UCSU Class Reps Training

Aim

This training package aims to equip Class Reps with the skills necessary to successfully carry out their role, in a manner accessible to both on- and off-campus learners. This is in line with the following strategic aims:

- UCSU will have removed barriers to students' accessing and leading their Students' Union no matter where or how they study.
- UCSU will be recognised by students as a visible and effective representative organisation
- UCSU will deliver relevant, high-quality services, opportunities and activities that meet student need.

Delivery mode

All training will be available through Blackboard as self-directed study units, called Learning Bites, accessible for all Class Reps to complete at a time and place convenient for them. Training is also available through Teams and in-person on Northern campuses both in groups and one-to-one, with groups sessions scheduled during the peak recruitment period of late October/early November.

Mandatory Induction Units

Unit Title - New Class Reps Mandatory Induction
Delivery method - Blackboard, in-person and Teams
Aim of unit This unit aims to help student understand the role of a Class Rep, what is required of them and what issues fall outside their remit. It also equips them with knowledge of where to signpost students who approach them with non-academic issues. Learning Outcomes After completing this unit, students will be able to: 1. Identify what activities Class Reps engage in and the tasks required of them. 2. Differentiate between academic and non-academic issues and describe the boundaries of their role. 3. Explain how to access support to students who may approach them with issues outside their remit. 4. Identify what support is available from UCSU and how to access it. 5. Identify different ways of collecting feedback, including when and how to go about using bespoke surveys. 6. Consider what skills are useful for a Class Rep and assess their confidence in these areas.
Unit Title

Returning Reps' Mandatory Refresher
Delivery method Blackboard, in-person or Teams
Aim of unit This unit aims to remind returning Class Reps what their role entails and how to signpost students who may approach them with issues outside their remit. They will also consider the importance of the feedback loop and what skills they may wish to develop over the upcoming year. Learning Outcomes After completing this unit, students will be able to: 1. Identify what activities Class Reps engage in and the tasks required of them, 2. Explain how to access support to students who may approach them with issues outside their remit. 3. Identify what support is available from UCSU and how to access it. 4. Consider what skills are useful for a Class Rep and identify training opportunities to develop these. 5. Identify different ways of collecting feedback, including when and how to go about using bespoke surveys. 6. Describe the feedback loop and explain why feeding back outcomes is important.

Developmental Units

Unit Title - Connecting With Your Cohort
Delivery method - Blackboard
Aim of unit This unit aims to equip Class Reps with strategies for raising their profile amongst their cohort and encouraging students to connect with them about issues. Learning Outcomes After completing this unit, students will be able to: 1. Identify methods for ensuring the students they represent know who they are and how to contact them. 2. Evaluate the effectiveness of different methods – for example, messages in class WhatsApp versus a Blackboard announcement. 3. Explain some strategies to appear approachable to the students they are representing.

Unit Title - Feedback 101

Delivery method
- Blackboard & Teams workshops

Aim of unit
This unit aims to develop skills that enable Class Reps to effectively collect, collate and communicate students' opinions about their academic experience.

Learning Outcomes
After completing this unit, students will be able to:
1. Use targeted questioning to improve the quality of the feedback they collect.
2. Explain techniques for improving understanding while they are listening, including asking questions to clarify.
3. Evaluate feedback and use this to represent students by accurately explaining their point of view.
4. Explain why it is important to feedback outcomes and identify ways to do this.

Unit Title
- Keeping Organised

Delivery method
- Blackboard

Aim of unit
This unit should equip participants with skills to help them break down activities into manageable tasks and manage their time effectively.

Learning Outcomes
After completing this unit, students will be able to:
1. Break down activities into simple processes made up of manageable tasks.
2. Explain how to use Microsoft 365 to schedule tasks and projects.
3. Summarise the key points in a paper.
4. Create effective notes to guide a meeting and be able to produce useful notes during a meeting or discussion to retain relevant information for use in the future.

Unit Title
- Effective Conversations: Communicating Clearly & Assertively

<u>Delivery method</u>   -   Blackboard

<u>Aim of unit</u>
Participants should have a deeper understanding of the importance of communication and having developed their assertiveness.
 	
<u>Learning Outcomes</u>
After completing this unit, students will be able to:
   1. Describe some techniques used to communicate clearly.
   2. Identify features to consider when communicating effectively.
   3. Identify different verbal and non-verbal cues and explain their roles in delivery.
   4. Define assertiveness.
   5. Identify techniques to help in being assertive.

<u>Unit Title</u>   -   Effective Conversations: Assertiveness
<u>Delivery method</u>   -   Blackboard

<u>Aim of unit</u>
Participants should leave this session with a deeper understanding of the importance of communication and having developed their assertiveness.
 	
<u>Learning Outcomes</u>
After completing this unit, students will be able to:
   6. Explain how to tailor their communication to different audiences.
   7. Identify different verbal and non-verbal cues and explain their roles in delivery and gauging the mood of an audience.
   8. Define assertiveness.
   9. Appraise reasons assertiveness may be difficult to achieve and describe strategies to overcome this.

<u>Unit Title</u>   -   Negotiation & Working Towards Solutions
<u>Delivery method</u>

- Blackboard

<u>Aim of unit</u>
Class Reps who have completed this unit should understand the importance of negotiation and its role in problem solving.

<u>Learning Outcomes</u>
After completing this unit, students will be able to:
1. Determine the key steps which make up the problem-solving process.
2. Identify factors which can result in conflict and ways to mitigate these.
3. Recognise the key aspects of negotiation and barriers that can prevent a solution being reached.
4. Explain the differences between negotiation/collaboration, coercion/persuasion, and concession/submission.
5. Apply these skills using a theoretical scenario.

<u>Unit Title</u>
- Helping & Supporting Others

<u>Delivery method</u>
- Blackboard

<u>Aim of unit</u>
This session builds on the induction session and should leave participants better able to appropriately support and signpost individual students facing challenges during their time at university.

<u>Learning Outcomes</u>
After completing this unit, students will be able to:
1. Summarise the main academic procedures students may engage with, such as extenuating circumstances, disciplinary procedures and progress review.
2. Confidently signpost students to access further support with issues.
3. Set appropriate boundaries and implement techniques to effectively maintain these.
4. Identify sources of support for themselves and describe how to access these.