

LEADERSHIP COMMITTEE REPORTS						
From	Period start date			To	Period end date	
	11	11	2020		09	12
<b>Overview of Charity's key details</b>						
<b>Charity name:</b>	The University of Bath Students' Union					
<b>Other names:</b>	The SU					
<b>Charity number:</b>	1143154					
<b>Charity address:</b>	The SU Bath, University of Bath, Claverton Down, Bath, BA2 7AY					
<b>Governing document:</b>	Articles of Association					
<b>Constitution:</b>	Unincorporated association					
<b>Details of Charity's professional services</b>						
<b>Bank name:</b>	National Westminster Bank Plc					
<b>Bank address:</b>	39 Milsom Street, Bath, BA1 1DS					
<b>Auditor name:</b>	RSM UK Audit LLP					
<b>Auditor address:</b>	Hartwell House, 55 – 61 Victoria Street, Bristol, BS1 6AD					
<b>Committee Membership</b>						
<b>Trustee name</b>	<b>Office</b>	<b>Start date</b>	<b>End date</b>	<b>Appointment</b>		
Francesco Masala	President	02/07/2019	28/06/2021	Elected by Members		
Annie Willingham	Education Officer	29/06/2020	28/06/2021	Elected by Members		
Ka Ho Ho	Postgraduate Officer	29/06/2020	28/06/2021	Elected by Members		
Freya Jackson	Community Officer	29/06/2020	28/06/2021	Elected by Members		
Tom Sawko	Sport Officer	02/07/2019	28/06/2021	Elected by Members		

<b>Content</b>	<b>Report Number</b>
<a href="#">Report on minutes of the previous meeting and actions arising</a>	R1
<a href="#">Strategy &amp; performance - report on student life survey</a>	R2
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**PURPOSE**

To:

- approve the minutes of the previous meeting;
- inform the committee of the outcome of actions arising from that meeting;
- note any decision that have been made by the committee since without a meeting.

**CONTENTS**

Pages 1: Report

Pages 2-5: Appendix 1: Leadership Committee minutes

**REPORT****1. MINUTES OF THE PREVIOUS MEETING**

- 1.1. The minutes of the previous meeting are attached as appendix 1 and require the committees approval before being signed by the Chair.
- 1.2. If any committee members have any amendments can they please email these to the committee secretary before the meeting. Any amendments made will be noted to the committee at the meeting.

**2. OUTCOME OF ACTIONS ARISING FROM THE PREVIOUS MEETING**

- 2.1. There were no actions arising from the previous meeting to report on.

**3. DECISIONS MADE BY THE COMMITTEE WITHOUT A MEETING**

- 3.1. There have been no decisions made by the committee without a meeting.

<b>CONTACT:</b>	Gregory Noakes (Governance & Executive Support Manager)	Telephone: 01225 386362 E-Mail: g.d.noakes@bath.ac.uk
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<b>APPENDIX 1: Leadership committee Minutes</b>			
Meeting:	<b>Leadership Committee</b>		
Location:	<b>Microsoft Teams Meeting</b>		
Date & Time:	<b>Wednesday 11<sup>th</sup> November 2020 at 3.30pm</b>		
<b>Present:</b>			
Freya Jackson	Community Officer ( <i>Chair</i> )		
Francesco Masala	President		
Fritz Ho	Postgraduate Officer		
Tom Sawko	Sport Officer		
<b>In attendance:</b>			
Gregory Noakes	Governance & Executive Support Manager ( <i>Secretary</i> )		
Andrew McLaughlin	Chief Executive		
Mandy Wilson-Garner	Deputy Chief Executive		
Item			
1.	<b>Apologies for absence</b>		
	<b>Name</b>	<b>Reason</b>	<b>Accepted</b>
	Annie Willingham	Another meeting	Yes
2.	<b>Notice of any other business</b>		
	The following item was identified for discussion under any other business:		
	1) Staff attendance at Leadership Committee meetings		
	2) V Team Chair		
	3) Chief Executive Recruitment Update		
3.	<b>Declaration of conflict of interest</b>		
	No conflicts of interests were declared in any items on the agenda.		
4.	<b>Minutes of the previous meeting and matters arising</b>		
	The Committee received a report on minutes of the previous meeting and matters arising ( <i>See R1 of the Committee reports</i> ).		
	They approved the previous minutes for the Chair to sign.		
5.	<b>Strategy and Performance Monitoring</b>		
	The Committee received a report on strategy and performance monitoring ( <i>See R2 of the Committee reports</i> ).		
	The Chief Executive noted that the performance report was the key report that the Committee needed to be challenging and holding senior staff to account on.		
	The Committee discussed the low percentages received for ' <i>I feel that my contribution to The SU matters</i> ' (31%) and ' <i>I can influence the decisions and actions of The SU</i> ' (24%). These were key performance areas that needed to be addressed. Marketing had a clear role to play in this in terms of communicating how students are already doing these.		

	<p>The Committee discussed and agreed that it would be useful to have the Marketing team work on a project to see if their comms could be tailored to positively improve on these results. With both an NUS referendum and Officer elections coming up this would be a good time to run such a project.</p> <p>The Chair suggested that staff across The SU had a role to play in this by ensuring that they were always closing the loop with students they worked with to make sure they knew how their actions were influencing and contributing to The SU.</p> <p>The Committee discussed the high percentage received for <i>'How concerned have you been about your mental health and wellbeing in the last two weeks'</i> (58%). They agreed that it would be useful to see figures for SU Advice &amp; Support Team usage during this time.</p> <p>The Deputy Chief Executive reported that the Advice &amp; Support Manager was working on this. The data they wanted to see was around diversity participation data because this would be useful for identifying particular groups of students who might not be engaging with the service.</p> <p>The Chief Executive reported that participation data still needed to be added to the report but once done there should be no need for the current election data as this would already be covered. Along with this Equality, Diversity and Inclusion data (EDI) would also be added once the EDI project had identified Key Performance Indicators (KPIs) to use.</p>
<p>6.</p>	<p><b>Project/Campaign Management</b></p> <p>The Committee received a report on project/campaign management (<i>See R3 of the Committee reports</i>).</p> <p><b>SU Standpoints Project</b></p> <p>The Governance &amp; Executive Support Manager reported on the outcome of the Student Policy review. It was being recommended that all student policies should be removed because they either:</p> <ul style="list-style-type: none"> <li>• had achieved their purpose and were no longer needed; or</li> <li>• were recommending actions/practices that were unachievable or outdated.</li> </ul> <p>The Governance &amp; Executive Support Manager noted that the exercise had identified a number of student positions that would be included within the Standpoints document going forward. An updated document would be presented to the Committee which would identify where positions had come from including student policies.</p> <p>The Committee discussed and agreed to accept the recommendation for the student policies to be removed and the relevant student positions to be transferred to the Standpoints document.</p> <p><b>Student Group Restructure Project</b></p> <p>The Chief Executive reported that this project had unfortunately fallen behind schedule. A meeting would be held with the project team next week to discuss this and update the project plan including the timeline for completion.</p> <p><b>Trustee Recruitment Project</b></p>

	<p>The Governance &amp; Executive Support Manager reported that due to time constraints it had not been possible to get the requested trustee promotional video completed in time for recruitment. This would still be actioned so that a video could be prepared for future Trustee recruitment.</p> <p><b>Other Projects</b></p> <p><b>QUESTION:</b> The Chair asked if there were any other projects ongoing other than the ones reported above.</p> <p><b>ANSWER:</b> The Governance &amp; Executive Support Manager reported that there were three other projects ongoing that had not been reported. They were the Sustainability project, EDI projects and Active Travel project. Reports on the Sustainability project and EDI project would be presented at the next meeting.</p>
<p>7.</p>	<p><b>Governance</b></p> <p>The Committee received a report on Governance (<i>See R4 of the Committee reports</i>).</p>
<p>8.</p>	<p><b>Any other business</b></p> <p>The following item had been previously identified for discussion under any other business.</p> <p><b>1) Staff attendance at Leadership Committee meetings</b></p> <p>The Chief Executive proposed that the Leadership Committee might benefit from having the following key staff members in attendance at meetings as advisors:</p> <ul style="list-style-type: none"> <li>• Helen McHenry (<i>Head of Finance</i>);</li> <li>• Polly Hawker (<i>Head of Activities</i>);</li> <li>• Charlie Slack (<i>Head of Student Voice &amp; Engagement</i>);</li> <li>• Mike Dalton (<i>Head of Commercial – Venues &amp; Events</i>).</li> </ul> <p><b>QUESTION:</b> An Officer asked the Governance &amp; Executive Support Manager if they had any concerns about more staff attending the Leadership Committee.</p> <p><b>ANSWER:</b> The Governance &amp; Executive Support Manager explained that they had no concerns as long as staff understood they were there to advise Officers and answer questions.</p> <p><b>2) V Team Chair</b></p> <p>The Governance &amp; Executive Support Manager reported that the current Chair of the V Team committee had suspended their studies for personal reasons but was asking if they could still continue in their role.</p> <p>The Volunteer Co-ordinator had reported that the Chair was doing a great job of supporting the V Team and that without them the committee might really struggle.</p> <p>The Governance &amp; Executive Support Manager advised that students who suspended their studies remained registered students at the University. Therefore if the Committee authorised it there should be no issue with them continuing as Chair.</p> <p>The Committee discussed and agreed that the Chair should be allowed to continue in their role while their studies were suspended.</p> <p><b>3) Chief Executive Recruitment Update</b></p>

The President reported that it had been agreed that the services of the recruitment agency Peridot would be used to help recruit the new Chief Executive. This was the same agency which had been used to recruit the current Chief Executive last time. In terms of timelines it now looked like an appointment would be made within the new year.

**Officer Wellbeing**

**QUESTION:** The Chief Executive asked how Officers were feeling and whether there was any further additional support they felt they needed.

**ANSWER:** The Officer team reported back that they generally felt they were doing okay.

The Chief Executive noted that both themselves and the Deputy Chief Executive were available if any Officers needed to talk about anything.

**The meeting ended at 4.35pm.**

**PURPOSE**

To report on Student Life Survey.

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**REPORT****1. STUDENT LIFE SURVEY (November 2020)**

- 1.1. This report provides an overview of The SU Student Life Survey which replaces the Student Life Pulse survey previously co-ordinated by Alterline on behalf of The SU.
- 1.2. The survey was significantly reduced in length from the Student Life Pulse, with sections and questions removed which were no longer aligned with The SU's vision or used by The SU to improve the student experience.
- 1.3. Due to the current pandemic, questions relating to student concerns were retained in order to gather insight into students' wellbeing during the first term in particular.
- 1.4. The student population has been split into 11 random sampled respondent groups with each group being assigned a month between October 2020 and August 2021 when they will be surveyed.
- 1.5. 70 students responded to the survey in November. This is a drop from 137 in October and is also significantly lower than the same month in 2019/20 (212) . During November students were also surveyed once again by the University with the week 8 Check In Survey, additionally Student Services launched a shortened version of the Be Well Survey.
- 1.6. Responses to the strategy KPI questions showed a range from 26% knowing how they can influence the decisions and actions of The SU to 78% agreeing that everyone can make a contribution to the community (*see appendix 1*)
- 1.7. Overall, an average of 52% (up from October's 47%) agreed with questions linked to 'feel', 34% (down from October's 39%) agreed with questions linked to 'know' and 58% agreed with questions linked to 'do' (same as October).
- 1.8. Key insights to be highlighted for consideration are (*see appendix 2 and 3*)
  - When asked to give three words to describe The SU, 'Helpful', 'Fun', 'Community' and 'Inclusive' were mentioned the most.
  - Increases can be seen of students' satisfaction with fitting in, 61% to 68%, feeling a sense of belonging (61%) and a part of a community (59%), feeling that students' contribution to The SU matters (36%) and agreeing that students' can influence the decisions and actions of The SU (29%).
  - Questions relating to social experiences and students' social lives and exploring Bath have decreased from October to November, perhaps reflecting on the introduction of another

lockdown in England for November. Open comments referred to respondents' feeling lonely and isolated and missing in-person activity due to lockdown.

- Questions related to students concerns saw decreases in students being concerned about the majority of headings given in the survey. Increases in concern were seen related to workload (61% to 70%) and sleep habits (32% to 45%). This echoes feedback received from student representatives and from open comment responses to the University's week 4 Check In Survey which saw students raising concerns about increasing workloads linked to online learning.
- The question relating to accommodation concerns was split into two questions in the November survey to capture students' concerns regarding searching for accommodation for 2021/22, 38% of respondents said that this had been a concern for them in the past two weeks.
- A decrease from 56% to 52% in November can be seen in students' satisfaction with their life. Recognition was given in open comments by some respondents of the mental health struggles either they or those they live with are experiencing.

## ACTIONS

2. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: g.d.noakes@bath.ac.uk
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## APPENDIX 1: KPI questions data

Question	October individual question %	October 2020 Average	November individual question %	November 2020 Average
I feel that my contribution to The SU matters	31%	47%	36%	52%
I feel a sense of belonging	58%		61%	
I feel part of a community	53%		59%	
I know how to influence the decisions and actions of The SU	28%	39%	26%	34%
I know how to contribute more to the community I am a part of	43%		32%	
I know how students are making the community better	45%		45%	
I can influence the decisions and actions of The SU	24%	58%	29%	58%
By contributing to my community I'm also gaining from it	70%		68%	
Everyone can make a contribution to the community	80%		78%	

NB Where agreement has increased data is highlighted in green, where agreement has decreased data is highlighted in red.

APPENDIX 2: Word Cloud of words used by respondents to November 2020 survey to describe The SU.



**APPENDIX 3: Student Life Survey**

KPI questions highlighted	Oct-20	Nov-20	Dec-20
<b>Satisfaction with the following in students' life at present</b>			
Students who selected 'satisfied' or 'very satisfied' in response to "How satisfied or dissatisfied are you with making new friends"	44%	39%	
Students who selected 'satisfied' or 'very satisfied' in response to "How satisfied or dissatisfied are you with fitting in"	61%	68%	
Students who selected 'satisfied' or 'very satisfied' in response to "How satisfied or dissatisfied are you with exploring Bath"	67%	58%	
Students who selected 'satisfied' or 'very satisfied' in response to "How satisfied or dissatisfied are you with opportunities to do the things I like in my spare time"	46%	46%	
Students who selected 'satisfied' or 'very satisfied' in response to "How satisfied or dissatisfied are you with opportunities to try new things"	40%	38%	
<b>Belonging and community</b>			
Students who selected 'agree' or 'strongly agree' in response to "I feel a sense of belonging"	58%	61%	
Students who selected 'agree' or 'strongly agree' in response to "I feel part of a community"	53%	59%	
Students who selected 'agree' or 'strongly agree' in response to "I know how to contribute more to the community I am a part of"	43%	32%	
Students who selected 'agree' or 'strongly agree' in response to "I know how students are making the community better"	45%	45%	
Students who selected 'agree' or 'strongly agree' in response to "By contributing to my community I'm also gaining from it"	70%	68%	
Students who selected 'agree' or 'strongly agree' in response to "Everyone can make a contribution to the community"	80%	78%	
<b>Social experience</b>			
Students who selected 'agree' or 'strongly agree' in response to "I am getting the social experience I want"	20%	19%	
Students who selected 'agree' or 'strongly agree' in response to "The SU has made a positive impact on my social life"	34%	29%	
<b>Student wellbeing</b>			
Students who selected 'satisfied' or 'very satisfied' in response to "Overall, how satisfied are you with your life nowadays"	56%	52%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your physical health in the last two weeks"	40%	32%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your mental health and wellbeing in the last two weeks"	58%	54%	

Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your personal safety in the last two weeks"	18%	15%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your career prospects in the last two weeks"	51%	46%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your accommodation in the last two weeks"	21%		
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your current accommodation in the last two weeks"		25%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your accommodation next year in the last two weeks"		38%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your academic workload in the last two weeks"	61%	70%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your academic achievement in the last two weeks"	64%	64%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about balancing academic and social time in the last two weeks"	55%	55%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about loneliness in the last two weeks"	46%	34%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about bullying in the last two weeks"	4%	2%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your employability in the last two weeks"	45%	35%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about being able to pay for the things you need in the last two weeks"	33%	25%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your level of debt in the last two weeks"	22%	17%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about the effect of your other responsibilities on your academic achievement in the last two weeks"	20%	16%	
Students who selected 'concerned' or 'very concerned' in response to "How concerned have you been about your sleep habits in the last two weeks"	32%	45%	
<b>The SU</b>			
Students who selected 'agree' or 'strongly agree' in response to "The SU is welcoming and inclusive to all students"	78%	74%	

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Students who selected 'agree' or 'strongly agree' in response to "I feel that my contribution to The SU matters"	31%	36%	
Students who selected 'agree' or 'strongly agree' in response to "I know how to influence the decisions and actions of The SU"	28%	26%	
Students who selected 'agree' or 'strongly agree' in response to "I can influence the decisions and actions of The SU"	24%	29%	

NB Where agreement has increased data is highlighted in green, where agreement has decreased data is highlighted in re

**PURPOSE**

To report on complaints and Student Member disciplinary.

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- Page 1: Report
- Page 1: Actions
- Page 2: Appendix 1: Complaints statistics
- Page 3-4: Appendix 2: Student Member disciplinary statistics

**REPORT**

**1. COMPLAINTS**

- 1.1. Since the start of this academic year there have been two complaints received which both related to the student experience area of The SU. One case was historic in nature having happened several years ago and the other related to a Freshers' week ticket from this year.
- 1.2. The historic case reached the Complaints & Disciplinary committee and a decision was made in favour of the complainant with actions being taken to resolve the matter. The other case reached the Chief Executive who decided that as tickets are clearly marked non-refundable a parent's request for a refund should be declined.
- 1.3. The three tables contained in appendix 1 show complaint statistics for the last three years.

**2. STUDENT MEMBER DISCIPLINARY**

- 2.1. Student member disciplinarys are down for this academic year due to the COVID-19 restrictions imposed on the activities of the bars areas. The few reports received have mostly been related to non-compliance with the restrictions put in place.
- 2.2. There has been one student member disciplinary appeal that reached a stage 1 appeal which was unsuccessful.
- 2.3. The tables contained in appendix 2 show student member disciplinary statistics for the last three years.

**ACTIONS**

- 3. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: <a href="mailto:g.d.noakes@bath.ac.uk">g.d.noakes@bath.ac.uk</a>
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APPENDIX 1: COMPLAINTS STATISTICS

Complaints 2020-21		SU Areas							Total
		Officer	Student Voice	Student Groups	Student Experiences	Peer Support	Advice & Support	Other	
Complainants	Undergraduate	0	0	0	1	0	0	0	1
	Postgraduate	0	0	0	0	0	0	0	0
	Public	0	0	0	1	0	0	0	1
	University	0	0	0	0	0	0	0	0
	Total	0	0	0	2	0	0	0	2
SU Response	No actions taken	0	0	0	0	0	0	0	0
	SU actions taken	0	0	0	1	0	0	0	1
	SU Appeal Stage 1	0	0	0	1	0	0	0	1
	SU Appeal Stage 2	0	0	0	1	0	0	0	1
Complaints 2019-20		SU Areas							Total
Officer	Student Voice	Student Groups	Student Experiences	Peer Support	Advice & Support	Other			
Complainants	Undergraduate	1	0	4	3	0	0	0	8
	Postgraduate	0	0	0	0	0	0	0	0
	Public	0	0	1	0	0	0	0	1
	University	0	0	0	0	0	0	0	0
	Total	1	0	5	3	0	0	0	9
SU Response	No actions taken	0	0	0	0	0	0	0	0
	SU actions taken	1	0	5	3	0	0	0	9
	SU Appeal Stage 1	0	0	0	0	0	0	0	0
	SU Appeal Stage 2	1	0	0	0	0	0	0	1
Complaints 2018-19		SU Areas							Total
Officer	Student Voice	Student Groups	Student Experiences	Peer Support	Advice & Support	Other			
Complainants	Undergraduate	1	0	2	1	0	0	0	4
	Postgraduate	0	0	0	0	0	0	0	0
	Public	0	0	0	0	0	0	1	1
	University	0	0	0	0	0	0	0	0
	Total	1	0	2	1	0	0	1	5
SU Response	No actions taken	0	0	0	0	0	0	0	0
	SU actions taken	1	0	1	1	0	0	0	3
	SU Appeal Stage 1	0	0	0	0	0	0	0	0
	SU Appeal Stage 2	0	0	0	0	0	0	1	1

APPENDIX 2: STUDENT MEMBER DISCIPLINARY STATISTICS

2020-21		Misconduct Reported											Total
		Unauthorised entry	Disruptive behaviour	Loss of property	Risking harm	Bullying	Violent Behaviour	Discrimination	Sexual misconduct	Harrasment	Breaching a sanction	Other	Total
Respondent	Total reported:	0	0	0	1	0	0	0	1	0	0	1	3
	Undergraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y2	0	0	0	1	0	0	0	0	0	0	0	1
	Undergraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Unidentified	0	0	0	0	0	0	0	0	0	0	1	1
Reporting Party	Undergraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Public	0	0	0	0	0	0	0	0	0	0	0	0
	University	0	0	0	0	0	0	0	1	0	0	0	1
The SU	0	0	0	1	0	0	0	0	0	0	1	2	
Unidentified	0	0	0	0	0	0	0	0	0	0	0	0	
SU Response	No action taken	0	0	0	0	0	0	0	0	0	0	0	0
	SU Disciplinary	0	0	0	0	0	0	0	0	0	0	0	0
	SU Appeal Stage 1	0	0	0	1	0	0	0	0	0	0	0	1
	SU Appeal Stage 2	0	0	0	0	0	0	0	0	0	0	0	0
	University Referral	0	0	0	0	0	0	0	0	0	0	0	0
University	No action taken	0	0	0	0	0	0	0	0	0	0	0	0
	University Disciplinary	0	0	0	0	0	0	0	0	0	0	0	0
	Joint Disciplinary	0	0	0	0	0	0	0	1	0	0	0	1

2019-20		Misconduct Reported											Total
		Unauthorised entry	Disruptive behaviour	Loss of property	Risking harm	Bullying	Violent Behaviour	Discrimination	Sexual misconduct	Harrasment	Breaching a sanction	Other	Total
Respondent	Total reported:	9	11	3	5	6	19	0	5	0	5	8	71
	Undergraduate Y1	5	4	3	3	3	8	0	2	0	2	5	35
	Undergraduate Y2	3	1	0	0	2	3	0	0	0	2	2	13
	Undergraduate Y3	1	1	0	0	0	2	0	1	0	1	0	6
	Undergraduate Y4	0	4	0	0	1	1	0	2	0	0	0	8
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Unidentified	0	0	0	2	0	5	0	0	0	0	1	8
Reporting Party	Undergraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y4	0	0	0	0	0	0	0	0	0	2	0	2
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Public	0	0	0	0	0	0	0	0	0	0	0	0
	University	0	0	0	0	0	1	0	1	0	0	0	2
The SU	9	11	3	5	6	18	0	4	0	1	8	65	
Unidentified	0	0	0	0	0	0	0	0	0	2	0	2	
SU Response	No action taken	3	0	2	0	1	2	0	0	0	0	2	10
	SU Disciplinary	6	11	1	3	4	5	0	0	0	5	0	35
	SU Appeal Stage 1	1	0	0	0	1	0	0	0	0	2	0	4
	SU Appeal Stage 2	0	0	0	0	0	0	0	0	0	0	0	0
	University Referral	0	0	0	0	1	7	0	5	0	0	5	18
University	No action taken	0	0	0	0	0	0	0	0	0	0	0	0
	University Disciplinary	0	0	0	0	0	0	0	0	0	0	3	3
	Joint Disciplinary	0	0	0	0	1	7	0	5	0	0	2	15



# STRATEGY & PERFORMANCE - REPORT ON COMPLAINTS & STUDENT MEMBER DISCIPLINARY

R3

2018-19		Misconduct Reported													
		Unauthorised entry	Disruptive behaviour	Loss of property	Risking harm	Bullying	Violent Behaviour	Discrimination	Sexual misconduct	Harrasment	Breaching a sanction	Other	Total		
Respondent	Total reported:	6	5	1	3	5	12	0	7	0	0	2	41		
	Undergraduate Y1	4	2	0	3	3	5	0	4	0	0	1	22		
	Undergraduate Y2	1	2	0	0	0	1	0	1	0	0	0	5		
	Undergraduate Y3	1	0	0	0	0	1	0	0	0	0	0	2		
	Undergraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0		
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0		
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0		
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0		
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0		
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0		
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0		
	Unidentified	0	1	1	0	2	5	0	2	0	0	1	12		
	Reporting Party	Undergraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0	
Undergraduate Y2		0	0	0	0	0	0	0	0	0	0	0	0		
Undergraduate Y3		0	0	0	0	0	0	0	3	0	0	0	3		
Undergraduate Y4		0	0	0	0	0	0	0	0	0	0	0	0		
Undergraduate Y5		0	0	0	0	0	0	0	0	0	0	0	0		
Postgraduate Y1		0	0	0	0	0	0	0	0	0	0	0	0		
Postgraduate Y2		0	0	0	0	0	0	0	0	0	0	0	0		
Postgraduate Y3		0	0	0	0	0	0	0	0	0	0	0	0		
Postgraduate Y4		0	0	0	0	0	0	0	0	0	0	0	0		
Postgraduate Y5		0	0	0	0	0	0	0	0	0	0	0	0		
Public		0	0	0	0	0	0	0	0	0	0	0	0		
University		0	0	0	0	0	0	0	0	0	0	0	0		
The SU		6	5	1	3	5	12	0	4	0	0	1	37		
Unidentified	0	0	0	0	0	0	0	0	0	0	1	1			
SU Response	No action taken	0	0	0	0	0	0	0	0	0	0	0	0		
	SU Disciplinary	6	5	1	3	4	5	0	3	0	0	0	27		
	SU Appeal Stage 1	0	1	0	1	1	0	0	0	0	0	0	3		
	SU Appeal Stage 2	0	0	0	0	0	0	0	3	0	0	0	3		
	University Referral	0	0	0	0	1	7	0	4	0	0	2	14		
University	No action taken	0	0	0	0	0	0	0	0	0	0	0	0		
	University Disciplinary	0	0	0	0	1	2	0	4	0	0	1	8		
	Joint Disciplinary	0	0	0	0	0	5	0	0	0	0	1	6		

**PURPOSE**

To report on external speaker applications.

**CONTENTS**

Page 1: Report

Page 1: Actions

**REPORT****1. EXTERNAL SPEAKERS**

1.1. Since the start of this academic year there have been 41 applications received. The table below reports on those approved internally and those referred to the University in accordance with the Events & External Speakers policy.

Subgroup	Applications	Approved by SVC	Referred to Chief Executive	Approved by Chief Executive	Referred to University	Approved by University
Academic	0	0	0	0	0	0
D&S	2	2	0	0	0	0
ISA	0	0	0	0	0	0
P&A	7	2	0	0	4	4
PGA	0	0	0	0	0	0
Media	0	0	0	0	0	0
Societies	29	17	0	0	0	0
Sports	2	1	0	0	0	0
Volunteering	1	0	0	0	0	0
Other	0	0	0	0	0	0
<b>Total</b>	<b>41</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

1.2. There are no known issues to report.

**ACTIONS**

2. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: g.d.noakes@bath.ac.uk
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**PURPOSE**

To report on SU Alumni grant spending.

**CONTENTS**

Page 1: Report

Page 1: Actions

**REPORT****1. BACKGROUND**

- 1.1. The Alumni Fund exists to support projects which will enhance the University experience. Grants made can support new innovations in academic contexts, fund new equipment or enable new activities to be piloted.
- 1.2. Each year the Alumni Fund generously grants a pot of £20,000 to The SU to be used to help enhance and enrich the student experience.
- 1.3. Any Student Group registered as part of The SU can apply for a proportion of the grant to help fund their own project to enhance their activities within the student community.
- 1.4. Approval is be conditional on an application demonstrating that a project:
- will deliver positive and lasting benefit to the student community in line with our charitable objects;
  - will be affordable and achievable in terms of its objectives;
  - will be partly funded by the Student Group and/or an external sponsor.

**2. SU ALUMNI APPLICATIONS**

2.1. The table below reports on SU applications received and their outcomes.

Project Title	Project Expenditure	Own budget	Crowdfunding	External Sponsor	Amount Requested	Decision	Amount given	Alumni Fund running total
Outdoor Basketball Sessions to Support Training and New Players	£163.87	£0.00	£0.00	£0.00	£163.97	Approved	£170.00	£26,830.00
TEDx Bath University Annual Conference 2020	£750.00	£200.00	£0.00	£0.00	£500.00	Partly Approved	£450.00	£26,380.00
						Approved	£420.00	£25,960.00
Turbos	£450.00	£0.00	£0.00	£0.00	£450.00			£25,960.00
Enhancing the experience of PoleSoc with new equipment	£175.00	£0.00	£0.00	£0.00	£175.00			£25,960.00
Coaching advancement	£6,289.00	£800.00	£0.00	£0.00	£1,200.00			£25,960.00
Hudson 4+ purchase	£13,680.00				£4,000.00	Not Approved		£25,960.00
Backstage Technical Services LED Lighting Fixtures	£7,600.00	£2,600.00	£0.00	£0.00	£6,000.00	Approved	£6,000.00	£19,960.00
Increasing participation and accessibility in Tennis	£750.00	£0.00	£0.00	£0.00	£750.00	Approved	£750.00	£19,210.00
Outdoor Handball	£360.00	£0.00	£0.00	£0.00	£360.00	Approved	£360.00	£18,850.00
Climbing Shoes	£359.88	£179.88	£0.00	£0.00	£180.00	Approved	£540.00	£18,310.00
Live Performances Recording	£1,135.83	£367.07	£270.00	£0.00	£498.76	Approved	£498.76	£17,811.24

**ACTIONS**

3. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: g.d.noakes@bath.ac.uk
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**PURPOSE**

To outline the planning constraints for 2021/22 and agree the steer for budget holders.

**CONTENTS**

Page 1:	Report
Page 1:	Actions
Page 2:	Appendix 1: Annual Planning Template

**REPORT**

**1. BACKGROUND**

- 1.1. Budget holders have reduced spending dramatically this year but we still expect to finish the year with a c. -£250k deficit. The University is supporting us with extra funding plus we are able to use our reserves to see us through the financial crisis caused by the Covid-19 pandemic. For the rest of the current financial year (ends 31 July 2021), we will have to save money at every opportunity.
- 1.2. The financial situation as we head into the next financial year will be critical. It is likely there will be further Covid-19 related disruption to our trading, and the University is likely to be operating under its own financial constraints. We will have to be extremely prudent in our spending.
- 1.3. From now on, The SU will have to produce an annual surplus in order to recover from the hit our reserves have taken this year. This means we will need to be restrained in our spending plans and seek out external funding opportunities to support our work.

**2. ANNUAL PLANNING STEER 2021/22**

- 2.1. Budget holders are asked to note for plans in 2021/22:
  - The headcount freeze will remain in place until we are sure of a positive outturn for the year. There will be no increases in hours for any staff, unless this is part of a business case where another staff agrees to reduce their hours or where they are funded separately.
  - Budgets will be based on actual spend for 2020/21, not historic budget allocations (Head of Finance to supply)
  - Activity not funded through the above will be required to follow the project management framework.
  - All projects and business as usual work must align to the strategy KPIs. No variations.
  - The project wish list will capture any unfunded project or capital expenditure requests. We will use this list to identify external fundraising opportunities

**3. TIMINGS**

TBC

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**ACTIONS**

4. The committee is asked to decide if they accept the following recommendations:

**Recommendation 1:** To discuss the budget steer outlined above

**Recommendation 2:** To agree the final steer to budget holders

<b>CONTACT:</b>	Andrew McLaughlin	Telephone: 07399573144 E-Mail: adsamam@bath.ac.uk
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**APPENDIX 1: ANNUAL PLANNING TEMPLATE**

<b>Timescale</b>	<b>Activity</b>	<b>Outcome</b>	<b>KPI Impact</b>
e.g. Immediate (Jan-Easter) Medium term (Easter-end 2021) Long (2022- 2024)			

**PURPOSE**

To propose a client brief for approval by *Leadership Committee*

**CONTENTS**

Page 1: Report

Page 3: Actions for the committee

**REPORT****1. BACKGROUND**

1.1. The following people are:

- Client: Francesco Masala (SU President)
- Sponsor: Keith Zimmerman (Chief Operating Officer)
- Project manager: TBC

1.2. The following people have been consulted:

- Catherine Bailey (Deputy Director, Student Services)
- SU Operations Group

**2. CURRENT SITUATION**

- 2.1. In October 2020, Bristol SU launched its "All About Drugs" campaign, which had a harm reduction and a drug testing element. It followed the recent tragic fact in the North East where three University students died within 24hrs of each other due to drug misuse.
- 2.2. The Bristol SU campaign was in collaboration with the University as well as a third party organisation, the Bristol Drugs Project
- 2.3. The campaign also led to the University signing up to a Harm Reduction Statement, shifting its stance on drugs from zero tolerance
- 2.4. Other Universities do offer drugs testing across the country, either for free or for a small price.

**3. CAMPAIGN/PROJECT THREE MAIN OBJECTIVES**

3.1. This project three main objectives are:

- For the University to put out a harm reduction statement
- For the University to fund a campaign focussed on harm reduction for students
- For the University to provide free drug testing, either via existing services or via the use of a third party

**4. SU STRATEGY**

4.1. One of The SU's core purposes is to promote student interest and welfare, and to provide support and advice. Whilst we are aware that drugs are illegal, it is also true that we know that students do use them, and that the illegality of it is only a mild deterrent. This campaign would support the empowerment of students to make safer decisions, without imposing anything on them, and offering free, independent advice about drug use. The campaign also supports a message to keep our community safe, and steps that can be done to maintain it.

**5. INPUTS - BUDGET AND RESOURCES**

### 5.1. Monetary budget to be asked in its entirety to the University

- Harm Reduction Campaign Budget
- Drug Testing Kits (University)
- (Potentially) lockable fridge to store the kits
- Budget to pay third party organisation
- SU Marketing (*Additional*)
- SU Advice & Support (*Additional*)

## 6. OUTPUTS

What we do	Who we reach
Lobby for publication of harm reduction statement	University Executive Board (KZ)
Adopt a harm reduction statement as an SU	All students and SU staff
Lobby for budget for harm reduction campaign	University Executive Board (KZ)
Lobby for budget for drug testing	University Executive Board (KZ)
Establish campaign strategy for maximum reach	University Comms (Corinne Evans), SU Marketing
Look into establishing partnership with neighbouring institutions	Bath Spa University, Bath College
Roll-out campaign, drop-ins, and drug testing	All students

## 7. SPECIFIC SHORT, MEDIUM AND LONG-TERM OUTCOMES

- The success of the **harm reduction campaign** could be measured via interaction and reach in social media (likes, comments etc). It could also be a potential question on the Student Life Survey to test how many people are aware of the existence of the campaign
- It's more difficult to measure success of the drop-ins with the third party organisation, as there is no useful benchmark. We would have to rely on previous data around drug use at the University and use the numbers of people going to a drop-in
- Similarly, the distribution of drug testing kits does not have a useful benchmark. As above, we would have to use our existing data and estimate success from the numbers of tests being given.
- Short Term Objective: Roll-out of the harm reduction campaign and engagement of students with drop-ins from the third party
- Medium-Term Objective: Campaign becomes commonly known within the University (similarly to #NeverOK)
- Long-Term Objective: Neighbouring institutions as well as venues in town, particularly the ones we partner with for #NeverOK, participating in harm reduction and drugs testing,

## 8. ASSUMPTIONS

- 8.1. Students are more likely to submit drugs for testing to an external organisation rather than to the University/SU
- 8.2. Students would welcome the possibility to test drugs
- 8.3. Drug testing kits and harm reduction are an effective way to increase safety when students use drugs

## 9. EXTERNAL FACTORS

- 9.1. Lack of support from University Senior Management on moral grounds
- 9.2. University not sharing appropriate communications timely and effectively
- 9.3. Negative reaction from the media

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**ACTIONS FOR THE COMMITTEE**

10. The committee is asked to decide if they approve the client brief.

<b>CONTACT:</b>	Francesco Masala SU President	Telephone: MS Teams E-Mail: <a href="mailto:supresident@bath.ac.uk">supresident@bath.ac.uk</a>
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**PURPOSE**

To propose a client brief for approval by Leadership Committee.

**CONTENTS**

Page 1-3: Report

Page 3: Actions for the committee

**REPORT****1. BACKGROUND**

1.1. The following people are:

- Client: Franci
- Sponsor: Chief Exec
- Project manager: Helen Webb

1.2. The following people have been consulted: Finance & Audit Committee;

**2. CURRENT SITUATION**

2.1. The previous version of the Impact report was a waste of effort and resource for several reasons:

- It had no real purpose as a document
- It lacked a central narrative due to the nature of The SU's then strategy
- It lacked any focus around strategic KPIs
- It reported activity and outputs, without regard to outcomes and impact
- It lacked rich stories of human impact, ignoring awards and other achievements
- Its style had become clunky and old-fashioned
- It was owned by marketing, not the whole organisation
- It existed in printed form and as a document on a web page
- It lacked a distribution plan and copies were left out, only to be put in recycling at a later date
- In short, it was an impact report without impact

2.2. Today we have:

- A clear strategy with clear organisational KPIs that act as drivers for change
- A project working methodology that enables us to work outside departmental siloes
- An SLA which captures our key areas of impact within the University
- A need to demonstrate our worth to stakeholders and potential funders
- The opportunity to make the report the cornerstone of year-end programming activity
- A commitment on sustainability which means we have to limit waste of produced materials

**3. CAMPAIGN/PROJECT THREE MAIN OBJECTIVES**

3.1. This project three main objectives are:

- To demonstrate to students how students are growing communities and affecting change
- To demonstrate to University stakeholders how The SU delivers impact
- To recognise the impact of funders and act as a lever for future income

**4. SU STRATEGY**

4.1. This rolling project will become the primary way of articulating the impact of The SU in any give year, focusing on the twin aims of growing community and inspiring change. In doing so, it will highlight through content ways in which students have:

- Contributed to The SU
- Developed a sense of belonging
- Been part of the community
- Influenced decisions and actions of The SU
- Contributed to the community
- Made the community better
- Benefited personally when contributing to the community
- A role they can play, no matter who they are

4.2. Whilst the KPIs will reflect improvements, rich stories from students on these points will tell the story even more impactfully.

**5. INPUTS - BUDGET AND RESOURCES**

- Design budget
- Photography/footage gathered throughout the year
- Content from awards/end of year celebrations
- Officer blogs / win records
- University content that can be re-purposed

**6. OUTPUTS**

6.1. *(What are the specific things you are going to do to deliver the campaign? Who are the specific participants, decision-makers or customers you want to reach?)*

What we do	Who we reach
Create a project timeline for this academic year and one that would work for future years	SU Staff
Hold a creativity workshop with key members of staff looking at where we can collect impact, all staff need to be on board from the start	SU Staff
Research into other organisations impact reports.	
Decide upon the method of delivery and book in a designer. Consider different formats for different audiences.	
Give staff the tools they need to collect impact to share with marketing. Reach out to student groups and leaders.	SU Staff
Create a comms plan for how to distribute the impact report across multiple audiences.	
Distribute the report	Students and Key Stakeholders
Collect feedback on the report, collect analytics and make recommendations for future reports.	SU Staff

**7. SPECIFIC SHORT, MEDIUM AND LONG-TERM OUTCOMES**

7.1. *(How will you know if you are winning/have won? How will you measure this / know when it has been achieved?)*

- Reflecting stories linked to KPI questions will help to cement and improve student responses to the following KPI questions:

Question	October individual question %	October 2020 Average
I feel that my contribution to The SU matters	31%	47%
I feel a sense of belonging	58%	
I feel part of a community	53%	
I know how to influence the decisions and actions of The SU	28%	39%
I know how to contribute more to the community I am a part of	43%	
I know how students are making the community better	45%	
I can influence the decisions and actions of The SU	24%	58%
By contributing to my community I'm also gaining from it	70%	
Everyone can make a contribution to the community	80%	

- Stakeholders will demonstrate ongoing support for The SU through funding, praise and decision-making.
- Alumni and other funders increasing support.
- Engagement In student activities will increase

## 8. ASSUMPTIONS

8.1. *Budget*

8.2. *Awards happen*

8.3. *That we can collect a decent selection of impact*

## 9. EXTERNAL FACTORS

9.1. Changes in the uni funding

9.2. COVID-19 preventing us from making the typical level of impact across some areas

## ACTIONS FOR THE COMMITTEE

10. The committee is asked to decide if they approve the client brief and following recommendations:

**Recommendation 1:** Impact reporting should be embedded across the whole of The SU. This can't just be a marketing task. Enforcement from Leadership would be helpful here.

**Recommendation 2:** We use this year to create a template and a way of gathering and presenting feedback but with an awareness that we are already halfway through the year and impact needs to be collected from the beginning so this will be an ongoing project that needs budget allocated yearly.

<b>CONTACT:</b> Helen Webb	Telephone: 01225 386806 E-Mail: <a href="mailto:hf219@bath.ac.uk">hf219@bath.ac.uk</a>
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**PURPOSE**

To report on previously approved projects.

**CONTENTS**

Page 1-3: Report

Page 1-3: Actions

Page

**REPORT****1. STUDENT GROUP RESTRUCTURE PROJECT UPDATE**

1.1. The following people are:

- Client: Tom Sawko (*Sport Officer*)
- Sponsor: Polly Hawker (*Head of Activities*)
- Project manager: Greg Noakes (*Governance & Executive Support Manager*)

1.2. Since the last Leadership committee meeting (11/11/2020) a student consultation has taken place (30/11/2020). Feedback has been gathered and as a result the project plan is being updated. A fuller report will be submitted to the next Leadership committee meeting.

1.3. The project was originally planned to be completed this side of Christmas. Following the consultation it is likely that a new completion date for the project will need to be confirmed. This will be reported to the committee at the next meeting.

**2. STUDENT UNION STANDPOINTS PROJECT UPDATE**

2.1. The following people are:

- Client: Freya Jackson (*Community Officer*)
- Sponsor: Andrew McLaughlin (*Chief Executive*) Charlie Slack (*Head of Student Voice & Engagement*)
- Project manager: Greg Noakes (*Governance & Executive Support Manager*)

2.2. At the last meeting of the project team it was agreed that going forward the standpoint document would be submitted to Leadership committee going forward with a view to signing of standpoints section by section. Once the committee is satisfied that enough standpoints have been approved these will be published on the website.

2.3. The Leadership committee going forward will be able to determine the order standpoints are written in.

**3. ACTIVE TRAVEL PROJECT UPDATE**

3.1. The following people are:

- Client: Tom Sawko (*Sport Officer*)
- Sponsor: Polly Hawker (*Head of Activities*)
- Project manager: Matt Price (*Club Development Officer*)

3.2. Since the last Leadership committee meeting (11/11/2020) a project plan has been submitted (*appendix 1*).

3.3. The project team is requesting that Leadership committee confirm if they are happy with the proposed project plan for how the £10,000 received from the University will be spent.

#### 4. AUDIT TENDERING PROJECT UPDATE

4.1. This project was approved to proceed by Finance & Audit committee at its meeting on 22/10/2020.

4.2. This process has begun with a list of nine prospective companies identified. They are being approached to obtain an initial expression of interest before being formally invited.

4.3. This project is proceeding according to the project plan and there are no known issues to report at this time. This project is on course for completion by the 25/03/2021.

#### 5. CLIMATESHIFT PROJECT UPDATE

5.1. The following people are:

- Client: SU President
- Sponsor: Mandy Wilson-Garner
- Project manage: Suzanne Snook

5.2. Work on this project began in November 2019. Desired outcomes for the project include:

- Committing the SU to achieve change and undertake sustainability work for next year.
- Create a culture shift within the SU organisation when it comes to sustainability and “green” choices
- Declare a Climate Emergency
- Complete the Green Impact award by August 2020 with a “good” rating for the year 2019-20.

5.3. In March 2020, the now SU President, Francesco, and members of People and Planet attended the School’s Strike in Bristol. The event included an appearance from Greta Thunberg. Footage from the strike has been published on the new central climate webpage, [thesubath.com/sustainable-su](https://thesubath.com/sustainable-su)

5.4. In August 2020 the SU achieved a “Good” rating on the Green Impact Award 2019-20. The SU was commended for the foundation work that had been established this year. Comments from the Auditor:

*“The Summit was a particular great example of how to engage students and discuss student sustainability priorities. It was really impressive that not only have students been consulted but they have also worked collaboratively to action suggestions, ideas and initiatives.”*

5.5. The SU and University jointly declared a Climate Emergency declared in May 2020. The Climate Action Framework Implementation proposal has been agreed by UEB and Council. The created CAF Steering group and Sustainable Transport group were both created for which the SU President sits on both.

5.6. The following sustainability campaign is included in this year’s Top Ten - *Commit to sustainable investment practices and divest from all companies with links to the fossil fuel industry.*

5.7. In November 2020 28 Academic Reps attended Education for Sustainable Development, Academic Reps Training. This was a 2 hour session on Zoom, written and facilitated by staff from SOS-UK. This session is available for reps to view if they were unable to attend.

5.8. Current spending on this project includes

Entry for Green impact 19-20 £185

Education for Sustainable Development, Academic Reps Training. November 2020 £350

5.9. At present there are no further costs for this project.

5.10. The COVID-19 pandemic has caused reduced progress towards this project. A decision was made by the project group to not enter Green Impact this year as running any sustainability campaign would see a significantly reduced impact.

5.11. SU Presidents has felt resistance from the University around the divestment campaign.

5.12. The CAF Implementation proposal which was agreed omitted some of the staff resource which was initially proposed. There is concern from the SU that this may affect the long-term objectives. The staff resource which has been approved was for a small staff team to lead the CAF in the future.

5.13. The project group has decided to not enter Green Impact this year but follow an action plan instead. Details referenced above including Divestment, reps training and continued support for green student groups.

## ACTIONS

6. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: g.d.noakes@bath.ac.uk
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APPENDIX 1: ACTIVE TRAVEL PROJECT PLAN

<b>Project Title:</b>	<b>Active Travel</b>
<b>Planned Activity:</b>	To facilitate students in a shift towards a sustainable, active way of travelling
<b>Strategy Strands:</b>	Citizen-Shift: To facilitate opportunities for Student to come together and encourage everyday participation in our cause Climate-Shift: To prioritise how we together respond to the climate emergency
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To inform all students of the ways in which active travel is facilitated by the SU.</li> <li>To inspire students that don't already, to consider active travel as a main form of transport.</li> <li>To increase the accessibility of safe, active travel for those that don't have the know-how/resource.</li> <li>To normalise active travel across the board, with an increase in the student uptake of walking and cycling as a primary mode of transport.</li> <li>To increase the number of students that contribute to the SU, University and BANES active travel plans.</li> </ul>
<b>Project Group</b>	
Client:	<i>Tom Sawko (Sport Officer)</i>
Sponsor:	<i>Andrew McLaughlin (Chief Executive) &amp; Tom Britten (Commercial Director)</i>
Project Manager:	<i>Matt Price (Club Development &amp; Social Sport Manager)</i>
Project Teams:	Equipment- MP Upskilling- MP, Cycling/Triathlon Clubs, Peer Support. Promotional- TS, Marketing Campaigning- TS, MP, Voice
Internal Stakeholders:	Student Activities Team Student Volunteering Team Media & Marketing Team Student Voice Team Officer Team
External Stakeholders:	BANES (ATAF) University Transport Group Student Groups – People & Planet, Mountaineering, Cycling Bath Activators SU Sport Exec

	All non-remote students
<b>Approval</b>	
Client brief approved by:	
Project plan approved by:	

		Actions	Responsibility	Cost	Deadline	Progress
<b>Project Phase 1</b>	1	Student Consultation. <ul style="list-style-type: none"> <li>Explore the current situation regarding student travel to and from campus</li> <li>Identify what could be done to allow for more active travel</li> <li>Use these findings to effectively plan what the project will look like</li> </ul>	TS	N/A		Already completed
	2	<u>Meet to discuss:</u> <ul style="list-style-type: none"> <li>Current issues regarding why students don't use active travel methods</li> <li>Identify what would assist students in undertaking active travel methods</li> <li>Identify the messaging that they would want to see</li> <li>Possible incentives</li> <li>Upskilling: Proficiency and maintenance courses</li> </ul>	TS			Already completed
	3	<u>Funding:</u> <ul style="list-style-type: none"> <li>The bulk of the funding in Year 1 would go towards the development of making cycling more accessible to all.</li> <li>Service Station (2 or 3) on Campus and at Dartmouth, these are easy to use, self-service bike stations that will assist in the maintaining of student bikes (both SU owned and student owned). Supplied and hopefully installed (waiting on confirmation) by Grease Monkey Solution</li> <li>Bike shelter at DA to protect bikes that are stored there.</li> <li>Bulk purchase of Helmets and Phone clips both to be hired or purchased</li> <li>Excess funding towards a marketing campaign to promote the active travel scheme as well as proficiency courses delivered by BATHNES</li> <li>Funding in the future can continue these courses as well as increasing the pool of bikes that The SU own for student hire.</li> </ul>	TS & MP	Approx £4.5k towards Service Stations  Approx £2.5k towards storage cover at Dartmouth	Hope to have in place by start of Sem2	In Progress



3a	<p><u>Funding Breakdown</u></p> <p><u>Equipment</u>                  Bike Service Station - <a href="https://greasemonkeycycles.com/bike-repair-stations-gen-ii/">https://greasemonkeycycles.com/bike-repair-stations-gen-ii/</a> - Two quotes received (2x = £4461 3x = £6615)                  Storage - <a href="https://www.bikedocksolutions.com/alpine-bike-sheds">https://www.bikedocksolutions.com/alpine-bike-sheds</a>                  Helmets - <a href="https://www.halfords.com/cycling/bike-helmets/adult-bike-helmets/halfords-essential-helmet-248958.html">https://www.halfords.com/cycling/bike-helmets/adult-bike-helmets/halfords-essential-helmet-248958.html</a>                  Phone Clips - <a href="https://www.halfords.com/cycling/cycling-technology/phone-cases/halfords-phone-mount-184198.html">https://www.halfords.com/cycling/cycling-technology/phone-cases/halfords-phone-mount-184198.html</a>  <u>Cycling proficiency courses</u> in partnership with BATHNES Bikeability project.                  A SU campaign with Voice and Marketing to promote Active Travel and a safer cycling campaign.</p>				In Progress
3b	<p><b>Funding Recommendations</b></p> <ul style="list-style-type: none"> <li>• 2x Bike Service Stations in the first instance – one on campus and one at DA</li> <li>• 1x Alpine Storage solution for DA</li> <li>• 30x Helmets to be split between hire for SU bikes and the option to purchase</li> <li>• 10x Phone Clips again to be split between hire for SU bikes and the option to purchase</li> <li>• Remaining funds (Approx. £2.6k) to be used towards cycling proficiency courses and SU Active Travel promotion.</li> </ul>	MP & TS	£4461 £2500 £300 £100  Total - £7361		Not Started
4	<p><u>External Partnerships</u></p> <p>Working with external partners to further the discounts that students can use towards the purchase of their own equipment. Julian House offers 10% to students already, but identify other local companies or charities who would like to offer discounts or can help towards a safer cycling campaign (more details below)</p>	Marketing, MP	N/A		Not Started

<p>5</p>	<p><u>Project Aims</u></p> <p><u>Short Term Aims</u></p> <ul style="list-style-type: none"> <li>• Purchase and install all the required equipment to increase accessibility</li> <li>• Work with Marketing to develop a campaign around the project to help advertise and encourage</li> <li>• Raise awareness of how the SU is supporting active travel and therefore increase the number of students using active travel methods to and from campus</li> </ul> <p><u>Medium Term Aims</u></p> <ul style="list-style-type: none"> <li>• Safer Cycling Campaign – work with Voice team and other partners to develop a University safer cycling campaign.</li> <li>• Increase in the accessibility of active travel (greater bike pool, electric bike pool, increased showering/storage facilities...)</li> </ul> <p><u>Long Term Aims</u></p> <ul style="list-style-type: none"> <li>• Active Travel becomes the norm when accessing campus</li> <li>• The SU and wider University do what they can to make Active Travel easier each year. Through more bikes, better facilities on campus to shower and change. By making it the most affordable and easiest mode of transport to and from campus</li> </ul>				
<p>6</p>	<p><u>Stage 2 Consultation</u></p> <p>Once the initial equipment is purchased, in place and being used, stage 2 consultation will start with students, staff &amp; other stakeholders. This will be focused on our ideas around Active Travel, explaining the additions that we have made and are planning to make and collate feedback on these. It will also be used to shape our project moving forward.</p>				
<p><b>All issues identified:</b></p> <p>In a recent survey conducted by TS, all the issues around active travel, students' current thoughts towards it and their reasons for currently not doing it are collated within the appendix of the Project Brief. They have been used to compile this document and will help shape the project. The main standouts points relate to the below:</p> <ul style="list-style-type: none"> <li>• Nobody surveyed had any knowledge of how the University of The SU support Active Travel</li> </ul>					

<ul style="list-style-type: none"> <li>• It seems like an intimidating task (hills, time etc)</li> <li>• Covid – 19: impact on the number of movements to and from campus, equipment sharing requires sanitisation, or isolation of equipment. Further lockdowns and delays to any in-person work.</li> <li>• Cross departmental collaboration delaying installation of equipment.</li> </ul>
<p><b>All decisions made:</b></p> <ul style="list-style-type: none"> <li>• Immediate promotional focus</li> <li>• Equipment rental NOP updated</li> <li>• Use transport group as an avenue for speeding up installations</li> </ul>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Increase in the number of students who are using active travel methods to access campus.</li> <li>• Increase in the number of students who are aware of what support The SU provide towards Active Travel.</li> <li>• Increase in the number of students regularly feeding into the Active Travel Advisory Group.</li> <li>• Increased positive attitudes towards active travel</li> </ul>
<p><b>Evaluation Method:</b></p> <ul style="list-style-type: none"> <li>• A repeat of the active travel survey.</li> <li>• University Transport survey</li> </ul>

**PURPOSE**

The Activities team is proposing that the student volunteering groups (of which there are seven) be moved under the Activities Officer's remit, as opposed to the Community Officer where it currently sits, in order to work more collaboratively with the societies area.

**CONTENTS**

Page 1: Report

Page 1: Actions

**REPORT**

**1. BACKGROUND**

1.1. Currently, the volunteer groups sit under the remit of the Community Officer. However, the volunteer groups only get a small percentage of the Officer's time when concentrating on development opportunities (and other committee needs) due to a lack of time and resource in the area.

**2. REASONS FOR CHANGE**

2.1. The main reason for this proposal is because the Community Officer role lends itself more naturally to supporting the student support groups, working with University departments on policy and strategy, as well as working with the Student Community Partnership group, and so tends to be further removed from the development of the volunteer groups.

2.2. In practical terms, the Activities Officer will usually be based in the same office (either Dartmouth Avenue or The Edge) as the student volunteer and societies staff team and will be working with a recently recruited bigger team of staff that will be able to further support the Officer with any developmental plans. The proposed move will mean that the Activity Officer will get more support from staff when leading on a variety of student led projects, and also more time to look at how societies link with the volunteer groups for a natural collaboration. There are many areas where societies and volunteering can work together, for example, working with societies to deliver workshops in schools, working with both volunteering and societies to deliver sessions with charities, and being able to develop both the execs to share knowledge across the two areas. The Activities Officer will know what is going on in both areas to then forge links across those departments to develop future joint projects.

2.3. The structure of volunteer groups, although unique in what they aim to achieve and involves more in depth project work and community engagement, are also very similar to societies. The majority of the operational work will be the staff's responsibility so a lot of the Officer's responsibilities in supporting the volunteer groups is much the same as with societies and won't mean a huge adding of workload to the Activities Officer role, especially with that extra staff support. Plus, the Community Officer will still be able to share any relevant information via the volunteer groups, for example when doing any Student Community Partnership work or with the local resident associations, by working with the Activities Officer on these developmental ideas.

2.4. The risk to this proposal is that there will be more student leaders within societies and so more chance of the incoming Activity Officer not having any experience within the volunteer area. However, this could be seen as a development opportunity as there will be the staff resource to guide and mentor the Officer throughout their term in office.

2.5. The degree as to whether the move has been successful will depend on several performance indicators. The main areas that will be measured will, firstly, be around the development of the Volunteer Exec and how effective the communication between the Officer and the Exec has been and

what changes have been made as a result of feedback. Secondly, the collaboration between the society and volunteer area in providing new and improved projects and, thirdly, a stronger relationship with the Volunteer and Society Manager so as to manage a more strategic development of the area together.

**3. OPTIONS**

3.1. The other option would be for volunteering to stay under the Community Officer but to spend more time with the Activity Officer so that a collaborative approach is developed. The aim would be for the Activity Officer to share good practice so that the Community Officer can then lead on similar ideas to embed within the volunteer area and so liaise with the volunteer exec on a more regular basis.

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**ACTIONS**

4. The committee is asked to decide if the student volunteering groups should be moved into the Activities Officer role in time for the 20/21 Officer elections.

<b>CONTACT:</b>		Telephone:
		E-Mail:

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**PURPOSE****CONTENTS**

Page 1-2:	Report
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Page 3	Appendix 1: SU KPIs

**REPORT****1. BACKGROUND**

- 1.1. The Student's Union (SU) represents and works with students to develop their sense of belonging to a community. A key element of this work is the opportunity for students to come together around causes, activities and hobbies in the form of Union societies, groups and communities and inspire them to make change and shape the world around them.
- 1.2. The SU helps enable opportunities for student-led groups, voice, support, campaigns, events and development, and each year facilitates the creation, organisation and ongoing management of 100's of communities ranging in size from 5-10 members up to several hundred members. The aim is for each student group or community to be self-supporting within a common framework that follows and aligns with SU policies and operational processes (currently managed via email) such as financial expenditure, planning events and health and safety reporting.

**2. CHALLENGE**

- 2.1. Changes to campus and social interaction as a result of COVID-19 have increased the dependency on online social spaces to manage student-led activities and a sense of community. These tools include Facebook, WhatsApp, Messenger, Instagram, and more recently Teams. However, some of these tools actively discourage participation by some sectors of the international community and/or quieter group-members. It is also recognised that Facebook use is declining within this population group and alternative communication tools need to be identified. Additionally, elements of platform fatigue are also of concern due to the use of Teams for both social activities and lectures and so a tool which looks engaging and 'fun' to maintain member interest and differentiates the experience between social activities and lectures is ideally required.
- 2.2. A key challenge is therefore how to build online communities that inspire change by allowing co-creation and provide a sense of debate and coming to a resolution.
- 2.3. Related, but secondary, challenges relate to the operational processes within the SU itself. There are difficulties using the events planning system and the disciplinary/incident and health safety reporting system is paper-based and uses email as its primary communication method. It is recognised that the systems and processes could be improved significantly, but capacity to review them is low.
- 2.4. Following a further discussion with Andrew McLaughlin it was agreed that there is a knowledge gap around the 'Art of the Possible' across the Student's Union. He felt this may hamper their ability to make decisions about how to use technology effectively for the present and the future.

**3. SU OBJECTIVES**

- 3.1. Following an initial discussion several objectives were identified to further enable SU activities and impact around building communities and inspiring change:
-

## Primary Objectives:

- Improve SU staff skills around and understanding of the art of the possible regarding digital transformation
- Improve SU staff skills around generating wisdom from data.
- Improve engagement with SU groups and societies in relation to core KPI's (Appendix 1).
- Improve participation in activities by students from diverse backgrounds regardless of location, ability or software.
- Improve the events planning process.

## Secondary/nice to have objectives:

- Improve data flow and security so that it meets GDPR requirements.
- Improve the disciplinary/incident and health and safety reporting system.

**4. RECOMMENDED ACTIVITIES**

4.1. To achieve your priority objectives, we recommend the following activities and would aim to achieve them within a c.12-week period:

- Knowledge survey to baseline and capture specific challenges
- Multiple workshops with relevant SU leadership team members, staff and students to identify the required outcomes and areas for improvement that could be supported using Microsoft 365 applications and services for each of the primary objectives.
- Document findings, recommendations, and next steps.
- Following agreement with the SU on recommendations, implement required changes. This may include:
  - Simple systems or process changes
  - Multiple knowledge and learning opportunities
  - Communications planning and collateral
- Follow-up knowledge survey to identify changes in working practices/understanding and behaviours.

**5. NEXT STEPS**

5.1. Linda to attend Leadership Committee meeting on the 9 Dec 2020 to discuss this SoW.

5.2. Decision from SU to proceed with one (or more) of the objectives outlined.

5.3. Determine the best way to work together (SU and M365 Adoption) re. communication, logistical arrangements etc.

5.4. Arrange workshop date(s) for selected objective(s), including attendance of the appropriate people.

**ACTIONS**

6. The committee is asked to note the report.

<b>CONTACT:</b>		Telephone:
		E-Mail:

APPENDIX 1: SU KPIs

Key Performance Indicators		How we will measure them
GROWING COMMUNITY	Students DO things as part of a community	Overall % of students who are taking part in SU groups or community activities (measured through online and physical participation monitoring).
	Students FEEL part of something	Average % of student pulse survey questions: <ul style="list-style-type: none"> <li>• I feel that my contribution to The SU matters</li> <li>• I feel a sense of belonging</li> <li>• I feel part of a community</li> </ul>
INSPIRING CHANGE	Students DO things that shape their communities**	Overall % of students who are taking part in SU activities where they are shaping the community around them (measured through online and physical participation monitoring).
	Students KNOW how to make change	Average % of student pulse survey questions: <ul style="list-style-type: none"> <li>• I know how to influence the decisions and actions of The SU</li> <li>• I know how to contribute more to the community I am part of</li> <li>• I know how students are making the community better</li> </ul>
	Students FEEL they can make change	Average % of student pulse survey questions: <ul style="list-style-type: none"> <li>• I can influence the decisions and actions of The SU</li> <li>• By contributing to my community I'm also gaining from it</li> <li>• Everyone can make a contribution to the community</li> </ul>
SU PEOPLE	Staff are SATISFIED	Average % of staff survey questions: <ul style="list-style-type: none"> <li>• High motivation at work</li> <li>• Satisfaction with support from manager</li> <li>• Satisfaction with current role and level of responsibility</li> <li>• Satisfaction with current level of learning &amp; development</li> </ul>
	Staff are ENGAGED	Average % of staff survey questions: <ul style="list-style-type: none"> <li>• Work gives a sense of personal achievement</li> <li>• Clear understanding about expected standards of performance</li> <li>• Undertaken training, learning or development</li> <li>• Good co-operation between different departments</li> </ul>
£	The SU makes a positive FINANCIAL CONTRIBUTION each year	Our year-end financial contribution (operating) is better than budget.

**KPIs**

