**Office Training: Their Roles and Responsibilities**

* Strategic Planning (3-5 year cycles)
  + Having an association plan that reaches before one year means that staff have something they can continue to work towards.
* Clear role descriptions pre-elections
  + So candidates know what’s expected of them
* Comprehensive induction programme
* Shadowing outgoing officers
  + Officers take around six months to get comfortable in their role – need to look to ways to shorten this.
* Accountability structures
  + Keeping officers on their toes
* Mentors and managers
  + Support available throughout the year
* Empowerment and confidence.
  + For example, student officers are asked to go into very high level meetings, which is intimidating. We need to empower students so they know they have the right to be there.

**College Staff Engagement**

* At the start of the year we need staff to get class reps elected, and to get the reps to access training and support. Meet or otherwise communicate with teachers and lecturers to explain what needs to be done.
* Get rid of the “spy in the camp” mentality
* Make the union visible – “space and place”
  + SU having their own space helps avoid the staff loosing track of them.
* Use systems to measure course rep engagement – mail chimp
  + Track levels of engagement.
* Get students’ association into staff induction so they are aware and informed.
* Annual reports to both students and staff
* Planning with management to support students through the process from application to induction.
* Taking time for students’ association staff to engage with college staff.
  + Letting them know what the students’ association does
  + Increases its visibility.

**Student engagement in students’ association**

Increasing buy-in of the whole student body

* Students’ Associations need a bigger presence.
  + Be part of student induction, making it clear what we have to offer. Raising people’s aspirations but also managing their expectations. Not promising what we can’t deliver – only get one chance to engage most students.
  + Get staff to point students towards the students’ association.
* Issue with class reps not turning up to training/not doing their jobs
  + Need staff to get them to come to training
  + Association, staff, and college making a big deal of class reps and the jobs they do to raise profile of the role. A ‘You said, we did’ advertising campaign.
* Issue when officers are running something, and then stop – this leads to students disengaging.
  + If core activity need staff to do the ‘heavy lifting’.
* Engagement varies between campuses.
  + Question of whether we make the students’ association identical on all campuses, or if we tailor activities to the needs and wishes of the different campuses.
* Students’ getting excited about something they want to run – and then the college says no, resulting in the students loosing interests.
  + Need staff buy in to the role of the students’ association.
* Way information is presented
  + Information should be presented in a way which is accessible and relevant to students. Eg, rather than posting the minutes of course rep meetings to website having a ‘you said, we did’ webpage.
* Students tend to just go to college to attend class – they have a social life already outside the college and so have less of an incentive to engage with the SA
  + Look for things students are already starting to do
    - SRC sports union. Students were already setting it up as part of the course. The SU formalised it.
  + Start with any residency students
* Students only at colleges for a year – so not same opportunity to build up buy in/commitment as in a ¾ years uni.
  + Getting students to get the most out of their year as they can.

Engaging ‘non-traditional’ students including part-time, apprentices, and distance learners

* Need to be more flexible to meet their needs in order to engage them. Make the effort to go and find them.
* Class rep structures need to be organised around the class reps, not around staff or the students’ association. Eg, arranging with ledcturers to have class rep time within lessons.
* When evening students come in all facilities are closed – which is not welcoming
  + Propose keep SA open, offering tea and coffee faciltiies. Have someone there distributing SA info and/or have offices stay on until 9.00 on set nights. (this brings up scheduling issues).
  + Have specific points of contact for evening students, at specific times which work for them.
  + Offer induction for evening class students by Students’ association.
  + Colleges have an interest in what evening students go back to work and say – therefore incentive to support students’ association in improving their experience.