

| | |
|--------------------------|---|
| AGENDA ITEM NO. | |
| TITLE | Wellbeing Representation Network: Term 1 Evaluation |
| AUTHOR | Fran Hyatt; Laura Regan; Fintan O'Connor |
| EXECUTIVE SUMMARY | <p>The Wellbeing Representation Network (WBRN) was launched as a new representation network for all undergraduate students during the 2017 Autumn Elections. Its purpose is to enable students to represent concerns about their wellbeing to the College.</p> <p>The project's first working group began meeting once per month in February 2017. A lack of staff leadership and clear objectives resulted in poor progress until June 2017, where meetings became more frequent and progress was made. The sharing of information within the Union was good, however, KPIs were imposed upon the working group in July, without input from the group.</p> <p>There was not enough time to consult effectively with College staff and students and allow them to be involved in development and planning, because most of the development took place between June and September, between academic cycles. Officer Trustees were assigned to lead consultation between February and June, which failed because of a lack of clarity of the network's purpose. It is recommended that staff, not Officer Trustees, lead future consultation. Meetings with all affected College staff took place to hear and address their concerns, and build good relationships to embed the network.</p> <p>Positions in both the academic and wellbeing networks were well contested. A lack of communication to the student body limited widespread understanding of the network, which continues to be a challenge for volunteers.</p> <p>Training for volunteers was mandatory, because of concerns for student safety. Volunteers responded positively, though some first year students felt that the volume of information from the College and Union was overwhelming.</p> <p>The College has created new department and faculty level student-staff committees (SSCs) to facilitate communication and resolution of concerns. Volunteers feel valued by their departments. The structure of these committees varies through the College. The Union will work with the College to standardise these committees to follow best practice guidelines.</p> <p>A Union staff member holds meetings with each departmental team of volunteers during the year. This gives deep insight into the function of reps</p> |

| | |
|---------------------------------|---|
| | and the challenges students face. The support of representatives must be reviewed and improved – current online tools are not used. Team meetings should continue, and the feedback from volunteers and the College should be used to plan for the 2018/19 network. |
| PURPOSE | <ol style="list-style-type: none">1. Note the report2. Discuss:<ul style="list-style-type: none">• The strategic objectives of the network and how they relate to our objectives as a students' union• How we can use the network to enable students to represent themselves• How we support volunteers• How the network could expand |
| DECISION/ACTION REQUIRED | To give a strategic steer for the wellbeing representation network |

Table of Contents

| | |
|---|-----------|
| Wellbeing Representation Network: Term 1 Evaluation | 4 |
| Introduction of a Wellbeing Representation Network | 4 |
| Planning and development of Wellbeing Representation Network | 4 |
| Successes..... | 4 |
| Challenges | 4 |
| Lessons learned & recommendations..... | 5 |
| Stakeholder engagement & consultation..... | 5 |
| Successes..... | 6 |
| Challenges | 6 |
| Lessons learned & recommendations..... | 7 |
| Electing Representatives | 7 |
| Successes..... | 8 |
| Challenges | 8 |
| Lessons learned & recommendations..... | 8 |
| Training and induction | 8 |
| Successes..... | 9 |
| Challenges | 9 |
| Lessons learned & recommendations..... | 9 |
| Student Staff Committees | 10 |
| Successes..... | 10 |
| Challenges | 10 |
| Lessons learned & recommendations..... | 11 |
| Support for Representatives | 11 |
| Successes..... | 12 |
| Challenges | 12 |
| Lessons learned & recommendations..... | 12 |
| Appendix 1: Training Needs Analysis | 13 |

Wellbeing Representation Network: Term 1 Evaluation

This report looks to evaluate the phases involved in creating the Wellbeing Representation Network, from concept to its implementation.

Introduction of a Wellbeing Representation Network

The concept of a Wellbeing Representation Network (WBRN) was presented on 19 January 2017 at the *Our Strategy 2017-20* launch event.

We will create a College-wide Welfare Representation Network, focusing on student support and pastoral care issues. This Network will work in partnership with our successful Academic Representation Network – which specialises in educational feedback to College.

The idea of a Wellbeing Representation Network came from the Deputy President (Welfare) and was seconded by Union President.

Planning and development of Wellbeing Representation Network

The first WBRN working group meeting was held on 21 February 2017 where the terms of reference were determined, with meeting frequency set at once per month. The meetings picked up momentum after the appointment of the Wellbeing & Campaigns Coordinator (June 2017) and the new Officer Trustee team taking post, as the working group confirmed implementation plans. As we will identify later, the timescale of the project meant that there was a significant pressure on staff to develop the idea into a functioning Network that is embedded within the College structures and also put constraints on the ability to conduct effective and meaningful consultation. Much of the stakeholder engagement was informing them of the Network rather than presenting an opportunity to contribute to shaping the project. This was problematic in terms of student and volunteer engagement but may have helped keep momentum with departmental staff.

During initial discussions between Officer Trustees and staff it was decided that the WBRN would operate across all undergraduate programmes initially due to the complexity of postgraduate programmes.

Successes

- Working group consisted of a range of Officer Trustees (Union President, Welfare and Education) and staff who are strategically and operationally responsible for the Network.
- Terms of reference were adapted when membership changed due to staff changes and a new Officer Trustee team and frequency of meetings increased.
- Use of OneDrive for accessing and editing shared documents and resources.
- Red, Amber, Green method for tracking progress for actions in implementation plan.
- From June onwards, good recording of meetings and resources.

Challenges

- Working group did not become effective until June 2017 with infrequent meetings (once per month), no clear agenda, action plan or strategic lead driving the project.
- Officer Trustees were responsible for conducting and recording focus groups and student consultation when the project would hand over to a new team before implementation. This presented a challenge for consistency and staff oversight. Consultation should have been

managed by staff, with Officer Trustees leading on the chairing of consultation meetings, shaping the questions to be asked and identifying key stakeholders.

- Timing of project, with an expectation for the Network to launch in October 2017, it meant that there were increased pressures on Education & Welfare team putting other projects and developments on pause.
- Criticism from students who felt they weren't effectively consulted (see *Stakeholder engagement & consultation*).
- KPIs were agreed between SMG and the College during budgeting. These were not developed with, or communicated to the working group until 19 July 2017.

Lessons learned & recommendations

- Establish working group at start of project, conducting frequent meetings with a designated Chair to lead the direction of the project, allocate tasks and monitor progress.
- Work backwards when planning to ensure all stages and actions are considered, time requirements for actions are anticipated and contingency plans made.
- Involve working group in establishing KPIs.
- Staff to lead on operational tasks to maintain clear oversight and responsibility.
- Ensure all meetings, consultations and work products are recorded and saved on an accessible shared drive.
- Review how the WBRN can be embedded across postgraduate programmes.

Stakeholder engagement & consultation

The key stakeholders identified are undergraduate students, Constituent Union executives, Departmental Society Chairs, academic departmental staff (Senior Tutors, Welfare/Student Experience Leads, Director of Undergraduate Studies, and Head of Departments), Faculty Senior Tutors, Faculty Education Managers and Heads of student support services.

Student consultation was led and delivered by Officer Trustees during March - June 2017. One focus group was held on 29 March 2017 with 5 attendees and a discussion took place at Education Representation Board (ERB) on 1 June 2017. An action for further consultation was noted at ERB but no further consultation took place beyond discussions arising from student complaints. Drop-in sessions and ad hoc meetings were held in September for students to address any questions or feedback which was attended by 12 students (some of whom will have been present at ERB).

As the implementation of the Network was expected to launch in October 2017 there was not sufficient time to consult with College staff ahead of planning for development. However efforts were made to meet with Heads of each student support service to communicate the intention of the Network and to discuss the potential impact on use and promotion of their services. Within the team, the Education & Welfare Manager, Wellbeing & Campaigns Coordinator and where possible the DPW met with academic departmental staff identified between June – September 2017.

| Statistics: Stakeholder consultation & engagement | | No. Departments | Heads of Department * | Faculty Senior Tutors | Directors of UG Study | Senior Tutors | Other |
|---|------|-----------------|-----------------------|-----------------------|-----------------------|---------------|-------|
| Total number of departmental staff met | FoE | 11 | 5 | 1 | 9 | 10 | 10 |
| | FoNS | 5 | - | 1 | 1 | 5 | 8 |
| | FoM | 1 | 1 | 1 | - | - | - |

| | |
|-----------------------------------|---|
| Common concerns/challenges | <ul style="list-style-type: none"> • Staff concerns around increased workload with extra meetings or increased agenda and attendance to existing meetings • Lack of pilot or trialling the proposed network • Calibre of candidates who will deal with sensitive topics and election vs. selection process • Risk to volunteers: exposed to emotional stress, pre-disposed to mental health issues, rogue counsellors and boundaries of role • Risk to students: misplaced trust, expectation management, given poor advice from unqualified students • Level and quality of training for volunteers • College Support Services are already stretched • Main issues Senior Tutors face are mental health related, transition to university, competitiveness, crisis point cases |
|-----------------------------------|---|

*A presentation at the HoDs Lunch in September took place, we do not have access to an attendance list however the majority of HoDs across the institution were in attendance.

Successes

- Met with all staff in all departments which provided an opportunity to fully explain the purpose of the Network and how it will work within their specific department and existing structures.
- Departmental staff were given the opportunity to address any questions or concerns with the Network and identify the most effective/preferred way of embedding Network (e.g. SSC meetings and staff support for Reps).
- Education & Welfare team built relationships with key staff across all departments.
- Meeting all departments gave the team the opportunity to understand staff perceptions of wellbeing issues at a local level and where issues are consistent across faculties and the College.
- Management Trainee, Isla Kennedy, coordinated the meetings which was incredibly helpful particularly as she had interacted with some staff in a previous role.
- Outcomes of meetings with departmental staff were recorded.

Challenges

- Student consultation led by Officer Trustees before an implementation plan for the Network had been established and without a clear understanding of the purpose and structure of Network. This meant that consultation did not have a clear direction or aim and was not recorded so feedback obtained could not be factored into later planning consistently.
- Insufficient student consultation with no reach beyond existing elected volunteers.
- No record of WBRN featuring in discussions at Union Council or CWB.
- Time consuming to arrange appropriate meeting times with staff across College.
- Met with departmental staff over the summer period which sometimes meant staff were unavailable due to leave and did not allow time to discuss any issues raised with students.
- Some departments made requests for changes to the Network that were not possible due to the timing and progress of implementation. If departments had been met earlier in planning more could have been done to address points raised.
- Students that opposed the implementation of the Network met with departments before the Union, which led to biases and uncertainty from departmental staff and discredited the work that had been completed.

Lessons learned & recommendations

- Identify and communicate with all key stakeholders throughout the development and implementation of a project.
- Ensure sufficient time and priority is given to stakeholder consultation and that outcomes are incorporated.
- Ensure consultation and feedback obtained is factored into planning, with appropriate communication and recording.
- Communicate outcomes of consultation and next steps in planning with stakeholders.
- Collect feedback from key stakeholders within the first year of running WBRN to factor into review and planning for 2018/19.

Electing Representatives

Both Departmental and Year WBR were elected during the Autumn Elections 2017. This was due to the timing of the development and launch of the WBRN.

The Autumn Elections took place right at the beginning of the Academic Year, with nominations opening the Saturday before term began. The elections and the opening of new positions was communicated to our membership in several ways:

- News article during the Summer Holiday to introduce the WBRN
- Social Media communication from central Union channels about new & existing positions and the nudge a friend function (encourage a friend to run)
- Social Media communication from OT channels using the #RaiseYourVoice call to action
- Membership-wide communication via email introducing the WBRN pre-nominations
- Membership-wide communication via email as nominations opened advertising positions
- New website pages advertising both Networks, their purpose, training and positions available
- OT shout outs in welcome lectures during nomination week
- Email content sent to every department to be sent out to incoming and returning students

Once they had nominated themselves, there was continued personalised communication from a central Union elections email to ensure the candidates were equipped with all the information they needed for campaigning, upcoming training and other opportunities available should they be unsuccessful. The decision was made to make training for WBRN volunteers training mandatory. Through advertisement on the website and continued communication to candidates once they nominated themselves we ensured that all WBRN candidates were aware of the training dates, times and locations they had to attend before voting opened. This still gave candidates a chance to withdraw should they wish to do so.

| Statistics: Elected Reps | | Faculty | Dept. | Year |
|--|--------|---------|--------|--------|
| Total number of positions | 93 | 4 | 19 | 70 |
| Total number of positions elected | 82 | 4 | 18 | 60 |
| Total number of people elected | 79 | 4 | 16 | 59 |
| Percentage of positions filled | 88.17% | 100% | 94.74% | 85.71% |
| <ul style="list-style-type: none"> • Departmental Reps include Vice-Chair Campaigns (FoM) and Vice-Chair Representatives (FoM) and BSc Rep (FoM). | | | | |

Successes

- DPW, DPE and Wellbeing & Campaigns Coordinator attended 16 welcome talks to promote the Networks and Elections.
- Induction dates communicated to candidates when nominating for a position. This reinforced the message the training was mandatory and may have contributed to all elected Reps attending training.
- Some positions were contested and there is a representative standing within every department, even if not all positions were filled.
- A high percentage of positions filled, with complete Rep teams elected in 11* departments. (*incl. JMC and FoM).
- WBRN did not detract from students being elected into ARN positions as anticipated.
- Extra resource in the form of Democracy Administrator which helped ensure statistics were recorded and personalised communication was sent to candidates

Challenges

- Autumn elections opened nominations on the first day of term. The wider student body (outside of Constituent Union executives and elected Academic Departmental Reps) were not communicated with so there was a lack of awareness of what WBRN is.
- No communication strategy for informing wider student body about WBRN ahead of elections.
- Confusion amongst candidates about the role of seconders which could have prevented people from running for positions

Lessons learned & recommendations

- Work with departments to send out elections promotions at a local level.
- Elect Departmental Reps in Leadership Elections (March).
- Review process for by-elections for vacant positions.
- Review CU Welfare and Academic Officer and Departmental Society Welfare Officer role descriptions to ensure Networks are considered.

Training and induction

Based on feedback from student representatives and departmental staff, the induction training offered to Wellbeing Reps was made mandatory. There were two different inductions: Departmental Rep and Year Rep, each scheduled to last two hours. Constituent Union Welfare Officers attended a brief induction prior to elections of WBRs and were welcome to attend the training offered to the WBRN. Training began the week following election results (Monday 23 November) and culminated in a Wellbeing Rep Development Evening on Thursday 9 November 2017.

The induction training covered:

- Overview of Union and College structures and support
- Understand the role & responsibilities of the role – CASPER overview
 - Overview of WBRN – purpose and structure
 - What is campaigning & raising awareness
 - Signposting – understand how and when
 - Importance of promoting positive conversations
 - Principles and Tools for Representing
- How to run effective meetings (Departmental Reps only)
- Sensitivity and confidentiality

- Further training and development opportunities

Further training is due to be delivered during term 2 to cover campaigning and Student *Mind's Look After Your Mate*.

| Statistics: Training | | Faculty | Dept. | Year |
|---|----------|---------|-------|------|
| Total number people attended training | 70 | 3 | 16 | 51 |
| Total number people attending 121/group induction | 9 | 1 | 0 | 8 |
| Usefulness of session (average) | 8.46 /10 | n/a | 8.16 | 8.61 |
| <ul style="list-style-type: none"> • 100% of elected Wellbeing Reps attended an induction. • 12 Reps attended a voluntary Development Evening session which involved a talk from the Director of Student Services, communication and team building activities as well as a networking opportunity | | | | |

Successes

- Creating a training rota to share the workload between the team and planning for flexible working hours to help balance accumulation of TOIL.
- USB sticks with further resources for volunteers.
- Offering small group and one-to-one sessions for those volunteers elected offline who had not attended a formal induction ensured all elected Reps were trained.
- Group sessions were a good format for delivery, allowing opportunity to engage in interactive learning methods, to meet Reps across the Network and to raise and questions.
- Training needs analysis forms completed by all attendees will help to prioritise further training development (see *Appendix 1*).
- Tracking attendance of all elected Wellbeing Reps.

Challenges

- Keeping to the allocated time for training delivery – many sessions overran the 2 hours. Difficult to cover all areas of role in depth (e.g. campaigning tools and guidance).
- Delivering the number of inductions (across the team) was time intensive and resulted in accumulation of TOIL despite measures to control this.
- Room booking allocation and ensuring essential resources (laptop, projector, furniture) were available.
- Feedback that some first year students felt overwhelmed by content and responsibility of role as they are new to university and Imperial context.

Lessons learned & recommendations

- Streamline content and identify areas where content can be cut from workshop to save on time in the session.
- Categorise documents into folders on USB to make accessing essential and supporting resources/information more accessible.
- Consider how to connect Reps across the Network beyond induction and development days.
- Purchase a laptop for the Education & Welfare team to reduce demand on central resources.
- Ensure time is spent reviewing training needs analysis forms in order to factor into planning.

- Develop programme of training ahead of 2018/19 so that WBR know what training is scheduled beyond their induction.

Student Staff Committees

At the time of launching the network the Student Staff Committee (SSC) structure was already embedded across the institution within departments as a forum for Academic Departmental and Year Representatives to discuss issues with key departmental staff and come up with student-centric solutions. With the addition of 89 new student representative positions it was decided that the best forum in year one of the network would be SSCs within departments. During discussions with departments, the structure of SSCs was agreed collaboratively on an individual basis depending on what currently operated within the department and the capacity of adding new representatives to these meetings.

The most widely accepted SSC structure was to add welfare as a standing agenda point to meetings and invite the Wellbeing Departmental Representative who would put forward the views of their Wellbeing Year Representatives.

After consultation with the Faculty Senior Tutor within Engineering it was decided to introduce a Faculty level SSC which comprised of all the Engineering Wellbeing Department Representatives, the DPW, the Faculty Senior Tutor of Engineering and the Head of Education & Student Experience Strategy. This was to ensure the WBRN had a similar forum to the Faculty Education Committee to air concerns with senior staff and share best practice.

Successes

- The nature of scheduled catch ups with Rep Teams (see *Support for Representatives* section) means we have more insight into what is happening at SSCs than we had before.
- The first Faculty of Engineering Wellbeing SSC created tangible change in all Engineering departments (Wellbeing Reps to access a budget from their departments) and instigated conversations about long-standing issues at Imperial with high level Faculty staff.
- The addition of Wellbeing Representatives to SSCs meant that the academic staff were exposed to wellbeing issues they were not aware of previously.
- Wellbeing Representatives felt in many cases that staff were receptive to their feedback and willing to work collaboratively to create positive change for students.

Challenges

- Across the institution each department structures their SSCs internally which was challenging when trying to implement the Network consistently across undergraduate programmes.
- Time constraints with the implementation of the Network meant in some instances departments and student representatives weren't happy with the structure of SSCs which slowed down the efficacy of both the Academic and Wellbeing Networks.
- The ongoing discussions in the Faculty of Natural Sciences over student satisfaction with the WBRN prevented us from implementing Faculty Wellbeing SSCs that had been instituted in the Faculty of Engineering.
- The Education & Welfare team had little oversight over SSCs and any changes made during the term due to the pre-existing relationship with the Union and the College regarding SSCs.
- There was no feedback from key departmental staff on the efficacy of new SSC structures despite opportunities given by the Education & Welfare team, the only feedback was from Reps who attended meetings with the Wellbeing & Campaigns Coordinator

Lessons learned & recommendations

- Receive feedback from key departmental staff and volunteers (Wellbeing, Academic and Constituent Union) on the efficacy of SSCs after the implementation of the WBRN.
- Confirm a universal structure for SSCs across the institution (or at least within a Faculty) which ensures equal representation of both Academic and Wellbeing concerns.
- Ensure Education & Welfare team receive minutes from SSCs to enable the team to follow up on issues/actions raised and to be aware of work the Reps are involved in.
- Review and amend College's guidance to SSCs.

Support for Representatives

To ensure that the Union maintained oversight of the Network and to understand the successes, risks and challenges of the Network each Rep team was scheduled to attend a catch up during term one with Wellbeing & Campaigns Coordinator.

These catch up meetings consisted of a set of standardised questions, along with opportunities for additional feedback, to ensure the Education & Welfare team were able to understand how successfully the WBRN has embedded within each department in certain areas and what can be done to improve the Rep, department and student experience within individual departments.

| Statistics: Rep Catch Ups with WCC | | Dept. Rep | Year Rep |
|--|--|-----------|----------|
| Total number of scheduled catch ups | 18 (for 75 Reps to be met with their department Rep teams) | n/a | n/a |
| Total number Reps attending | 52 | 14 | 38 |
| Total number to meet in Term Two | 23 | 2 | 21 |

Within individual departments, it was identified that Senior Tutors would be the main point of contact and where they are positioned, Student Experience/Liaison Officers. These members of staff were intended to be the first port of call for Wellbeing Reps, should they have any concerns or issues, as the experts on the state of welfare within the individual department. Wellbeing Reps were told not to wait for SSCs if they had concerns but to get directly in touch with staff. In many cases, these staff members have been meeting with the Wellbeing Rep teams regularly outside of SSCs.

The catch up meetings with the Wellbeing & Campaigns Coordinator were a useful way to ascertain what individual Rep teams were achieving in the first term. Key findings from the Reps were:

- Students don't necessarily understand what the WBRN is and therefore they are not utilising the Reps.
- Several Rep teams conducted successful surveys to help influence their agenda for the year and present information to their departments.
- Variations across departments in the working relationship with Academic Reps, whilst some were positive there was confusion amongst others how they should work together.
- There is a lot of information received from different areas of the College and the Union which can be overwhelming and difficult to relay to constituents.
- Staff are helpful and understanding for the most-part but some struggle to deliver quick results as they hold multiple roles.

Successes

- Communicating Rep team catch up dates in advanced meant that 14 Rep teams met directly with the team before the end of term 1. Those who were absent due to illness or coursework are scheduled to catch up in January 2018.
- Structured format for initial Rep team catch ups helped to standardise meetings and ensure the same information is collated and recorded for each team.
- The catch up meetings served as a way to ascertain what different Rep teams were doing within their departments, information that we would not have known on a local level otherwise.
- Key welfare staff within departments are readily available to support the Wellbeing Reps and most have implemented informal meetings to catch up with the Reps outside of SSCs.

Challenges

- Getting all members of a Rep team together at the same time.
- Reps are not proactively utilising the tools provided (CASPER Log and SMART goals).
- Facilitating consistent approaches between CUWO and Rep teams – embedding this responsibility into the role of CUWO and that clear staff support is allocated for them.
- End of term one feedback was not obtained from departmental staff – it would be useful to understand their view on the Network and how they have supported and worked with the Reps.

Lessons learned & recommendations

- Create a forum for Reps across the Network to communicate and collaborate outside of CWB.
- Review tools (e.g. CASPER Log and SMART goals) and how they can be accessed to increase usage.
- Review role descriptions for CUWO to ensure support for WBR is considered.
- Review and identify staff support for Constituent Union executive committees.
- Facilitate introductions between elected Academic and Wellbeing Reps within departments, ensuring both Networks understand their functions and responsibilities and how to work together.
- Continue to schedule Rep team catch ups with Union staff, recording which Reps have attended and outcomes of meetings.
- Collate feedback from departmental staff in term 2 and at the end of 2017/18 to be factored into end of year review and planning for 2018/19.

Appendix 1: Training Needs Analysis

Wellbeing Training Needs Analysis

| What are the key responsibilities in your Role? | Would like further workshops in these areas? | |
|---|--|----|
| | Yes | No |
| Signposting | 17 | 8 |
| Representation | 5 | 4 |
| Campaigning | 13 | 3 |
| Raising Awareness | 10 | 3 |
| Clear Communication | 1 | 3 |
| Organisation and leadership | 1 | 1 |
| Analyse/research/ collate and report wellbeing issues | 10 | 3 |
| Presenting/ arguing a proposal | 1 | |
| Communication with college | 5 | 3 |
| How to manage and deal with stress | 1 | |
| Develop strategy and planning | 1 | |
| Provide support in the form of advice and reference | 1 | 2 |
| Voice wellbeing with my dept | 3 | 1 |
| Point of contact | 1 | |
| Managing and coordinating year reps | 1 | |
| Look out for problems and be open minders and helpful | | 1 |
| Bridging the gap between union and college | 1 | |
| Act upon feedback and make change | 1 | |
| Ensuring a safe environment | 2 | 1 |
| Work with Academic Reps | 1 | |
| Mental health first aid | 4 | |

| What would you like to achieve in the year ahead? | Would like further workshops in these areas? | |
|--|--|----|
| | Yes | No |
| Change attitudes in dept and promoting positive conversation | 6 | 2 |
| Increase the available support | 2 | 1 |
| Effective Campaigning | 1 | 2 |
| Effective Communication | 5 | |
| Chairing Meetings and leadership | 2 | 1 |
| Negotiation with college staff | 2 | |
| Help students maintain a healthy work-life balance | 1 | 2 |

| | | |
|--|---|---|
| Build a tighter community with students and staff | 2 | 1 |
| Ensure WRN is safe | 1 | |
| Clear explanation of mitigating circumstances | 1 | |
| set-up anonymous forms for students to talk | 1 | |
| Highlight the importance of exercise | 1 | |
| Increase Student Satisfaction | 3 | 1 |
| Modernising optional course | 1 | |
| Finance | 1 | |
| Institutional change | 2 | |
| Empowering students to run their own campaigns | 2 | |
| Supporting Volunteers | 1 | |
| Improve the appearance of the department with projects and imagery | 1 | |
| Focus on feedback to make more open criticism | 1 | |
| Organise monthly finders breakfast | 1 | |
| Engineers of Imperial | | |
| Organise a departmental trip | 1 | |
| Make people feel welcome | 3 | 1 |

| Would you like to receive training/ support in the following areas covered by the Wellbeing Road Map? | Yes | No |
|--|------------|-----------|
| Health | 37 | 9 |
| Finance | 28 | 17 |
| Relationships | 35 | 12 |
| Equality & Diversity | 32 | 15 |
| Personal Safety | 27 | 17 |

| Why did you chose to run for a Wellbeing Representative position? | No. of students |
|--|------------------------|
| To help my peers and coursemates have a positive experience | 30 |
| To be a representative for other students on wellbeing issues | 18 |
| To raise awareness about services available | 17 |
| To create positive change | 16 |
| To help improve poor communication in my department | 12 |
| I have gone through difficulties myself and want to help others | 8 |
| To de-stigmatise conversations about wellbeing issues and raise awareness | 7 |
| Challenge the College for better Welfare provisions/resources | 7 |
| University (particularly Imperial) is stressful and not many people know how to deal with it | 6 |
| I want to work collaboratively with the College and the Union | 6 |
| Ensure that wellbeing issues are considered just as important as academic | 6 |

| | |
|--|---|
| I understand the importance of having this role | 4 |
| I want to develop transferable skills (i.e. leadership and communication) | 4 |
| I want to give back to my department | 3 |
| To learn how the Faculty interacts with students | 2 |
| I have been an Academic Rep previously | 2 |
| Exciting to be in a new Rep role to help shape it | 2 |
| I was encouraged by friends to run for the role | 1 |
| No one else was running for the position | 1 |
| Concerned the WBRN is dangerous | 1 |
| Continue Medics of Imperial campaign | 1 |
| A chance to be part of the Imperial community | 1 |
| I'm an Academic Rep and think Academic and Wellbeing Reps should be one role | 1 |
| To support a fantastic idea | 1 |