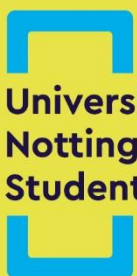


Manifesto Document

Education Representative Positions
May 2020

There are a total of 63 candidates.
There are 48 positions available.



University of
Nottingham
Students' Union

Representation
Development



su.nottingham.ac.uk

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The following positions are in the Faculty of Arts

School of English Studies Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate names:

Lilith Lear Hudson

Leah Valins



Lilith Lear Hudson

Please detail your manifesto below:

- Improve communication between Education and Course Reps, offering both practical and welfare support.
 - I intend to set up an informal method of interaction between School of English reps through social media (and meetings when necessary) to discuss ongoing issues, advice and achievements.
- Increase engagement with English students in order to gather more extensive feedback.
 - I want to raise awareness of the anonymous feedback form available through the LCF Moodle page via the UG Community hub, as well as the common room suggestion box. I would like to utilise social media to direct students to these feedback procedures.
- Continue to encourage use of Microsoft Teams as a networking platform.
 - Specifically, I want to offer support to joint-honours students who face difficulty in contacting their other department/faculty. I endeavour to communicate with the faculty rep to ensure any JH issues pertaining to other departments are dealt with properly and any actions are followed up. I'd also encourage use of the faculty of arts Facebook group.
- Campaign to improve assessment feedback within the School of English.
 - My goal is to ensure feedback, particularly on exam scripts, is consistent throughout the school, encouraging staff to provide more justification for their marking.
- I'd be a worthy Education Rep because I'm a diligent worker, enthusiastic about improving and maintaining our excellent academic standards. I have developed many skills through my experience as a course rep, improving my teamworking by liaising with other reps, and networking, through working with the Education and Student Experience team. I have demonstrated adaptability by overcoming the unprecedented obstacles of the last academic

year, evidence of my resilience and problem-solving capabilities. I also have great communication and organisational skills, essential for the role.



Leah Valins

Please detail your manifesto below:

As your Education Rep, I would ensure that a mandatory break is issued in all teaching sessions of 2 hours or more. Studies have shown that the average attention span of students our age is 10 to 15 minutes, and I am sure you have all felt the effects of these long lectures, especially after a night out! A small break would allow us to maintain our focus for longer, avoid back pain from sitting for too long and reach our maximum academic potential. I would make certain that this is mandatory across the School, so you need not worry!

Also, whilst we study many versions of drama and literature which have now been turned into movies on screen, we do not always get a chance to view these performances. Theatrical productions are often expensive and unfortunately, Netflix's free trials do not last forever. This is why I propose that a weekly screening of different theatre productions and literary films would benefit our studies. We would be able to grasp the production as a whole or even make a head start with our ever-increasing reading list, and this could apply to modules across the School as there are now a wide range of texts which have been transformed into film productions. Fancy yourself as a teacher? A career in media? Maybe something even further afield? With limited opportunities to widen our horizons within the School itself, teaching often draws upon the same topics. However, by bringing Faculty-wide modules into second and third year, we will be able to expand our studies, helping to equip us for our future career paths. Develop more skills and learn new things you otherwise wouldn't have been able to! Not only does this make you more employable, it gives you a greater set of knowledge and allows you to pursue passions and interests that excite you.

As an Education Rep, my main duties would consist of addressing issues from students and bringing these forward in meetings with staff members. Having been Chairman of my local Youth Council, I essentially did the same thing! I worked alongside a group of other students to raise and resolve issues in my community, relaying this information between residents and Councillors. This role helped me to develop my leadership and public speaking skills, as I successfully liaised with key political figures and led a team of like-minded students too.

Most importantly, I have a passion for listening to and working with people - I am a people person! Being involved with the University is also a massive part of my life:

I've worked with prospective students and current students in delivering accommodation viewings, I regularly attend many societies and sports clubs, obviously including the English Society itself, and I hope to take this further by becoming your Education Rep!

Department of History Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 3 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate names:

Eve Chaddock

Thomas Lagan

Emily Lord



Eve Chaddock

Please detail your manifesto below:

I would love to represent your views at a departmental level as I genuinely care about improving the university experience in the way that students want. I think that this role needs someone who is organised and who can manage both their course work and representing the ideas of other students at the same time. Also, to represent other students you need to be a good listener, to hear and take on wider student views. I have recent experience in both these areas as the Social Secretary for the University Caving Club organising a number of successful social events that members requested. I will be a second year History student and I think that this is an advantage as I will have more time to dedicate to the role than a final-year student. Finally, I am tenacious and will not abandon any of your ideas, following them up until they get done or are resolved in ways that will benefit you, the students, and the department alike.



Thomas Lagan

Please detail your manifesto below:

As education representative I would make sure that the links between students and faculty were strengthened. This is vital in maintaining a productive and enjoyable experience for both students and staff. From experience, I have seen that issues within the department arise due to a lack of clarity stemming from poor communication. I will make sure to invest as much time as I am afforded into representing the student voice and making sure that our concerns are properly understood.

During my 2 years studying History at Nottingham, I have perceived that what students require most is concise and effective feedback from all areas of their course. I will work diligently to make sure that if elected, I become a positive contributor to the development of feedback and correspondence between staff and students.

I will call upon communication and administrative skills that I acquired during my time as Deputy Head Boy of my sixth form to perform these tasks. This role allowed me to become the mediator between staff and students as I helped to implement a prefect system that was in charge of discipline throughout the school. I listened to the concerns of both prefects and staff and helped adjust the system accordingly. I learnt the importance of leadership and listening to the advice of peers, a skill which I will continuously call upon if elected to the position of education representative.

Furthermore, my academic experiences have allowed me to become a well-versed public speaker, a communication tool that I shall call upon when trying to put across the voice and opinions of students in a clear and concise manner. One of the many reasons why I love the academic study of History is that it is a lesson in human empathy. It allows us to gain insights into the lives of others and better understand the trials and tribulations of their existence. As Historians, we develop these tools of empathy and understanding and implement them on a daily basis. However, such skills can only be properly utilised when combined with the capability to deliver the

messages effectively. My experiences allow me to understand the concerns of students and present them in a way which will lead to the improvement of student welfare and experience.

My academic experiences have also allowed me to developed key administrative skills that are as equally important as being a well-versed public speaker. Again, during my time as Deputy Head Boy, I would correspond via email with the heads of academic departments to make sure that the concerns of student's education and wellbeing were being received and understood. I hope to apply and build on these skills as an education representative, bettering myself as well as the department of history as a whole. I will reiterate that the key to improving the experience of students and staff is through maintaining and improving communication links. By doing so, we make sure that all parties have a voice which is well-received, understood, and acted upon. I hope to become part of the proud structure and tradition that allows our department and university to be held in such high-regard, whilst making sure that the university remains accountable to the concerns of its students.



Emily Lord

Please detail your manifesto below:

As Education Rep I would love to be able to build on the skills I have learned by being the Year 2 history course rep and to implement more changes and improvements for the history cohort.

I have really enjoyed being Course Rep this year as it has allowed me to talk to my cohort and relay the issues and ideas for improvements they had to senior members of staff.

The current situation resulting in online teaching, due to the coronavirus pandemic, has been difficult, especially with essay deadlines and worries over examinations. I have enjoyed being able to pass information on to my year from key staff members and SU officers to keep them up to date with the situation and hope this has helped ease their worry.

After putting forward student worries to the heads of year we have secured deadline extensions and the safety net policy so that nobody has been unfairly effected by the unusual circumstances.

As Education Rep I want to carry on with this communication. By being approachable I hope to create a stronger network of communication between Course Representatives and the Education Officer. This will allow vital information to be quickly made available to all students and allow any changes that students have put forward to be implemented effectively.

The disruption to the year due to the coronavirus and strikes has been extensive; however, with online teaching this has been mitigated. After seeing the effectiveness of online lectures and more sources being made available, as Education Rep I will strive to keep up and improve the access to online resources and teaching. Although there has been an increase in the use of lecture capture by lecturers, I will encourage that this is consistently used and is readily available on Moodle for any students who were unable to attend the lectures due to illness or other circumstances.

I will also pursue closer connections between personal tutors and tutees, with more direction given on module choices and the amount of reading that should be completed for each module.

One issue that came up numerous times in feedback from peers was having a balance between student led seminars and lecturer input, especially when it came to a focus on historiography. I would like to encourage more direction from tutors, whilst still benefitting from peer led seminars with group discussion.

If I am elected Education Rep I would love to use this platform to advocate the implementation of these changes and be an approachable figure for history students with any course queries or ideas for further improvements.

Department of Classics and Archaeology (Classics) Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Henrietta Brew-Riverson



Henrietta Brew-Riverson

Please detail your manifesto below:

Hi everyone, My name's Henrietta and I'm going into my third year of Ancient History. I absolutely love the course as well as all the amazing people I've met because of it. Sometimes it's difficult and there have been some modules that I've really struggled with. However, I've always had people to turn to whether that be lecturers or friends, and I'd love to be the person that you feel that you can turn to when you are struggling and need advice. I think it's important that people's voices are heard and I want to be that person who not only listens to you but also acts. Being Education rep would give me the opportunity to make sure this happens as I will be able to raise any and all issues to those who it concerns. I'm enthusiastic and outgoing and like to think I'm very approachable! I'm also very organised and I believe that these qualities will really help me in this role. I genuinely enjoy working with others and I strongly believe that I'll be good at representing the student voice. I love talking to people and am determined to drive through positive change. I believe I'll be good at communicating the needs of us students and am open to any and all ideas. I'm passionate about the course and want to make sure the student experience is the best it can be for everyone. I'm ready and prepared to support the Course Rep(s) as well as everybody else. I see this as a real opportunity to give back and help other students in the same way that I've been helped over the past two years. Thank you for reading!

Department of Philosophy Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Grace Biglin



Grace Biglin

Please detail your manifesto below:

As education rep I promise that everyone's voices will be heard. My main priority is that all students feel comfortable reporting a problem and feel confident that they will be listened to. I have had experience in the past of taking roles of responsibility. Throughout school and college, I was on the student council and often had to communicate between students and staff, therefore I would feel very comfortable in this role. I learnt how to be an effective listener and how to ensure that problems were heard and dealt with efficiently.

Since enrolling in university, I have also held positions of responsibility. In autumn semester I was a peer mentor. I feel this has prepared me for communicating with students across the faculty. I am comfortable with dealing with people and listening to their issues and ensuring that they are recognised by a faculty member.

I also have experience of working in a team which is essential for this role. For example, I have been taken part in the Nottingham Consultancy Challenge in which I have had to work with a number of different people from different backgrounds and manage conflicting ideas; I think this will be vital in this role.

Throughout my studies I have learnt valuable skills such as organisation and time management which I feel I can bring to this new role. My concern within the philosophy department is ensuring that information is being passed on to students coherently. I know many people get overwhelmed with emails containing a large amount of information regarding things such as careers advice and thus find it hard to find the relevant information. I want to change this to ensure that students feel confident that they are getting the information they need. For example, many lecturers use Moodle to announce things, however without notifications.

Consequently, in stressful times students can miss important information. I also want to prioritise the communication between staff and students. Many times, students feel in the dark about things such as essay results, which can be pushed back without explanation; I want to make students feel valued. I want to ensure that students play a key role within the philosophy department by ensuring their views in every area are

represented. For example, I know that many students want reading summaries in more modules and feel this is a view that can be shared with the department in hope of change.

Another goal of mine is to increase resources available to students within the Humanities building. For example, I know students like to work in the Humanities building so they can easily talk to a member of the department, or they are waiting in between classes. However, the books for some modules are only available in Hallward. I would like to try and get some core text books for each module available within the humanities building to help students work well and create a good learning environment (and of course a coffee machine!).

Another area I feel could be made even better is the social side of philosophy, although there are already a wide range of events put on by PHILSOC, I think that students could make a very useful contribution to the social side of philosophy by sharing what they want to see and I would be happy to implement these ideas. For example, I think we could introduce a new way for students who are feeling lonely to make friends, for instance a pen pal scheme to connect students and allow them to share their ideas with other students.

I promise that every student will be listened to and problems will be dealt with, no matter how small. Students should play a key role within the department and they should feel comfortable in every aspect of the course, I want to ensure that this is the case.

Department of Theology and Religious Studies Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Francis Adam



Francis Adam

Please detail your manifesto below:

I am running for education rep because I wish to expand on the work and build on the foundations I have already developed during my time as a first year course rep. I believe roles within the education network are important because the goal of everyone on this team is to enhance student experience over the course of their undergraduate programme. It is privilege to be able to contribute to the academic life of myself and others in this way.

Working as a course rep has taught me to value the work that goes in behind the scenes to making the degree programme resourceful and beneficial to students. It has given me a chance to hear and express the thoughts and feelings of my peers to staff which I believe has helped break down barriers in communication particularly as first year signifies a time of new begins and change which demands a lot of adjustment. This role has also helped me understand the staff perspective and convey key issues and concerns of staff to students which I hope and believe has helped create a greater sense of community and cohesion within the theology department as people feel they are aware of the effects any changes have on them and that their concerns are being recognised and put into action.

I would hope to continue all this to a greater degree as your education rep, and look forward to the opportunity to work with others on the department and even within the faculty in order to help ensure a high quality experience in all matters of academic life. I hope that as education rep I can work with course reps and other education reps to identify new ways the school can further support its students as well as continue good habits that are already on place. As education rep I intend to work more closely with the Education and Student Experience Team to tackle all aspects of the student experience at undergraduate level so students always feel supported and know who they can turn to regarding any of their concerns over the course of their degree programme. I look forward to the opportunity to contribute further to Learning Committee Forums and to gain insight and represent the views of my peers in the Teaching and Learning Committee and Boards respectively should I

be elected to the position of education rep and I am excited at the prospects of working as a LCF or academic council chair and/or as a university senator.
Thank you for reading this manifesto and considering me for this role. Best wishes,
Francis Adam

Department of Modern Languages (French and Francophone Studies) Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate names:

Grace Whitaker



Grace Whitaker

Please detail your manifesto below:

Hi! I hope you all are keeping well in these challenging times. My name is Grace Whitaker and I am running for the position of Education Representative for French and Francophone Studies. I am currently a first-year student studying Modern Languages with Translation (French and Spanish) for which I am Course Representative.

Through my experience as Course Rep, I was able to witness first-hand and contribute to the improvement of student experience in our department which motivates me to run for Education Rep. I have three main objectives that I would look to pursue if elected.

Firstly, I would aim to represent all French students, campaigning to improve our learning experience as well as keeping yourselves regularly updated of the progress of the campaigns.

Secondly, I would keep close contact with the future Course Reps, offering advice and support where necessary.

And finally, I would like to propose the creation of an Education Representative specifically for Translation as I feel this would be a significant benefit to those who take the degree.

Thank you for reading my manifesto and feel free to contact me with any questions at ulygw1@nottingham.ac.uk. Best wishes, Grace

Department of Modern Languages (Spanish, Portuguese and Latin American Studies) Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Bradley Ewles



Bradley Ewles

Please detail your manifesto below:

As a returning finalist, I am very much aware of how the School of Spanish, Portuguese and Latin American Studies works. Over the last few years, I have built up a great rapport with the staff in the department, not only from my studies, but also from my role as a Course Rep. This means that staff see me not only as an avid student, but also as a pioneer for change within the School as I was last year.

My experience as a Course Rep for Modern Language Studies has allowed me to see behind the scenes of SPLAS and other schools which gives me an insight into not only what can be improved in SPLAS, but also what we can learn from other Schools. I also worked under Education Reps for other departments so I have seen first hand how they manage their roles and the responsibilities that they face, which is great preparation for entering the role myself. Having seen the efficacy of the Education Rep role, I will make sure to use it to make as much positive change as possible next year.

One of my main ideas is to expand the range of module options for second year Spanish students. Last year, we had a distinct lack of options for our Spanish modules that caused a lot of upset amongst students. As a Course Rep, I couldn't do much about it, but as an Education Rep, I will have more power to make this change.

My second course of action will be to bring a more communal feel to the School by creating social spaces for SPLAS students and organising an event at the end of the year, be that a ball, a bar crawl or something else, to celebrate the end of the academic year. This has been a major issue for language students since I have been at Nottingham and I am itching to make this change!

Thirdly, I will make sure that there are more opportunities for students to provide feedback to the School. I will use anonymous letter boxes, as well as making myself and other members of the Education Network more accessible to students so you, as a student, have an easy way of providing anonymous feedback to the School about anything that may concern you.

Next year is going to be a difficult year for the university, but there is no reason why

we can't make SPLAS stand out as a leading School within the university. If you, like me, want more module options, an end of year celebration and more opportunities to provide feedback to the School, vote for me, Brad, to be your Education Rep next year!

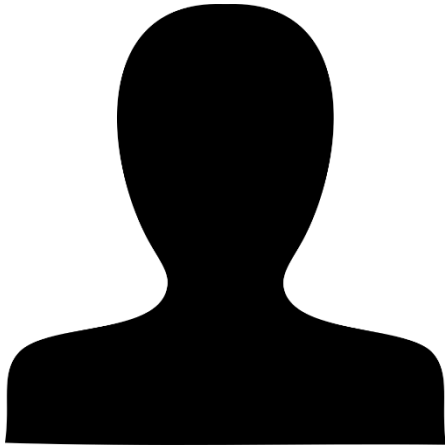
Department of Modern Languages (Russian and Slavonic Studies) Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Jessica Vassena

Lewis Wells



Jessica Vassena

Please detail your manifesto below:

I would like to become the Education Rep for the department of Russian and Slavonic Studies as I believe that it is important to have a say in the education we are investing so much in. It is important to assess what the department is doing well and what things could be improved to allow all students within the department to excel and achieve the grades they deserve.

I would like to try to identify what the department could implement to improve the current situation. I believe that lecture capture is extremely important to our learning and thus I believe that seminars and lectures should be recorded and posted on Moodle, this is particularly important for those with support plans and may not be as able as others to attend everything. This point is now emphasised with the current situation which has shown that it is possible to record lectures. I would also work on ensuring that timetables do not have any clashes and try to ensure that exam timetables are not too hectic.

Currently I am a student receptionist at the Students' Union, the Vice President of Women's Basketball and part of the widening participation panel and therefore I am a confident public speaker and would be able to present the views of the department to the necessary people.



Lewis Wells

Please detail your manifesto below:

Having worked in 3 paid jobs and over 7 teams within those since the age of 14, I already have over 5 years of experience working with people and collectively finding resolve and solution to a great range of problems. In that sense, I believe that working with others is superior to working independently and I love delivering democratically what people desire in change and improvement so that they both enjoy their work and can progress further.

In my first year at Nottingham I have served as the Course Rep for Modern Language Studies, the largest combination and I have enjoyed engaging with the department to communicate and ensure that academic representation is credible and consistent. As a student on that degree I study Russian ab initio meaning that the language is the most challenging and demanding for me and will remain so throughout my journey at Nottingham. Being one of the 30+ students also learning the language from scratch there is a great range of learning styles and people to contend with and I believe that by associating myself further with the department and with fellow students I will improve my own relationship with not only the department, but the learning of the language itself.

I hope you can decide to vote for me based on the following pledges I will make here that I would follow through with if elected as the Education Rep for Russian. If you were to contact me with feedback, suggestions or issues with your learning I would both reply and form an action plan based on your intervention within the same day. Retaining confidentiality, if your intervention is not resolvable prior to a departmental meeting, I would ensure that your point is addressed at the meeting and would communicate the response to you, the same day. I have a heavy interest on 'doing'; an academic year, with perhaps 2 or 3 striking periods and holidays to contend with, is not that large at all. In such a short amount of time, not a lot of progress can be made if you had someone representing you that sat on your feedback or was not assertive enough. So you can be sure that your intervention would be listened to, handled and resolved as quickly as possible, no dithering and

no time-wasting. I provide my contact details and am reachable whenever, so you can place any trust in me.

The following positions are in the Faculty of Social Sciences

School of Economics Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 4 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

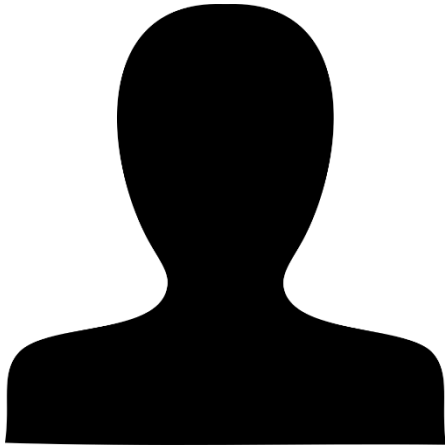
Candidate name:

Aanya Dixit

Kuhinoor Kahn

Eric Pisset

Anjali Shah



Aanya Dixit

Please detail your manifesto below:

Hello, my name is Aanya Dixit and I would like to represent all the students studying in the School of Economics as your Education Representative. Our Student Union plays a key role in representing us as student body and making our voices heard in the university. By running for this position, I endeavour to be one of the representatives of the undergraduate students of the School of Economics and be one more link in a chain of governance.

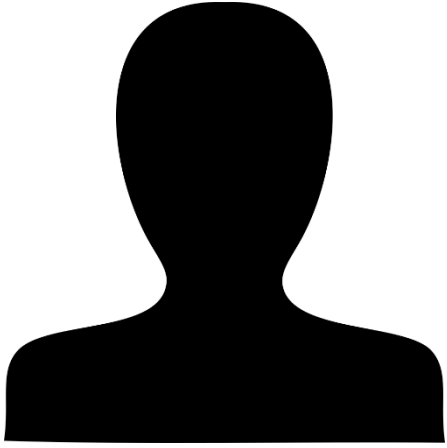
Having been a Student Council representative for my form in Sixth Form, I played a similar role in representing the interests and ideas of my peers to the Senior Leadership Team in order for them to get their voices heard. As we all know, Sixth Form comes with a lot of challenges, a significant one of them being university applications. As a council we were able to implement the use of a forum called UniFrog to streamline communication between students and teachers to ensure that all of us had the best possible chance of securing offers and places in various universities. This was widely successful as teachers were able to track their students progresses, help them out with their applications' essays and upload references in time for students to apply, resulting in a successful host of offers for my classmates. As a council we also saw fit to try and lighten up the tense environment of our common room with regular socials and events to reward or hard work.

Overall, I was able to get the issues and needs of my peers to the appropriate authorities in order for them to get the tools to succeed and helped create a balanced environment for them to make the most of their last two years of secondary school. The success of our Council also demonstrated my ability to work in a team to enact positive change. Throughout my time in secondary school I was on various committees including our school's charity and environment committee. My experiences in these committees taught me the importance of working in a group. By collating ideas, identifying each members' strengths and drawing up a plan of action we were able to effectively meet our goals: in the case of the charity committee we raised £1,000 in one month for a local charity called Dubai Cares and

in the Environment Committee we were able to reduce the school's carbon footprint and received the Eco-Schools Silver Award as a result.

I understand that a high school council and university panel are worlds apart given the sheer number of students the Education Rep is responsible for. I endeavour to be able to reach out to each and every pupil of the school via joining various year and course groups on social media to engage and keep all the students of the School of Economics informed and heard throughout the course of the year. Furthermore, the most important way I hope to get across to as many of you is by way of communication with the course reps. In order to be able to effectively engage with all of the students it is important to empower and use the course reps as delegates. By making myself accessible to them and holding regular meetings, I hope to ensure the efficacy of the student government system so that we can get as many of our ideas across to the relevant people.

After having the experience of representing my peers in secondary school, I would like to be able to do the same and more for my university peers. It is important for each and every one of us to be able to get the best possible tools for success and as Education Rep, I would like to facilitate this to the best of my ability and power. I will try to go above and beyond to ensure that the students of the School of Economics and will not hesitate to represent your interests on various university boards and forums in order to debate and discuss University-level academic policy. It is extremely vital that we are able to get the best academic experience and I hope to represent all of your hopes and desires in order to make you successful.



Kuhinoor Kahn

No Manifesto Submitted



Eric Presset

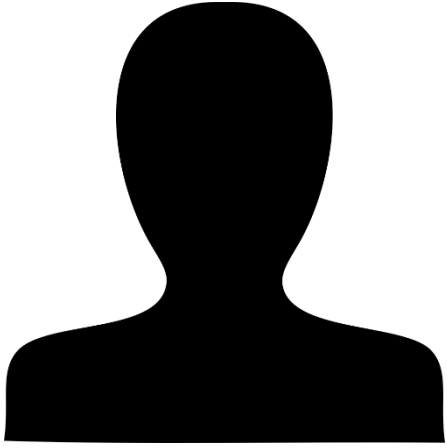
Please detail your manifesto below:

I'm Eric, soon to be third year economics. The course is familiar to me by now. I've enjoyed it, engaged with it, and am well placed to help improve it if need be.

Some ideas and principles:

- 1) Let's be realistic - ease new ideas into fruition, rather than propose to bulldoze the course.
- 2) Let's be concise - bring clear, actionable proposals to course directors.
- 3) And let's communicate - ensure students, reps and directors are talking smoothly.

Thanks for reading, best of wishes, and hopefully thanks for your vote.



Anjali Shah

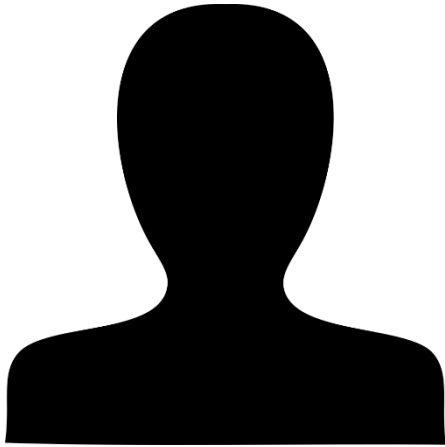
No Manifesto Submitted

School of Education, Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Lucy Barrlowclough



Lucy Barrowclough

Please detail your manifesto below:

I am running for Education Rep as I feel I have the ability to provide the next step in my role by making the student voice and body a stronger through my role as Education Rep. I will be in second year and have previously been a course rep in first year, therefore I know my peers and can provide as a consistent help throughout my future years in university. I am a down to earth, easy to approach student and I think this is how an Education Rep should be. Finally currently the School of Education is missing an Education Rep therefore I think it would be useful to finally have someone as Education Rep next year.

School of Geography Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 3 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

George Buttery

Louise Pearce

Joanna Sippetts



George Buttery

Please detail your manifesto below:

My name is George Buttery, and I am a BA Geography student going into second year. As course rep this year, I would like to continue my services in the Education Network in a new role and help to drive change within the school. I am a very active student within Geography, assisting on the offer holder days and also holding a position on the Digital Teaching and Learning Board in the Faculty of Social Sciences. I am running for the role of Education Rep in order to develop the communication and representation between students and staff in the school. It's vital for students to be able to express themselves, both when things are going well and when things are going wrong, but students sometimes find it hard to express themselves to someone who will be able to help put things right.

I will work closely with course reps and the faculty rep to represent students and to drive important change within the faculty, informed by the student voice and the directions that the majority wish for us to take.

I will ensure that close contact is kept up throughout the year within the School of Geography – it can sometimes appear to be the case that issues are only raised around the time of LCFs and I want to reiterate and reassure students that they are able to contact us at any time to feedback, as it is feedback throughout the year that can help improve the current studying experience. However, I will work to enhance the Education Network that we already have within Geography, to make it easier for everyone to be able to give meaningful feedback, ensuring that the opinions we collate are those of the widest and most representative proportion of students possible.

In this respect, I will work to develop the relationships between course reps, education reps and students, who may otherwise have no forum to give their opinion. We are only at university for a very short time in our lives, and I want to make sure that students can get the best out of this time as they possibly can. This is why I want to encourage a development of the opportunities that students get to experience the most from the course, whether this is better understanding of

modules before selecting them, more consistency across the course (such as the materials provided within lectures for example), or more opportunities to take on extra activities or responsibilities.

After this particularly challenging year, I look forward to a new year fresh with enthusiasm and excitement to come in all parts of the student life.

Thank you for your attention, and please contact me if you have any questions.



Louise Pearce

Please detail your manifesto below:

Hi, my name is Louise Pearce and I'm a second-year student in the School of Geography. I am standing to be your education representative because I want to ensure that everyone gets the most out of their university experience.

I'm sure you all want to make your voices heard and have some involvement in how decisions are made within the school. With your support, I want to make studying within the school a positive experience for everyone by making sure all years and every individual feels represented.

Having studied within the school for two years now, I want to contribute to making decisions and changes so that everyone has the best time during their studies here at the University of Nottingham. If elected, I would not only ensure the involvement of every individual in the decision-making process but also keep you all informed along the way. I hope to make positive change that benefits everyone, and I can only do this with your support and engagement.

To aid me in delivering these claims, I will make use of my previous experience in engaging with people in the decision-making process from being a student leader during my final year of Sixth Form. I will also ensure regular communication with the student body to give everyone the opportunity to give their thoughts on different matters, to make the most positive change for the people who know best what needs to be done!

I would be honoured to represent you all in the coming year and look forward to the opportunity to make positive change for us all.



Joanna Sippetts

Please detail your manifesto below:

Why do you want to become the Education Rep for your school?

I would very much like to be the Education Representative for Geography. I was a Course Rep for Geography in my first year which I really enjoyed. I have experience and understanding of the forum, and I would like to continue to contribute and improve experience in the department by working with both students and staff. I believe that I have the skills to be successful in this role, and I would like to continue to be involved in decision-making processes, making beneficial changes in the school. I want to ensure that the voices of all of the students in the school are heard, and to work alongside staff.

Changes you would try to influence if you were elected?

1. Maximising exam preparation material available, including more up to date example exam questions.
2. Greater access to whole MCQ papers for first and second year modules.
3. Marking and feedback - aims for a similar structure and depth for everyone, e.g. by following a 'PIN' structure with a few sentences at least for each section: Positives, Improvements, Now (Advice of a topic area/area of wider reading/academic that could be explored to support essay or develop essay further)
4. Raise awareness of External Research Lectures - forum to understand fields of high interest and organise guest speakers on these topics.
5. Ensure all intended reading and article outlets are accessible to students for wider reading.

Experience for the role?

I have experience in roles of responsibility and leadership as Deputy Head Girl, College Support and College Council during my time in school and Sixth Form. In first year, I was Course Rep as well as being on the Digital Teaching and Learning Committee. Within these roles at school and university I have extended my communication and organisational skills which I will reflect in the role of Education Rep. I am very approachable and get on well with all students and staff that I have met at Nottingham.

School of Law Education Rep

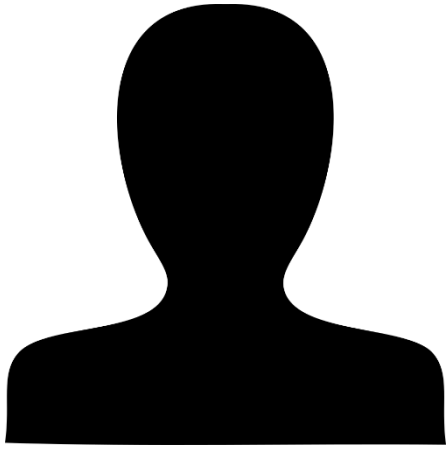
Candidates are presented in alphabetical order by surname. There are a total of 3 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Jere Foote

Lakshya Mittal

Jeevni Sharma



Jere Foote

No Manifesto Submitted



Lakshya Mittal

Please detail your manifesto below:

As the First-Year Course Representative, I have gained insight into many problems faced by law students and have developed strategies to help counter them.

First, I intend to persuade the School to provide sessions during Induction Week that will help Freshers ease into university life. I would like to work towards availability of more textbook resources, getting an opportunity to write more formative exams and an availability of past exam papers to help prepare better for assessments.

My initiatives to reduce stress during assessments will include provision of essay-writing sessions, detailed information of exam structure and early release of coursework titles.

A few of my other goals include helping students have earlier and better access to available optional modules and the resources to choose their modules, availability of sessions on how to improve their employability and, most importantly, increase the transparency between the Law School and the students.

Personally, I find myself to be a cheerful and approachable individual. Feel free to approach me with any ideas or concerns and I will make sure that they are addressed. I promise to go to all required lengths to help my fellow students.

Thank you for reading my manifesto. I hope that I have gained the confidence of your vote.



Jeevni Sharma

Please detail your manifesto below:

I would like to run for education representative, next year, as I believe the experience I have gained as a course representative will aid me in carrying out my duties. I hope to represent your ideas, defend your concerns and bring change as I have tried to do this year.

One of my greatest achievements this year would be getting the school and students to bring forward a system where past exam paper answers could be looked at anonymously to help students better understand what is required of them. I hope to bring more change of this kind from the position of education rep.

One of my main aims of for this position to be build a better line of communication between the school and the students so in times of uncertainty information flows smoothly and doesn't cause for much anxiety.

I hope you vote for me and I look forward to representing your needs!

Nottingham University Business School Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 4 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

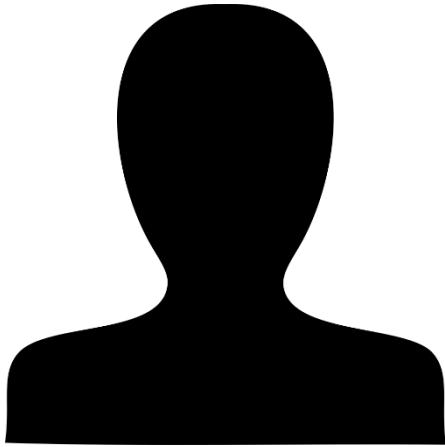
Max Archer

Maxim Dossimbekov

Adwait Khandelwal

Albana Khanna

Zhi Ong



Max Archer

No Manifesto Submitted



Maxim Dossimbekov

Please detail your manifesto below:

Dear students, I'm running myself into Education Representative role so your voices would be heard! I've been working closely with students of my course during my 1st and 2nd year at The University of Nottingham and I know what kind of problems do we have and where to start make changes in order to make our education better and more productive for us.

I have experience being Course Representative at The University of Nottingham International College while I was doing my Foundation Course. Past experience taught me efficient time spending, critical thinking and listening to our fellow student to make them happier!

Moreover, I'm part of the committee in Business Management & Leadership Society and Russian Speaking Society, therefore I'm very aware of how to work under pressure and be in contact with students and listen their feedback.

In my spare time, I do MMA at UFC GYM NOTTINGHAM and also play the guitar. Together, we will make our education at the University more efficient and more comfortable for us so that we receive knowledge and support along the way of our studies without any problems!



Adwait Khandelwal

Please detail your manifesto below:

I am standing for this position I want you to have good memories, to show that your opinions count and I want to make your voices heard. I'm really enthusiastic about making this happen. I think I will be a good candidate for this position because I'm an approachable, social happy person who would love to talk to others and hear their opinions. I want students to be proud of their university, it's only a short time and should be the best.



Albana Khanna

Please detail your manifesto below:

I am Albana Arora, and I am running to be your Education representative. With prior experience in leadership roles as the Beyond Academics president, I've cultivated the art of effectively communicating and delegating within a team. In our dynamic and fast-paced university experience, I believe it is imperative to design innovative solutions to tackle our everyday problems. For instance, when applying for summer internships, most undergraduates struggled with online testing due to lack of prior practice and an inability to balance coursework deadlines and applications. While the university has a provision of free practice tests, there is a lack of awareness and scheduled time. Therefore, I would aim for a weekly workshop to increase their performance levels. This will be further communicated via course reps and administered through student services to avoid timetabling issues, with emphasis on degrees that cannot progress in their application without thorough practice.

Additionally, many undergraduates struggle in understanding the reason behind their lack of progression in examinations but never consult their personal tutor or attend the paper viewing session. Hence, I would hope to make these sessions compulsory for students scoring 2:2 or below to discover their problem area. Since academic pressure and mental health are correlated, I intend to partner closely with the wellbeing officer to explore and develop ways to boost morale and reduce stress.

Moreover, I have attained relevant experience when launching and leading my school's first community project, "Kahaaniyan - Your medical story" that aimed to provide health care services to underprivileged children in India. This idea, which is now an annual event, required extensive planning, teamwork, communication, and attention to detail to ensure smooth execution. This experience allowed me to exercise and nurture my skill set, and I hope to practice and encourage the same within students before I graduate.

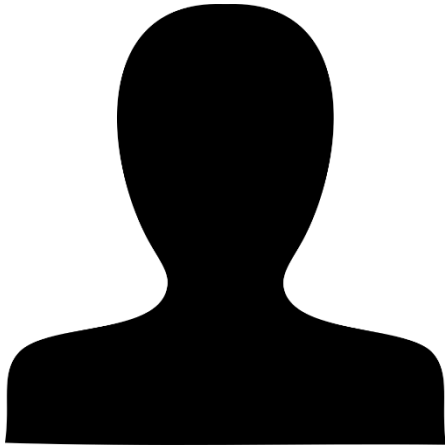
Additionally, I have led a team of varying age groups at the Wharton's Investment challenge held by the University of Pennsylvania and qualified as Southeast Asia and Middle East finalists. This project was undoubtedly a test of academic knowledge, careful delegation, supervision and patience. Thus, I believe that the success of my prior experience in leadership roles will support me in excelling as an Education rep.

Therefore, if elected, I aim to:

- Initiate certified online courses at a discounted rate for students by affiliating with Coursera, Udemy, edX, Codecademy to develop additional skills beyond university learning. Students can also meet with the careers team to choose the right courses and understand how to write favourably about it on their CV or LinkedIn profile
- Design a communication archetype with involvement from all course reps to collect and deliver information from and to students to promote awareness and undergraduate participation
- Implement "Better Impact", which is a platform that can be a medium of communication for voluntary projects. It allows students to sign up for upcoming and current volunteering programs around Nottingham along with the capacity and program details. This can be in partnership with the Student Union and the Nottingham Advantage Award team
- Organise a bi-monthly in-person session for each school with the respective course rep and the education rep to collate progress reports and feedback to implement in the next semester
- Conduct year-end presentations by professors on upcoming modules to instate more informed decisions.
- Re-assess the role of an education rep for more explicit and enhanced responsibilities, reliability and transparency with students and course reps
- Emphasise on the prime importance of reviewing exam feedback when made available
- Set up more skill development workshops, such as the Microsoft Office Specialist programme, previously administered in the Spring semester. Along with, weekly seminars on mastering the online testing phase for internships and graduate programmes
- Establish a pre-assessment survey that will indict the likelihood of our plans working from a student's perspective and post-survey form to assess the success of the ideas put into effect to inculcate the same in future years

Lastly, as an international student, my academic path has continuously been guided and developed through the help of my course rep, and personal tutor. Thus, I would like to acknowledge the student union on establishing an excellent example, and I hope for an opportunity to strengthen it further. Finally, I would like to thank the university for this fantastic opportunity to contribute back to the student

community that helped me grow and excel in my personal and professional space. I aspire to serve the students and faculty in my final year of study.



Zhi Ong

Please detail your manifesto below:

I would like to ensure that the student voices in the Business School is heard and actionable actions are taken when students voice their concerns promptly and effectively. I served in the military and I have been on the committee for the Nottingham Negotiation Society. As such, I have learned to be a approachable and friendly leader that makes certain concerns are addressed to the best of my ability.

School of Politics and International Relations Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Anna Bulcock

Maria Chatzitheodorou



Anna Bulcock

Please detail your manifesto below:

Hello, My name is Anna Bulcock and I am currently a first year student studying Politics and International Relations – my friends would describe me as approachable and caring but I am also hardworking and very motivated. I have taken the decision to stand in the upcoming SU elections because I want to ensure that as a student body our voices are heard.

I think it is important that we provide valuable and constructive criticism to the faculty representatives and staff but also give praise and discover what is working well within the school. I promise to listen closely to the voices of the students within the school and represent these in meetings with the SU and faculty.

I also think it is important that you are made aware of the decisions made by the student representatives and would strive to ensure this is the case. These decisions should of course reflect the views of those in our school and would be made on your behalf so it is only right that students are fully informed and aware of what their representatives are doing.

As well as representing the academic journey of the student body I would also like to try and build a greater sense of community within the school. I think it is really important to promote the school's social media platforms which are a quick and easy way for students to keep up to date with what is happening.

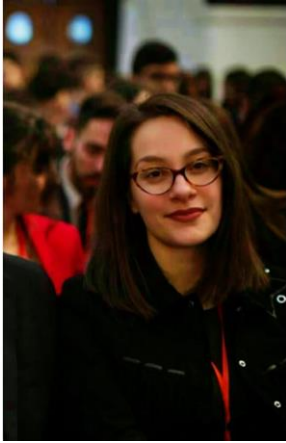
Another way in which I think we could widen our sense of community is by setting up an initiative where we can support charities across the year which are particularly important to us with buckets, bake sales or other events, but I would of course love to hear your thoughts.

I was previously elected onto my 6th form Congress where I carried out a similar role representing the students within my 6th form and addressed queries and concerns students may have. I really enjoyed my time in this position and would love to have a similar role in Nottingham.

If elected to this post I can assure you I will give the position my full attention, attending all meetings and discussions well prepared and will take time to read and

then discuss the feedback received from the rest of the student body. It would be a real pleasure to represent the undergraduate students of the school of Politics and International Relations and rest assured I would do this to the absolute best of my ability.

Thank you for taking the time to read my manifesto, Anna Bulcock



Maria Chatzitheodorou

Please detail your manifesto below:

Having served as the Education Rep for the School of Politics and International Relations last year, I have become familiar with the structures of the School, the ways decisions are made and the ways they are implemented. I would love to be re-elected, in order to serve the interest of us, the students, and promote decisions that will have the best impact on our academic and social lives.

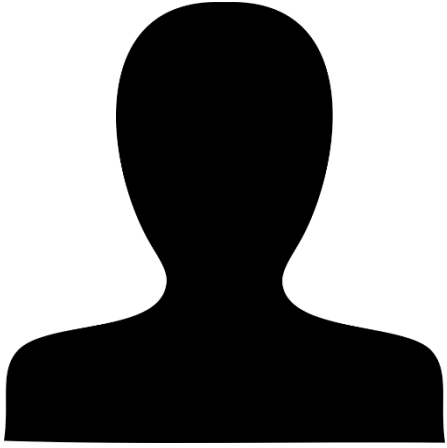
School of Sociology and Social Policy Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Robyn Bennetto

Sandra Larsen



Robyn Bennetto
No Manifesto Submitted



Sandra Larsen

No Manifesto Submitted

The following positions are in the Faculty of Engineering

**Department of Architecture and Build Environment
Education Rep**

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Kaan Gun

Glada Olivia



Kaan Gun

Please detail your manifesto below:

Hey, I'm Kaan. I'm a 3rd year MEng student. I've been a course rep for two of my years at uni and a digital rep since September. I'm running for this role because I think this department can do much better at organisation, communication, and representing all the courses in our department and I would love to help get it there.

Organisation: Everyone in architecture has had a review or a tutorial that starts late or goes on longer than it should. It's such a shame that when you get assigned a review slot at 4pm the first thing you'll think is that it probably won't start before 5-5:30 and you might not even finish before 6-7pm! I think that, as a department, we should be doing better at setting schedules and actually sticking to them. As your education rep, this is something I will improve by working with unit heads and department staff to set a stricter schedule and hold people accountable if they overrun.

Communication: In all the meetings I've been to as a course rep and digital rep, communication has always been one of the biggest problem spots between committees and students. We've been doing better recently (the feedback from the BArch course reps in the EEC, for example) but we are still far behind other departments where everyone knows who their course rep is and hears from them regularly. We're no stranger to having complaints about the way something is run on our course, and I believe that you should know who to speak to and have faith that something will be done about it. As your education rep, I would make sure that the course reps make themselves known to the years and give regular feedback on what is happening behind the scenes.

Representation: Finally, I think that all of the courses in DABE should be represented by the education rep. Some of you on the BArch course might not know that we have a whole set of BEng courses that focus more on building services engineering. As an MEng student, I think I am well suited to represent the entire spectrum of courses and students in our department. Thank you for taking the time to read this and if you have any specific questions I'd be happy to answer them; just send me an email or a message on facebook!



Glada Olivia

Please detail your manifesto below:

I am currently a year one undergraduate studying Architectural Environment Engineering. As a devoted student, I strongly believe in improving education hence my interest in taking on this role as an education representative.

In my sixth form, I have contributed to the school community as a house captain, in this role I was able to work together with other students to organise house events for the younger years. I intend to take these teamwork and communication skills forward in this role to create a better environment for the students and staff.

From this first year of being at university, I have noticed a lack of team-building exercises and events to get to know course mates. Information can be passed on more efficiently and effectively when a strong community is formed, facilitating communication between students and staff also. So, I would like to introduce and hope to organise more events that make this flourish.

I am passionate and determined and I wish to bring all my enthusiasm in this important role, should I be elected.

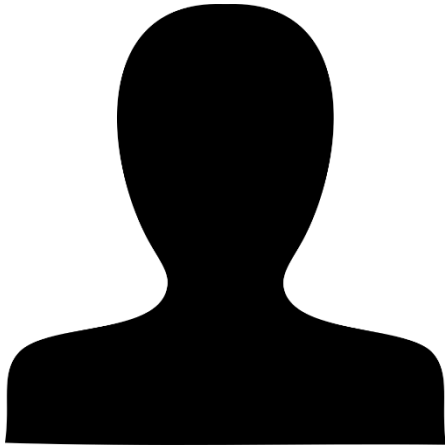
Thank you for your time, Giada.

Department of Chemical and Environmental Engineering Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Benjamin Wells



Benjamin Wells

Please detail your manifesto below:

After two years as a course rep, I have decided to nominate myself as education rep for chemical and environmental engineering.

The following positions are in the Faculty of Science

School of Biosciences Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Aileen Magilin

Ashmiza Shaikh



Aileen Magilin

Please detail your manifesto below:

Hello everyone!

I have been an undergraduate student in the school of Biosciences since 2017, and have seen first-hand the roles played by both Course representatives and Education representatives during my 3 years here. After having finished my year in research at the John Innes Centre, I believe I can represent your voice to demand for a higher quality education in the Biosciences school.

I will push for:

1. Representing the Biosciences student voice at the institutional level
 - It is essential that the school of Biosciences should be represented equally as other Science schools. We should continue to have our opinions listened to by the Senate, and overall integrate our Biosciences school more into our university as a whole!
2. Efficient delivery of lecture material for the students
 - This includes consistent Engage recordings and a more comprehensive arrangement of lectures, to reduce the redundancy of already delivered course material. Another opportunity would be having a Reading Week implemented in the Biosciences school so students have the chance to catch up and focus on their course.
3. An inclusive student learning experience and assessment
 - Taking into account students who need improved accessibility to learning material, and more leniency for their coursework submission date if necessary. Examinations should be reviewed to ensure that the language used is not confusing or misleading, which can negatively impact a student's performance especially if English is not their native language.
4. Improved organisation of laboratory practical sessions

- It is necessary to have accurate and clear protocols for the students to learn and follow, and consensus between lab demonstrators for how to conduct the session to prevent confusion for the students.
- 5. Introducing more computing related material in modules
 - We have to recognize that bioinformatics is becoming a very valuable skill in research and should be introduced for students to have better understanding in their own field of science. Students should be formally taught how to use RStudio, Linux, and even Microsoft Excel.
- 6. Better assistance for students on mandatory placements
 - Students who go on placements required by their course can be working away from home, and may need financial assistance for their travel and accommodation for this placement. The university should be more aware of the impact this may have on the students, especially if they are on an unpaid placement.

I believe I am capable of being your Education Representative because I am:

- Experienced with working within a committee and a team, with consistent communication and time management skills.
- Experienced with working in academia, thus understanding the necessary skills we should demand to have as graduate students.
- Passionate about sharing knowledge on science, and aim to ensure every student in the school have the opportunity to learn to their best ability.

My past experiences include:

- Chairperson of Election Board in my college (2017)
- Student consultant for the NAA consultancy challenge (2017)
- Various science outreach events, particularly in primary schools (2018-2020)
- 12-month placement at the John Innes Centre; a plant science research institute.

I really enjoy working with other people, and will strive to maintain a good professional relationship with the course representatives and our school, to ensure the student voice will be listened to. With your vote, we can achieve a higher quality education and become well-prepared graduates ready to take on anything!



Ashmiza Shaikh

Please detail your manifesto below:

The education network at the university of Nottingham is a vast field where all the academics and students join together to improve and enhance the experience of each course. An education representative is expected to represent the student voice of their department and ensure that the students are satisfied with their experience in their school. It is their responsibility to bring a positive change in their department as a student leader that is appreciated by the academics as well as all the students. I want to be a part of a network that strives to ensure that each department is at its best potential.

The school of biosciences is an integral part of the faculty of science, representing diverse fields such as agriculture, animal sciences, biotechnology, nutrition and dietetics, food science, plant science and microbiology. It is a school that generates successful students each year, that can go out and help the world in their own professional ways. However, the school of biosciences is felt to be a little underrepresented among the other departments of faculty of science.

My aim as an educational representative would be to increase student representation in Biosciences and be the mediator between the students and the faculty to ensure that the optimum success of the department is achieved and that the students are happy with the facilities provided to them. I hope to promote the school of biosciences at an institutional level and help achieve its recognition that it deserves. Having been a course rep of Nutrition and Dietetics, has helped me gain insight on how the education network works. I have experience in mediating the issues faced by the students and voicing them to the academics and ensuring that they are aware of these issues and are implementing on solving them as well. I have attended all possible 'Learning Community Forum Meetings' and Faculty meetings where I have represented the opinions and suggestions of my fellow course mates and tried to get my point across.

Alongside a course rep, I have also been a student's events ambassador for the past two years helping organize events for current and prospective students. My

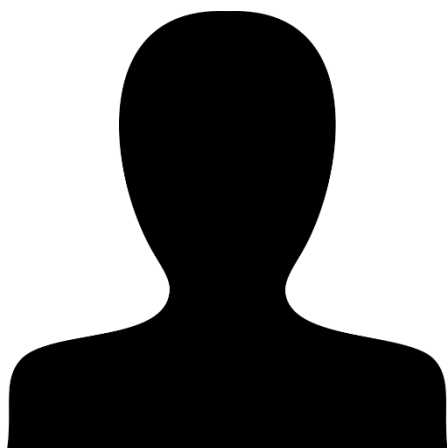
experience as a course rep, student ambassador and a volunteer in numerous schemes, has helped me develop my communication and leadership skills. As a course rep, I have worked and communicated with other course reps and education representatives, to discuss our issues and resolve any common issues together. This has developed my teamworking and decision-making skills. I hope that with all the experience that I have gained through the previous years, I am given the chance to contribute to the education network and represent the school of biosciences and help the students achieve a pleasant experience to their journey in university. Thank You

School of Chemistry Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Iona Hanson



Iona Hanson

Please detail your manifesto below:

I am a 3rd year student studying 'Medicinal and Biological Chemistry'. Having taken great pleasure in being an Education Representative over the past year, I am eager to take on the role again and build on the efforts being made to help students.

IMPROVING FEEDBACK MECHANISMS: Liaising between students and staff was enjoyable and I firmly believe that good communication is vital for courses to be delivered in a style that benefits both students and lecturers alike. Gathering student feedback allows modules to be improved, therefore helping students to understand the content better and thus improve their prospects of success. It is essential that better means of collecting feedback are implemented, so that changes can be made sooner and the experience of students improved for the current academic year.

ANONYMITY ON MOODLE: I will continue to push for posts on Moodle question forums to have the option of being made anonymous. It has been continually brought to my attention that students are unwilling to post their questions without such a feature in place and understandably so. However, this in turn leads to lecturers having to deal with an influx of emails, often with the same questions, as well as students becoming frustrated by longer response times. Enabling anonymity would give students the opportunity to help each other by providing answers to one another's questions, whilst having the reassurance of knowing responses are monitored by lecturers.

ACADEMIC SUPPORT: We should offer more support to students struggling with different aspects of their courses, whether that be the mathematical demands of physical chemistry modules or needing the opportunity to go over material they are less confident with. Another concern is that biology based modules are not supported by other modules. Consequently, despite the material being interesting and providing an exciting opportunity for students

to broaden their knowledge, students often find fully understanding the content especially challenging. Chemistry is an exceptionally demanding subject and we all struggle with parts of the course from time to time but what is important is that there are mechanisms of support in place. Means of aiding students could include offering departmental drop-in times, question and answer sessions or optional small group tutoring with the relevant lecturers.

MANDATORY LECTURE RECORDING: In order to support students learning, it should be mandatory for lecturers to record their lectures and as the Education Representative I am keen to vie for this change. Access to recordings gives students an opportunity to review lectures and revise explanations, both of which are invaluable when consolidating the material. Also, in the unfortunate circumstance that a student is unwell, knowing they have access to the lecture recording can substantially alleviate their anxieties.

ENHANCING CAREER ADVICE: Many of us find the prospect of planning beyond this degree a significant source of stress and reducing the pressure where possible must be a priority. For a number of chemistry students, postgraduate medicine is something they may be considering and it is important to enhance support available for them. It would be beneficial to further promote the assistance offered by the careers department; this would help students to both find and secure more opportunities, enable them to consider different career paths and altogether allow students to feel more prepared for their future post university.

COURSE CHANGE GUIDANCE: The amount of information available to those wanting to change courses (e.g. to an integrated masters) needs to be improved and made accessible from an earlier date for future year groups. This is crucial for those wanting to switch to a degree with a year in industry, as deadlines for certain placements are early and hence some students found they missed opportunities or felt they had to complete applications hastily.

CONCLUSION: Should you appoint me to represent you, I will address the matters raised above as well as ensure your opinions are properly represented. As a committed and conscientious student, with prior experience in the role, I am confident that together we can deliver this. Increasing student voice and trying to better university life for fellow students is of great importance to me and this role would be a wonderful opportunity to do so. Thank you for taking the time to read this and I strongly hope you will consider my application.

School of Computer Science Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Joshua Marland



Joshua Marland

Please detail your manifesto below:

As an Education Rep for the School of Computer Science, it would be my responsibility to make students feel more comfortable within their studies whilst also maintaining exceptional education standards. It is my view that working constructively with other staff and SU representatives, harnessing the wishes and concerns of fellow students of the School, will be the best overall method to achieve these aims.

Since my role would very much be as a bridge between the SU and the School, the manner in which this role will be performed is crucial. The best way I can approach this is to make decisions that students would feel best suit them, which can be achieved through accountability and transparency. These qualities can be applied by making it easier for students to contact me (such as via email) about concerns and questions they may have about the work I do.

Learning about the issues that concern students will be the most important part of how this role is performed, as the more I am able to understand the individual needs of students, the better the decisions I can make to meet those needs. In terms of my own experience: over the past 2 years, I have been a Youth Officer for a political party in my hometown's constituency. The opportunity to represent and argue for other young people has brought a great deal of familiarity in effective decision making and decisive action. I have been most proud of my ability to remain in good contact with those I represent, making sure that the views and opinions of other young people have helped to shape the paths I have taken.

Thank you very much for taking the time to read my manifesto, and I hope you will consider voting for me.

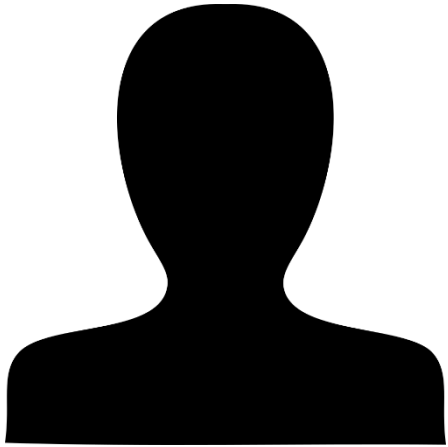
School of Mathematical Sciences Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate names:

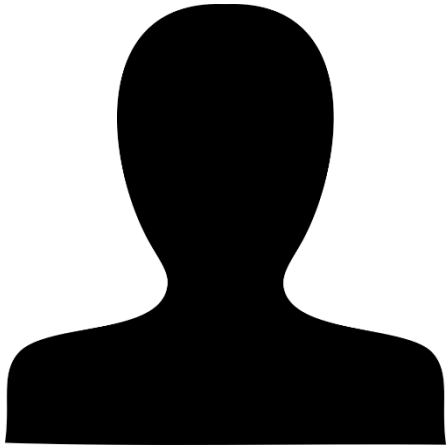
Jack Guarino

Aleksandr Sikorskii



Jack Guarino

No Manifesto Submitted



Aleksandr Sikorskii

No Manifesto Submitted

School of Pharmacy Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 4 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate names:

Saz Karim

DaYe Lee

Kene'h Oweh

Eloise Stone



Saz Karim

Please detail your manifesto below:

Hello all! I'm Saz, a third year MPharm student. I want to be a course rep, and that is because I want things to work better for us and make our university journey easier and less stressful. Despite the hard work everyone is doing there is still room for quite a lot of improvement. And for that to happen, a proper communication between the students, staff and also the reps is very important.

With this position I would be supporting the course reps to make these communications as effective as possible. I would also be linking in the SU and the faculty reps. And by this I would be making sure that these feedbacks given would drive change within the school. And these changes happen soon enough to affect us and not just the years below.

As I'm approaching my last year at uni, I have seen most of the problems people would have during these times. And I know the material and how they are spread. I'm also interested in academics and I have spent time to see how things work from a staff point of view, making it easier to suggest improvements necessary. I also get along with the staff well, and I'm not afraid to mirror the students voices.

Finally, I'm a very open person and would like to know you all and would be very happy to help make our uni experience a bit easier for us all. Thank you for reading.



DaYe Lee

Please detail your manifesto below:

Hello, I am Daye Lee and I would like to run for education representative this year. I am confident that I am a strong candidate for this position as I have the right experience and commitment for the role.

Currently, I am a third-year pharmacy student and have been working as a course representative since first year. Being a course representative for the three years in a row has allowed me to take a close observation in how the education representatives support, lead and collaborate with other representatives and implement positive changes in teaching and learning. I thoroughly enjoyed my role as a course representative. I loved listening to different ideas and suggestions for improvements and working with others to achieve them.

Now, I would like to extend my role further by being an education representative to share my skills and experience to help more students. I believe that a good education representative should be able to take an active action in bridging the course representatives and the students' union officers.

To achieve this, strong communication and team working skills would be essential. While working as a course representative, I have worked closely with other representatives within my course to aid communication between students and academics.

If I become an education representative, firstly I would like to aid the communication between the course representatives and the students' union officers by implementing the use of social media. From my past experience in working with the education representatives, communicating via social media worked very well in delivering information and sharing ideas within the community.

Secondly, I would prioritise meetings to listen and discuss possible improvements from other members of the education network. This will allow me to be always up to date with others, thereby maintaining efficient communication within the network. To gain a full understanding of the role, I carried out a thorough research and have read all the available handbooks on the role of the education representatives.

Last but not least, I consider myself a confident, hardworking candidate who is able to communicate well with new people with a positive attitude.
Thank you for your time and I look forward to hearing from you.



Kene'h Oweh

Please detail your manifesto below:

Who am I?

My name is Kene'h Oweh and, this academic year, I will be a 4th year Master of Pharmacy student. I am currently the Pharmacy Representative for the African Caribbean Medical Network (ACMN) and would love to continue representing all pharmacy students. I am approachable and have the confidence to strive towards positive change for you and would love to be the catalyst that promotes a more transparent relationship between pharmacy students and staff. If selected, I will be ready to work towards a more cohesive school of pharmacy.

Why me?

I decided to study Pharmacy in Nottingham as I admired the accolades the school of pharmacy has received on a national and international scale. The main reason that attracted me to Pharmacy here was how receptive the staff were to students' requests and I was impressed that students' voices were heard. I would like to maintain the reputation the School of Pharmacy has by representing you for any decisions that need to be made. I believe the only way we can enact change is through the students being in communication with staff, and I believe that as your Pharmacy education rep I will work towards achieving any objectives to ensure all needs are met.

Experience: I have extensive experience working in leadership positions in the Student Union.

- Publicity Officer for the Black and Minority Ethnicities (BME) Network Publicity Officer 17/18: This role allowed me to creatively share with students and staff about events as well as policies we had.
- Pharmacy Representative for the African Caribbean Medical Network (ACMN) 19/20: This role has given me extensive organisation skills, as I co-organised an evening with healthcare professionals ('Journeys to Success'), including a Clinical Commissioning Groups (CCG) pharmacist. This also involved negotiating with panel speakers from across the UK, ensuring their attendance, and the courage to speak

publicly to students to promote the event.

- Networking at the Royal Pharmaceutical Society 'Celebrating BAME contribution to Pharmacy 2019' event: I voiced concerns over pharmacy education relating to student representation.

Things I want to change:

- Decolonise the Curriculum: I would work towards a more inclusive curriculum in whatever fields you are studying. I would ensure that you are exposed to various ailments on all skin tones in pharmacy learning so that all racial demographics are represented, promoting correct diagnosis in the future.

- Improve the current peer scheme for students: I would ensure that all first-year students gain the opportunity to have a peer mentor for your first year by connecting you with an older student via the university email. This can be continued in other years.

- The current ROGO guessing factor: A large number of students have complained about their grades reducing due to the use of a guessing factor in their exams; a feature not implemented in all UK pharmacy schools. I would like to evaluate the usefulness of this guessing factor and work towards eliminating it, ensuring that all pharmacy students nationwide are given equal chances of succeeding academically.

- The welfare roles of Course reps: I would like to promote the presence of course reps amongst the pharmacy student body and their role in ensuring your needs and concerns are being acknowledged and met. More importantly, the mental health of students is seen as a priority for those in positions of authority (e.g. reps and staff) by advertising the measures put in place by the university.



Eloise Stone

Please detail your manifesto below:

My name is Eloise Stone, I am currently a second year Pharmaceutical Sciences student within the School of Pharmacy. Although my course is not the Pharmacy degree, I have an understanding and appreciation of the MPharm course, and I belong in the School of Pharmacy. I want to try and integrate all members of the School of Pharmacy (including international) as it often feels as if we are defined only by our course, not our school or interests. Being an Education Representative would be an honour and would enable me to help improve student experiences, which is my priority.

Having been a Course Representative for the past two years I have a good understanding of how the Learning Committee Forums (LCFs) are conducted. I am comfortable speaking in public, specifically with the cohort of people who attend the meetings. Within the role, I have represented my course, which is new and thus feedback is imperative, and helped to drive changes by highlighting and resolving issues that arose; as well as problem-solving and negotiating with senior members of staff.

Being an active member of the School of Pharmacy meetings, I have experienced four people who have held the responsibility of Education Representative (two each academic year). Having an appreciation and understanding of how they worked and what was expected from them has helped me realise that I would be able to fulfil the job role well and learn/build from their experiences.

During my time at University, I have participated in many extra-curricular opportunities. Highlights of my additional university experiences have included, teaching science lessons to primary school children, being a welcome mentor to new students, volunteering for the British Red Cross and being a student ambassador for the School of Pharmacy. All these involvements have given me exceptional communication skills, improved my organisation and time management and helped to build on my ability to easily work as part of a team.

I believe the role of Education Representative comes with added responsibility and

leadership, although this may sound like I challenge I would look forward to the opportunity of being able to improve the School of Pharmacy students' experiences. Education Representatives are crucial for connecting all areas of the Education Network and the School of Pharmacy to the Students' Union. I believe I have the skills it takes to be able to accomplish this as I have had many years' experience in retail and administration allowing me to communicate effectively with a variety of different people.

Ultimately, with the relevant skills I have, I would want to use the position of Education Representative to enhance the student experience increase student engagement with the Education Network as well as one another. Our School of Pharmacy is one of the best in the world and I want to help this continue by putting the students needs at the forefront of everything.

School of Physics and Astronomy Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Ben Potter

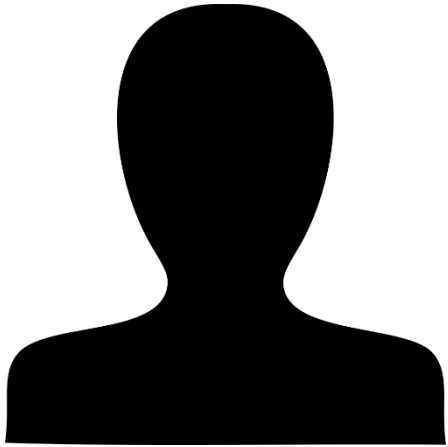
William Evans



Ben Potter

Please detail your manifesto below:

Hi I'm Ben, a 4th year MSci student. I have applied for the role of Education Rep so that I can help you get the best out of the school of physics. I have already been Course Rep for the past 2 years, and from that, I now have the experience required to become Education Rep for Physics. In my past 2 years as Course Rep, I have managed to communicate quickly and effectively with the lecturers. I also was able to make my voice heard in meetings, so I was able to easily communicate my ideas. In order to effectively manage all of your concerns next year, I will set up an online suggestion box to compliment the current one in the common room. I'd also like to improve student access to rooms, so that within Physics it is much easier to find a room that's free and that you can study in. While I think that the relationship between Physics students and staff is very good, I think that the communication between the staff and joint honours students could be vastly improved. I'd also like to increase the awareness of the anonymous feedback section of the physics community page, and also explore the addition of an anonymous questions page in order to make it easier for students to ask questions. I have also received positive feedback from the question and answer session hosted with regards to the current situation, so I think that this could be an appropriate method for situations in the future, possibly even becoming regular. I hope that this role will enable me to help you all make the changes that you want to see in Physics. Thank you for taking the time to read this, and I'm happy to answer any questions that you may have through Facebook or email.



William Evans

No Manifesto Submitted

School of Psychology Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Botond Farago

Anushka Sharma



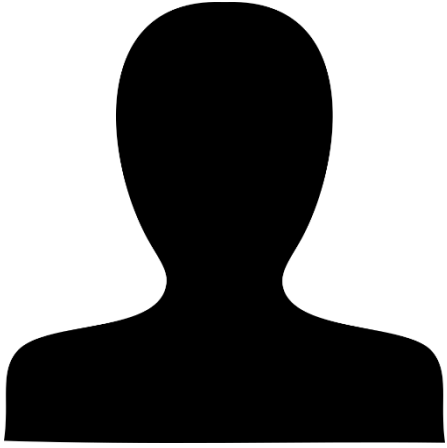
Botond Farago

Please detail your manifesto below:

I have spent the last year working within the School's representative team, closely with the current Education Representative to try and make the student experience smoother overall. I wish to bring the same sentiment and priorities to the Education Representative role in the coming year. As the Education Representative, I will aim to further strengthen the communication that happens between the students and the faculty.

Being a Course Representative during the Covid-19 crisis, it has been made more than apparent that this communication needs to be kept consistent and clear across both fronts. I want to work with the next cohort of Course Reps to support the needs of the students on the course from all years – passing on constructive criticism and positive feedback on how the course is being implemented, helping to communicate any potential changes to everyone and ultimately helping to make studying Psychology at the University of Nottingham as amazing of an experience as it deserves to be.

Please consider voting for me for the role of Education Representative for the School of Psychology so we can keep building on the relationship between students and faculty; and so we can keep moving forward and improving the quality of our course.



Anushka Sharma

No Manifesto Submitted

Natural Sciences Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 4 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Alex (Will) Fieldsend

Willow Jackson

Diya Nakrani

Ella Tolfrey



Alex (Will) Fieldsend

Please detail your manifesto below:

I am standing for this role as I hope I can bring to it a passion for positive change within our course.

As a fourth year and active member of NatSci Soc, I have had several years already of hearing people's feedback on the course and academic student experience, and am social enough that I am approachable to people of all years and disciplines.

My experience on committees at university has equipped me with the necessary negotiation, compromise and management techniques that will be useful when both coordinating with course reps and reporting back to faculty reps.

I am keen to listen to different ideas and help collate them into one, and to ensure that those ideas are heard and considered fairly. I hope that any change I can help bring about will improve your student experience in the future and not be change for changes sake.

I hope you vote for me and give me the chance to help better your student experience.



Willow Jackson

Please detail your manifesto below:

Willow Star Jackson, a driven first year Natural Scientist studying maths, psychology and biology.

Things I wish to tackle include:

- Making information easier to access

As a degree with a variety of subjects, teaching styles and resources locating information can be time consuming. My goal is to work with the faculty to develop the Natural Sciences Community Page.

- Better integrating Natural Science students with the wider scientific community
With such a range of pathways, we're an interesting group! I aim to organise events with the many sciences we study alongside.

- Support for students from different cultural and linguistic backgrounds

Having grown up in Spain, I am aware that for students arriving from abroad the transition to university will be more complex. They will experience educational barriers due to differences in teaching styles and academic material covered by the country they previously studied in. This is something I personally experienced when starting my A-levels in the UK. I will work to ensure support and policies are in place to smooth this transition.

- Make Natural Sciences as sustainable as possible!

A sustainable future is a goal many of us hold at heart. By engaging in the Universities sustainability goals and actively voicing changes we wish to implement as a course we can drive positive change.

My prior experience organising fundraisers, teaching a dance group and tutoring languages make me an experienced communicator and leader whilst simultaneous reflecting my initiative and self-motivation. Teamwork, communication and time management skills were further developed during the 8 months I spent working in customer service. After this I travelled South America for 6 months which allowed me to develop my negotiation skills (admittedly mainly haggling with street vendors and

tourist agencies!), expand my cultural knowledge and improve my organisation skills.
I'd love the opportunity to represent such a diverse group of people, Thank you!



Diya Nakrani

Please detail your manifesto below:

I'm Diya and I'm currently a third year Natural Sciences student studying Chemistry and Maths and I would like to run for the role of Education rep for Natural Sciences. I think I'd be an excellent rep as I am passionate about improving the student experience of the course. I've been a peer mentor, am currently the treasurer for NatSci Soc and work at Offer Holder Days for the course when I can; I am incredibly enthusiastic about the course, but now I would really like to be involved in improving the academic side of it.

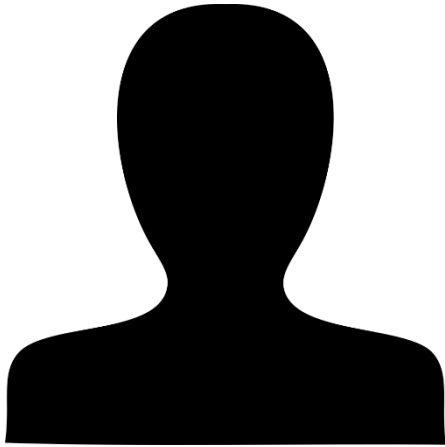
As a rep I would be involved in representing the student voice during discussions and being actively involved with decision making, then relaying this information and any changes that we have planned to implement to you all.

I am comfortable speaking publicly and have strong written and verbal communication skills, making me well suited for the role. I am very organised and have excellent time-management skills so I know that I will be able to commit to the role and carry it out to the best of my ability. I am also creative and intend to use my initiative to offer new solutions to the problems that have been identified and any new ones that may arise.

Over the last three years, I have learnt a lot about the way the course itself is run and how it's structured, as well as how academic staff communicate with students to inform them of new changes and keep them updated with relevant information to their modules. I also have a lot of experience working with some of the staff that are involved in the running of the course and key modules. I would like to propose more efficient communication between students and staff across a variety of schools. There have been instances of students being omitted from particular mailing lists and this has caused a break in the communication between academics and their students. This can be fixed through investing slightly more time and being more thorough when mailing lists are created and focusing particularly on the lists that students have mentioned where they did not receive the necessary information in a useful time frame. This is a small change but I believe that it would have a larger impact

than expected.

Furthermore, I think that providing students with more regular updates regarding changes being made would be beneficial as it would allow students to be kept in the loop more, as well as provide the opportunity for them to give continuous feedback on decisions before they have been finalised and implemented. I think this would be incredibly important as it allows students to have more of a say on the decisions that affect them. I hope you will all consider me for this role.



Ella Tolfrey

Please detail your manifesto below:

In both my first and second year I filled the position of Course Rep; I liked this position as it gave me a platform to speak to my peers and then represent them at LCF events. I enjoyed this sense of responsibility and I also enjoyed the fact that I was able to be part of a process that helped students out and had a positive impact on my course both for my peers and future years of NatSci students. I now wish to be the Education Rep for Natural Sciences so that I can go even further with representing NatSci students and I believe that I can help develop and enhance the course even more to improve student experience.

The following positions are in the Faculty of Medicine and
Health Sciences

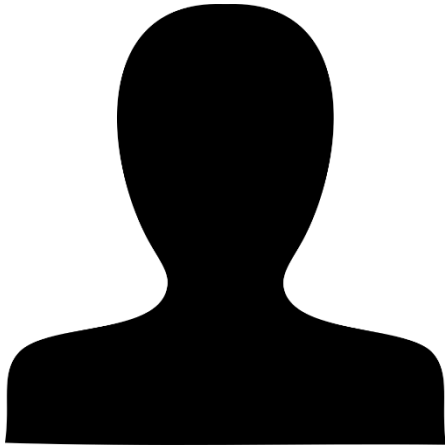
Life Sciences (Neuroscience) Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Fateha Ahmed

Latifa Nsouli



Fateha Ahmed

No Manifesto Submitted



Latifa Nsouli

Please detail your manifesto below:

My name is Latifa Nsouli and I am currently in my first year of my Neuroscience masters program.

Though for a short duration, being a course representative exposed me to the discussions, decision-making processes, and implementation of student-feedback. From note-taking the genuine feedback from course-mates to voicing their concerns over different aspects of the degree, I grew to appreciate the vital role student-feedback plays in instigating change. Being able to transparently communicate with my professors and module convenors regarding issues students are facing and partaking in the process of improving and/or resolving these matters is rewarding on a large scale.

Above all, students should feel comfortable approaching an Education Rep to communicate, voice opinions, and hope that, if possible and realistic, actions will be taken in their best interests. Thus, I believe I hold the right characteristics of being approachable, welcoming, openminded, and an individual that stays true to their word. I promise to never negate, ignore, nor disregard the concerns/ideas/suggestions raised by my fellow course-mates.

Further, I ensure that any task assigned to me will be approached with an "all-in" and a "100%-effort" attitude.

As I am currently running for next-year's position of academic events officer for the Neuroscience Society, I am confident to live up to my exceptional communication, inter-personal, and management skills. In the past, I was nominated into my High School's student council for three consecutive years by my classmates and teachers. Therefore, I believe I hold the right attributes and welcoming personality to be the next Neuroscience Education Representative.

Life Sciences (Biochemistry) Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Artem Chuiko



Artem Chuiko

Please detail your manifesto below:

I am Artem Chuiko. I study the Bsc Biochemistry and Biological Chemistry. I have a passion to become an Educational Representative for Biochemistry and there are some reasons for it.

During my education in Ukraine, I was an active participant in schools life. In years nine and ten, I was a motivated student, who was also responsible for the organisation of events as well as coordination of competitions in chemistry between the students in my year and year above. In my opinion, that experience gave me some understanding of how an educational body such as school works and ability to attempt each student individually. While been in the year 12 and 13 I participated in the welcome talk for future sixth form students, charity trip and organisation of school events for the younger years. I was even included in the school prospectus on page 13 which you can see by clicking on that link

https://www.thepriorycofe.com/wp-content/uploads/2019/10/Priory6_Prospectus_2020-1-1.pdf.

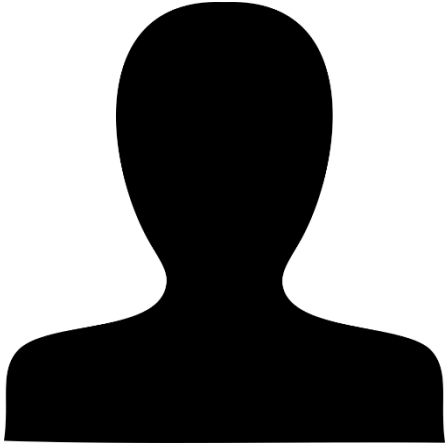
After been a first-year student, I was able to evaluate the quality of lectures material and the ways how those were delivered. I have a feeling that I already have some advice and ideas on how to deliver information with greater success. Additionally, I am an open person, which means that anyone can share its idea with me or discuss their own concerns. I appreciate the time that you have spent on reading my application and hopefully, you will make the right decision.

Life Sciences (Biology) Education Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Georgia Cash



Georgia Cash

No Manifesto Submitted

School of Medicine (Clinical) Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 3 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Anish Kundu

Ibrahim Mutlib

Isobel (Issy) Walker



Anish Kundu

Please detail your manifesto below:

Hi Everyone! I hope you and your families are keeping well during these challenging times. I'm Anish, a current CP2 Medical student and course rep. I have also previously been a course representative during the GEM course. I would love to be your Education Rep (Clinical) for the School, representing you voice and co-ordinating academic representation for the school.

My Key Areas of Focus are:

- Good visibility of the Education Network in the school. Provide an easy and accessible method for students to quickly raise issues and suggestions with their reps.
- Due to the events of the past few months there will be ongoing uncertainty into the outline of the rest of our medical school careers. I will ensure to lobby the school and support you in ensuring that decisions are fairly and swiftly made, and that student feedback is always considered.
- Mental Health Support: Past education reps have already done an incredible job in bringing this issue to the forefront of the medical school leadership team. I will build on this work and ensure that students places at all clinical sites have the best support for their mental wellbeing. From my own experiences I know that medical school is a challenging time and we do need to be supported more by the school and trust sites.
- Improving Communication: I will lobby for communication from the university, school and trust sites to be more streamlined and cohesive.

A Bit about me and my experiences:

Before medical school I read for a degree in Neuroscience at Cardiff University after which I trained and worked as a chemistry teacher for a number of years throughout schools in Birmingham.

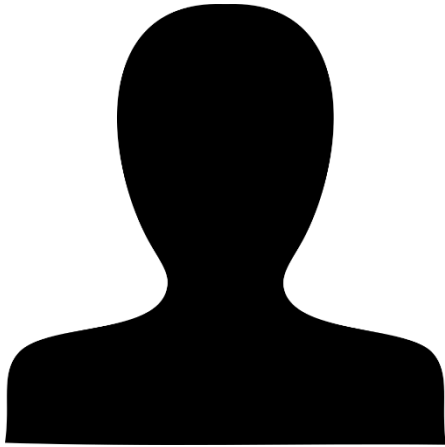
During my time at Cardiff I was elected onto their education executive which was a university wide role aiming to work to deliver the best education experience at the university. My role in the University education executive has taught me to critically appraise, provide feedback and actively listen to a multi-disciplinary group to enact real change for students and staff on a large scale by sitting on numerous university boards.

During my teaching career I was part of the Royal Society of Chemistry's education division which aimed to deliver the best quality scientific education amongst our schools in England and Wales. It was great to work and develop my skills from the service delivery angle and to consult and teach in schools. My responsibilities included leading appraisals and improvements to curriculum delivery and auditing teaching quality.

I truly believe that students should be at the heart of education and this should include a voice in recognising good practice. At medical school I was a course representative for GEM. I thoroughly enjoyed talking to fellow students, collecting valuable feedback and this liaising with course staff to feedback and hopefully improve the course for future years. Our feedback was instrumental in a number of changes to the GEM course including module content, clinical content delivery, more engagement with other course on the Derby Campus, and greater support for student's mental health.

I have also been privileged to be part of the current CP2 course rep team. The vital role in collecting and analysing the feedback for all the speciality blocks and different sites has enabled us to effectively highlight situations where students may need more support and teaching may not be up to the same standard at other sites. We have also raised the issue regarding supporting student's mental wellbeing during the clinical phase.

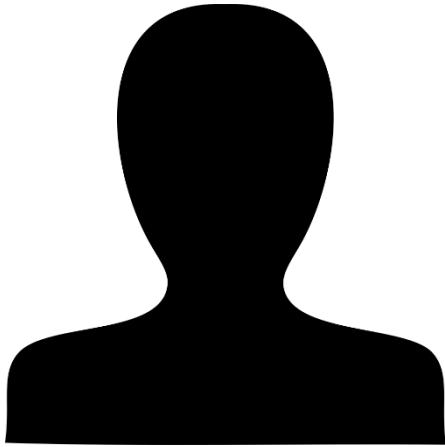
Thank You for taking the time to vote in this election and to read my manifesto. I wish you the very best.



Ibrahim Mutlib

Please detail your manifesto below:

Being the year rep for the past two years has meant I've had great insight into the inner workings of the university. I've been the voice of the students in areas such as diversity and mental health. I've also been working on projects that impact on many aspects of Medicine and would love the chance to continue my work. I know many medical students across the year groups, and hear their grievances and wish to put them right. I simply can't bear it when I know someone is not happy and I will do what I can to help my fellow students.



Isobel (Issy) Walker

Please detail your manifesto below:

I have held the pre-clinical education rep role for the last two years, and would love to continue this. I am very passionate about making change, and am a highly active member of the medical school community in order to try and get the best for my colleagues and peers.

I have a particular interest in promotion of welfare within our education, especially important for medical students due to the very nature of our course, and trying to work out ways to implement this into our learning.

I already have good relations with a lot of the staff members in the school, due to holding this position for the last couple of years, and knowledge of the different boards and what they might aim to achieve.

I also was a course rep in my 1st year, and enjoy working alongside them to collate feedback from their cohorts to present at the LCFs - through methods such as holding specific focus groups, and creating collaborative documents so people can write what they want mentioned and others can add to it - to strengthen any points made to staff members and the SU.

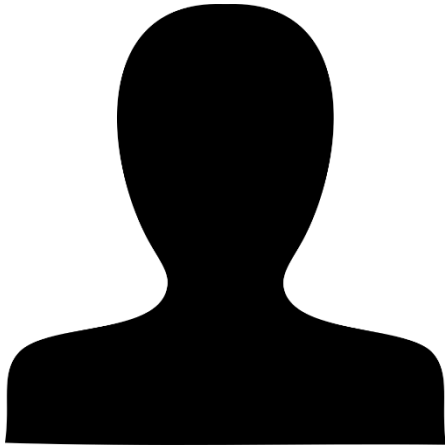
Division of Medical Sciences/MPT Education Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

B. Klaud Francheska

Jessica Sanders



B. Klaud Francheska

No Manifesto Submitted



Jessica Sanders

Please detail your manifesto below:

Hi, my name is Jessica Sanders and I am running for the Division of Medical Science Education Representative. I currently represent the MPT students as the 2nd year course rep and the MPT UNAD cohort representative. I wish to continue representing MPT students within the UoN SU as I believe it will better our chances of making a real change and getting the MPT voice out there, further than previously possible. If elected I would ensure that all ideas come directly from the MPT population, by collecting real data and truly listening to the needs and wants of all MPT students. This in turn would allow me to support and peruse policies shaped around our best interests. Improving the student experience for MPT students.

Supporting the current and future MPT course reps will be something I strive for. Helping them navigate LCFs and dealing with the stresses that come with the role, will be essential for ensuring they do the best job they can for us. I will empower them and provide them as much support as possible in order for them to fully fulfil their role. Team-work makes the dream work!

Furthermore, I will ensure that the MPT needs are communicated in a timely manner. I am proud of being an MPT and can express our feelings confidently and respectfully whilst getting the job done and advocating for those who cannot do it themselves. I will stand for what we believe in and always aim to get the best possible outcomes for the MPT students, because unfortunately, sometimes we get forgotten.

So far within the capacity as the second-year course representative I have advocated and helped arrange; multiple rounds of MMI's, compulsory ROGO practice tests for second-year modules, the soon to come GEM to MPT peer mentoring programme, pending socials to increase interaction with GEM students, created online study teams to aid exam revision through COVID-19 and assisted with arranging support for student led GAMSAT support groups. Achieving these are a demonstration of my ability to listen and represent the needs and wants of MPT students.

I will continue to represent your needs as Education rep to the best of my ability. I believe that the role of Education rep will allow me to push student led initiatives further than previously possible and ensure the MPT voice is heard and understood. Making sure you get your £9,250 worth!

Can't find your School/Department?

There were no candidates for the specific Education Rep positions listed below. There will be a by-election run in Term 1 of the 2020/21 Academic Year to fill these vacancies:

- Department of Classics and Archaeology (Archaeology)
- Department of Music
- Department of American and Canadian Studies
- Department of Culture, Media and Visual Studies (Art History)
- Department of Culture, Media and Visual Studies (Culture, Film and Media)
- Department of Modern Languages (German Studies)
- Department of Civil Engineering
- Department of Electrical and Electronic Engineering
- Department of Mechanical, Materials and Manufacturing Engineering
- School of Medicine (Pre-Clinical)
- School of Veterinary Medicine and Science (Pre-Clinical)
- School of Veterinary Medicine and Science (Clinical)
- Division of Midwifery
- Division of Nursing (Derby)
- Division of Nursing (Nottinghamshire – Taught)
- Division of Nursing (Nottinghamshire – Clinical)
- Division of Physiotherapy and Sports Rehabilitation

Manifesto Document

Undergraduate Faculty Representative Positions
May 2020

There are a total of 10 candidates.
There are 6 positions available.



**Representation
Development**



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Undergraduate Arts Faculty Rep

Candidates are presented in alphabetical order by surname. There are a total of 4 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Francis Adam

Bradley Ewles

Lilith Lear Hudson

Madeleine Tate



Francis Adam

Please detail your manifesto below:

The opportunity to work as a faculty rep excites me because it provide me with the chance to not only support my course mates but fellow students across the faculty. This is important to me as it would allow me to raise a whole host of concerns within the student body and bring about a wider range of change where necessary.

I am applying for this role as I look forward to the opportunity to understand how the faculty works and it's intentions for students. I would value working in this role as by participating in Teaching and Learning Boards and Education and Student Experience Boards, I could help contribute to decisions and policies put into place to benefit students. I would do this by sharing my student experience and perspective as well as that of my peers, friends and fellow education and course reps.

This is an important role as it helps facilitate a student voice and presence within the faculty, helping to ensure that students can see a positive tangible difference in the work the faculty does to support them. It also provides students with a chance to provide input into changes and policy that will affect them over the course of their degree programme here at Nottingham.

Being a faculty rep would also allow me to work more closely with the education officer. This is important to me as I believe the education network works best when everyone is aware of what is going on. This requires dialogue and communication which is essential for all members of the education network and the students they represent. I look forward to the opportunity to chair and create agenda for faculty forums as I believe I could put my organisational skills to practise and develop new skills in terms of using University resources to coordinate these events.

Faculty forums would also allow me to improve my communication and interpersonal skills amongst staff and other students, building on my current experience as a course re: preparing for and participating in Learning Community Forums. I would hope that attending SU Academic Councils and the Education Network Committee would provide me with insight to help improve the contributions I make to the

faculty and the workload of education and course reps.

The opportunity to work as a faculty rep also has the potential to lead me to work as a university senator which is a possibility I look forward to. Thank you for reading my manifesto and considering me for this role. Best wishes and happy voting Francis Adam



Bradley Ewles

Please detail your manifesto below:

Every year, thousands of students come from across the country to study in the Faculty of Arts at Nottingham. They come to us because they see the amazing work we do, they see the incredible range of courses, modules and opportunities that arise from the diversity within the Faculty. And whilst the Faculty is excellent in many ways, there is always room for improvement and that's where I come in.

As a Course Rep last year, I was responsible for handling feedback from students on my course and relaying that to the teaching and administrative staff to instigate positive change. My impact made changes across the board, including a reform of the Beginners' German language module and the implementation of more feedback opportunities for students. This meant that students not only had more ways to feedback to their teaching staff, but also that they felt the teaching staff were more accessible. In that role, I cemented myself as a robust pioneer of change within the department. The staff within the Faculty of Arts know who I am and they know what I do. It is this fantastic relationship with staff combined with my previous track record of making real change within the department that would make me the right candidate for the Faculty Rep position.

At this point, you may be asking what changes I will be making next year should I be elected. If you vote for me as your Faculty Rep, I will firstly build on the changes I made last year. I will implement more methods of feedback for students, be that at Course, School, Department or Faculty level. I will make sure that students returning from their Year Abroad are kept in the loop about their Fourth Year as this was a major issue when I was a Course Rep and the Faculty still doesn't appear to be addressing it. It is a daunting experience studying abroad and the lack of communication doesn't help. If you vote for me, I will also allocate more study spaces for Arts students, be that in Trent, or any other building on campus. There is a distinct lack of study spaces and critically, creative spaces, for Arts students and this has always been the case. I will make sure that the spaces around campus are better utilised to improve the student experience for Arts students. There are so many

locations on campus that we really should be making the most of, I will make that happen! A common issue over the last few years within the Faculty has been the lack of community. There are no balls, no bar crawls, no celebrations of what we achieve as Arts students. I will ensure that we all have a way to celebrate, in whatever form that may be, as a ball, a party, even an exhibition. We need a way to not only enjoy our own success, but also to show gratitude to the staff that help us along the way. There is a list as long as my arm of things I want to change next year, but I have limited myself to the most critical ones here.

If you feel that there is room for improvement within the Faculty of Arts, you want to see real positive change and you believe that I am the one who can make the difference, vote for me.



Lilith Lear Hudson

Please detail your manifesto below:

Hi I'm Lilith, an English and Philosophy student passionate about making positive changes to our academic experience here at UON. The faculty of Arts is vast, with a huge team of academic representatives. However, a big faculty calls for effective communication and interaction, something I hope to improve. Solidarity within our division is key to making the positive changes you want to see as students on your respective courses.

My manifesto points are listed below.

- Improve communication between Faculty, Education, and Course Reps, offering both practical and welfare support.
- In addition to faculty forums, I intend to set up an informal method of interaction between reps through social media (and meetings when necessary) to discuss ongoing issues, advice and achievements.
- Increase engagement with students in order to gather more extensive feedback.
- I want to raise the profile of reps as a key figures within the university, and encourage departments to raise awareness of feedback methods to students, ensuring no student is disadvantaged in expressing academic concerns. I'd also like to implement more anonymous feedback suggestion boxes within departmental buildings.
- Continue to encourage use of Microsoft Teams as a networking platform.
- Specifically, I want to offer support to joint-honours students who face difficulties due to lack of communication between their departments/faculties. I intend to use Teams to ensure issues within departments are dealt with properly and any actions are followed up, as well as liaising with faculty reps to relay any relevant information. I also endeavour to increase use of the faculty of arts Facebook group.
- Campaign to improve assessment feedback.
- One issue I have faced as a joint-honours student is the varying levels of feedback within departments. My goal is to ensure feedback, particularly on exam scripts, is consistent throughout the faculty, encouraging staff to provide more justification for

their marking.

- I'd be a worthy Faculty Rep because I'm a diligent worker, enthusiastic about improving and maintaining our excellent academic standards. I have developed many skills through my experience as a course rep, improving my teamworking skills by liaising with other reps, and networking, through working with the English Education and Student Experience team. As a rep, I have demonstrated adaptability by overcoming the unprecedented obstacles of the last academic year, evidence of my resilience and problem-solving capabilities. I also have great communication, leadership and organisational skills, essential for the role.



Madeleine Tate

Please detail your manifesto below:

My name is Madeleine Tate and I will be a second year Joint Honors French with International Media and Communications student.

As an international student, I understand the difficulties all students face. I served as a course rep for the previous academic year in the CMVS department. This position gave me a chance to take peer feedback directly to administrators and department heads and encourage positive changes.

As a faculty rep, I would continue to listen to all students and provide assistance whenever possible. I am experienced in communicating with administrators as I participated in both student government and debate in high school. As a faculty rep, I would seek positive change in the student experience. This could include time tabling, module choice, and types of assessments. I will actively voice student concerns and feedback, constantly advocating our opinions.

Undergraduate Engineering Faculty Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Abdullah Alkatan

Abdelrazek Shoeib



Abdullah Alkatan

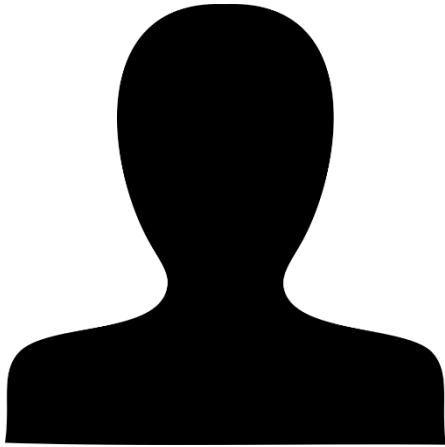
Please detail your manifesto below:

The Student Experience. How many times have we heard or read that term? Like what? A hundred times by now? Whether it's from our personal tutor, our course reps, the SU, or others within the university, we are lucky to live in a world where our voices can be heard and our opinions can be acted upon, to improve our student experience. But do we sometimes take it for granted? We hear members of staff talk about how student experience was unheard of during their degrees, and that we should be thankful for what it is like today. Although people may see it as a given, I see it as a privilege. I completed a year of university in my country, where there was no SU or student reps, where feedback was only gathered because it was "good PR" and never actually considered. That was simply what we were used to; we had to just "accept it and move on". So when I first heard about what a course rep does, I knew I was finally somewhere that values student voice and I just had to take the opportunity. It was awesome. Whether the situation was simple or difficult, something I personally agreed with or not, all I cared about was being the student standing in front of staff being my colleagues' voice, and I knew I wanted to continue this work. Representing students became a passion.

As the departmental education rep, I could represent all undergraduate students from my department, and it was a challenge that I took on this past year. These two years in the education network taught me a lot; A LOT. Gathering and understanding feedback from students, showing up to meetings and committees, and keeping up with who's who were not easy tasks, but I believed in the work I was doing, which gave me the drive to power through. Fortunately, some of my skills helped in these roles; I am awfully persistent, which is admittedly annoying but often useful, I never shy away from saying what students want me to say, and I'm very energetic, always looking to take on new projects.

As faculty rep, I understand that my responsibilities will be greater and I will be representing a bigger pool of students. That being said, I will be fully committed to bringing students' voices to faculty discussions. I will communicate the necessary

information back to the students. I will lead or fully support any change initiative that will have a positive impact on the student experience.



Abdelrazek (Abdel) Shoeib

Please detail your manifesto below:

Vote Abdel Shoeib - faculty representative
Student participation is crucial

Student participation is crucial, especially in a global university such as UoN. Our identity, as a University in general and as Faculty of Engineering in particular, is the direct result of the participation of home and international students in university life. Our background is our strength and it represents a great opportunity to enrich the educational experience of our current and prospective students. This is only possible if our students' voice is heard loud and clear.

WHAT I WANT TO ACHIEVE

- 1- Collaborating with a team of advocate Education and course Reps to improve and maximise the academic experience received by peer students across Engineering.
- 2- Ensuring Echo360 is a standard teaching tool to enhance student's educational progression across all engineering departments.
- 3- Fight to say good riddance to Exam-timetables that have 2 exams back to back within 24 hours.
- 4- Reforming and promoting the education network to empower students to be critical change agents in their own education.
- 5- Committing to 'open door' policy by scheduling regular meetings with education Reps, and a dedicated weekly meeting via office365 Team to provide both Education and Course Reps the necessary support and to illuminate the most significant educational and welfare issues experienced by students.
- 6- Communicating with the Engineering faculty Reps in China and Malaysia campuses, to ensure interchange students across UoN three campuses are well represented and fully engaging.

The University is capable of providing you with exceptional academic experience, and you deserve to be heard.

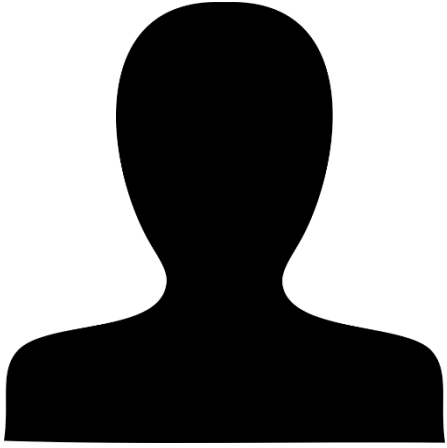
My name is Abdel Shoeib, and I would be proud to be your faculty representative.
Vote Abdel #1

Undergraduate Medicine and Health Sciences (Clinical) Faculty Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Isobel (Issy) Walker



Isobel (Issy) Walker

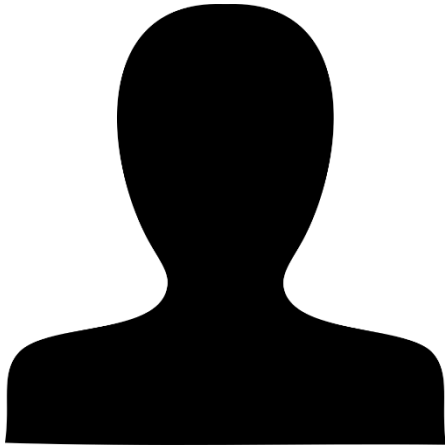
No Manifesto Submitted

Undergraduate Medicine and Health Sciences (Non-Clinical) Faculty Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

B. Klaud Francheska



B. Klaud Francheska

No Manifesto Submitted

Undergraduate Social Sciences Faculty Rep

Candidates are presented in alphabetical order by surname. There are a total of 2 candidates, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Maxim Dossimbekov
Katie Ward



Maxim Dossimbekov

Please detail your manifesto below:

Dear students, I'm running myself into Faculty Representative role so your voices would be heard! I've been working closely with students of my course during my 1st and 2nd year at The University of Nottingham and I know what kind of problems do we have and where to start make changes in order to make our education better and more productive for us. I have experience being Course Representative at The University of Nottingham International College while I was doing my Foundation Course. Past experience taught me efficient time spending, critical thinking and listening to our fellow student to make them happier! Moreover, I'm part of the committee in Business Management & Leadership Society and Russian Speaking Society, therefore I'm very aware of how to work under pressure and be in contact with students and listen their feedback. In my spare time, I do MMA at UFC GYM NOTTINGHAM and also play the guitar. Together, we will make our education at the University more efficient and more comfortable for us so that we receive knowledge and support along the way of our studies without any problems!



Katie Ward

No Manifesto Submitted

Can't find your Faculty?

There were no candidates for the specific Faculty Rep position listed below. There will be a by-election run in Term 1 of the 2020/21 Academic Year to fill any vacancies:

- Undergraduate Science Faculty Rep

Manifesto Document

Postgraduate Faculty Representative Positions May 2020

There are a total of 4 candidates.
There are 5 positions available.



**Representation
Development**



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Postgraduate Research Engineering Faculty Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Olamide Eso



Olamide Eso

Please detail your manifesto below:

I am Olamide Eso, a first year PhD student at the Department of Architecture and Built environment. I am a very approachable and a cheerful person; you will always see a smile on my face. I don't think I need to say too much about myself, I will rather tell you about what I represent you and what I aim to bring to the table. I know that maybe a lot of you may already know me because I represented you as the BEE research group PGR representative of the department of Architecture and Built environment during this academic year. It was indeed a great privilege and experience for me to not only represent so many great minds but to also see the unity of purpose displayed by all and how we were able to drive positive change within the research group and the department of Architecture and Built Environment. For the first time, we were able to draw the attention of major decision makers in the department, the faculty, the student Union as well as at the University administrative level to listen to our voice and attend to all our requests to make our student experience better. All what was achieved was only successful because of the unwavering support and cooperation displayed by you all; the PGR community. With this experience, I believe that I can even further represent you and the larger PGR student community as the Postgraduate Research Faculty Rep for the faculty of Engineering, so that every PGR student across the faculty will have a voice through my inclusive leadership.

I wish that you give me the opportunity to represent you as your Postgraduate Research Faculty Rep. I am well aware that to succeed in this endeavour, I need your support; Hence, I request your full support to run for this post and your continuing support throughout the journey when and if I emerge the preferred candidate. You may ask, why should I vote for Olamide or support her in this agenda? What can she offer? How can she represent me? Here are the reasons why you should vote for me!

In the next academic year, if or when I emerge the winner, I have a few things in mind I wish to both carry out and push forward to the faculty for implementation in

order to ensure that the student experience of every PGR student is even more positive going forward:

1. Introduction of new training programmes to cater for the specific needs of PhD researchers across the faculty to enhance the study experience and make PhD research journey easier to navigate.
2. Wider accessibility into the central short course portal and course moodle by PGR research students to encourage inter-disciplinary access to trainings and courses. Postgraduate taught students who wish to learn new skills will also be given opportunity to have access to the central short course portal.
3. Inclusive leadership through periodic interaction with PGR research group reps and the Student Union PGR officer. I will be working closely with the PGR research group reps to encourage the implementation of periodic online surveys to engage with students and establishing focus groups to ensure every student's voice is heard within the post graduate school at the Faculty of engineering.
4. Ensure a smooth transition and maximum support for PhD students in their final years going into their thesis pending period. Making sure that they receive the necessary support from the faculty.
5. Propose that first year/semester of PhD should include academic classes to help researchers find their foot in their research program since most researchers are either new to the research environment or are international students, unfamiliar with the UK mode of education.
6. Organise regular inter-departmental networking sessions, where you can answer some quizzes or play games or understand other's work, while enjoying some free pizzas.

Finally, I hope I have been able to convince you that I will represent you well and ensure that we all have a wonderful journey throughout our research together.

Dr. Temple Grandin once said: ***'the world needs different kinds of minds to work together'***.

I invite you to take this walk with me, to do great things for ourselves as PGRs and for University of Nottingham.

I look forward to doing great things with you!

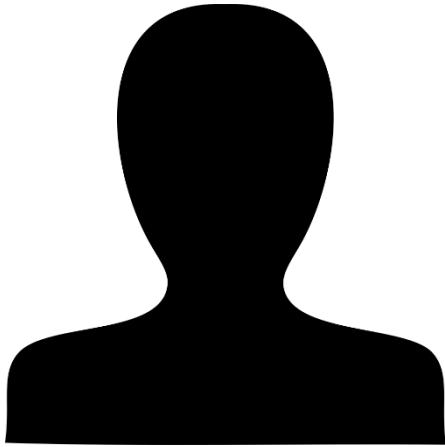
Thank you for your support.

Postgraduate Research Medicine and Health Sciences Faculty Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Hayfa Sharif



Hayfa Sharif

Please detail your manifesto below:

I have took on this role this year and I have worked my best to reach all my objective but due to the unfortunate current crisis most of the work as Rep has been delayed and I would be grateful if I have been selected this role again for the next year to do more and continue.

Postgraduate Research Science Faculty Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Steven Gibney



Steven Gibney

Please detail your manifesto below:

I already have a wealth of experience in academic representation; I was PGR Faculty Rep last year and currently sit on an Early Career Research Committee and the Management Board for my PhD programme. As your Representative my core values will be: honesty, openness and determination. If you agree with these values then your support will allow me to use the knowledge I have gained to represent your ideas and help make the Science Faculty an environment to be proud of.

Postgraduate Research Social Sciences Faculty Rep

Candidates are presented in alphabetical order by surname. There is a total of 1 candidate, and there is 1 position available. Re-Open Nominations (R.O.N.) is always on the ballot paper.

Candidate name:

Tiago Machado Costa



Tiago Machado Costa

Please detail your manifesto below:

Welfare and Wellbeing: Promote the Adapt Programme and help school-based PGR communities to create their own peer-support group; work with the Postgraduate Network on better support for interdisciplinary, self-funded, and distanced PGRs, particularly in social and welfare support.

Campaigns: work with local and UCU campaigns for the rights of PGRs who teach to help understand what is being done elsewhere in the Uni and unite forces for collective objectives (particularly where things should be changed at faculty rather than department level); lobby for a faculty-wide review of equal representation and access to research programmes and fundings in order to understand where the faculty may not be recruiting adequately (see, e.g., Leading Routes' 2019 report on BAME inequality in PhD funding).

Can't find your Faculty?

There were no candidates for the specific Faculty Rep position listed below. There will be a by-election run in Term 1 of the 2020/21 Academic Year to fill any vacancies:

- Postgraduate Research Arts Faculty Rep

If you have any questions about these manifestos, or elections, please email suelections@nottingham.ac.uk and the team will respond to your query as soon as possible.