week and our first Racialised Students Safe Space event happened during that week too as well as the 1st sustainability forum of the year.

Finally, I also chair the **Monthly Society Councils**.



Galaween: Brought down all the craziest stuff to make Galaween extra special for students (such as our pole and fire dancer), arcades, and a photobooth. Been told it was **“The best Galaween yet”**.

University Relationships

My core team within the University I would say is made up of the Sustainability Team, community leads in the different schools, the EDI committee, University Community Leads, and the University Secretary.

I also sit on several committees (13). I've been especially thanked for my contributions at Senate in August where I presented the Global Priorities for this year, and for next semester, I've been invited to present my student data to the Global Student Life Committee and the Global EDI Committee regarding the antiracism work I've been doing.

Collaboration with other student officers...

My philosophy centres on **collaboration, inclusivity, and branching out**, because shared ownership ensures the longevity of projects.

I thrive when working **collaboratively with my FTO team**, supporting each other on campaigns and tasks, and leveraging connections like the visa committee to achieve impactful goals.

Through **training and conventions**, I've built networks with other Student Officers and NUS reps, enabling cross-union collaborations such as joint holiday events that create lasting student connections.

Development and Feedback

- From students the feedback I've received has been amazing thus far. Everyone has the potential to develop in this role and there's so many areas I know I could learn, but I'll frequently receive positive feedback from students about the way I make them feel welcome and empowered.
- The feedback helps me realise what to keep, start, and stop, and most importantly, what sort of things to help change within the University and within the Union to make things better for students.
- It's easy to fall into things that we as FTOs are passionate about, but it's important to keep collecting feedback as we go to find out what things students as a whole

Challenges and Solutions

I don't think I've learnt more in so little time in any other job in my life. The rollercoaster of this role is hefty but so fulfilling. I've learnt how to deal with conflicts, how to manage my time better to have more impact, how to represent not just myself in meetings but the entire student body. I've faced difficult challenges, such as incidents of transphobia and racism, which helped me build resilience as I worked to escalate these issues to staff, find solutions to the problems, and support the wellbeing of affected students.

PLAN CHANGES *There were a few main areas in which focus shifted for me...*

During the summer, I was very focused on trying to find ways to incorporate my manifesto points, specifically around the promise of bigger and better events for freshers week, as this seemed like the relevant place to bring these event ideas to life and to incorporate them into the student culture going forwards. This included:

- Bringing in student performers (see images)
- Bringing in Photobooths and Arcades

The impact it had on students: It made them feel special and cared for, like personalised efforts had been made to run these events. This had been quoted especially off students in Galashiels.



After attending **NUS Lead and Change** in Birmingham and witnessing student protests, I became curious about what students truly value. During Freshers, I spoke with **664 students** to explore priorities: **events vs activism** (issues like GBV, racism, and the White Paper). What I found:

- **Undergraduates & international students:** Strong interest in activism and driving positive change (international student rights, GBV).
- **Postgraduates:** Focused on **connection and social engagement** rather than activism.

To maintain engagement, I created **group chats** for students aligned with their interests.



Our international students rights group chat turned into an antiracism movement, which is where a big direction of my priorities changed for the rest of the year.

The goal then became to bring to the university a list of actions for them to take on in order to ensure the longevity of the antiracism work we were doing. Hence, the first semester was spent data collecting through events like Have Your Say, identifying key stakeholders and allies within the university to ensure that the work I do next semester really leaves a positive mark and is focused on the objective of creating safer communities for students on campus.

