Imperial College Union Governance Committee

19/09/2018

AGENDA ITEM NO.	8
TITLE	Leadership Elections 2019: Training Needs
AUTHOR	Emelie Helsen
EXECUTIVE SUMMARY	The Student Development team has a set of recommendations they want to develop in order to - Ensure Full Time Office role descriptions are relevant, up to date, and in line with training and support received - Ensure prospective Full Time Officer; candidates understand their roles and responsibilities before standing for positions - Ensure adequate, relevant, and timely information and learning opportunities are planned and delivered to the above candidates - Increase diversity in the number of students standing for positions, and positions elected.
PURPOSE	For the committee to understand the importance of up to date and relevant information for candidates in leadership elections, which leads to a more productive Officer handover and induction period.
DECISION/ACTION REQUIRED	For the committee to approve the suggested amendments to be taken forward by the Student Development team in collaboration with Student Voice

The Leadership Elections
The Governance committee is aware of the importance of the having successful Leadership Elections for the benefit of our organisation and our students.

In line with our Strategy, and further College strategies on Student Support and Equality, Diversity, and Inclusion, It is important to ensure all information, guidance, documentation, and training given to student members is clear, accessible, transparent, and in a language that works for our students. This information needs to be so from the point of thinking of standing for a role in elections to the point elected officers start their role.

The main focus for the recommendations here is on Full Time Officers, rather than all elected roles in these elections.

Context

This year, the Student Development Manager and Training and Development Manager took responsibility to coordinate the Officer Trustee Induction (*see Appendix*), which consisted of creating a schedule for OT to OT handover, training sessions, the OT/SMG residential, and further info sessions that were deemed necessary and a priority in the first month of their start.

In order to create the schedule, the managers conducted:
- A training needs analysis through conversations with then current OTs
- A learning assessment with new officers to see where their knowledge and learning was at
- An analysis of role descriptions
- A review of previous sessions held at ICU
- A review of induction schedules from colleagues at other Unions and NUS Lead and Change programmes
- Ongoing conversations with the MD to ensure the programme was tailored to the needs of the organisation.

The programme was then delivered in the form of 35+ individual sessions, where a large amount of sessions where created and delivered by the Student Development Manager and Training and Development Manager, and other sessions were provided by staff from across ICU.

An evaluation with OTs and staff is underway, of which the results will be shared with current OTs and SMG.

Recommendations

From our reviews and analyses, we encountered lack of clarity, information, in order to set up the training programme for Officers better and in a timely manner. Therefore, recommendations are, for Student Development to take the lead on (in collaboration with colleagues from other ICU departments):
- A review of role descriptions of all Full Time officers (5 Officer Trustees and the Felix Editor) so there is clarity for students standing for elections on exactly what the role entails (including pay, inclusive language, their role as Trustee and their portfolio, etc.) and for the Student Development team to prepare training opportunities for the whole year more adequately.
- A review of all information that is shared through different media and channels on the roles and responsibilities, including sessions such as 'Candidates briefing', 'how to write a manifesto', 'how to campaign'; and to review which way is the most effective for the whole student body to access the information.

- A review of all language in promotional materials and training/information content in order for it to be inclusive and actively targeting students from marginalised communities.