**Co-option of vacant roles**

**Plymouth Institute of Education Rep**

Richael Lewenya

My name is Richael Chidinma Leweanya, a student of MA Special Needs Education and Inclusion. I have a history of active and profitable students' representation. I was a member of the Students Representative Council during my undergraduate days. My tenure made great changes and impacts. I am sociable, approachable, creative and passionate.

I believe I have what it takes to be a successful representative of my faculty. If given the opportunity, in collaboration with faculty leaders, lecturers and course representatives I would organize a sensitization session for incoming as well as existing students. This would enable students to know the various resources and support the university and the Student Union have in place and how to access them. I would also ensure there is feedback on the state of academic, social and emotional supports and well-being of students.

I would initiate programs that would bring students and members of staff from all levels together and promote interaction among home and international students and foster adequate communication within the faculty.

I would also encourage my faculty members to engage in and with the Student Union for a richer experience in the university.

Thank you.

Heather Cawthorne

Hi, I'm Heather. I am a mature student in my second year of early childhood studies, as well as a student representative and a student ambassador.

I would like to run for school rep this year. I am confident I can combine ideas and feedback and present them to the relevant staff members in a persuasive way. I am an organised person who would appreciate the opportunity to make a positive impact to our community within the institution at university.  Collecting individual feedback from students will enable me to represent their voices and opinions. I believe I can listen well and communicate effectively. It is important for me to ensure a positive learning environment for our students.

I have been fortunate to volunteer for charities in Plymouth,and this experience  has given me an insight into how organisations are run. These experiences I hope to incorporate into this role. If given the chance, I would create an enabling environment where every student's voice is heard and respected. Among my main interests is inclusivity.

My top priority would be to establish a reliable means of communication, gathering  anything that students wish to be fedback and raised with those with senior roles within the institution. I commit to scheduling regular check-in meetings to address questions or issues raised by those I am representing in order to establish and maintain this form of communication. As well as fostering an equitable and diverse environment, I am dedicated to improving education and professional development. It would be a privilege to serve the students of this institution as it hold so much importance to me and my studies, and advocate for positive change.

Thank you for taking the time to read this

Any questions you might have about the ideas I've mentioned can be addressed to [heather.cawthorne@students.plymouth.ac.uk](mailto:heather.cawthorne@students.plymouth.ac.uk)

School of Engineering, Computing and Maths

Samuel Fortmann

I am a stage four Marine Technology student moving into stage five next year. I have been incredibly active within the university community at club and society level as well as acting as course rep for two year for my cohort. SECaM is a large school, and we have a proactive approach on improvement and feedback. What I see stalling this process are the avenues of communication and representation. There are large changes that are going to significantly affect the school, students and lecturers and what has worried me is that we have not started working on systems to support this transition.

The network of communication used throughout the university is based on the idea of getting as many people to pass on the same message everywhere. This is achieved by many meetings and an almost over representation of cohorts. What does this say? We are happy to talk about your problem. Meetings can be an echo chamber and feedback sessions often cover points countlessly brought up in the last week from previous meetings. As school rep, my main objective will be to condense and target information toward the appropriate parties and begin the process of looking at where quantity is preventing quality, and timely, feedback and representation. This means looking at meetings that should be compulsory for reps and identifying meetings that aren’t so important along with encouraging direct communication to student instead of hoping for an accurate information trickle down. It will also involve at accountability – creating a platform for the action and those who raised the point and those who intend to follow up on it.

Mya has not had the time to develop her plan of an improved and coordinated mode of communication, the infrastructure has been established but there is a lack of quality discourse that can confuse people and waste time. I hope to improve upon her brilliant utility of communication platforms and develop a community of committed and interested reps who realise, and act on, the responsibility that they have for their cohort.

We are not in a pandemic and I’d like to help the school move away from overwhelming students with information and cultivate more thought with how and what needs to be shared to whom.