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| **Role** | **VP Diversity** |
| **Name** | Opeyemi Adeyemi |
| **Date Submitted** | 11/11/2024 |

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| **Manifesto Work**  *Provide an update on the work you have done on the manifesto that you were elected against, since the last meeting.* |
| **Diversity Year Campaign**  The Diversity Year Campaign has been launched in direct response to student feedback and aligns with both my manifesto and the SU’s strategic plan to foster a stronger sense of belonging within the Students' Union (SU). This year-long campaign is designed to focus on underrepresented groups, including Global Majority communities, LGBTQ+ students, disabled students, women, and international students.  Throughout the academic year, we will host events, activities and workshops tied to key awareness dates, such as Black History Month, Disability History Month etc. These events aim to promote inclusion and ensure that all students feel a sense of belonging.  Each liberation representative will champion campaigns that address unique challenges and contributions specific to the groups they represent and there would also be a Diversity conference covering intersectionality. The campaign officially kicked off with events for Black History Month, setting a positive tone for the year ahead.  **Black history month**  In celebration of Black History Month, we have organized several events to honour the contributions and experiences of Black communities. This year’s theme is **"Reclaiming Narratives,"** and our activities reflect this focus.  One of the highlights is a **Black History-Themed Karaoke Night,** where participants enjoyed singing songs by their favourite artists from back home, celebrating their cultural impact. We also hosted a **Black History-Themed Movie Night,** featuring a movie (T.H.U.G.) that aligns with this year’s theme.  Additionally, we planned a **trip to the Liverpool Slavery Museum** to provide an educational opportunity for students to explore the history of slavery and its lasting effects on society.  The campaign saw strong student engagement, with over 120 students across all activities.  **Diversity Signage**  I collaborated with our former head of operations to create a safe space in our social (The Den) following from feedback from our diverse range of students, I provided him with various samples of diversity signage designed to resonate with students from different underrepresented groups.  **Menopause awareness day:**  In response to the feedback received from our student body regarding the need for increased support for mature students, particularly those experiencing menopause, I facilitated discussions among liberation reps to brainstorm activities and resources tailored to the needs of our mature students. Our gender equality liberation rep` then organised an event including the creation of discussion prompts, affirmation cards and the gathering of relevant film and TV show clips that address menopause. Additionally, our disabled student’s liberation rep provided resources on menopause symptoms and management strategies, along with QR codes that link to further information.  **Speak up Campaign:** the sabbs have continuously emphasised the need to speak up to all students at all our events. We also have flyers that contains the details of the speak up campaign and how to enhance their student voice.  **Inductions**: All of us sabbatical Officers have played a key role in welcoming new and returning students across our campuses. During these inductions, we engaged with many students, introducing them to the services offered by the Students' Union and promoting upcoming events. |

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| **Policy Work**  *Executive Officers are required to work on policies implemented by the student population. Please provide an update on the work undertaken on any current ideas/policies related to your role.* |
| **Sickle Cell Disease as a Disability: Support from the University**  I have provided feedback to the university's disability and inclusion team regarding the need to support students with sickle cell disease (SCD). We received feedback from some students with SCD who were unaware of any available support, possibly due to the condition predominantly affecting specific demographics. However, it is essential to recognize SCD as a long-term disability that significantly impacts quality of life and, consequently, academic performance. In response, the university has confirmed plans to implement individualized support for students with SCD. This support will include a "Tutor Awareness Sheet," which outlines each student's specific challenges and required accommodations, ensuring that academic staff are fully informed and able to provide the necessary support which would be advertised through their platform, and we will signpost students to these resources as well.  **AI Policy**: Over the past year, Sabbatical Officers have raised concerns in committee meetings, including discussions with the Vice Chancellor, about the impact of AI on student assignments. These concerns focused on issues such as academic misconduct, plagiarism, and assignment failures related to AI detection. We are happy to share that, as a result of our efforts, the university has updated its AI policy and has deactivated the AI detection tool in Turnitin for both students and staff.  **New Grading Policy**: In response to numerous student complaints about grading last academic year, we raised these concerns in our respective committee meetings with the university. After months of discussions and follow-ups, the university has implemented a new grading policy. This policy aims to benefit students by reducing the need for resits and streamlining the progression from one level to the next, alleviating unnecessary stress in the process. |

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| **Additional Project Updates**  *This is an opportunity to update the panel on any extra work you have engaged with, that sits outside the previous two boxes. This can include key student issues you’ve been addressing.* |
| **Transportation Issue**: At the start of the academic year, bus transport became a major issue, carrying over from the challenges we faced last academic year. When the university announced it would be cancelling the bus service, we voiced our concerns in multiple discussions, stressing how this decision would negatively impact student life in various ways. To make our voices heard, we also supported a protest held during the University’s Open Day.  Although the university has not agreed to bring back the bus service, after several meetings and discussions, they’ve introduced financial aid to help those affected by the cancellation. Students who are eligible can apply for hardship funds to help cover transportation costs by reaching out to the team at money@wlv.ac.uk.  **Training for Liberation Reps**  I have successfully delivered training sessions for the liberation representatives, ensuring they are well-prepared and confident in their roles. The training aimed to equip the reps with the necessary skills and knowledge to be effective advocates for the diverse communities they represent. Key areas covered included understanding their responsibilities, building inclusive campaigns, and fostering a supportive environment for the underrepresented groups.  The sessions also focused on building strong relationships from the outset of the academic year, promoting collaboration between myself and the liberation reps. This early rapport will enable them to work cohesively on campaigns, address challenges faced by underrepresented students and ensure that their voices are heard across the institution.  By the end of the training, reps were not only familiar with how to navigate their roles effectively but also inspired to champion meaningful change and support the wellbeing of the diverse student body.  **Curriculum framework design workshop:** We contributed to this by advocating for more student involvement in shaping these frameworks. We also pushed for making the curriculum more adaptable to changes in the job market, diversifying the reading list so students are better prepared for future careers. Following the workshop, I further suggested implementing a survey where students could directly share their feedback on the curriculum. In response, the committee proposed adding a feedback/suggestion form on the curriculum framework design landing page on the university’s website making it easy for students to share their suggestions.  **Library Working Group Meetings**: Over the past four months, Sabbatical Officers have played an active role in the refurbishment of Harrison Library by attending weekly meetings. We provided input on aesthetic improvements and student services, ensuring the project aligned with student feedback and needs. I contributed to picking the designs for the different areas in a way that suits students interests based on feedback and perspective. |

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| **Meeting Attendance**  *Please highlight any relevant meetings you’ve attended and key issues arising from these meetings.* |
| I have actively participated in a wide range of meetings and initiatives relevant to my role. This includes regular involvement with the Faculty EDI committees, the Race Equality Charter Student Experience Committee, Disability, equality action plan committee, as well as contributing to the Access and Participation Plan Working Group.  I have also taken part in Workplace Online and Lifelong Learning sessions to support professional development in these areas.  One recent example of collaborative work was the international students' welcome event, also known as the Global Gathering event. Working closely with the Assistant Faculty Registrar for FSE and the Director of Diversity and Inclusion in the University, we focused on making the event more welcoming and inclusive. Together with the VP academic, we offered feedback on event planning, contributed ideas to better engage students from diverse backgrounds, and proposed a range of inclusive activities to enhance their experience.  In addition, the sabbs team arranged for a Student Union stand at the event to ensure that students were aware of the various services and resources available to them through the union. This provided a direct way for students to learn more about support options and opportunities to get involved in the university community.  **International Students Working Group**: Over the past academic year, Sabbatical Officers have actively participated in the International Students Working Group. We contributed to the development of a comprehensive support document for international students, we offered key recommendations based on feedback received from students such as accommodation support, enrolment etc.  **Meetings with liberation reps**  I have been meeting regularly with the liberation representatives to discuss their experiences, expectations, and plans for their campaigns, also focusing on how these initiatives contribute to the diversity year campaign. These meetings aim to explore ways to enhance sense of belonging and student engagement, within the Student Union (SU).  During our discussions, I have encouraged the liberation representatives to take the lead in organizing their campaigns while collaborating closely with them on these initiatives. For instance, Princess, our Gender Equality Liberation Representative, is currently organizing events for Movember. I suggested that she collaborates with the President whom she has already met with and started planning with, who is also running a similar campaign, to maximize impact and outreach.  Additionally, we have undertaken initiatives together. We celebrated International Girls' Day and uploaded a gynaecological awareness resource on our website, which was provided by our Disabled Students Liberation Representatives. This resource specifically highlights gynaecological conditions affecting Black women and was part of our activities for Black History Month.  Overall, the relationship with the liberation representatives has been productive thus far. |

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| **Additional comments:** |
| **Black history month involvement with the University:** The Students' Union Officers have been actively involved in the University's Black History Month event, our contribution includes attending meetings, an interactive “How Well Do You Know Your Black History?” quiz that aligns with this year’s theme of reclaiming narratives. The quiz is designed to engage students and enhance their participation, I also designed a presentation slide for accessibility purposes.  **Recruitments**: Since the start of the academic year, we have participated in interviews for school reps, liberation reps, bar staff, and welcome desk staff. Collectively, we interviewed over 50 candidates, many of whom were successfully employed into our student staff roles during the summer.  **Welcome Week**: We were actively involved in the planning and execution of Welcome Week. Through various games and quizzes, such as "How Well Do You Know Your SU?", we successfully engaged with students, awarded prizes and students had better understanding of the services we provide at the SU.  **Work from other campuses:** The sabbatical officers decided to schedule a workday from the Walsall campus as part of our ongoing effort to ensure that all campuses, including Telford and Walsall, are equally represented and supported. During our visit, we took the opportunity to meet with students, listen to their concerns, share updates on upcoming SU activities, and gather valuable feedback on how we can make student life better across all campuses. |